



HAYES SCHOOL

ASSISTANT HEADTEACHER DSL

Candidate Pack



Required for January 2025 Leadership Pay Range L11-L15 (Outer London)

We are looking to appoint an exceptional leader to the position of Assistant Headteacher with the responsibility for Safeguarding.

You will have excellent inter-personal skills, high expectations of yourself and others and a commitment to supporting our teachers and learners to be the best they can be.

We are looking for someone who has the experience of liaising with relevant agencies, including the local authority, to lead on all areas of safeguarding and child protection across the school.

The successful candidate will be part of the Senior Leadership team and will be the Designated Safeguarding Lead (DSL) for the school. They will lead on day-to-day safeguarding matters as they arise and have up-to-date knowledge of legal issues that impact child protection. They will be expected to work with external agencies, students, parents and staff and be an advocate for the importance of safeguarding and child protection. They will provide strategic leadership and oversight of our schools' wellbeing provision, in support of some of our most vulnerable students.

The school benefits from and actively contributes to a range of partnerships and we are the lead school for the Bromley Schools' Collegiate, a School Centred Initial Teacher Training (SCITT) provider for primary and secondary teacher training.

Hayes School is a high achieving, oversubscribed school, which provides excellent education for its students as well as exciting opportunities for professional and career development for staff. The school benefits from its proximity to central London and excellent transport links whilst bordering the beautiful Kent countryside.

"Pupils enjoy school and achieve highly." (Ofsted)

"The curriculum is especially well thought out." (Ofsted)

"All who work in the school understand and share these values. This is the Hayes Way" (Ofsted)

We can offer:

- Motivated students with outstanding attitudes to learning
- Outstanding student behaviour
- Excellent facilities for staff, including an on-site fitness suite
- A Staff Wellbeing Forum and Wellbeing Charter with a focus on supporting staff wellbeing
- An excellent induction and support programme for new staff
- An employee Assistance Programme and flu vaccination
- Innovative approaches to Teacher Professional Development
- Opportunities to work with other schools through established partnerships
- A friendly working environment

Closing Date: **Monday 7th October 2024 (9.00am)**

Interview Date: **Thursday 10th October 2024**

Please send your completed application form and covering letter to vacancies@hayes.bromley.sch.uk. If you require any additional information or have any questions, please contact Blessing Opayemi, HR Officer at boo@hayes.bromley.sch.uk.

We are committed to equality of opportunity for all our staff. We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body. We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is essential in our Trust and we recognise the gap that would be left in our offering without these.

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. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.

WELCOME FROM THE HEAD OF SCHOOL

Thank you for your interest in joining Hayes School. I hope that this information pack will help you to learn more about the role, our school and our students.

We are an ambitious, outward looking school with high aspirations and expectations of our students and a commitment to lifelong learning, which is shared by students and staff.

Whether you are new to working in schools, or are looking to move to gain experience and develop your career, you will be joining a friendly family of staff who are committed and supportive of each other. You will also benefit from working with wonderful students.

Having joined the school as a Senior Leader, 6 years ago, and working alongside our Executive Headteacher who has been connected to the school for almost 25 years, I can honestly say that this is a school in which you can grow and develop as a teacher, leader and staff member. A significant number of our staff have been here for many years and their own children attend the school as students, which is testament to our saying '[would this be good enough for my own child?](#)'

Should you wish to arrange a visit to the school or to have an informal discussion prior to submitting your application, please do not hesitate to contact the school.

I hope you will feel that Hayes School is a school which is aligned with your personal values and that we can look forward to receiving your application.



Claire Thompson
Head of School

ABOUT HAYES SCHOOL

Our School

Hayes School is a high achieving, oversubscribed and well-disciplined 11-18 co-educational school with excellent accommodation and facilities set in very attractive grounds. We provide an outstanding education for our students as well as exciting opportunities for professional and career development for staff. Our 1700 students have a desire to succeed and to learn displaying excellent attitudes and behaviour. Relationships between students and staff are very good and staff enjoy opportunities to lead and participate in a wide range of extra-curricular activities and trips. (There are over 80 clubs and over 100 trips take place every year)

In September 2022, Hayes School was judged Outstanding by Ofsted:

- "It is clear that Hayes School provides all pupils with an exceptional experience."
- "Pupils behave extremely well. They are polite, respectful of others and have excellent professional relationships with their peers and teachers".
- "Leaders and teachers have developed a consistent approach to their work in the classroom".
- "A great deal of emphasis is given to ensuring that teachers are experts in their subjects".
- "Staff were especially positive about the way their wellbeing and workload is considered by leaders".

