



Deputy Headteacher Applicant Information Pack

  
**Welcome**

Thank you for your interest in this exciting opportunity to become the Deputy Headteacher at Old Moat Primary School.

Old Moat is a primary school in Withington, Manchester, catering for children aged 3 to 11. We are a two-form entry school with capacity for 459 pupils. Our pupil population is wonderfully diverse, with many different religions, cultures and ethnicities represented and 74% of our pupils with English as an additional language. 66% of our pupils are in receipt of free school meals and 26% of pupils have a special educational need or disability.

Old Moat is in a superb position having been inspected by Ofsted in July 2024 and being awarded Outstanding in all areas. The school serves a wonderful community where the children deserve the best of provision. The successful candidate must be ready to consistently deliver the highest of standards for the children.

The current key priorities for the school include: the development of our oracy curriculum; the provision for our growing number of pupils with SEND and the implementation of instructional coaching across the school.

The CLIC Trust, our Governors and I are committed to ensuring that we select the right person for this important role, with a good match between Old Moat and the individual being critically important. We encourage contact from prospective applicants throughout the application process with the option of a phone call or online call with myself and visits to the school most welcome. I look forward to getting to know candidates throughout the recruitment process and wish you well with your application.

**Oliver Kerr**

Headteacher

**Working** at **Old Moat Primary**

The leadership structure at the school includes a Headteacher, Deputy Headteacher and two Assistant Headteachers. The school works in close partnership with the CLIC Trust, with support from: the CEO/Executive Headteacher (Jo Ashcroft); the Education Director (Hannah Heron); a number of Lead Practitioners; the central Trust finance team; the Governance Support Officer and Administrator; and the Marketing Assistant.

Our **Vision** and **Values**

At Old Moat, our goal is to offer all pupils a high quality, broad and balanced curriculum with access to brilliant teaching, rooted in the best evidence and pedagogy. Our school vision statement is:

‘**All different, all achieving**’

At Old Moat Primary School, we put the children at the heart of everything we do. We strive to be a safe, nurturing, inclusive and happy school where all staff work together with high expectations and aspirations for our pupils to grow into confident citizens, who will excel at what they do.

Our school values are: **Respect, Responsibility, Resilience, Fairness, Empathy and Kindness.**



**Working** at the **CLIC Trust**

The Vision of the CLIC Trust is: **Changing Lives In Collaboration: Together We Make The Difference**

The Trust is based on strong partnerships, collaboration and a strong Core Offer of support for all of the schools and a drive to save money for the schools through an efficient services offer. The Trust is committed to evidence-informed practice and has forged close links for a number of years with the Education Endowment Foundation.

**The Values of CLIC Trust are:**

**Respect:** we respect ourselves, one another and our environment.

**Responsibility:** we take responsibility for ourselves, one another and our learning. Our every action and interaction builds a secure and united community. We are true to ourselves and offer strength to others.

**Resilience:** we embrace challenge, recognising that through our mistakes, true learning happens. We take risks, always willing to have a go, never wanting to miss out on opportunities to improve. We don’t give up.

**Kindness:** we show kindness to everyone that we meet in the way that we treat people, in our class, school, locally and globally.

**Fairness:** we are fair in all that we do, listen carefully and act with integrity.

**Empathy:** we are empathetic to everyone we come into contact with, through our learning about others and the world and through experiences and opportunities presented to us. We embrace new experiences and do everything we can to ensure that we are leaders of our own learning.

We have established many opportunities for joint professional development across our schools with Conferences, Learning Circles and Research to Teaching Seminars. We use collaborative working groups to approach emerging developments, for example, a Curriculum Steering Group, SEND Focus Group, a Teaching Steering Group and Rights Respecting Schools.

We have an effective central Trust team to offer su66918pport to schools, including: a CEO/Executive Headteacher; an Education Director; a Chief Operations Officer; a Finance Manager (qualified accountant); 17 Lead Practitioners (in a wide range of specialisms); a Safeguarding Lead; an Accounts Assistant; a Purchase Ledger Clerk; an Executive and Marketing Assistant; and a Governance Support Officer.

The Trust has robust governance, policies and systems in place to guide its work. We have also established productive relationships with trade unions. The Trust works in close partnership with Manchester and Tameside Local Authorities as well as local clusters/ networks.

**Current CLIC Schools**

**Chorlton Park Primary School** serves a catchment area of Chorlton. It has a pupil capacity of 708 and has a roll of 695. Chorlton Park was one of the founding members of the CLIC Trust in September 2016.

