



## Information for Applicants for Teachers

Position: Deputy Headteacher

Salary: L5 - 9

Contract: Full time (Permanent)

Start Date: 1<sup>st</sup> September 2023

**Saxton Church of England Primary  
School**

Dam Lane  
Saxton  
Tadcaster  
LS25 5PN

Telephone: 01937 557396

**Monk Fyston Church of England  
Primary School**

Chestnut Green  
Monk Fyston  
Leeds  
LS25 5PN

Telephone: 01977 682388  
Email: [admin@mf.starmat.uk](mailto:admin@mf.starmat.uk)



17<sup>th</sup> April 2023

Dear Colleague

Thank you very much for taking an interest in the post of Deputy Headteacher for our federation.

We are looking for outstanding leader who will enhance our team. This is a full-time permanent contract, initially based at Saxton School but working across both schools in our federation. There is no fixed teaching commitment associated with this post in the first instance, but there is an expectation that you will help to provide cover if this is needed. You need to be a positive person who is self-motivated and enthusiastic, able to bring out the best in others. You need to be able to work closely with other leaders, teachers and non-teaching staff and be a good communicator. The schools have a history of high achievement that we want to preserve.

Working with others is an important aspect of this position. Leadership of the federation will be shared with the Executive Headteacher, and some of this will entail working autonomously within the remit of our ethos and values. Systems and practices are well embedded across the team, but good management is important to ensure that this remains the case.

The job description and selection criteria (enclosed) indicate some of the qualities that are essential or desirable for this post. If you have these qualities and can also offer something more please ensure that you tell us. It is important that you state your personal strengths and interests.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I would like to thank you again for your interest in the post. If you are excited by this opportunity, I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'R. Weights'.

Mr Rick Weights  
Executive Headteacher



## The Application Process

If you wish to apply for the post of Deputy Headteacher, then you should:

- pay particular attention to the following whilst assembling your application:
  - Job description and person specification for the role
  - School Outcomes
  - The school websites <https://sp.starmat.uk/> <https://mf.starmat.uk>
  - THE STAR MAT website <https://web.starmat.uk/>
- Fully complete the online application form <https://bit.ly/STARTeachApp>, ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with an email address for each). Do not enclose additional CVs.
- Your supporting statement should be no more than the equivalent to two sides of A4 Size 11 font), addressing the following:
  - How your teaching experience to date fits the requirements of the person specification. Please use *relevant & recent* examples and impact measures from your practice over the last 3 years.

Remember when addressing the above, ***less is sometimes more.***

## Timeline for the selection process

Post advertised	17 <sup>th</sup> April 2023
Closing time/date for applications	28 <sup>th</sup> April 2023
Shortlisting	5 <sup>th</sup> May 2023
Interviews	17 <sup>th</sup> May 2023



## Appendices

1	The Schools, the Location
2	The School Vision
3	The School Improvement Plan Summary
4	Job Description
5	Person Specification
6	The STAR Multi Academy Trust



## **Appendix 1**

### **The Schools**

Monk Fyston and Saxton Church of England Primary Schools are a very successful federation that was established in 2019. The schools work very closely together, with a single governing body and leadership team, and a cohesive team of staff. We operate as one team, with the same policies, shared planning, and staff development. Staff meetings are held jointly in order to share experience and expertise, and work towards common goals.

We are Church of England Schools and our links with the Church are strong. In May 2018 we converted to become academies and were the first members of the STAR Multi-Academy Trust.

The schools have a happy, family atmosphere. The children are well motivated and we have high expectations of them. Teaching is of a high standard and our results over several years have been exemplary. The teachers work across both schools as a strong team, together with non-teaching staff, parents and governors.

The schools are different sizes. Monk Fyston is one-form entry, with 210 pupils in total taught in single-aged classes. Saxton is smaller, with just 58 pupils taught in 3 mixed-aged classes. In order to plan effectively, both schools follow the same curriculum rolling programme.