Attainment and progress are high and above local and national averages. In 2024, students achieved considerable academic success in GCSE, A level, vocational and L1/2 qualifications. 81% of GCSE students achieved at least a Grade 4 in English and Maths, nearly 1 in 4 grades were Grade 7-9 and students made excellent progress across a range of subjects/courses. Our Year 13 students achieved considerable success with 57% and 84% of all grades at A*-B and A*-C respectively, and an average grade of B- across both our A Level and vocational courses.

Our Sixth Form of 500 students is heavily oversubscribed and successful. "The Sixth Form curriculum meets the needs of all students and includes a range of academic and vocational qualifications (Ofsted 2022)."

However, Hayes is not complacent. We have a relentless commitment to improvement. We judge everything we do by the standard "would this be good enough for my child?" All staff go the extra mile to provide challenge, support and opportunities for every child.

We are very proud of our school, of the opportunities we provide, and of our role in the community. We strive to build on our success creating an environment where each individual is valued: an environment that fosters acceptance and compassion, vibrant, caring relationships, life-long learning skills and a strong sense of moral purpose.

Our Facilities

Hayes School benefits from a beautiful campus comprising green spaces, trees and a variety of purpose-built teaching blocks. The School offers exceptional educational facilities, which are continually being maintained, extended and developed. We have a recently installed a purpose-built fitness suite for use by students and staff and a new, refurbished staff room.

Partnerships with local sporting clubs, Ealing Trailfinders RFC and Brunel University support our academy programmes and provide students and staff with access to high quality coaching and expertise.

Our arts provision in art, music, dance and drama is outstanding – students excel and benefit from high quality teaching and a wide range of opportunity.

All teachers and students have access to ICT to enhance teaching and learning.

The school benefits from:

- Staff laptops
- Brand new touch screen interactive panels in every classroom
- A significant number of networked computer suites across the school
- Media and photography equipment including digital stills, video cameras, studio and dark room
- Industry standard machinery including laser cutters, 3D printers and CAD/CAM equipment
- State of the art audio-visual equipment to support high quality performances
- A high speed wireless network across the campus
- An on-site Fitness Suite available for staff use

Our students

Our students are a delight to work with. They are kind, caring and supportive of each other. We have “uncompromising aspirations” for all and encourage our young people to aim high and to live our motto “Excellence through Endeavour.” Hayes students want to do well and recognise that they need to work hard to achieve their own personal ambitions. The “Hayes Way” enables all students to demonstrate the behaviours for learning we expect and supports us in sustaining an environment where all are respected and can be safe, happy and successful.

We recognise our responsibility to prepare students for life beyond school and place equal emphasis on the development of skills and attributes as we do success in public examinations. ‘The Hayes Learner’ promotes reflective, creative, communicative, independent and collaborative students and at their heart, we expect our students to be kind, respectful, responsible, tolerant and proud.

We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to participate in school life and to lead our school. There are countless opportunities to volunteer, mentor other students and participate in extra-curricular clubs, activities and educational trips and visits.

Our staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. Our newly launched Teacher Professional Growth programme supports teacher professional development within ‘teaching and learning communities’ as we model our commitment to lifelong learning to the students we teach. In this respect, we balance the needs of the school with those of the individual. Teaching and leadership development programmes are delivered in-house and there are

opportunities to mentor and support trainee and early career teachers, or to participate in coaching programmes.

An induction programme, staff buddies and an active staff committee all contribute to helping staff new to the school to find their feet. All staff are willing to share expertise, resources and ideas and are a great source of support.

We are committed to working in partnership with other schools, both within and outside our Trust. We encourage and support further learning and research and there are opportunities for specialist career progression and to work with and support other schools through networks and partnerships.

