

# FLINT HIGH SCHOOL YSGOL UWCHRADD Y FFLINT



## Deputy Headteacher Vacancy

Permanent Position; start date 1st September 2022

Salary Scale L19-L23 (£66,886 - £73,766)

Closing Date - Thursday 28th April 2022 at 4.00pm

Interviews - Tuesday 10th and Wednesday 11th May 2022



**BELIEVE CREDU ACHIEVE CYFLAWN I SUCCEED LLWYDDO**

**“The inclusive, supportive ethos of the school contributes successfully to the wellbeing of pupils. They feel a strong sense of community and belonging.” Estyn 2019**



**“The school ensures that pupils’ wellbeing needs are met through its strong provision for and focus on pastoral care and inclusion” Estyn 2019**



**“With regards to my own children, I can’t fault anything. Staff are amazing. Pastoral care is second to none. My children enjoy school and the opportunities given to them.” Year 7 Parent**



**“I put my daughter in Flint High School after a lot of research and moving her school. She has flourished an enormous amount in the last year. She is on the school council. She is much happier in herself and we are so much more confident about her future now she is at flint.”  
Year 8 Parent**



**“I have loads of fun and have learnt so much from my teachers.” Year 11 student**

# Welcome

## **Dear Prospective Deputy Headteacher**

Please find enclosed documentation and details to inform prospective applicants for the post of Deputy Headteacher at Flint High School.

Due to the promotion of the Deputy Headteacher to the role of Headteacher, the governors are seeking to appoint an inspirational Deputy Headteacher who will support the Headteacher in building on the progress that has been made at Flint High School and take it to the next stage in its development.

The school has some unique features as it is co-located with a Specialist School and has created a joint 6th Form with the local Catholic school.

We are a friendly, caring, supportive and inclusive school and work closely with the community of Flint. The school is ideally located and within easy travelling distance of Snowdonia and the North Wales Coast and links to the motorway for the North West of England. The school motto is 'Believe Achieve Succeed' and this is embedded in all areas of school life. Pupils are motivated to do well and this is reflected in the many achievements in school and in the local community.

The staff at Flint High School are hardworking, dedicated and supportive and the school has an active, supportive and ambitious Governing Body.

Flint High School is a happy and forward thinking school which continues to recruit, develop and support staff of the highest calibre. This is an opportunity to be involved in leading our school towards our aim of becoming an excellent school in every way. If you have the skills, experience, drive and determination to improve the school I would be delighted to hear from you.

Flint High School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to DBS clearance and other relevant pre-employment checks.

In the meantime, I enclose information about the school, a job description and person specification.

Any documentation can only give you a small snapshot of the school and so we encourage you to visit us prior to the application closing date. Should you wish to visit us, please contact Ann Hughes, PA to the Headteacher at the school to arrange this.

I look forward to receiving your application.

**Andrea Roberts, Chair of Governors**

## The School

**Chair of Governors:** Mrs Andrea Roberts  
**Status and character:** LA Secondary Comprehensive School (mixed)  
**Number on roll:** 714 Lower school, 129 6th Form, total 843 (current)  
852 (anticipated September 2022)  
**Age range:** 11-18 years

The school's catchment area is a mixture of private and social housing traditionally covering Flint and Bagillt, with 4 local primary schools. In recent years the school has seen a significant increase in students from beyond its traditional catchment area and indications are that this will continue. The school now has pupils from many different primaries. In September 2021 26.2% of the pupils were entitled to free school meals. The school is now close to a 25% e-FSM three year rolling average.

Flint High School has an inclusive and supportive ethos that has a beneficial impact on pupils' wellbeing and personal development. The school has strong pastoral and support arrangements. In general, pupils are well behaved, have high attendance and are courteous and respectful. Most pupils have positive attitudes to learning and participate enthusiastically in the wide range of extra-curriculum activities offered by the school.



## The School Environment

The original building of the school is 86 years old with the administration, science and first floor block having been built in the 1970s. The buildings and grounds are very well maintained by our dedicated site management team and approved contractors. The school operates a planned continual improvement programme of building refurbishment and upgrade. This has included recent refurbishment work to the reception area, the development of IT suites, upgrading the Design and Technology department and upgrading the drama theatre lighting system. The cleaning staff take a real pride in their work. Displays around the school support learning and celebrate achievement.

