



May 2023

Candidate Information Pack

Gilbert Colvin Primary School



Gilbert Colvin Primary School

Strafford Avenue
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Interim Headteacher: Miss B Aimable

15th May 2023

Dear Candidate,

Thank you for showing an interest in our school.

Gilbert Colvin Primary School is a two-form entry primary school located in Clayhall, a suburb of Ilford in the North East of London. However, the London Borough of Redbridge is an 'Outer London' borough and has the advantage of easy proximity to central London and the West End; with open spaces and the Essex countryside on our doorstep. The local community is widely diverse and brings with it a wealth of opportunity for curriculum relevance.

Gilbert Colvin Primary School was built in 1952 and is named after Alderman Gilbert Colvin who was Chair of the Redbridge Education Committee for 3 years in the 1930s and Mayor of Redbridge from 1947 – 1949.

Gilbert Colvin is set in an idyllic and quiet residential location. We fortunate to have spacious grounds with numerous mature shrubs and trees. Also on site, there are two main playgrounds, a quiet patio area, two wooden log climbing structures, an Herb Garden and a sports field incorporating apparatus to encourage children's play.

The school building is a single storey structure with a detached nursery unit, catering for children from ages 3 – 11 years. It provides accommodation for 42 nursery places: 15 pupils attend full - time, 20 pupils attend morning only sessions and 3 pupils attend the afternoons.

From Reception through to year 6 the school has two forms of entry pupils and a total of 363 pupils. This makes up a school population of 405 pupils.

Gilbert Colvin has a high mobility and therefore, there are vacancies in every year group.

The pupils attending the school come from culturally diverse heritages with 24 different ethnicities represented. Between us, we speak 42 different languages with 63% of children speaking English as an additional language.

We believe that one of the strengths of the school is its rich, cultural diversity and we work hard to ensure that we celebrate this in our approach to teaching and learning across the school.

We pride ourselves on being a harmonious, inclusive and 'Rights Respecting' School.

We are really looking forward to showing you around our school and answering any questions about us you may have. While we have much to show off, we are also moving in to an exciting next phase of our journey where we provide our pupils with the very best there is in terms of future success and well-being.

PERSEVERANCE • COURAGE • INTEGRITY

We believe that children thrive when they feel safe and are happy. Feedback from the children and their families is that we are achieving this part of our vision and we intend to maintain and build upon this culture in our future explorations around successful pedagogy.

Please explore our website which, I believe, holds a plethora of information about what we do at Gilbert Colvin.

Your shared understanding of our school and ethos is so important to us **that visits are essential if you wish to proceed to the next stage of the selection process.**

Gilbert Colvin is a truly great place to work, but don't take my word for it – come and find out for yourself!

Yours faithfully,

Miss B Aimable
Interim Headteacher





Deputy Headteacher - Job Description

Post / Grade: Deputy Headteacher (L13 – 17)

Relationships: The post holder is responsible to the Headteacher for his/her general duties and responsibilities and for teaching tasks.

Line Manager: For the purpose of the day to day line and performance management the post holder is responsible to the Headteacher.

The post holder will be required to undertake such duties as may be reasonably directed by the Headteacher and carry out the duties set out in Part 7 Paragraph 49 of the DfE school teachers' pay and conditions document 2016 and any successor documents.

Responsibilities specific to the Deputy Headteacher post

Knowledge and Understanding

To maintain an up to date knowledge and understanding of:

- Current leadership and management developments and initiatives, particularly around building team capacity.
- The School's aim and policies particularly with reference to areas of specific responsibility.
- Safeguarding and Child Protection.
- The School's priorities, targets and development plan.
- The relationship between separate curriculum areas and the whole school curriculum.
- Statutory curriculum requirements and the requirements for assessment, reporting and recording pupils' attainment and progress across the school.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.

Communication and Everyday Management of the School

- Contribute to the continued development and communication of the vision for the School.
- Work consistently and with a high degree of interpersonal skills to ensure the long term vision for the School is effectively implemented.
- Contribute to the creation and maintenance of an effective organisational structure with communication channels in which roles and responsibilities are clearly understood and all staff know what is expected of them.
- Take a major lead in the smooth day to day management of the School, ensuring all routines and procedures are in place to ensure the safe and effective running of the School, keeping the Headteacher and staff informed on related issues.
- To ensure parents are reported to regularly regarding their child's learning and achievement.
- Promote positive, effective relationships between staff, children and parents through personal and professional example, working co-operatively and collaboratively with colleagues in all areas and aspects of School life.
- To be responsible to the Headteacher for organising non-contact time to members of the management team, and to other teachers when directed, to enable them to monitor, review and advise on curriculum issues, and to arrange for cover when staff are attending courses and for providing the necessary initial support to supply teachers to enable them to work effectively within the school.
- To line manage a team of staff as agreed with the Headteacher.
- To be responsible to the Headteacher for the school's approach to managing volunteers, work-experience students and parent helpers.
- To work with external bodies/advisors as required.
- To promote links with other schools and networks.
- To work with Governors.