Staff regularly go the extra mile at Hayes to support students and to give their time to the broad extra-curricular programme, which includes sports, music, drama and a host of trips, exchanges, clubs and other activities.

We are a friendly team of teachers and associate (support) staff and look forward to welcoming you to our school.

The Impact Multi Academy Trust

Hayes School joined with Ravens Wood School in April 2017 to form the Impact Multi Academy Trust.

In September 2022, our trust merged with Langley Park Learning Trust to form a new trust of seven schools (Clare House Primary School, Hawes Down Primary School, Hayes School, Langley Park Primary School, Langley Park School for Boys, Langley Park School for Girls and Ravens Wood School).

It is rare to see two high performing, like-minded trusts come together in the interests of providing better and more sustainable education and care for all of the children in their schools and community, but we believe this is what the Impact Multi Academy Trust is.

Our schools are popular and high performing, serving the same community. They are also driven by a commitment to improving even further to deliver the very best education, care and life chances for all children. We are driven by educational and moral purpose as well as enlightened self-interest. We want all schools within the Trust to retain their identity and compete, but also to collaborate to provide an outstanding educational experience that impacts on the life chances of all students. This is reflected in our Trust vision, mission and values.

There is an African proverb "If you want to travel fast travel alone. If you want to travel far travel together." Together in collaboration, we will build on the strengths of all schools, address those areas that could and should be improved further, and travel both fast and far in the interests of all our students.

Working within a trust provides opportunities for support from a network of teachers and support staff across all our schools.

For more information about the school, please watch our introductory video ([click](#) on image below)



What do parents say about Hayes School?

"Hayes School produces wonderful young people"

"The school encourages the students to achieve the best they can, to reach their potential."

"My children are comfortable and relaxed at school with great friends. They respect their teachers and enjoy their day. They never complain or moan about school. We are extremely happy with Hayes School."

"I have been so impressed and grateful for the dedication shown by teachers to enable my son to achieve the best that he can."

"Strong leadership and management starts from the top and filters throughout the whole school."

"The school has a family feel about it."

"Hayes is an outstanding school that doesn't rest on its laurels. The school continues to strive to do better."

"The leaders are regularly seen around the school talking to students which I think is great to see."

"I believe you have created a school environment which is what a school should be. Happy, safe, that allows students to be the best they can be and celebrates them for who they are."

"The support my child has received both pastorally and academically has been brilliant. The teaching is fantastic and the good behaviour of students is maintained."

"A huge range of opportunities and leadership activities is offered to children and they receive recognition for this."

"Hayes has built a reputation that is the envy of many other schools. As parents, we are very grateful that our children attend Hayes, as this will stand them in good stead for their futures."

"Hayes as a place is a fantastic community and this school is at the heart of it."

What do staff say about working at Hayes School?

"Since starting at Hayes, it has been clear that Teaching and Learning is at the very heart of everything at the school. I feel very supported here at Hayes, especially in developing teaching and learning practice."

"Students are incredibly dedicated and hardworking and are always pushing themselves to do their best. Working with students that are proactive, marvellously polite, well-mannered, and with high goals, is a really exceptional experience."

"The organisation and effective set up of whole-school procedures make Hayes School both a fulfilling and straight forward place at which to work."

"When I look back at my time at Hayes so far, it's very rewarding to see how I've progressed professionally. Every year I have been encouraged to, and have taken on responsibilities that I never thought I could do when I began teaching here."

"Academic success is central to the vision and aims of the school, but this is not at the detriment of the absolute commitment to the development of the whole child. The pastoral support, the ACTIVE (PSHE) curriculum and the extra-curricular opportunities are truly outstanding."

"Staff are highly motivated, committed to excellence and are always willing to support each other."

"Hayes is a true community school, which everyone is proud to be part of. I feel very much a valued member of a vibrant team working here."

"Hayes School is the kind of school you wished you could have attended as a child. The possibilities and opportunities are endless!"

