

The
Charles Dickens
School

Expect, Believe, Achieve

Deputy Headteacher Information Pack



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Dear Applicant

Deputy Headteacher of The Charles Dickens School

Welcome to the application process for the post of Deputy Headteacher at The Charles Dickens School. I am immensely proud to be the Executive Headteacher of all the schools within Barton Court Academy Trust. Each one serves a diverse community and offers a unique career opportunity. At Charles Dickens I am particularly proud of the efforts and energy my colleagues make every day to provide the quality education that pupils deserve. The dedication and determination exhibited by our staff across the Trust humbles me daily and our collaboration in pursuit of excellence in our work is exciting. We are a small Trust, but as we have grown our ambition of what we can achieve has grown with us. Our lead school Barton Court Grammar School is an outstanding co-educational 11-18 school and continues to offer support, collaboration and respect to all other schools within the Trust.

We have recently appointed an experienced and highly driven Headteacher to lead the school to the next stage of school improvement and future success. We seek a Deputy Headteacher to join our talented, highly diligent, and cohesive senior team, who will champion our pupils, many of whom face challenges and, without the support of a caring but determined school, could have limited life chances. This role is that important and is why we need a senior leader who is dedicated and passionate but also warm, possessing charisma and who recognises that high expectations, open-mindedness, clarity, diligence and a sense of compassion are necessary in a successful senior leader.

Please read our website (www.cds.kent.sch.uk), visit us and consider whether the School appeals. If invited to interview you will find us transparent so that you have a thorough insight into what constitutes being Deputy Headteacher at Charles Dickens. It is a dynamic school and it is a place for enthusiasts who believe that all things are possible. The Secondary phase is a new beginning for pupils and a place where professions can thrive.

We are committed to building people's careers at BCAT and establishing sustainable opportunities for staff development. We will ensure the successful candidate has an effective and bespoke induction process and will receive full support from me, the Headteacher and the Local Governing Body.

If any matters regarding the application are unclear please contact us via email kcardus@cds.kent.sch.uk or by telephone on 01843 862988. Please submit your application at the earliest convenient moment; we look at all applications as they arrive and reserve the right to progress them at any stage.

I hope that the quality of your application leads to an interview and thus gives us the opportunity to share our School with you.

Best wishes

A handwritten signature in black ink, appearing to read 'K Cardus', written in a cursive style.

Kirstin Cardus
Executive Headteacher

Our School

At our School, we promote the values of serving others, humility, achievement, respect and equality. We are a school which embraces our British heritage and British values. As a result, we welcome staff from a range of backgrounds and faiths to join our vibrant and inclusive environment.

We are seeking to appoint a senior leader to the post of Deputy Headteacher: Pastoral Care and Guidance (in a Key stage to be agreed) to join a leadership group of Executive Headteacher, Headteacher, two Deputy Headteachers and two Assistant Headteachers from September 2019. The opportunity to work across the Trust is available to interested candidates.

The successful candidate will:

- Be an experienced leader already contributing significantly to whole-school developments
- Be passionate about high standards and achievement and excellence for all
- Be passionate about teaching and learning
- Be an enthusiastic team player
- Be an excellent teacher

Deputy Headteacher

The focus of responsibility for the post will be the strategic development of the school Pastoral Care, guidance and support provision, with specific leadership of behaviour and inclusion within a Key Stage. The successful candidate will have the potential and desire to be active and influential across the whole leadership spectrum. As such it will provide a first rate preparation for those considering going on to Headship.

The successful candidate will:

- Have an intelligent grasp of raising standards and achievement through excellent pastoral care, guidance and support
- Have an intelligent grasp of raising standards and achievement through Staff Development and Training

The role is a fantastic opportunity to join a highly effective leadership team within BCAT and to make a big impact upon raising standards and achievement at The Charles Dickens School. BCAT is a forward thinking Trust, with a passion for teaching and learning and high standards. You will be joining a dynamic and friendly staff team and students who are enthusiastic and willing to learn. As Deputy Headteacher this post is key in ensuring the further developments of our school. We aim to ensure that the successful candidate will be central to all major strategic decisions and will be leading some of these, working with Governors, staff and students. Central to this role is the ability to be a secure link between the staff and the Headteacher and so be able to work with the Headteacher and the Executive Headteacher, in an honest and open forum, in advising on staff morale and enthusiasm.