Resources

- To submit an annual bid to the Headteacher for Teaching & Learning and CPD and any other designated areas of responsibility of resource provision.
- To manage the Teaching & Learning and CPD budget ensuring that expenditure provides good value for money.
- To ensure that School based and relevant resources are kept up to date, catalogued and stored in an organised way and that they are accessible to staff.
- To work with the Inclusion Leader, oversee the recruitment, management and effective deployment of support staff across the School with consideration to the wider school context and identified pupil need.
- To be responsible to the Headteacher for the school's approach to managing volunteers, work-experience students and parent helpers:
- Develop staff wellbeing practices with the Leadership and Management Team.
- Be the main point of daily reference for the AHTs and Inclusion Leader within the main school setting for concerns regarding the wellbeing of pupils, particularly those with specific needs, EAL, Special Educational Needs, Gifted and Talented and Child Protection, liaising with the Headteacher on such issues.
- To monitor and review Health and Safety practices and procedures throughout the school.
- To ensure that equipment and resources for the school are well maintained and accounted for and there is regard to health and safety requirements, ensuring the overall safety and discipline of the pupils including the supervision of children on the playground and when arriving / leaving school.

School Development Planning

- To develop, review and update as necessary the School Development Plan with the Headteacher and Governors.
- Play a major role in leading the sustained and significant improvement of quality and standards in the School and play an active role in the school's self-review and evaluation cycle.
- To take a strong lead within the designated priorities, in order to develop and enhance the teaching practice of all adults in the school through monitoring, evaluating and promoting improvement strategies to secure effective learning and teaching (professional mentoring, demonstration lessons, helping teachers to evaluate their practice, undertaking classroom observation to support practice).
- To lead the Assistant Headteachers and support the co-ordination of the strategic and daily management and development of Phase Leadership so that all pupils within each stage are well supported and make at least very good progress.
- To share responsibility with the SLT for school self-evaluation; the understanding and use of data; the planning of appropriate provision and the identification and monitoring of intervention support so that all children achieve their targets.

Learning and Teaching

- To be a leader of learning by providing an inspiring role model for excellent practices, setting high expectations in relation to standards of pupil achievement and the quality of teaching, including developing and advising on assessment strategies (AfL), data analysis and identified support to ensure the appropriate standards of pupil achievement of all legislative procedures regarding assessment and the curriculum are met.
- To ensure that a balanced, structured, curriculum based on the UK NC and FS curricular is planned for and implemented according to School Policy.
- Lead the Management of Teaching and Learning for the School and other areas as agreed with the Headteacher.
- Undertake systematic and targeted monitoring of standards of Teaching and Learning across the School as agreed with the Headteacher and in line with the School Development Plan and the Monitoring Policy.
- To ensure that good practice is represented in displays around the school and classroom environments are organised to reflect school policy, practice, standards and expectations.
- To monitor the provision of a learning environment appropriate to the developing needs and interests of all pupils in the School.
- To ensure continuity of learning for all pupils' experiences across key stages/learning phases.
- To work with the Inclusion Leader to ensure quality provision is in place for children with a range of additional needs mainly children with SEND, EAL and G & T.
- To monitor the effective co-ordination of intervention programmes to support designated groups of pupils across the School.

- Lead on Extended Opportunities for the school that promote the enrichment of the whole school curriculum i.e. activities for children which go beyond the compulsory curriculum, extra curriculum activities (homework, specific after/before school activities), educational visits and liaison with other year groups, cultural festivals and parent groups.
- Line manage the Extended Visits Coordinator.