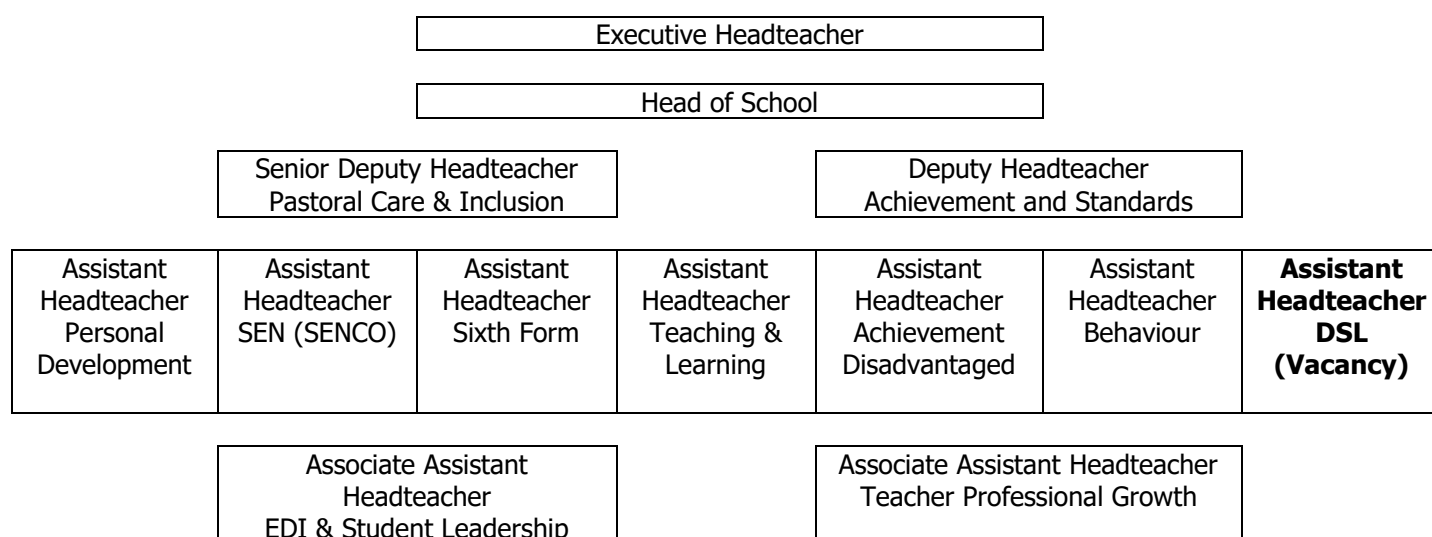
THE SENIOR LEADERSHIP TEAM AT HAYES

We are a friendly and hard-working leadership team committed to supporting staff, students and leaders across the school to enjoy and achieve.

We are looking for the right candidate with skills and experience that will enhance our school and support us on our journey beyond outstanding.

The successful candidate will be expected to play a key role of Designated Safeguarding Lead (DSL) for the school and lead on all areas of safeguarding and child protection across the school.

Additional responsibilities will be decided on appointment.



JOB DESCRIPTION

Teaching & Learning

- To prepare and deliver high quality lessons, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment.
- To meet with and line manage HoDs/Subject Leaders to monitor and evaluate the quality of teaching and learning and progress of students.
- To work as a member of the SLT to implement strategies for improving the quality of teaching and learning and ensuring all teaching is good or outstanding.
- To encourage and facilitate the sharing of good practice across the school.
- To ensure the effective delivery of an appropriate curriculum and high standards of expectation that maximise achievement for all students and groups of students.

Students

- To identify strategies for raising the attainment and achievement of students and to work towards identified and agreed targets.
- To adopt a high profile amongst staff and students, promoting high expectations and achievements and maintaining a presence around the school and in lessons.
- To promote the highest standards of behaviour in all aspects of school life

- To ensure the maintenance of good order and discipline at all times in accordance with agreed policies.
- To participate in the regular whole-school supervisory duties fulfilled on a scheduled basis by the SLT.
- To ensure the effective pastoral care of students by all staff.
- To be active in matters of student welfare and support ensuring that issues, which prove to be barriers to learning, are dealt with so that students make at least expected progress in relation to targets.