## Internal Organisation

A line management structure, involving regular meetings between Curriculum Leaders, Learning Managers and line managers in the Senior Leadership Team is well established.

There is a clear focus on quality assurance and self-evaluation based on the effective use of robust and well understood data systems. Staff meet regularly to discuss whole-school issues in subject and year teams and staff training is focused on improving and developing teaching and learning.

The current school Senior Leadership Team structure consists of a Headteacher, Deputy Headteacher, three Assistant Headteachers and a Business Manager. Currently four Associate Headteachers are also appointed (on an annual basis) to lead on specific projects / areas of responsibility.

## Curriculum and Students

We are a fully inclusive comprehensive school that prides itself on a having a strong community ethos. We have a strong 6th form partnership with St Richard Gwyn Catholic High School where we offer a range of courses that attracts pupils from outside of our catchment area. The school also has a partnership agreement with LLS, which is an international coaching qualification. At Key Stage 4 students have access to a wide range of courses, some of these are traditional GCSE qualifications but we also offer a suite of Agored Cymru courses, NCFE courses and Dream Safety. Welsh is regarded as one of our core subjects and all pupils are entered for the skills challenge certificate. At Key Stage 3 classes are currently taught as mixed ability groups but are set in English, Maths and Science. Planning for the Curriculum for Wales has begun for implementation in September 2023 for years 7 and 8.

The school is known for its high quality care, support and guidance, particularly for vulnerable pupils and those with additional learning needs. It is enhanced by an excellent team of teaching assistants. There is a designated area for pupils who need additional support for literacy and numeracy. Plas Newydd is an internal exclusion area, operated by a dedicated Behaviour Manager.

## The Community

The school maintains very close and highly effective links with its community. This includes excellent partnership working with the main feeder primaries. The school works with local business and community groups, as well as with numerous higher education establishments to raise pupils' aspirations and impact positively on pupil career pathways. The Sixth Form Study Supervisor organises speakers and university visits for pupils, which they value.

## Pastoral Organisation

The school is organised into year groups with a Learning Manager for each year, supported by an Assistant Learning Manager for the group. Heads of Year, form tutors and a specific Pastoral Administrative Assistant completes the support network. This level of organisation successfully monitors wellbeing and behaviour and provides for the overall development and learning progress, including the achievement and attainment of all pupils.

## Wider School Life

Pre Covid, the school placed a great emphasis on extra-curricular activities which now need to continue to be developed. These included:- Art Club, Breakfast Club, Gymnastics Club, Engineering Club, Duke of Edinburgh Awards and a wide range of extra-curricular sporting activities. The 5x60 Officer works closely with the school to provide further activities for our pupils including a successful transition club in the summer term. The school is particularly recognised for its performing arts and music with regular shows and performances being highlights of the school calendar.

The school provides opportunities for pupils to take part in social and cultural activities outside of lessons, such as the Ski Trip and educational visits to Barcelona (Art specific trip) and Auschwitz. The school's work to support pupils' personal skills and social development contributes significantly to the pupils' feeling of belonging to the school community.



## Governing Body

The governing body includes the Headteacher, staff governors, student representatives, community governors, parent governors and LA appointed governors.

## Further Background Information

Additional background information will be provided to candidates selected for interview. Information is also available on the [mylocalschool.gov.wales](http://mylocalschool.gov.wales) and Estyn websites.

## Application

The closing date for applications is **Thursday 28th April 2022** at 4.00pm. Please return your completed application to:

Mrs A Roberts  
Chair of Governors  
C/o Flint High School  
Maes Hyfryd  
Flint  
Flintshire  
CH6 5LL

Shortlisting takes place on **Tuesday 3rd May 2022** and interviews will be held on **Tuesday 10th and Wednesday 11th May 2022**. Candidates will be required to attend both days.

