



“Empowering our community to make a difference”

Wellington School

11 – 18 Single Academy Trust

Honesty Community Excellence Fairness Endeavour

DEPUTY HEADTEACHER

APPLICATION PACK

CLOSING DATE: WEDNESDAY 16TH OCTOBER





WELCOME FROM THE HEADTEACHER

Hello potential applicant!

'I'm not gonna lie', as our young people may say, but you've got big shoes to fill given the outstanding job your 'predecessor' has done for the past three years. I hope, however, you would see this as a challenge that you'd be very much up for. Furthermore, the systems now in place would, I hope, ensure a seamless transition. In all honesty, one would not expect a new DHT to be at the same level as someone now appointed to Headship but what I am looking for is the potential to be as good (if not better) in the future and the capacity to maintain the highest of standards.

I think it is often merely a cliché but here at Wellington our Senior Leadership Team is an authentic, incredibly hard-working, fun-loving, passionate and caring 'team'; we get on and we enjoy each other's company and that sets a tone that filters down. We do it because it matters and our young people deserve the very best of and from us. The knowledge, attributes, skills and experience of applicants do all count, inevitably, but first and foremost, we are looking for the 'right' person.

Before you apply, be familiar with our Values, Vision and Mission. Make sure the culture that these things create chime with your own 'why'. It is easy to claim a school is inclusive but do look into our record, reputation and results for our SEND (notably our EHCP with a P8 score of 0.81 this year!) and our EAL students (N.B. there remains work to be done with those young people eligible for PP funding). You will read about our Relational approach to Behaviour and our lead role in Trafford's 'Belong' programme (attachment and trauma informed practice) and, similarly, our work with the Autism in Schools project (again a lead school in Trafford). I could quote countless other examples of how we promote inclusion/inclusivity but you get the idea, I'm sure!

Anyway, on a personal note I consider it an honour, a privilege and a joy to be Headteacher of Wellington School (I wouldn't still be here after 12 years otherwise, I guess) and I honestly look forward to coming to work every day. I'm proud of the past and excited (but not complacent) about the future; once you've crystallised in your own mind what we're all about, maybe you'll conclude that you too want to be a part of that future.

Take a look at our website (we have had a few issues beyond our control with it this term), pop in for a visit if you wish and, whether you decide to apply or not, I wish you the very best of luck with your career; carry on making a difference!

Stuart Beeley
Headteacher

Wellington School

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Deputy Headteacher

L20 – L24

Required from January 2025

Following the promotion of one of the current Deputies to Headship in another school, the Academy Directors are seeking to appoint a highly effective senior leader with a proven record of school improvement, to the Leadership Team of this highly successful and oversubscribed school. Support of the School's distinct values-based culture, manifested in our inclusivity and our relational approach to educating young people, is a pre-requisite for the post.

The successful candidate will be an expert classroom practitioner able to demonstrate an excellent record of public examination success and a proven record of inspirational leadership, refined management skills and the drive necessary to maintain the high standards and levels of success already established, and to lead further innovation in areas within their remit. The accompanying job description is that of the outgoing Deputy Headteacher; there may be some adaptations. Specific responsibilities will be determined with the successful candidate.

For further details and an application pack, please see the School Website www.wellington-school.co.uk or contact Sharon Roberts, PA to Headteacher. Candidates are welcome to look around the School prior to formal application.

Wellington School

Wellington Road

Timperley

Altrincham

WA15 7RH

Tel: 0161 928 4157

www.wellington-school.co.uk

Email: recruitment@wellington.trafford.sch.uk

Closing date: Wednesday 16th October 2024

Wellington School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, online searches and a satisfactory Enhanced Criminal Record with Barred List check through the Disclosure & Barring Service (DBS).



VISION STATEMENT

Empowering our community to make a difference

MISSION STATEMENT

To foster an inclusive community built on our shared values, where individuals thrive, find purpose, and make a positive impact on the world. Through education, we equip young people with the knowledge, skills, and mindset to effect meaningful change.

VALUES

Honesty

- Being true to yourself and others
- Self-knowledge is essential for growth and change
- Accepting responsibility for who you are and what you do

Community

- A sense of belonging and ownership
- Accepting our duty to and responsibility for others
- Collaborating to achieve

Excellence

- Being the best we can be in all that we do
- Holding the highest of standards and expectations
- Setting an example to others

Fairness

- Celebrating what we have in common and our differences equally
- Providing opportunities that are open to all
- Equality is not treating everybody the same

Endeavour

- Hard work and character are essential to success
- We should seek to challenge ourselves and take risks
- To fail is to learn