**Crosslee Primary School** serves a catchment area of Blackley. It has a pupil capacity of 457 and has a roll of 419. Crosslee is the newest member of the CLIC Trust, having joined in July 2023.

**Dane Bank Primary School** serves a catchment area of Dane Bank in Tameside. It has a pupil capacity of 240 and currently has 233 on roll. Dane Bank joined the CLIC Trust in November 2019.

**Lily Lane Primary School** serves a catchment area of Moston. It has a capacity of 690 and currently has 631 on roll. Lily Lane joined the CLIC Trust in March 2023.

**Old Moat Primary School** serves a catchment area of Old Moat and Withington. It has a pupil capacity of 459 and has a roll of 390. Old Moat was one of the founding members of the CLIC Trust in September 2016.

**Rolls Crescent Primary School** serves a catchment area of Hulme. It has a pupil capacity of 472 and has a roll of 421. Rolls Crescent joined the CLIC Trust in September 2017.

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**Advert: About** the **Role**

**Start Date**: 01 September 2025

**Salary Scale**: L9-L13 £60,643-£66,918)

**Age Range**: 3-11 years

**NoR**: 390 children

We seek to appoint an exceptional and inspirational leader for Old Moat Primary School at this exciting time in the school’s successful development. There will be regular teaching commitments as part of the role.

Old Moat Primary is a two-form entry school, serving a diverse catchment area in Withington, South Manchester. Old Moat is a founding member school of the Changing Lives in Collaboration (CLIC) Trust. There is a strong and supportive Local Governing Committee at the school.

We are looking for a caring, passionate and dedicated Deputy Headteacher who will work closely and effectively with the Headteacher, SLT and all Stakeholders – children, staff, parents/carers, families and the community, governors, the CLIC Trust team and the local authority, in order to secure an exemplary educational experience and excellent outcomes for all of our children. Every child matters to us and the successful candidate must be committed to collaboration and partnership working to improve the quality of education and provision. Old Moat is a thriving school and the successful candidate must be well equipped to implement improvement and successfully manage change, with an unrelenting drive for high standards.

For a private and confidential discussion about this exciting post, please email Tania Evans, School Business Support Officer at [vacancies@oldmoat.manchester.sch.uk](mailto:vacancies@oldmoat.manchester.sch.uk) to arrange a conversation with Oliver Kerr, the Headteacher. Visits to the school are most welcome and can be arranged via Tania Evans.

Only applications submitted on the CLIC Trust’s application form will be considered. A full application pack, with more details about the vacancy can be downloaded below.

Closing date: **09:00am on Sunday 1st June 2025**

Shortlisting: **Monday 2nd June 2025**

Interviews: **Thursday 12th June 2025**

**Safeguarding**

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

All appointments are subject to satisfactory references and DBS checks.

**Equality**

The CLIC Trust is a Cooperative Trust and does not discriminate on the basis of any individual’s protected characteristics and encourages applications from all qualified applicants. We pride ourselves on being a flexible and inclusive employer. We celebrate difference, embrace diversity and support all our people to thrive at work.

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| Deputy Headteacher  Job Description & Person Specification |  |

**Reporting to**: Headteacher

**Working in conjunction with:** Assistant Heads, Inclusion Manager, Phase Leaders, and staff across the CLIC Trust.

**The post-holder will initially be assigned to Old Moat Primary School but may be required to work at other schools across the Trust.**

**Salary Range:** L9-L13

**Job Description**

In addition to the requirements of a Class Teacher Job Description and Person Specification.

**Main Purpose**

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

* Formulating the aims and objectives of the school
* Establishing, developing, and modelling implementation of policies for achieving these aims and objectives
* Managing staff and resources to that end
* Monitoring progress towards the achievement of the school’s aims and objectives.

**Main Duties**

1. Take full responsibility for the school in the absence of the Headteacher.
2. To work with the Headteacher, Executive Headteacher and the governors in strategic planning, including work on the School Development Plan, Self-Evaluation and leading school improvement issues based on the School and Cooperative Values.
3. Be responsible for the standards and curriculum of all pupils including assessment and monitoring of progress towards achievement.
4. Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils.
5. Lead staff meetings and team meetings as appropriate and be responsible for ensuring that they are planned effectively and that relevant actions are agreed and followed up.
6. To take a lead in initiatives, promoting and modelling outstanding practice in teaching and raising standards.
7. Take responsibility for promoting and safeguarding the welfare of pupils.