Both schools were inspected in 2022. Monk Fyston was judged to be a Good school with Outstanding aspects; Saxton was judged to be Requires Improvement, but was Good in 3 out of 4 judgements.

Both schools have achieved the Eco Schools Green Flag award for work in environmental education, and also the Primary Science Quality Mark.

### **The Location**

Monk Fyston and Saxton are rural villages in an area off the A162 between Tadcaster and Sherburn, and the A63 between Selby and Leeds. The A1 is very close and there is easy access to Leeds, York, Selby, Tadcaster and the M62.



## Appendix 2

Saxton Aims & Values	Monk Fryston Aims & Values
<p><b>Our Christian vision is that:</b>            Everyone who spends time learning and growing at Saxton, becomes a successful individual with the <b>courage</b>, <b>compassion</b> and <b>creativity</b> to make a difference in the future. We are <b>respectful</b> of God's world, working together to create a loving and caring <b>community</b>.</p>	<p><b>Our ethos statement:</b>            This is our school, where a child's learning story begins. We all take ownership and share a collective responsibility to love and care for everyone here.            We will be better and stronger, because we are working together in our quest to do and be our best.</p> <p>We are Good people, doing well</p>
<p><b>Our prayer:</b>            Lord, This is our school, a place where we learn and always do our best. Help us to remember to love and care for everyone here; to help, to comfort, to be a friend. Amen.</p>	<p><b>Our prayer:</b>            Lord, This is our school, a place where we learn and always do our best. Help us to remember to love and care for everyone here; to help, to comfort, to be a friend. Amen.</p>
<p><b>Our aim:</b>            Good people, doing well</p>	<p><b>Our aim:</b>            We aim for everybody to show respect and care for others, and experience high levels of success and happiness.</p>
<p><b>Our Values:</b>  <b>Courage</b>            We believe that with God's help and the encouragement of our families, friends and teachers that we can all be courageous, facing challenges and standing up for what is right.</p>	<p><b>Our motto:</b>            Look up, aim high!</p>
<p><b>Compassion</b>            At Saxton School we show compassion by helping people so they feel cared for, just as God cares for us.</p>	<p><b>Our Values:</b>            We value resilience, and ensure everyone is supported to become independent and wise</p>
<p><b>Creativity</b>            We value all of our unique talents and use them creatively for our own enjoyment, to give pleasure to others and to make a difference in the world.</p>	<p>We value success and achievement, in the basic skills and the wider curriculum, so that everyone here is ready for lifelong learning.</p>
<p><b>Respect</b>            God has created a beautiful world and we respect His creation by being kind to each other and by looking after the environment.</p>	<p>There are good relationships in our school; everyone is loved, confident, valued and appreciated.</p>
<p><b>Community</b>            We enjoy being members of a community, building friendships, supporting each other</p>	<p>We believe that empathy, good manners, respect, care for others and moral values are crucial for success.</p>

and working together to make the world a better place.	
	We believe that everyone has the right to be included, safe and happy in our school.
	We value enjoyment, so we make learning fun.

## Appendix 3

### The School Improvement Plan Summary

#### Priority 1: High-Quality Teaching

*Links to Trust Strategic Plan: Curriculum, teaching & learning*

**Resourcing: Catch-up funding, additional TA costs, donations/ school fund to support enrichment**

Ensure that the curriculum and assessment ensures high outcomes, and that delivery in lessons and interventions supports progress of children of all abilities.

#### Priority 2: Wider school strategies

*Links to Trust Strategic Plan: Safeguarding, 'pastoral curriculum' and wellbeing*

**Resourcing: use of carry forward to cover new roles**

A strategic approach to improving attendance is developed in line with the DFE guidance and MAT policy. New roles and working practices to be created. Families have improved connection with school and receive the support they need to ensure that their children are able to succeed.

#### Priority 3: Workforce and resources development

*Links to Trust Strategic Plan: School Improvement Strategy, Workforce*

**Resourcing: NPQs fully funded, supply release throughout the year, use of Salix grant**

Ensure that all staff and governors with new roles understand their responsibilities and are supported in delivering what is expected of them. Develop opportunities for the staff team to become closer. Ensure that developments in premises and environmental aspects are implemented successfully.