## School Contact Details

Flint High School, Maes Hyfryd, Flint, Flintshire CH6 5LL

Email Address: [fhmail@flint.flintshire.sch.uk](mailto:fhmail@flint.flintshire.sch.uk)

[www.flinthighschool.wales](http://www.flinthighschool.wales)

Tel: 01352 732268



# Job Description

The Deputy Headteacher will support the Headteacher in the school's journey towards excellence.

## Core Purpose

- Working with the Headteacher to identify priorities and opportunities for school improvement to achieve excellent outcomes
- Ensuring the best outcomes for students both in terms of attainment and progress
- Promoting excellence, challenge and high expectations for all students
- Modelling professional behaviour and promoting high expectations
- Sustaining and developing a professional community that enables others to achieve through effective relationships.
- Deputising for the Headteacher as required

## Duties and Main Responsibilities

### General Duties and Responsibilities

- To carry out the duties of Deputy Headteacher as set out in the current School Teachers' Pay and Conditions (Wales) Document
- To assist the Headteacher, other members of the Senior Leadership Team (SLT) and the Governing Body in providing outstanding strategic and professional leadership and management
- As a member of the SLT, the Deputy Headteacher will share in the responsibilities and duties of the SLT at the school and undertake any activity as directed appropriate by the Headteacher

- Support the Headteacher in developing a talented and motivated Senior Leadership Team
- Work with the Headteacher to monitor and evaluate the academic performance and leadership of the school
- Assist in leading the school with its vision
- Demonstrate the school's vision and values in everyday work and practice
- Support the process of school improvement through continual self-evaluation and use this to inform the school development plan
- Drive a culture that promotes aspiration within the school community and celebrates success and achievement

## Managing the School

- Line manage middle leaders in line with appraisal and performance management processes
- Understand how to distribute resources effectively, ensuring that the principles of value for money are achieved



- Contribute to curriculum planning, modelling and the development of an appropriately rich & flexible curriculum to ensure maximum achievement, linked to the new accountability measures and to ensure that all pupils are prepared well for chosen career pathways
- Have expert knowledge of national priorities, curriculum trends, issues and changes
- To work with, and be accountable to, a wide range of stakeholders including students, parents, carers, cluster schools, governors and the local community
- Develop a collective ethos in the school that enables everyone to work collaboratively, share best practice, celebrate success and accept responsibility for outcomes
- Create a culture and ethos of challenge and support where all pupils can achieve success and increase their life chances
- Use a range of evidence bases, including national data comparisons, where appropriate, to monitor, evaluate and improve aspects of the school
- Ensure that parents and carers are well informed about the curriculum, attainment and progress, and about the contribution they can make in supporting their child's learning
- Ensure individual staff accountabilities and responsibilities are clearly defined, communicated, understood and agreed
- In conjunction with the Headteacher, develop and implement suitable quality assurance systems which are fit for purpose
- Present a clear, coherent and accurate account of performance to a range of audiences including the LA and Consortia (GwE)

## Teaching and Learning

- Ensure that the curriculum delivers the Curriculum for Wales
- Create an environment which secures effective learning across the breadth of the curriculum and to promote high standards of achievement, behaviour, discipline and attendance
- Monitor the quality of teaching and pupils' achievements including the analysis of performance data
- Develop links with parents, other schools, educational establishments and the wider community, including business and industry, in order to enhance teaching and learning and pupils' personal development
- Ensure that curriculum continuity and progression are achieved across the key stages with partner schools
- Ensure that effective systems are in place to identify pupils who have additional needs and to ensure that appropriate provision is made for these needs
- Promote opportunities for and encouraging participation of all pupils in a wide range of extra-curricular activities, including culture, sport, the environment, and citizenship
- Contribute, as appropriate, to the teaching in the school

## Strengthening the Community

- Provide a comprehensive and holistic approach to the needs of children, and their families and the communities in which they live
- Encourage and engage in collaboration between all interested parties including the LA and the regional consortia (GwE)
- Encourage and engage in collaboration with other schools
- develop strategies to encourage parents and carers to support their children's learning
- Ensure that the school plays a central role in the community
- Identify and respond to the needs of the local community through an appropriate range of provision and activities throughout the year
- Ensure that there are close working partnerships with the local community and that the pupils, staff and governing body have a good understanding of the wider aims of the school and its place within the community
- Liaise and build effective relationships with the school's partners and with other agencies providing community support locally, to include cluster primary schools
- Ensure that the school's strategic and operational development reflects local and regional community learning issues, and that decisions affecting community learners take account of the expressed views of the local community
- Create an effective partnership with parents and the wider community