Candidates applying for our Deputy Headteacher post are required to evidence in their personal statements their experience and that they match the person specification.

Our Mission Statement:

“Whatever I have tried to do in life, I have tried with all my heart to do it well; whatever I have devoted myself to, I have devoted myself completely; in great aims and in small I have always thoroughly been in earnest.” *Charles Dickens*

At The Charles Dickens School, we are dedicated to enabling all students to achieve their potential. We pride ourselves on being a challenging, innovative and inclusive community. We are dedicated to our students’ development both as learners and as responsible young adults.

Our school values are:

Compassion
Aspiration
Resilience
Enthusiasm

Students learn best when they are happy and valued; supported, challenged and encouraged. At The Charles Dickens School we take care to ensure our students’ education is both enriching and enjoyable.

We aspire to be a truly 21st Century school, concerned not just with what our students learn, but with how they learn, and how they grow in confidence, independence and critical thinking. We introduced the ‘Thinking Schools’ programme in September 2017 which will ensure that learning is at the heart of the children’s thinking.

The success of The Charles Dickens School is due to a strong partnership between staff, students and parents and a clear understanding of our core values. Our vision is to be an ‘outstanding school’ underpinning all aspects of school life for both students and staff.

We have introduced an innovatory curriculum with all students studying a compressed KS3 and opting at the end of Year 8 for their GCSE/KS4 courses. Students are able to choose from a wide range of academic (GCSE) and vocational options. We have introduced a “secondary ready” curriculum for students in Y7 & Y8 who are not yet ready for the transition to secondary education and a Gifted and Talented programme for our most able.

The School is working towards accreditation as a “Thinking School”. We have placed Thinking at the heart of our learning & teaching and we are developing a common visual language of Thinking Tools to enable our students to become independent, confident, thoughtful, life-long learners. We believe that Thinking students will be successful in their learning and life beyond The Charles Dickens School. We are working with Exeter University towards accreditations as a Thinking School and this takes approximately three years to achieve with accreditation expected in Jan 2021.

Time is being well spent on developing opportunities for our students to take on leadership roles within the School, to not only improve their leadership skills and confidence, but allow students to work in productive teams, take on more responsibility and work together for the benefit of each other, our school and local community.

Student Voice and the House events have developed further under this new student leadership structure ensuring that students feel listened to, valued and able to contribute to their school.



The Charles Dickens School

Deputy Headteacher Job Description

KS3

Job Description Deputy Headteacher: Pastoral Care (Y7 – 8)

PASTORAL CARE (Y7 – 8), BEHAVIOUR, SAFEGUARDING, INCLUSION, ATTENDANCE, HEALTHY SCHOOLS, PSHEE, SMSC, WRL, SECONDARY READY CURRICULUM, T&L at KS3.
L19 – L23

Reports to: Headteacher

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| 1(a) | <p>Key Purpose: With the Executive Headteacher and Headteacher, the Deputy Headteacher will:</p> <ul style="list-style-type: none">a) Share responsibility for school policies, decision-making and strategic planning;b) Develop an ethos of high expectations for students and staff;c) Lead on change and innovation;d) Take full accountability for key areas of the school's work including leadership of the care and support programmes for all students in Yrs 7 – 8, including Behaviour, Inclusion, Safeguarding, Attendance, PSHEE, SMSC, WRL, Student Voice, Healthy Schools, charity and fundraising, including targets for achievement and raising achievement in Years 7 - 8.e) Deputise for the Headteacher/Executive Headteacher in their absence and support with their workload, when tasks are delegated or shared. |
| 1(b) | <p>The key focus of this post is to ensure the highest quality of achievement and pastoral care provision at KS3 (Y7 – 8). That every child in years 7 – 8 are supported to achieve their full potential and that they develop as an active and global citizen is to; to ensure the highest quality of Behaviour, Attendance, Safeguarding, Inclusion, PSHEE, SMSC, WRL, Healthy Schools provision, by:</p> <ul style="list-style-type: none">a) Leading and reporting to the Executive Headteacher and Headteacher of the School, the progress towards meeting the Every Child Achieves outcomes.b) Lead and manage the Heads of Year to ensure equity and excellence, ensuring no groups or individuals underachieve against national targets at KS3 and KS4 (RaiseOnline (ASP) and FFT);c) Working closely with the AHT: Behaviour & safety to ensure equity and excellence, ensuring no groups or individuals underachieve against national targets at KS3 and KS4 (RaiseOnline (ASP) and FFT);d) Develop effective strategies for transition from Key Stage 2 to Key Stage 3 and from Key Stage 3 to 4. |

