



Clapton Girls'
Academy

Est. 1906



Deputy Headteacher

Job Pack

Message from the Headteacher

Thank you for your interest in the Deputy Headteacher positions at Clapton Girls' Academy. I thought it was important to include some information about me, the Deputy Headteacher roles, our existing leadership team and what we are looking for.

Our longstanding deputy is relocating and we are using this as an opportunity to move to a two deputy structure and therefore make two appointments with a focus on Curriculum and Assessment and Inclusion and Engagement. Specific roles and responsibilities will be agreed on appointment, through discussion with the successful candidates and reflection on existing expertise within our team. Both new postholders will line manage a number of Assistant Headteachers, faculty areas and a year group.

I am moving into my thirteenth year at Clapton Girls' Academy this September and my fifth year as Headteacher. I started here as Head of Year 7 and KS2/3 Transition Lead and have held various positions of responsibility across the Leadership Team prior to becoming Headteacher. I am an English teacher and continue to be involved in teaching and/or cover.

Being Headteacher at CGA is a real privilege. Our students are passionate about learning, our staff are fully committed to doing their best for every student and we are really lucky to have a stunning campus-feel site in a great Hackney location.

Leading the school through the pandemic has presented its fair share of challenges but staff, students and parents have been incredibly supportive. Our strategic long-term response to the pandemic will be an ongoing focus for our team and the two new post-holders.

As a Leadership Team we are strong and committed. We have a real sense of purpose and take pride in the work we do. It is really important to us that whoever we appoint is fully committed to our values and school culture. We want people that really want to work here and with our students. The last page of this booklet provides links to our website to help you get more of a sense of us and our current priorities.

Applicants who have a genuine interest in working with us and have experience of leading on curriculum and assessment and/or inclusion and engagement are encouraged to apply. Your lived and professional experiences are very important to us and whilst we don't necessarily need you to be the finished article, you will need to be able to demonstrate your personal impact and experience in these areas.

Thank you for taking the time to read this, I look forward to receiving your application and to meeting you.

Kind regards,



Anna Feltham
Headteacher

Job Description

All job descriptions define the responsibilities of the postholder in addition to those outlined in the School Teachers' Pay and Conditions Document (STPCD).

JOB TITLE:	Deputy Headteacher- Achievement
SALARY CODE:	Leadership Team Pay Scale CLR 23- 27
LINE MANAGEMENT RESPONSIBILITIES:	Assistant Headteachers, faculties, a year team and support staff
RESPONSIBLE FOR:	Curriculum and Assessment OR Inclusion and Engagement. Specific responsibilities will be agreed upon appointment

MAIN PURPOSE

The Deputy Headteacher, under the direction of the Headteacher, will have a major role in:

- Leading whole school improvement
- Formulating the aims and objectives of the academy
- Establishing policies for achieving these aims and objectives
- Monitoring progress towards the achievement of the academy's aims and objectives
- Managing staff and resources

If the headteacher is absent, the Deputy Headteacher will deputise, as directed by the Chair of Governors.

QUALITIES AND KNOWLEDGE

- Holding and articulating clear values and moral purpose, focused on providing a world class education for students
- Demonstrating optimistic personal behaviour, positive relationships and attitudes towards all stakeholders
- Leading by example - with integrity, creativity, resilience and clarity- drawing on own expertise /skills and that of others
- Sustaining wide, current knowledge and understanding of education locally, nationally and globally, and pursuing continuous professional development
- Working with political and financial astuteness, within a clear set of principles centered on the academy's vision, ably translating local and national policy into the academy's context
- Communicating the academy's vision and, empowering all students and staff to excel

Job Description

STUDENTS & STAFF

- Demanding ambitious standards for all students, overcoming disadvantage and advancing equality
- Instilling a strong sense of accountability in staff for the impact of their work on students' outcomes
- Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design
- Establishing an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools
- Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Holding all staff to account for their professional conduct and practice

SYSTEMS & PROCESSES

- Ensuring that the academy's systems and processes are well considered, efficient and fit for purpose
- Providing a safe, calm and well-ordered environment for all students and staff
- Valuing excellent practice by establishing rigorous, fair and transparent systems and measures for managing the performance of all staff
- Actively supporting the governing board to understand its role and deliver its functions effectively
- Exercising strategic, curriculum-led and affordable financial planning to ensure the equitable deployment of budgets and resources to ensure positive student outcomes

THE SELF IMPROVING SCHOOL SYSTEM

- Championing best practice and securing excellent achievements for all students
- Developing effective relationships with colleagues in other public services to improve academic and social outcomes for all students
- Shaping the current and future quality of the teaching profession through high quality training and sustaining professional development for all staff
- Inspiring and influencing others to believe in the fundamental importance of education in young people's lives and promoting the value of education

PLEASE NOTE:

This job description is indicative in the first instance and precise roles and responsibilities will be agreed with the successful candidate at a later date and then reviewed from time to time.

Person Specification

EXPERIENCE AND QUALIFICATIONS

ESSENTIAL

A graduate with QTS	✓
Evidence of continued professional development at senior leadership level	✓

KNOWLEDGE AND SKILLS

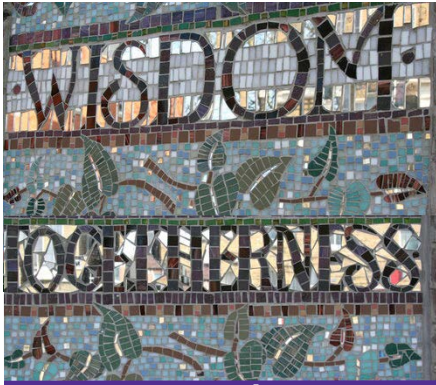
ESSENTIAL

Impactful leadership and management experience (a minimum of 2 years at senior leadership level)	✓
Proven track record of innovation and leading change and improvement	✓
Experience of leading on rigorous whole school self-evaluation, action planning and policy development	✓
A highly developed understanding of inclusive teaching, curriculum planning and assessment and the ability to model these for others	✓
A highly developed understanding of inclusive and restorative approaches to behaviour management and the ability to model these for others	✓
An in-depth understanding of safeguarding systems and protocol	✓
Evidence of impactful line management of key areas of responsibility	✓
Experience of effective engagement with a range of stakeholders including students, staff, parents, governors and external agencies	✓
Experience of leading on rigorous systems for improving the performance of staff, including challenging underperformance	✓
Proficient in the use of ICT with an ability to critically analyse and respond to a range of data	✓
Ability to make complex ideas accessible	✓

PERSONAL AND PROFESSIONAL QUALITIES

ESSENTIAL

A strong moral purpose and a commitment to inclusive education	✓
A commitment to promoting equality and diversity	✓
Excellent communication, teamwork and interpersonal skills	✓
Emotional intelligence and the ability to form effective working relationships	✓
A highly reflective practitioner who is responsive to feedback	✓
A decisive and methodical approach to problem solving	✓
Attention to detail and the ability to see tasks through to completion	✓
Resilient and calm under pressure	✓
A willingness to work hard and be flexible in response to emerging needs	✓
Personal integrity	✓



**Our Academy/
Prospectus**



Year 7 Space



Curriculum

CLICK TITLES



**WORK
WITH
US**



Wellbeing



Sixth Form

TO FIND OUT MORE



**CGA News/
Performances**



Careers



Results