Staff

- To set standards and provide a good role model for staff.
- To hold to account, challenge and support all staff, especially those you line manage.
- To share responsibility for the efficient and effective day-to-day management of the school.
- To provide leadership, support and encouragement for staff through a range of activities.
- To play an active role in the recruitment and retention of high quality staff.
- To participate in, and lead, professional development activities for staff.
- To provide the Head of School with information and advice on the work and performance of staff.
- To support colleagues, including all other members of the Leadership Team, in their work for the development and improvement of the school.

Resources

- To ensure that resources are deployed efficiently, providing best value for money.
- To have a basic understanding of the school's financial position and support the Head of School in the effective management of the school's budget and budgets delegated to SLT and middle leaders.
- To develop existing and new partnership working within existing arrangements including IMPACT Multi Academy Trust, Bromley Schools' Collegiate, Challenge Partners and other school organisations.

SLT/Governors/Trust

- To fully support whole school policy decisions.
- To work collaboratively within the SLT and across the Trust to create, implement and review whole school policies and procedures.
- To support and contribute to the process of writing, implementing, evaluating and reviewing the School Development Plan (SDP) in support of the school's strategic aims and the effective and efficient use of resources.
- To report to the SLT on all relevant aspects of the school's work.
- To actively promote the school and liaise with outside agencies as necessary, representing the Head of School, or the school as appropriate.
- To contribute to discussions and decisions at Senior Leadership Team meetings.
- To offer information, advice and perspective to the Governors and Trust Directors and to any legitimate external enquiry/evaluation.
- To communicate and consult with staff, students, parents, carers and members of the local community as necessary.

Other Duties

- To provide clear leadership and support for the aims and ethos of the school at all times.
- To think creatively and imaginatively to anticipate and solve problems and to identify opportunities.
- To engage with parents and carers, as required, to support the achievement, personal development and wellbeing of students.
- To arrange for colleagues to assume responsibility for the day to day functions of the role in your absence.
- To demonstrate a commitment to equality for all members of the school community.
- To undertake a range of leadership and management roles and responsibilities as directed by the Head of School.

Assistant Headteacher - DSL

This job description will be reviewed on appointment and periodically and may be subject to modification and amendment at any time after consultation with the post holder. The Head of School reserves the right to ask any member of staff to undertake any additional duties that may be necessary and reasonable to ensure the smooth running of the school.

Specific Responsibilities – Assistant Headteacher (DSL)

Specific responsibilities/accountabilities may be subject to further review, as part of a review of SLT responsibilities for 2025-26.

Safeguarding:

- Take charge of safeguarding and coordinate child protection procedures across the school
- Lead on day-to-day matters of safeguarding as they arise working with all stakeholders
- Provide advice and support to staff on safeguarding students and lead on staff training with relation to safeguarding best practice.
- Provide relevant up-to-date training to all staff members on safeguarding and child protection in line with KCSIE and other statutory guidance
- Work together with relevant external agencies, such as the local authority and police in support of our students
- Stay informed of statutory developments and issues that impact child protection, such as data protection and confidentiality, to ensure compliancy within school
- Take a lead role in ensuring on-line safety through understanding and coordinating the filtering and monitoring system used in school
- Ensure relevant information about safeguarding and child protection is disseminated to staff and other stakeholders, as appropriate
- Act in the capacity of a Mental Health First Aider
- Advocate for the importance of child protection to parents, carers and other stakeholders
- Lead student emotional health and wellbeing provision across the school
- Lead on supporting students with medical conditions, working alongside our Medical Officer
- Lead and line manage the Inclusion Manager and Inclusion Support Assistants
- Oversee the Wellbeing Hub provision

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.

Please note the appointment will be subject to satisfactory references, medical clearance and an Enhanced Disclosure and Barring Service check.

PERSON SPECIFICATION

The person appointed to this post will possess:

Qualifications:

- A good honours degree.
- Appropriate teaching qualification.
- Evidence of further professional development.
- Relevant training linked to the role.

Experience:

- Evidence of effective classroom practice and the ability to share good practice that promotes effective learning.
- Experience leading and managing whole school change and ensuring impact.