## Appendix 4



### MONK FRYSTON & SAXTON CE PRIMARY SCHOOLS JOB DESCRIPTION: DEPUTY HEADTEACHER



<b>JOB TITLE:</b>	DEPUTY HEADTEACHER
<b>GRADE:</b>	Scale point L5 – L9
<b>RESPONSIBLE TO:</b>	Headteacher and Governors
<b>RESPONSIBLE FOR:</b>	Deployment and line management of staff across both schools

#### **JOB PURPOSE:**

The core purpose of the Deputy Headteacher is to support the Executive Headteacher in providing professional leadership and management for our schools. They will promote and ensure high quality education and personalised learning for all our children and high standards of achievement in all areas of the schools' work. They will lead by personal example and demonstrate professional commitment to excellence in primary education.

In the first instance, the post will be based primarily in Saxton School but could be deployed across either site. There is no teaching commitment attached to the post but this could vary from time to time.

The appointment is subject to the current conditions of employment for Deputy Headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

#### **DIRECTION & LEADERSHIP:**

To assist the Executive Headteacher with the management and organisation of the schools in seeking to achieve the highest standards of pupil achievement and school efficiency, and deputise in the absence of the Executive Headteacher both at short notice and over a longer term. To play a major role in assisting the Executive Headteacher to:

- Formulate the aims and the objectives of the schools
- Establishing the policies through which they are to be achieved
- Managing staff and resources towards their achievement
- Monitoring progress towards their achievement
- Work with the Executive Headteacher to maintain high standards through staff appraisal.

#### **KEY RESPONSIBILITIES:**

##### **Shaping the future**

- Ensure the vision for the federation is clearly articulated, shared, understood and acted upon effectively by all.
- Motivate and work with others to create a shared culture and positive climate.
- Work with individual staff and teams to translate the federation vision into agreed objectives and operational plans which will promote and sustain school improvement.

##### **Leading teaching and learning**

- Be an excellent role model, wholly responsible for teaching and learning across the federation and promoting high expectations for all members of the school communities.
- Demonstrate and articulate high expectations and set stretching targets for both schools and key stage areas.
- Further develop our strong and committed team through leadership, monitoring, appraisal, performance management, training and coaching.



- Develop and deliver a vision of school improvement and to lead the staff and the Local Governing Body in reviewing and evaluating the effectiveness of the School Development Plan and Self-Evaluation, alongside other members of SLT.
- Ensure that the school complies with statutory duties relating to assessment, and be responsible for maintaining high standards of academic achievement by interpreting school data to inform classroom practice across the schools.

#### **Developing self and working with others**

- Work with the Executive Headteacher, our staff team and our stakeholders to develop and nurture a positive, learning community which embraces our vision and provides dynamic and strategic direction for teaching and learning.
- Be and active participant in senior leadership and staff meetings, and participate in CPD opportunities as required.
- Work with the Executive Headteacher to encourage and engage in collaboration with other schools in order to bring about positive benefits to the schools, the Multi-Academy Trust and share expertise more widely.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Motivate and work with others to create a shared culture and positive climate providing modelling, coaching and support in the development of the provision of excellent learning, teaching and behaviour across all aspects of the curriculum.

#### **Managing the organisation**

- Recruit, retain and deploy staff appropriately. Manage the allocation of duties, including covering absence.
- Implement evidence-based school development plans and policies for the organisation and its facilities.
- Ensure that policies and practice take account of national and local policies and initiatives.
- Manage the school environments to ensure that the schools meet all health and safety regulations.
- Ensure equality of opportunity for all.

#### **Securing accountability**

- Manage staff roles and ensure that responsibilities are clearly defined, understood and agreed.
- Work with the Governing body or Governing body sub groups to enable them to meet their statutory responsibilities.
- Is able to present the school's performance and other school initiatives to a range of audiences; parents, Governors, school improvement officers and other external agencies.