**Key Responsibilities:**

**Qualities and Knowledge**

Working with the Headteacher:

1. In partnership with the Headteacher, coordinate the day-to-day operational management of the school.
2. Communicate the school’s vision compellingly and support strategic leadership.
3. Lead by example, holding and articulating clear values and moral purpose, and focussing on providing an excellent education for all pupils.
4. Build and maintain positive relationships with all members of the school community, showing positive attitudes to them.
5. Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally, and globally and develop effective relationships with fellow professionals within and beyond the Trust.
6. Work with political and financial astuteness, translating policy into the school’s context.
7. Seek training and continuing professional development to meet own needs.

**Pupils and Staff**

Working with the Headteacher:

1. Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
2. Ensure excellent teaching in the school, including through training and development for staff and create an ethos within which all staff are motivated and supported to develop their skills and knowledge.

**Systems and Processes**

Working with the Headteacher:

1. Provide a safe, calm, and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing exemplary behaviour.
2. Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve, and valuing excellent practice.
3. Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.

**The Self-improving School System**

Working with the Headteacher:

1. Model entrepreneurial and innovative approaches to school improvement and leadership.
2. To work within the Senior Leadership Team to present an accurate and coherent account of performance to a range of audiences, enabling them to play their part effectively.
3. Foster good working relationships with staff to ensure effective communication and help promote the welfare, morale, and motivation of all staff.
4. Actively promote the inclusive ethos of the school, provide a professional role model for all staff, and support the Senior Leadership Team in creating a school climate that is supportive for staff, pupils, parents, and the community.

**Teaching and Learning**

1. To provide a consistently good role model as a teacher.
2. To play a major role in the development of high-quality teaching and learning, guiding, supporting, and motivating staff across the school by seeking ways of sharing good practice and ensuring dialogue about teaching and learning amongst school staff alongside providing high quality feedback, coaching, and mentoring for staff.
3. Together with the Senior Leadership Team and Curriculum Co-ordinators, monitor and evaluate both the quality of teaching and learning offered by the school.

**Raising Achievement**

1. In conjunction with SLT, monitor and improve achievement across all year groups, ensuring all children make good progress.
2. Share responsibility for the tracking and target setting process for all pupils, including the analysis of assessment data in partnership with the SLT.
3. To work with Phase Leaders and the Inclusion Manager to provision map and implement appropriate interventions.

**Pastoral Care**

1. To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and staff and to implement policies and procedures to foster these.
2. To take an active, leading role in the pastoral care of all children and staff.
3. To lead school assemblies.

**Other responsibilities**

1. To fully support the life and work of the school.
2. To oversee management of resources.
3. To ensure the highest standards of professional conduct and confidentiality.
4. To comply with CLIC policies as well as contributing to the development of policies.

The post-holder will be expected to operate under the current School Teachers Pay and Conditions of Service Document. This document is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of the tasks that the Deputy Headteacher will carry out. The post holder may be required to carry out any additional duties at the reasonable request of the Headteacher.

The post-holder may be required to work outside of normal school hours on occasion (eg to attend Governing Body Meetings), with due notice.