20 REASONS TO WORK AT WELLINGTON SCHOOL



1. Excellent student body, well supported by parents and carers, e.g. £200,000 raised for charitable causes in the past five years. Over £80,000 raised in our 80th year.
2. The Times newspaper recognised Wellington School as the 3rd best Comprehensive School in the North West.
3. Main Scale teachers and Middle Leaders all have their own classroom.
4. Staffroom has recently been refurbished along with other areas as part of the ongoing enhancement of the school estate. Coffee, tea and biscuits are provided at break time.
5. The school employs teachers specifically for cover. Teachers with a full teaching load rarely do cover. For the past three years none have.
6. As well as external exams, Year 11, and 13 Mock Exams are invigilated by exam invigilators rather than teachers.
7. A wide range of CPD activities as part of INSET and directed time, including high quality appraisal for all staff. 98% of external course requests have been granted.
8. All teachers have the opportunity to observe peers with cover being provided if necessary.
9. NQT's have the opportunity to do a two-week induction in July prior to starting in September. In addition, all NQT's are assigned a 'Teaching and Learning Coach', usually a member of SLT, as well as a subject mentor.
10. Lesson observations are developmental and haven't been graded for ten years.
11. As a large school there are many opportunities for staff, at whatever level, to take on additional responsibilities. A number of middle and senior leaders have been internally promoted.
12. School holds the 'Investors in People' Award – indicative of the importance placed on staff wellbeing.
13. Opportunities to take part in, and organise trips and visits. Over 80 trips and visits took place last year. In recent years there have been trips to South Africa, Iceland and the United States, as well as an annual ski trip.
14. Day off school following the Annual School's Awards Evening in September and the Headteacher always endeavours to accommodate leave of absence requests.
15. Staff activities, e.g. football, yoga, couch to 5k, wreath making at Christmas, the Wellington Wanderers and other 'social' based activities.
16. Teachers are well supported by middle and senior leaders through a clear relational behaviour policy. In addition, five non-teaching pastoral managers support Year 7 to 11 students.
17. Class sizes are a maximum of 30, the vast majority are smaller (including small nurture groups at KS3).
18. The school invests to ensure a broad curriculum, for example a number of 6th form subjects run with single figure students.
19. Turnover of staff each year is below the national average. One teacher left at the end of 2023-24 (out of approximately 100 FTE).
20. Excellent working environment with the facilities maintained to a high standard. Visitors always comment on the cleanliness and upkeep of the building.

ADDITIONAL INFORMATION FOR APPLICANTS



- Our culture (founded in our Vision and Values) pervades every aspect of school life
- We are an inclusive school and this is made possible by our relational approach to 'behaviour management'. N.B. we are the lead school for Trafford's attachment and trauma informed practice strategy (now the 'Belong' programme).
- 1516 pupils and 182 staff
- Academic Outcomes:
 - Prior to pandemic the School has received national recognition from SSAT in each of the of the previous 10 years – top 20% of non-selective schools for Attainment (A8) and Progress (P8)
 - In 2024 we achieved our best ever GCSE results with a remarkable P8 score of 0.58
 - Significantly above national average for attainment and progress in EBacc subjects.
 - ALPs grade 1 at A-Level putting us in the top 5% of 6th form providers for student progress in 2019 and grade 2 in the last 3 years (top 10%)
- Awarded Investors in People, Artsmark Gold Award, One Education Gold Reading Award, EAL Quality Mark Gold Award, Member of Enterprise Advisor Network for Greater Manchester (Careers)
- A very well resourced and 'excellent' school ('good' in Ofsted terms).
- Extensive building and continual refurbishment programme - over £3 million in recent years.
- 9 computer suites and several 'banks' of laptops
- Highly regarded for our SEND provision – students with an EHCP in Year 11 2024 achieved an average P8 score of 0.8. N.B. Part of an Autism in Schools project – strategies that ultimately benefit all students
- High levels of partnership/outreach work for reciprocal gain e.g., lead school for School Partnership Programme, SENDCo seconded to Trafford and SLE's on staff body
- High standards - discipline in school, appearance, attendance, punctuality and academic progress – achieved through our relational approach
- Study sessions in the Learning Resource Centre Monday – Friday and homework clubs for each year.
- Extensive monitoring of pupils:
 - Classcharts system including parent app for rewards, sanctions and homework.
 - Heads of Department monitor progress in their department.
 - Directors of Key Stage monitor the academic progress of a year group with the relevant AHT.
 - Highly effective Inclusion Team that monitor behaviour, attendance and welfare, comprising Senior Leaders, PMs, Attendance Manager, Hub Managers, Behaviour Support, Mental Health Lead, Specialist SEND teacher, Sixth Form Study Manager and Admin Support.
 - Interim reports issued once a year and an end of year report
 - Parents evening (online) annually. Additional parent/tutor meeting in the first term for Year 7 parents.
- Outstanding Pastoral Care and Safeguarding Practice (see previous notes on Inclusion Team):
 - 5 Pastoral Managers one each in Year 7 - 11
 - Counsellors in school 4 days a week – counselling room
 - Outstanding separate alternative provision in form of Hub units to support young people with additional needs (particularly around SEMH)
 - Inclusion team liaises closely with outside agencies
- Rewards – Classcharts scheme leading to bronze, silver, gold and ambassadors' badges and significant rewards budget
- Huge range of extra-curricular activities and trips (including numerous opportunities for overseas travel).