## Student Wellbeing

- Create a culture that supports the school's commitment to inclusivity
- Develop inclusive strategies, structures, policies and systems, in collaboration with relevant stakeholders, that enable all learners to gain full access to opportunities to achieve and ensure their individual learning needs are met.
- Promote and ensure equity in academic, vocational and experiential learning routes.
- Demonstrate accountability for learner wellbeing and outcomes by working with all relevant stakeholders to ensure the wellbeing and achievement of all learners is valued and evident throughout the school.

# Person Specification

## Section 1 - Qualifications and Requirements

Criteria	Essential	Desirable	How Assessed
1.1 Qualified Teacher status	✓		Application form
1.2 Substantial success teaching experience within the Secondary phase	✓		Application form
1.3 Successful senior leadership experience with evidence of raising standards		✓	Application form
1.4 Wide experience in a number of schools and /or varied roles		✓	Application form
1.5 Experience of successfully leading and managing middle leaders (curriculum or pastoral)	✓		Application form and interview
1.6 Evidence of leadership professional development programmes		✓	Application form

## Section 2 - Professional Experience and Knowledge

Criteria	Essential	Desirable	How Assessed
2.1 Evidence of a strong contribution to raising standards in current post	✓		Application form and interview
2.2 Excellent knowledge of the Estyn Inspection framework, or equivalent	✓		Application form and interview
2.3 Experience of a successful Estyn inspection, or equivalent		✓	Application form and interview
2.4 A clear understanding of staff development and the role of Performance Management in raising standards.	✓		Application form and interview
2.5 Have a good understanding of the secondary curriculum for Wales and its implementation		✓	Application form and interview

### Section 3 - Personal Aptitudes, Qualities and Skills

Criteria	Essential	Desirable	How Assessed
3.1 Ability to plan strategically to deliver school ethos and priorities	✓		Application form and interview
3.2 Ability to lead, influence and manage change	✓		Application form and interview
3.3 Ability to communicate, inspire and motivate staff, students and parents using excellent interpersonal skills	✓		Application form and interview
3.4 Proactive, innovative and versatile with high levels of resilience and integrity	✓		Application form and interview
3.5 Ability to reflect on own practice and manage own personal development	✓		Application form and interview
3.6 A commitment to inclusivity, ensuring the highest aspirations for all children and parents.	✓		Application form and interview
3.7 Experience of pastoral leadership with an understanding of the importance of pupil well being and equality.	✓		Application form and interview

### Section 4 - Leadership and Management

Criteria	Essential	Desirable	How Assessed
4.1 A high profile role model with a strong visible presence that commands respect	✓		Application form and interview
4.2 Experience of working collaboratively with a Governing Body		✓	Application form and interview
4.3 In-depth knowledge of safeguarding guidelines at a school level	✓		Application form and interview
4.4 Experience of working with the wider community		✓	Application form and interview
4.5 Experience of working with other schools and commitment to collaborative working	✓		Application form and interview
4.6 Experience of using school improvement planning to impact standards.	✓		Application form and interview

**Section 5 - Leading Teaching and Learning**

Criteria	Essential	Desirable	How Assessed
5.1 Ability to develop and maintain positive working relationships	✓		Application form and interview
5.2 Ability to monitor, evaluate and improve performance while sustaining staff motivation	✓		Application form and interview
5.3 Experience of developing and leading curriculum initiatives		✓	Application form and interview
5.4 A commitment to student-centred, inclusive education	✓		Application form and interview
5.5 Experience of promoting the role of the parents in their child's Education		✓	Application form and interview

**Section 6 - Securing Accountability**

Criteria	Essential	Desirable	How Assessed
5.1 Experience of managing rigorous internal and external reviews		✓	Application form and interview
5.2 Experience of successfully working with a school improvement professional or similar person to raise standards		✓	Application form and interview