###### **Person Specification for Deputy Headteacher**

###### Key: A = Application I = Interview R = Reference

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| Selection criteria | Method of Assessment | Essential | Desirable |
| **1. Qualifications and Training** | | | | |
| Qualified Teacher status | A | ✓ |  |
| Educated to degree level | A | ✓ |  |
| Professional development in preparation for a senior leadership role | A & I |  | ✓ |
| Post-graduate study | A |  | ✓ |
| **2. Experience** | | | | |
| Recent successful leadership and management experience in a school | A & I | ✓ |  |
| Teaching experience across more than one key stage | A & I | ✓ |  |
| Involvement in school self-evaluation and development planning | A & I | ✓ |  |
| Line management experience | A & I | ✓ |  |
| Experience of contributing to staff development | A & I | ✓ |  |
| Experience of planning for and leading whole school initiatives | A & I | ✓ |  |
| Experience of policy development and implementation | A & I |  | ✓ |
| **3. Skills and Knowledge** | | | | |
| Data analysis skills, and the ability to use data to set targets and identify areas for development | I | ✓ |  |
| Understanding of components of high-quality teaching, and the ability to model this for others to support development | A & I | ✓ |  |
| A developing understanding of school finances and financial management | I |  | ✓ |
| Highly effective communication and interpersonal skills | A & I | ✓ |  |
| Ability to communicate a vision and to bring others along with them | A & I | ✓ |  |
| Ability to build effective working relationships | A & I | ✓ |  |
| Proven ability in curriculum planning and an appreciation of the links between curriculum and assessment | A & I | ✓ |  |
| An understanding of how parents/carers and the wider community can contribute to school improvement | A & I | ✓ |  |
| 4.**Personal Qualities** | | | |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | A & I | ✓ |  |
| A strong moral compass and relentless drive to improve the life chances of pupils | I | ✓ |  |
| Ability to work under pressure and prioritise effectively | A & I | ✓ |  |
| A commitment to always maintaining confidentiality | I | ✓ |  |
| A commitment to safeguarding and equality | A & I | ✓ |  |
| Approachable, caring and empathetic personality | I | ✓ |  |
| Courage and confidence in decision making | I | ✓ |  |
| Ability to relate positively to children at all stages of the Early Years and Primary phase | I | ✓ |  |
| Flexible with the ability to actively listen and reflect | A & I | ✓ |  |
| **5. Values** | | | |
| A genuine passion and a belief in the potential of every pupil | A & I | ✓ |  |
| Motivation to continually improve standards and achieve excellence above norms. | A & I | ✓ |  |
| Commitment to equality of opportunity and the safeguarding and welfare of all pupils | A & I | ✓ |  |
| **6. Other** | | | |
| Willingness to travel between schools in the Trust | A | ✓ |  |
| Willingness to work in schools across the Trust | A | ✓ |  |
| Willingness to attend training and CPD opportunities locally and nationally | A | ✓ |  |
| Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check and references. | A | ✓ |  |

How to **Apply**

Only applications submitted on the CLIC Trust’s application form will be considered and please ensure all required information is provided. A separate personal statement and covering letter are not required.

Please email your completed application form to: [vacancies@oldmoat.manchester.sch.uk](mailto:vacancies@oldmoat.manchester.sch.uk)

Please ensure referees are aware of your application and that they are able to provide a swift turnaround.

Application Closing Date: **09:00am on Monday 2nd June 2025**

Shortlisting: **Monday 2nd June 2025**

Interviews for short-listed candidates will be held at Old Moat Primary School on **Thursday 12th June 2025**

**We aim to appoint a candidate starting full time from 1st September 2025.**

Please refer to the Guidance to Applicants (below) prior to making your application and refer to our following policies available on our website:

* Keeping Children Safe in Education
* Equality and Diversity Policy
* Child Protection/Safeguarding Policy
* Safer Recruitment and Selection Policy and Procedure
* Privacy Notice for Applicants
* Data Protection Policy

Old Moat is committed to safeguarding and protecting the welfare of children and expects all staff, volunteers and visitors to share this commitment. Appointment to this post is subject to an Enhanced Disclosure and Barring Service Check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2024).

**Guidance** for Applicants

**General**

The application form plays a crucial part in the selection process, in deciding whether you will be invited to interview but also at the interview itself. It is vital you complete the form fully and accurately. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advert, job description and person specification and any other accompanying information carefully before you start. All sections of the application form must be completed.

**Personal Details**

All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK. Verification of identity is required before confirmation of appointment.

**Present or most recent employment**

It is important to give full information, including the organisation or school you work in, or most recent employment if not currently working, full dates, address and other required details. Be careful not to leave any unexplained gaps. Details of part time and relevant voluntary work should be included.

**References**

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. It is our policy to approach the referees of all shortlisted candidates. We reserve the right to approach any previous employer for a reference. If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.

**The reference request, is not limited to but, will contain some of the points below:**

* If they are completely satisfied you are a suitable candidate to work with children
* Your Position & Role
* Your salary and responsibilities
* Dates of employment
* Any disciplinary action
* Reasons for leaving
* Ability to maintain confidentiality
* Any causes for concern about your behaviour or judgment
* In what capacity they have known you and for how long
* About your ability to meet the person specification:
* Ability to lead a team
* Ability to inspire staff
* Relationships with colleagues
* Relationships with children
* Relationships with parents and carers
* Ability to inspire children
* Ability to communicate effectively
* Encouragement of high standards
* Working as a team
* Reaction to constructive criticism
* Influence on the school culture and morale.

**Education, Qualifications and Training**

Ensure you give all the information regarding qualifications and training, including dates, educational establishments and make clear the level of any examination or assessment. Include any skills training you have received.