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| | <ul style="list-style-type: none"> e) Lead and manage the PSHEE coordinator, along with DHT: Pastoral Y0/11 to deliver the imperatives of SMSC across Yrs 7 – 8 and the whole school and monitor impact. f) Provide leadership for the Citizenship at KS3 – monitoring and evaluating both school and wider community targets; g) Accountability for line management of designated curriculum subjects; h) Develop, lead and manage effective strategies to improve standards of achievement in years 7 – 8; i) Accountability for standards of attainment and achievement in years 7 - 8; j) Lead and manage the Careers Programme (Yr 7 – 8) and the Work Related Learning programme (Yr 10) to ensure the highest quality of IAG and WRL provision and monitor its impact; k) Oversee the effective transition from KS2 to KS3; l) Oversee the effective transition from KS3 to KS4; m) Monitoring participation in extra-curricular activities to ensure all students contribute to the life of the school and its ethos. n) Providing leadership of Social Enterprise to include charities and fundraising |
| 2. | Areas of Responsibility and Accountability |
| (a) | <p>Leadership and Management</p> <ul style="list-style-type: none"> a) Deputise for the Headteacher and share leadership at the most senior level; b) Make significant contributions to meetings of the Senior Leadership Team, Extended Leadership Team, Pastoral Team and the Curriculum Team; c) Contribute to the operational management of the school and ensure it functions effectively and efficiently; d) Be a highly visible presence around the school and role model expectations and standards to all staff and students; e) Take full accountability for Behaviour in the School and along with the AHT: Behaviour (Y9) and Senior DHT: Pastoral (Y10 – 11). f) Leadership of the RU and SRU and alternative provision, along with DHT: Pastoral (Y10 – 11) and AHT: Behaviour & Safety (9). g) Take full accountability for targets relating to the performance of standards at KS3; h) Take full accountability for the examination results of the designated curriculum subjects (line management) i) Take full accountability, along with DHT: Pastoral Y10-11, for the quality of Attendance Manager, Safeguarding & Welfare Officer, RU Manager, SRU Manager and Learning Mentors; j) Leadership of the Y7 – 8 PSHEE/SMSC programme: its monitoring, review and evaluation; k) Leadership of the school’s IAG (Yr 7 – 8) and WRL policy: its monitoring, review and evaluation; l) Leadership of the Secondary Ready Curriculum, its monitoring, review and evaluation. |