#### **Strengthening the community**

- Work with other agencies to ensure learning experiences and opportunities for pupils are integrated into the wider community.
- Build the reputation of the schools with the outside community.
- Create and maintain partnerships with parents and carers to support and improve pupils' achievement and personal development.

#### **Safeguarding**

- Ensure that the child protection policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.
- Act as the schools Deputy Designated Safeguarding Lead (DDSL)
- The postholder must comply with the Trust's safeguarding procedures, ensuring compliance with health and safety policy and systems, reporting any incidents/accidents/concerns and taking a pro-active approach to safeguarding matters.

To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.

To fulfil all of the responsibilities and duties required by the School's policies on teaching and learning.

The post holder must carry out his/her duties with full regard to the Trust's Equal Opportunities and Racial Equality Policies in the terms of employment and service delivery, to ensure that colleagues are treated and services are delivered in a fair, transparent and consistent manner.

To achieve any performance criteria or targets arising from the School's Performance Management arrangements

These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities, which the Local Governing Body and the Trust may determine from time to time.

This job description will be reviewed annually.

**SIGNED .....** **POST HOLDER**

**SIGNED .....** **HEADTEACHER**

**DATE .....**



## Appendix 5: PERSON SPECIFICATION

<b><u>Selection Criteria</u></b>	<b><u>Essential</u></b>	<b><u>Desirable</u></b>	<b><u>How Assessed</u></b>
<b><u>Qualifications</u></b>	Qualified Teacher Status	Degree Level 2:2 equivalent or better NPQH or NPQ Qualification	Application Form Application Form
<b><u>Professional Development</u></b>	Evidence of continuing professional development	Take responsibility for their own professional development	Application Form

<p><b><u>Personal Qualities</u></b></p>	<p>Emotionally intelligent, committed, self-motivated and enthusiastic</p> <p>High personal standards of integrity and probity</p> <p>Enthusiasm, vision, drive, adaptability and resilience</p> <p>Be able to secure the loyalty and confidence of pupil, staff, parents, governors and others</p> <p>Advocate a sound educational philosophy, with the ability to translate into practice.</p> <p>Open-minded and receptive to new ideas, approaches and challenges, and considerate towards the views of others</p> <p>Ability to create a learning culture within the organisation, which is recognised by staff, pupils and parents</p> <p>Flexibility</p> <p>Places high priority on effective team working</p>	<p>Good and appropriate sense of humour</p>	<p>Application Form Letter Interview</p>
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<p><b><u>Principles</u></b></p>	<p>Philosophy matches aims of school.</p> <p>Committed to team and partnership working</p>	<p>Awareness of key aspects of the Anglican faith</p>	<p>Letter Interview</p>
<p><b><u>Experience</u></b></p>	<p>Experience of developing a highly exciting and innovative curriculum, which is personalised to the needs of the whole pupil.</p> <p>Experience of managing, developing, inspiring and motivating staff.</p> <p>Demonstrable success in raising standards and meeting challenging targets.</p>	<p>Experience of teaching at least two National Curriculum Key Stages</p> <p>Experience in leading a core subject of the curriculum</p> <p>Experience of supporting the management of significant organisational development &amp; change.</p> <p>Experience of presenting high quality, strategic information to Governors, and supporting their role as a 'critical friend'.</p>	<p>Letter Interview</p>
<p><b><u>Knowledge And Understanding</u></b></p>	<p>Sound knowledge of all phases of primary education</p> <p>Effective use of ICT</p> <p>Awareness of statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress</p> <p>An understanding of the need for confidentiality of information concerning individuals</p>	<p>Implications of the SEND Code of Practice for teaching and learning</p> <p>Understanding of data tracking and analysis, including finance</p>	<p>Application Form Letter Interview</p>