You will be required to produce original documentary evidence of any qualification relevant to the job and listed in the Person Specification.

**Personal Statement**

This statement is an essential part of the application form. This is where you should describe your experience, skills and abilities. As a guide, maximum of 4 sides of A4 are sufficient. You must demonstrate competence in all areas listed in the Person Specification and Job Description by giving short examples. Describe how you match the requirements of the job; including experience gained from previous jobs; community or voluntary work. Ensure that the information you give is well organised, relevant and brief.

**Disclosure of Criminal Records (DBS)**

If you are selected for appointment to this post, you will need a complete a DBS application. A DBS is carried out in the strictest confidence and is made only in connection with your application of employment and for no other purpose. If you are selected for employment, you will be required to give full details of any criminal record in confidence, prior to completing an application for DBS. Please use the Declaration Form Provided with all the vacancy information. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision.

The Police Act 1997 (Criminal Records) Regulations, requires that those applying to work with children or adults at risk should be subject to a check by the Disclosure and Barring Service (DBS) to ensure that they are suitable for such work. All posts in schools are covered by this requirement.

If you are shortlisted for a post in a school, you will be required to complete a disclosure which will be submitted to the DBS. The type of criminal record certificate applied for will an Enhanced Disclosure, which are applicable for staff in schools. All previous convictions, cautions, reprimands and warnings recorded will be disclosed other than those that have been filtered in line with legislation.

Having a criminal record will not necessarily bar you from employment. Decisions about the employment of someone with a criminal record will take account of the relevance of the offence to the post in question, the length of time since it occurred and the circumstance surrounding it. The outcome of all disclosure applications will be sent in writing to the applicant.

In order that the DBS can be sure that they are checking the record of the right person, applicants will be asked to provide proof of identity. The documents that the applicant will need to supply will depend on the route the application takes.

If shortlisted for the post, you will be asked to provide proof of your identity.

If you have worked aboard you will be asked to complete a certificate of good conduct, in addition, for teaching posts, which is a letter of professional standing from the professional regulating authority in the country in which you have worked.

Please complete the CLIC Trust Self Declaration, in a sealed, named envelope, marked confidential, to your interview should you be invited. We only open this envelope after we have made a conditional offer. All other envelopes will be securely destroyed.

**Declaration**

We ask for application forms to be signed, and where they are e-mailed to us, applicants will be asked to sign the application form immediately prior to their interview. This declaration asks applicants to confirm all information given is complete and accurate. If documents provided by the candidate are found to omit any relevant information or contain false information the Trust reserves the right to immediately remove the candidate from the process, withdrawal of any offer of appointment, or my dismissal at any time in the future, and possible criminal prosecution.

The Trust uses to Home Office revised Code of Practice for Disclosure and Baring Service Registered Service.

**Interviews**

We recruit and design interviews to find out more about your best qualities in different ways:

* We want to hear about what you’ve done in your career so far.
* In the interview we will focus on the competencies we have identified as essential for the role you’ve applied for.
* We are seeking examples of how you have dealt with a range of situations and are happy for you to use examples from your professional career so far, but examples from your personal life, education or voluntary experiences would be great too.
* Don’t forget this your opportunity to sell yourself, so go for it!
* For lots of our roles we will ask you to complete practical tasks: lesson observation, IT tasks, and practical tests so that we can find out more about your competencies.

**Further Checks**

The offer of employment by the selection panel and acceptance by the candidate is binding on both parties subject to:

* Verification of identify (including Birth Certificate)
* Verification of right to work in the UK
* Proof of relevant qualifications
* Satisfactory DBS Enhanced Disclosure
* A Certificate of Good Conduct (if applicable) which may include EEA sanctions and restrictions
* Barred list check
* Teacher prohibition (if applicable)
* Section 128 check (if applicable)
* Pre-employment medical screening
* Satisfactory references
* Disqualification under the Childcare Disqualification Act 2006, as amended
* The successful candidate will be informed, normally by offer letter, that the appointment is subject to satisfactory completion of these checks

**Equality**

The CLIC Trust is a Cooperative Trust and does not discriminate on the basis of any individual’s protected characteristics and encourages applications from all qualified applicants.

Canvassing any employee, or member of the Board of Trustees or its Committees, directly or indirectly, is prohibited and will be considered a disqualification.

We pride ourselves on being a flexible and inclusive employer. We celebrate difference, embrace diversity and support all our people to thrive at work.