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| | <ul style="list-style-type: none"> m) Take full accountability, along with DHT: T&L, for the quality of teaching and learning at KS3. n) Make a significant contribution to the Governors' Committees, including appropriate documentation; o) Make a significant contribution to the school's self-evaluation process, including METAL, the SIP and SEF; p) Leadership of the School's Safeguarding, Attendance, Behaviour, PSHEE, Careers Policies; their monitoring, review and evaluation; q) To lead the 11+ Open Evenings, Yr 5 Taster Day, Primary Transition, and support AHT: Curriculum with Y8 Options Evening and other parental event evenings as appropriate. r) Assume any other responsibilities as may reasonably be required by the Headteacher/Executive Headteacher. |
| (b) | <p>Student learning and achievement</p> <ul style="list-style-type: none"> a) To lead and manage the school's policies on Behaviour, Attendance and Safeguarding b) To lead and manage the school's policy on SMSC, IAG / Careers (Yr 7 – 8), WRL to ensure that all students are supported in achieving appropriate career pathways, access highest quality IAG, develop enterprising skills and make progress towards ECA outcome SMSC. c) Monitor the school's overall progress towards meeting its targets in Key Stage 3; d) Analyse student data on performance: identify target groups, lead and manage intervention strategies; liaise with Lead Teachers and produce regular updates for the Headteacher/Executive Headteacher and Governors; e) Support the students with Social Enterprise, charitable work and fundraising activities f) Contribution to the Governors Committees with respect to Pastoral Care and ECA, attendance, behaviour, Secondary Ready, progress at KS3 and quality of T&L at KS3. |
| (c) | <p>Staff Support and Challenge:</p> <ul style="list-style-type: none"> a) Lead and manage the work of the Heads of Year (Y7 – 8) b) Lead and manage the work of designated curriculum subjects; c) Lead and manage the work of the PSHEE/SMSC Coordinator (Y7 – 8); d) Work collaboratively with the AHT: Behaviour e) Direct and support the work of Heads of Year 7 – 8 where required; f) Direct and support the work of the IAG, Citizenship and WRL staff so that they contribute effectively to IAG, Citizenship and WRL targets at KS3; g) Direct and support the work of the SLT administrator h) Take responsibility for the development of the Heads of Year, Attendance Improvement Manager, Safeguarding and Welfare Officer, RU Manager and SRU Manager; i) Take responsibility for the delivery of training of behaviour for Learning and Child Protection/Safeguarding/Prevent for all staff. |

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| | <p>j) As part of METAL undertake lesson observations, book trawls, student interviews, and use the outcomes to identify and promote “best practice”</p> <p>k) Remain positive at all times and lead staff by example.</p> |
| (d) | <p>Learning Community</p> <p>a) Deputise for the Headteacher (when appropriate) at Secondary Heads meetings.</p> <p>b) Represent the school at Safeguarding, Healthy Schools and Behaviour and Inclusion meetings.</p> <p>c) Represent the school at IAG, WRL and Connexions meetings.</p> |

3(a) **Teaching commitment**

- To teach 15 hrs. per fortnight (30%)

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher or the Headteacher.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher/Headteacher the other.



The Charles Dickens School

Deputy Headteacher Job Description

KS4

Job Description Deputy Headteacher: Pastoral Care (Y10 – 11)

PASTORAL CARE (Y10-11), BEHAVIOUR, SAFEGUARDING, INCLUSION, ATTENDANCE, HEALTHY SCHOOLS, PSHEE, SMSC, WRL; ALTERNATIVE CURRICULUM AT KS4; T&L at KS4.
L19 – L23

Reports to: Headteacher

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| 1(a) | <p>Key Purpose: With the Executive Headteacher and Headteacher, the Deputy Headteacher will:</p> <ul style="list-style-type: none">f) Share responsibility for school policies, decision-making and strategic planning;g) Develop an ethos of high expectations for students and staff;h) Lead on change and innovation;i) Take full accountability for key areas of the school's work including leadership of the care and support programmes for all students in Yrs 10-11, including Behaviour, Inclusion, Safeguarding, Attendance, PSHEE, SMSC, WRL, Student Voice, Healthy Schools, charity and fundraising, including targets for achievement and raising achievement in Years 10 - 11.j) Deputise for the Headteacher in their absence and support with their workload, when tasks are delegated or shared. |
| 1(b) | <p>The key focus of this post is to ensure the highest quality of achievement and pastoral care provision at KS4 (Y10 - 11). That every child in years 10 – 11 are supported to achieve their full potential and that they develop as an active and global citizen is to; to ensure the highest quality of Behaviour, Attendance, Safeguarding, Inclusion, PSHEE, SMSC, WRL, Healthy Schools provision, by:</p> <ul style="list-style-type: none">o) Leading and reporting to the Executive Headteacher and Headteacher, the progress towards meeting the Every Child Achieves outcomes.p) Lead and manage the Heads of Year to ensure equity and excellence, ensuring no groups or individuals underachieve against national targets at KS3 and KS4 (RaiseOnline (ASP) and FFT);q) Working closely with the AHT: Behaviour & safety to ensure equity and excellence, ensuring no groups or individuals underachieve against national targets at KS3 and KS4 (RaiseOnline (ASP) and FFT);r) Develop effective strategies for transition from Key Stage 3 to 4 and Key Stages 4 to 5. |