<p><b><u>Skills/Attitudes</u></b></p>	<p>Outstanding teaching skills</p> <p>High level of communication skills, both written and oral</p> <p>High level of organisational and planning skills</p> <p>An effective team member</p> <p>Ability to demonstrate a commitment to equality of opportunity and inclusion for all pupils</p> <p>Able to develop good relationships with pupils, colleagues and parents</p> <p>Able to manage pupil behaviour effectively, through use of positive behaviour strategies</p> <p>Ability to interpret and implement new legislation, policies and directives.</p> <p>Ability to analyse information from a wide variety of sources and solve complex problems</p>	<p>ICT Literate</p> <p>Ability to undertake subject leadership</p> <p>Commitment to an involvement in extra-curricular activities.</p> <p>Evidence of sharing in and contributing to the whole life of the school.</p>	<p>References Letter Interview</p>
<p><b><u>Safeguarding</u></b></p>	<p>Committed to safeguarding and promoting the welfare of children</p>	<p>Recent training in child protection awareness</p>	<p>References Letter Interview</p>



## Appendix 6

### The STAR Multi-Academy Trust (MAT)

We are very proud that Saxton Primary School is a member of the STAR Multi-Academy Trust which was established on 1 July 2018.

#### **Our Schools**

- Appleton Roebuck Primary
- Brayton CE Primary
- Kellington Primary
- South Milford Primary
- Monk Fryston CE Primary
- Riverside Primary
- Saxton CE Primary
- Sherburn High School
- Sherburn Hungate Primary
- South Milford Primary
- Tadcaster Grammar School

#### **Our Mission**

To develop outstanding education in all our schools, which will enable every young person to flourish and realise their full potential.

#### **Our Aims**

##### **We will:**

- Ensure that our children achieve the best possible outcomes
- Develop the whole child; personally, culturally and spiritually
- Be inclusive; have a particular commitment to our most vulnerable children · Teach our children to live well together and to make wise choices
- Ensure that our children are safe from harm
- Work to ensure that our schools are enjoyable places for children to learn.

#### **Our Core Principles**

##### **We:**

- Expect our schools to actively support each other and to share best practice for the benefit of all
- Are committed to providing services that will keep our schools compliant, financially robust and continuously improving.
- Want all of our schools to retain and celebrate their distinctive identity.

##### **We are:**

- Open, honest, fair and straightforward
- Receptive to change and challenge
- Pioneering and outward facing
- Trusting, respectful and supportive of each other
- Prepared to listen to advice
- Empowering of others.

We want our pupils and students to have a consistently excellent school experience and to achieve strong outcomes. The culture of our Trust is very much one where our schools retain their own distinctiveness. Our Headteachers remain empowered to make decisions about what happens in their schools but, in addition, benefit from high levels of collaboration and sharing of best practice.

As a Trust we aim to provide greater opportunities for recruiting new staff, to retain our existing staff, facilitate leadership development and enhance staff professional development. At a time of reduced funding in schools, our partnership strives to achieve 'better value' and financial stability by providing business support which allows schools greater capacity to develop the curriculum and to support pupils and students. As a Trust of over 4000 pupils and students, and 11 schools, we have access to the School Condition Allocation (SCA) which enables us to access significant capital funding for our school buildings. This amounted to £1.2m for 2019-2020.

All STAR MAT partner schools offer their pupils and students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> <li>● Physically and mentally healthy</li> <li>● Informed risk takers, problem solvers and critical thinkers</li> <li>● Articulate communicators</li> <li>● Reflective, resilient and able to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>● Tolerant and respectful of others: different people, places and cultures</li> <li>● Responsible, aware and engaged citizens: locally, nationally and globally</li> <li>● Able to develop appropriate and successful relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Develop mathematical fluency and essential literacy skills</li> <li>● Be taught a broad, rich and age appropriate programme of study in every subject</li> <li>● Stimulating and exciting learning experiences both within and beyond the 'classroom'</li> <li>● Opportunities to take part in sport, performance and other creative activities</li> <li>● Careers education and guidance</li> </ul>