- Experience of managing individual and team performance, including line management and performance management.
- Experience of planning and leading professional development activities for staff.
- Significant middle leadership experience of leading and managing a curriculum or pastoral area of the school or experience as a Senior Leader.
- Evidence of the ability to motivate and lead staff.
- Experience in the use of data and assessment to diagnose and secure improvements for learning.
- Experience of working with a range of other professionals and external agencies.
- Evidence of an understanding of how to create the conditions that promote students' academic and personal success.
- Evidence of successfully building trusting relationships with and among staff, students and parents/carers.
- Evidence of effective leadership of, and participation in, school self-evaluation.
- Evidence of a creative and flexible approach to leadership in order to bring out the best in people.

Knowledge, Skills and Competencies

- Knowledge of current educational issues.
- Knowledge of school improvement planning processes.
- Knowledge of current best practice in teaching and learning.
- Knowledge of a range of strategies to raise attainment and progress.
- Knowledge of current whole school best practice in school improvement work.
- A commitment to equal opportunities.
- Up-to-date knowledge and understanding of the current challenge and opportunities facing a fully inclusive school.
- Creative and imaginative with a good level of personal organisation.
- High level written and oral communication skills.
- Ability to successfully lead and manage initiatives and people.
- Highly developed leadership skills and a desire to develop these further.

Personal Attributes:

- Commitment to team working.
- Personal integrity.
- Optimism and a "can do" attitude
- Good record of attendance and punctuality.
- Sense of humour.
- Passionate to secure student wellbeing, students' personal and social development and enjoyment of school life.
- A team leader and team player who inspires others to implement our vision of developing the whole child.
- A role model setting the highest expectations for students in terms of their learning, achievement and behaviour.
- An advocate of the cross-curricular and enrichment dimension and community spirit of the school.
- A commitment to involve parents/carers, Governors, Trustees and the community in the work of the school.

SELECTION CRITERIA

Qualifications & Training	
Good Honours Degree or equivalent	Essential
Qualified Teacher Status	Essential
Evidence of relevant continuous professional development	Essential
Level 3 Safeguarding DSL Qualification (Completed or willing to undertake)	Essential
Professional Experience & Knowledge	
Experience of leading and managing safeguarding issues	Essential
Experience of leading whole school developments and managing change	Essential
Experience of raising student achievement at a school level	Essential
Middle leadership experience	Essential
Have an understanding of current educational initiatives	Essential
Professional Expertise	
Exhibit a range of teaching, learning and behaviour management strategies.	Essential
Be an excellent classroom teacher	Essential
Be reflective about your own practice	Essential
Have an understanding of the features of outstanding teaching, learning and assessment	Essential
Be reflective about your own practice and performance	Essential
Be able to manage the organisational duties and day to day interactions with staff, students, parents/carers and other stakeholders that are required of a post at a senior level	Essential
Act as a role-model for students and staff through personal and professional conduct	Essential
Be able to create and sustain a positive learning environment where expectations of students are high and behaviour is good.	Essential
Be ambitious personally and for the school	Essential
Possess high quality interpersonal skills	Essential
Be able to communicate effectively with a range of audiences in both verbal and written form	Essential
Be tenacious, energetic and able to be flexible	Essential
Have good time management and personal organisation skills	Essential
Have a capacity for hard work	Essential

Be willing to contribute to the wider life of the school	Essential
Personal Attributes	
Be passionate about young people and their education	Essential
Have a commitment to raising standards and achievement	Essential
Show evidence of being able to build and sustain effective working relationships with students, staff, governors, parents and the wider community	Essential
Have an excellent punctuality and attendance record	Essential
Be ambitious	Essential
Special Requirements of the Role	
Show a commitment to safeguarding and promoting the welfare of children and young people	Essential

Application Procedure

- 1) Carefully read all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
 - a) Why you are applying for this post.
 - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If successful, you will receive either an email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
- 3) Candidates called to an interview will:
 - a) Be given a tour of the school.
 - b) Have an opportunity to meet with members of the Senior Leadership and Safeguarding team.
 - c) Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually including the Head of Department and/or a member of the Senior Leadership Team. Details of the lessons to be taught will be given in advance.
 - d) Complete a task and participate in other activities, as required.
 - e) Have a formal interview with the Head of School and Executive Headteacher.

Pre-Employment Checks

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer, Head of School or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
- 3) Provide proof of eligibility to work in the UK.
- 4) Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 5) Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Health Assured.

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Policy on Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

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