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| | <ul style="list-style-type: none"> s) Lead and manage the PSHEE coordinator, along with DHT: Pastoral Y7 - 9 to deliver the imperatives of SMSC across Yrs 10 - 11 and the whole school and monitor impact. t) Provide leadership for the Citizenship at KS4 – monitoring and evaluating both school and wider community targets; u) Accountability for line management of designated curriculum subjects; v) Develop, lead and manage effective strategies to improve standards of achievement in years 10 - 11; w) Accountability for standards of attainment and achievement in years 10 - 11; x) Lead and manage the Careers Programme (Yr 10 - 11) and the Work Related Learning programme (Yr 10) to ensure the highest quality of IAG and WRL provision and monitor its impact; y) Oversee the effective transition from KS3 to KS4; z) Oversee the effective transition from KS4 to KS5 to make sure all students have a suitable place/destination post-16 to reduce the number of NEETs aa) Monitoring participation in extra-curricular activities to ensure all students contribute to the life of the school and its ethos. bb) Providing leadership of Social Enterprise to include charities and fundraising |
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| 2. | Areas of Responsibility and Accountability |
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| (a) | <p>Leadership and Management</p> <ul style="list-style-type: none"> s) Deputise for the Headteacher and share leadership at the most senior level; t) Make significant contributions to meetings of the Senior Leadership Team, Extended Leadership Team, Pastoral Team and the Curriculum Team; u) Contribute to the operational management of the school and ensure it functions effectively and efficiently; v) Be a highly visible presence around the school and role model expectations and standards to all staff and students; w) Take full accountability for Behaviour in the School and along with the AHT: Behaviour (Y9) and Senior DHT: Pastoral (Y7 – 8). x) Leadership of the RU and SRU and alternative provision, along with DHT: Pastoral (Y7 – 8) and AHT: Behaviour & Safety (9). y) Take full accountability for targets relating to the performance of standards at KS4; z) Take full accountability for targets relating to year 11: % 9 – 4 E+M, %9 – 5 E+M, % 5+ A*-C incl Eng & Maths, %EBACC, EBACC APS, Progress 8 and Attainment 8. aa) Take full accountability for the examination results of the designated curriculum subjects (line management) bb) Take full accountability along with DHT: Pastoral Y7 - 9, for the quality of Attendance Manager, Safeguarding & Welfare Officer, RU Manager, SRU Manager and AHOY; cc) Leadership of the Y10- 11 PSHEE/SMSC programme: its monitoring, review and evaluation; |
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| | <ul style="list-style-type: none"> dd) Leadership of the school's IAG (Yr 10– 11) and WRL policy: its monitoring, review and evaluation; ee) Leadership of the Alternative Curriculum at KS4, its monitoring, review and evaluation. ff) Take full accountability, along with DHT: T&L, for the quality of teaching and learning at KS4. gg) Make a significant contribution to the Governors' Committees, including appropriate documentation; hh) Make a significant contribution to the school's self-evaluation process, including METAL, the SIP and SEF; ii) Leadership of the School's Safeguarding, Attendance, Behaviour, PSHEE, Careers Policies; their monitoring, review and evaluation; jj) To lead the Yr11 Prom event, transition to Post-16 Provision; and support DHT: Pastoral Y7 – 9 with 11+ Open Evenings, Yr 5 Taster Day, Primary Transition, and support AHT: Curriculum with Y8 Options Evening and other parental event evenings as appropriate. kk) Assume any other responsibilities as may reasonably be required by the Headteacher/Executive Headteacher. |
| (b) | <p>Student learning and achievement</p> <ul style="list-style-type: none"> g) To lead and manage the school's policies on Behaviour, Attendance and Safeguarding h) To lead and manage the school's policy on SMSC, IAG / Careers (Yr 10-11), WRL to ensure that all students are supported in achieving appropriate career pathways, access highest quality IAG, develop enterprising skills and make progress towards ECA outcome SMSC. i) Monitor the school's overall progress towards meeting its targets in Key Stage 4; j) Analyse student data on performance: identify target groups, lead and manage intervention strategies; liaise with Lead Teachers and produce regular updates for the Headteacher and Governors; k) Support the students with Social Enterprise, charitable work and fundraising activities l) Contribution to the Governors Committees with respect to Pastoral Care and ECA, attendance, behaviour, KS4 Alternative Curriculum, progress at KS4 and quality of T&L at KS4. |
| (c) | <p>Staff Support and Challenge:</p> <ul style="list-style-type: none"> l) Lead and manage the work of the Heads of Year (Y10 – 11) m) Lead and manage the work of designated curriculum subjects; n) Lead and manage the work of the PSHEE/SMSC Coordinator (Y10-11); o) Work collaboratively with the AHT: Behaviour p) Direct and support the work of Heads of Year 10 - 11 where required; q) Direct and support the work of the IAG, Citizenship and WRL staff so that they contribute effectively to IAG, Citizenship and WRL targets at KS4; r) Direct and support the work of the SLT administrator |