- Zero tolerance of bullying and discrimination – large team of trained pupil anti-bullying ambassadors and ant-racism ambassadors. N.B. the School applies a process of 'logical response' to issues of behaviour (Relational policy).
- School Council/Year Councils (Student Voice generally) integral to School life and School's evolution. 6th form management team. Gender Equality Council, Race Equality Council, Eco Committee and LGBT group all active and thriving.
- Parents involved in all aspects of their child's education, i.e. letters home, regular monitoring, reports, parents' evenings, information evenings, parent forums and Classcharts app. NB ongoing initiative to review parental engagement.
- All our students receive PSHE at all levels from 11-18 with the addition of our C4L programme at KS3, KS4 & KS5 which develops all students SMSC needs and life skills in addition to our academic curriculum.
- Small but high achieving Sixth Form offering a full range of 22 'A' Levels.
- Sixth Form follow a full timetable – 3 A levels only with additional curriculum time for each, EPQ, Enrichment programme on Wednesday afternoon (sport, additional qualifications, community service etc.). Sixth Form have a formal dress code and act as role models in all respects.

JOB DESCRIPTION



“Empowering our community to make a difference”

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Deputy Headteacher (Inclusion)

Wellington School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

Job details:

Salary: L20-24

Contract type: Full time/permanent

Reporting to: Headteacher

Responsible for: Inclusion, behaviour, attendance and safeguarding (this can be amended to fit the skill-set of the best candidate)

Main purpose:

The Deputy Headteacher, under the direction of the Headteacher, will take a leading role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school’s aims and objectives
- Deputise for the Headteacher in their absence, as directed by the governing body
- The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers’ Pay and Conditions Document (STPCD) and aspire to meet the Headteachers’ Standards.

Areas of responsibility of the current Deputy Headteacher:

- Designated Safeguarding Lead
- Attendance
- Behaviour
- Pupil Premium
- Leadership of Inclusion Team (a team of over 20 professionals)
- Equality Diversity and Inclusion Lead

N.B. This remit could be remodeled dependent on the profile of the successful candidate

Qualities

The Deputy Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct (adherence to the School’s Values specifically and its Staff Code of Conduct and the Nolan Principles more broadly)
- Build positive and respectful relationships across the school community – care deeply!
- Serve in the best interests of the school’s pupils
- Take the role, but not oneself, seriously (we enjoy ourselves here!)
- Seek to be incrementally better today than you were yesterday

Duties and responsibilities – consistent to all senior leaders at Wellington

Under the direction of the Headteacher, the Deputy Headteacher will:

School culture and behaviour

- Work alongside the senior leadership team (SLT) and other staff members to create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Adopt a fully attachment and trauma-informed relational approach to behaviour - placing relationships at the heart of everything

Quality of Education

- Model high-quality teaching and lead by example as an outstanding classroom practitioner
- Quality assure teaching, learning and assessment during staff development windows
- Line-manage allocated departments, to ensure the delivery of a broad, structured, and coherent curriculum

Additional and special educational needs (SEN) and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers, and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND code of practice](#)

Organisational management and school improvement

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes, and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff with due attention to workload
- Ensure rigorous approaches to identifying, managing, and mitigating risk
- Allocate financial resources appropriately, efficiently, and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Professional development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

The postholder may be required to do other duties appropriate to the level of the role.



PERSON SPECIFICATION

Category	Essential	Desirable	Means of Identification
Qualifications, Education, Training	Degree and/or Qualified teacher status or equivalent Evidence of continuing professional development or further professional study	Post graduate qualification or professional qualification e.g. NPQSL/NPQH	Application form Certificates
Relevant Experience	Successful school leadership in a senior management role (Assistant Head or higher) demonstrated through impact, outcomes, and achievements Track record as a leader, of raising standards and achievement, demonstrated with outcomes Evidenced experience across the broad range of key responsibilities outlined in the job description	Experience of working as a leader in more than one setting Awareness of attachment and trauma -informed relational behaviour approached	Application Interview Tasks References
Safeguarding	Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people Knowledge of 'Keeping Children Safe in Education' (KCSIE)	Designated Safeguarding Lead Trained (Level 3)	Application Form Interview Task
Our Vision, Mission, and Values	Knowledge of Wellington School vision, mission, and values		Application Form Interview Task
Other	Passionate for developing the best in young people Positive mindset focused on solutions Commitment to further training and a willingness to participate in relevant CPD Willingness to be engaged in partnership and community activities		Application Interview Tasks References

	<p>Commitment to the vision and values of Wellington School</p> <p>Positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour</p> <p>Be prepared to work flexibly, outside the usual Academy hours</p>		
Pre-Employment checks	<p>Enhanced DBS check</p> <p>Two satisfactory employment references, from the last two employers</p> <p>Evidence of the right to work in the UK</p> <p>Online screening ID checks</p>		<p>On-line DBS check</p> <p>References</p> <p>Passport or other evidence allowed by UK Home Office</p>