Continuing Professional Development

- Assist in the leadership of continuing professional development of staff promoting and supporting the individual and teams of colleagues working across the School, ensuring opportunities for individual leadership skills to be developed.
- Lead on the development of 'leading from the middle' agenda and act as a mentor and line manager to emergent leaders.
- To assist in the effective recruitment, performance management and development of staff.
- To take responsibility for the induction of newly appointed staff to the school with respect to their overview of the curriculum and assessment practices and other areas of responsibility so that they are well equipped and confident in undertaking their roles and responsibilities effectively and with efficiency.
- To ensure that CPD is organised and focused on identified needs, making a demonstrable impact on outcomes for pupils.
- Coordinate Performance Management ensuring that all appraisers are effectively trained for their role and that appraisals are completed in a timely manner.

Monitoring, Evaluation, Review and Development – Relevant to Whole School Curriculum and Assessment including the management overview of Integriss, the Annual Statistical Report (Redbridge) and RAISEonline data

- Manage assessment across the school and provide timely and informative data for teachers, subject leaders, phase leaders and the Governing Body.
- To manage, analyse and interpret relevant national, local and school data, research and inspection evidence to inform decisions relating to children and assist staff in monitoring progress and the achievement of high standards.
- To monitor planning, feedback, records and reporting of pupil progress, including samples of work and descriptions of progress which will become the basis of the school records of achievement and exemplification of standards.
- To monitor the progress made in implementing the development plan and towards targets and evaluate the effects of the above on teaching and learning using this analysis to guide further improvement.

School Accountability

- Contribute to the School's accountability function by providing regular, data rich analytical reports, presentations and analysis to the governing body and external monitors. Support the governing body in any other appropriate way which enable Governors to fulfil their responsibilities.
- To attend relevant meetings of the Governing Body and its committees.

Undertake to the extent required by the Headteacher, the professional duties of the Headteacher in the event of her absence.

General responsibilities as set out for class teachers in the DfE School Teachers' Pay and Conditions of Employment

Mandatory Duties

Review: This Job Description will be reviewed at least annually as part of the Performance Management process to reflect changing school and individual needs. Consultation between the post holder and the Headteacher is considered a vital part of this review process. The text should be viewed as an application of the Job Description for teachers as contained in the current and subsequent editions of the School Teachers Review Body Report unless specifically amended in this document or in the contract of employment for teachers at Gilbert Colvin Primary School.

Health and Safety: Personally responsible for the health, safety and welfare of all staff that may be affected by the post holder's acts and/or omissions.

Equal Opportunities: Personally responsible for equal opportunities awareness and ensuring that the post holder is aware of and carries out the provisions contained in the school's Equal Opportunities Policy.

Safeguarding Children: The school's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions and supports all elements of the Child Protection Policy.



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Deputy Headteacher - Person Specification

Method of Assessment: **AF = Application Form** **I = Interview** **R = Reference**

Education and Training	Essential / Desirable	Assessment
Degree with Qualified Status	E	AF
Evidence of professional development across career to date	E	AF
NPQH or willingness to work towards	D	AF
Experience	Essential / Desirable	Assessment
An experienced and excellent Classroom Practitioner	E	I / R
A minimum of 6 years' teaching experience in maintained sector infant / primary school(s)	E	AF
At least 4 years' experience of Key Stage, year or subject leader	E	AF
Demonstrable success in a leadership role in a comparable and challenging environment	E	AF / I / R
A proven track record of providing vision and leading change and effective improvement strategies to raise standards for pupils of all abilities	E	I / R
Use of successful and rigorous approaches to the development of teaching and learning, including assessment for learning	E	AF
Leadership in pastoral/pupil personal development within a robust safeguarding culture	E	AF / R
Knowledge and Skills	Essential / Desirable	Assessment
The role of the Deputy Headteacher	E	AF / I
An understanding of current educational legislation, guidance and initiatives	E	I
Best practice in teaching, learning and assessment, including the use of the latest technologies, to support pupil achievement	E	AF
An in-depth understanding of school improvement and the ability to report effectively to Governors	E	I

Personal Qualities	Essential / Desirable	Assessment
Ability to plan, organise, communicate and delegate effectively	E	I
A leadership style which is adaptable, so developing and encouraging others	E	I / R
Excellent personal effectiveness which ensures all members of the team and stakeholders work together successfully	E	I / R
Ability to think and plan strategically, creatively and to prioritise	E	I / R
Demonstrable ability to lead, motivate, develop and inspire staff and to encourage pupil and parental involvement	E	AF / R
Ability to analyse and interpret a variety of school based data and set challenging but realistic performance targets	E	I
Possess integrity, be a role model and use support and challenge appropriately.	E	I
Take responsibility and drive improvement.	E	I / R
Ability to work as part of a team	E	I / R
Efficiency	E	I / R
Passionate about making a difference.	E	AF