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| | <ul style="list-style-type: none"> s) Take responsibility for the development of the Heads of Year, Attendance Improvement Manager, Safeguarding and Welfare Officer, RU Manager and SRU Manager; t) Take responsibility for the delivery of training of behaviour for Learning and Child Protection/Safeguarding/Prevent for all staff. u) As part of METAL undertake lesson observations, book trawls, student interviews, and use the outcomes to identify and promote “best practice” v) Remain positive at all times and lead staff by example. |
| (d) | <p>Learning Community</p> <ul style="list-style-type: none"> d) Deputise for the Headteacher (when appropriate) at Secondary Heads meetings. e) Represent the school at Safeguarding, Healthy Schools and Behaviour and Inclusion meetings. f) Represent the school at IAG, WRL and Connexions meetings. |

3(a) **Teaching commitment**

- To teach 15 hrs. per fortnight (30%)

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher or the Headteacher.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher/Headteacher the other.



The Charles Dickens School Deputy Headteacher Person Specification



The person specification sets out the: (i) qualifications and professional development; (ii) experience and knowledge; and (iii) personal qualities required for the role in line with the key accountabilities and responsibilities in the job description.

The person specification will be used as part of the selection process including: (i) shortlisting of applications (ii) assessment by interview (iii) and satisfactory references. To apply for the role, please complete the application form fully and provide a supporting statement of no more than two pages of A4.

Deputy Headteacher PERSON SPECIFICATION

| | Essential | Desirable |
|-------------------------------------|--|--|
| Qualifications, Education, Training | <ul style="list-style-type: none"> • Honours Degree and teaching qualification. • Q.T.S. • Evidence of continuing professional development or further professional study • Middle management training or school management programme | <ul style="list-style-type: none"> • Further professional qualification • Higher Degree • NPQH or NPQSL • Participation in work with other schools/agencies |
| Relevant Experience | <ul style="list-style-type: none"> • Minimum of six years teaching experience, in more than one school, including teaching to GCSE level. • Minimum of three full years at leadership level in a school • Proven success in raising whole school achievement • Evidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performance • Monitoring, evaluation and review in order to provide performance data that can be used to improve the quality of teaching, learning and curriculum • Involvement in innovative curriculum development • Managing and implementing change successfully at whole school level • Influencing whole school policy | <ul style="list-style-type: none"> • Leading professional development • Working in an 11-18 school • Working in an Academy • Teaching to Advanced level • Experience of leading safeguarding, DSL |
| Knowledge, skills, abilities | <ul style="list-style-type: none"> • Current knowledge of the use of assessment and data in students' learning and to raise standards. • Understanding of personalisation of curriculum for different groups • Ability to enhance performance by motivating and developing staff, helping them acquire the skills to prepare for more senior roles | <ul style="list-style-type: none"> • Understanding of the challenges of raising aspiration and achievement in schools in challenging circumstances, with high levels of social deprivation and students eligible for PP Funding |

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| | <ul style="list-style-type: none"> • Strong analytical, problem-solving, planning, project management and data handling skills • Evidence of being able to build and sustain effective working relationships with students, staff and parents • Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations • Excellent interpersonal skills • Ability to identify and promote school improvement in creative and innovative ways • Knowledge of current initiatives in education especially in terms of raising standards and achievement • Ability to maintain a positive and supportive culture within The Charles Dickens School • Competent in the use of ICT | |
| Leadership & Management | <ul style="list-style-type: none"> • Ability to manage, motivate, support and inspire trust in others. • Ability to work as part of a team. • Ability to work well under pressure • Ability to formulate, monitor, evaluate and review plans and policies • Ability to confront and resolve problems. • Ability to innovate and manage change. | |
| Personal attributes | <ul style="list-style-type: none"> • Enthusiasm for and commitment to the achievement of the School's overall vision for success at all levels • A fundamental commitment to a belief that every student matters • Energy, tenacity, resilience and determination; willingness to work hard • Flexible, adaptable, results orientated and able to prioritise; resilient under pressure • A persona that would command respect from the school and local community • Creativity and enthusiasm to promote a positive school image to the local and national community • Ability to lead and manage own work effectively and take responsibility for own professional development • Positive attitude to team building across the School and a team player • Enthusiasm for student welfare, their success and happiness • Be passionate about teaching and learning • Be an excellent teacher | <ul style="list-style-type: none"> • Emotional intelligence; adaptable to differing situations, with a clear sense of humour • The aspirations, talent and enthusiasm to become a Headteacher |

Application Process

- Closing date for applications is Tuesday 16 April at midday

Please complete the application form and provide a supporting statement (on no more than two sides of A4). The supporting statement should include how you meet the person specification and your skills and experience to date that make you an ideal candidate for this post.

If you wish to discuss this post or tour the school please contact Ms Anne-Marie Ormsby, Personnel Officer, aormsby@cds.kent.sch.uk who will arrange this for you.

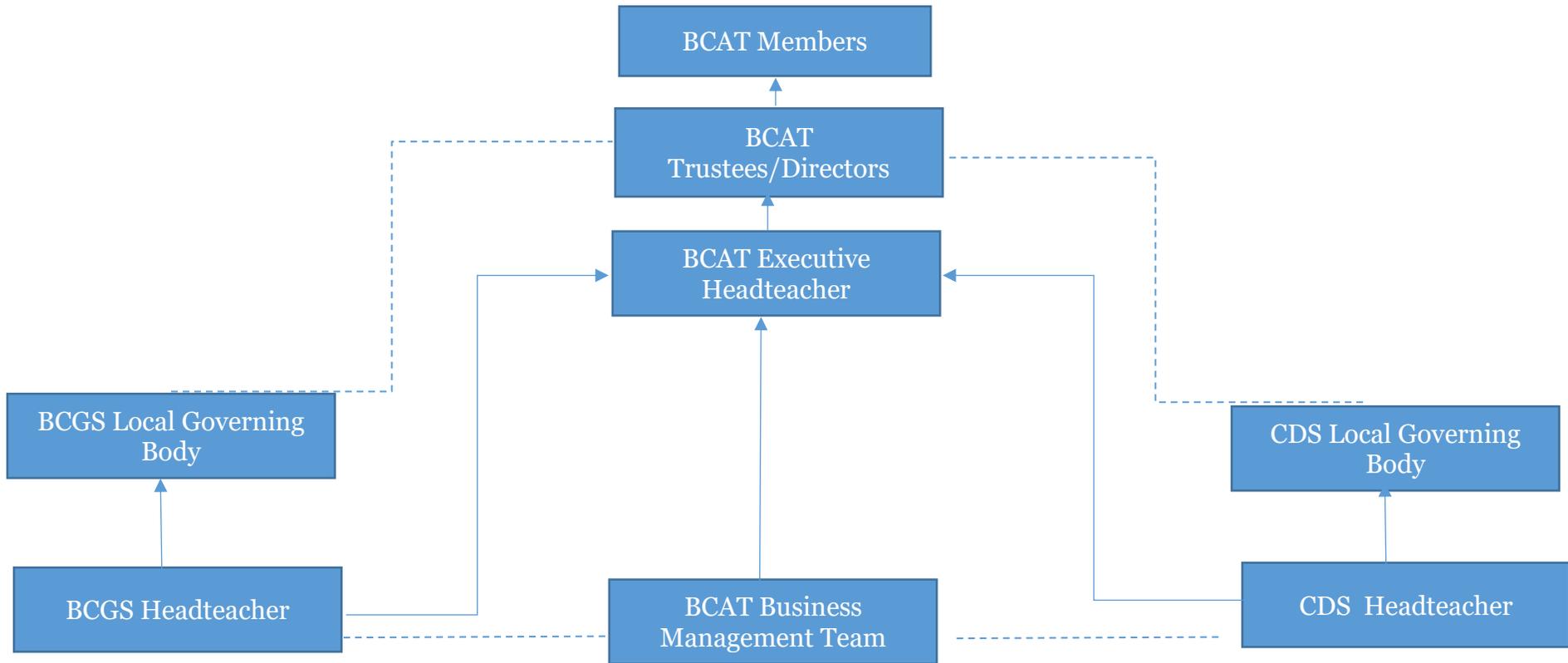
Please email your application to:

Mrs Anne-Marie Ormsby
Personnel Officer
The Charles Dickens School
Broadstairs Road
Broadstairs
Kent

CT10 2RL

recruitment@cds.kent.sch.uk

Barton Court Academy Trust (BCAT) Omnigraph



The Charles Dickens Omnigraph

Kirstin Cardus - Executive Headteacher (BCAT)
Trust Strategic Leadership, Operational Leadership, Finance, Personnel, ICT Strategy

Warren Smith - Headteacher (CDS)
Strategic Leadership, Operational Leadership

Richard Morgan
Senior Deputy Headteacher
ECA & Pastoral

ECA, Pastoral Care (Y7 & 9)
KS3 Achievement
Pupil Premium
Safeguarding (Inc. E-Safety)
Attendance and Behaviour
PSHEE, SMSC
Primary Liaison
Charity – Fundraising
Work Related Learning
Healthy Schools
Student Voice KS3

Michelle Lawson
Deputy Headteacher
ECA & Pastoral

ECA, Pastoral Care (Y10 & 11)
KS4 Achievement
CIC
Safeguarding (Inc. E-Safety)
Attendance and Behaviour
PSHEE, G&T, SMSC
IAG Careers
Charity – Fundraising
Work Related Learning
Healthy Schools
Student Voice KS4

Kristy Harrison
Deputy Headteacher
Teaching & learning

KS4 Achievement
SEN
Teaching & Learning &
AfL
B4L
Thinking Schools
E-Learning
METAL
CPD
ITT – PGCE, School
Direct, NQT
Trips & EVC

Rolf Henderson
Assistant Head
Curriculum and
Achievement

KS4 Achievement
Curriculum
Assessment
Timetabling
Reports
Exams
M&T & Data
Results Analysis
Cover
Calendar
Duties
PTA

Dave Lee
Assistant Head
Behaviour & B4L
Pastoral

Y8 Achievement
KS3 Achievement
Whole school
Behaviour
B4L
Behaviour
Programmes
SRU provision
SIR provision

Extended Leadership Team

**Director of Maths
Simone Arthurs**

**Director of English
Kelly Burvill**

**Director of Science
Russel Cave
(From 1 Sept 2019)**

**Senior Lead Practitioner: T&L
and Gifted & Talented
Alistair Weller**

BCAT Business Management Team

**Trust Finance/Premises
Manager
Tracey Swift**

**Trust Personnel/Marketing
Manager
Roberta Light**

**Trust ICT Strategy/Projects
Manager
Marc Blake**