

# Deer Park School

## Headteacher Information Pack



Dear Prospective Candidate

It is with great pleasure and excitement that I write this letter as the Executive Headteacher of the Wildern Academy Trust. We are embarking on quite an adventure following the opening our second new school in the Trust having opened our first school Boorley Park Primary school in September 2019. I have been privileged to lead Wildern School for the last fourteen years having worked and continue to work with some of the most gifted and talented colleagues in the profession.

We are part of a wonderful community and see this is a great opportunity to build on the excellent provision we already offer to so many of our local children. My belief has always been that we have a key role to play in shaping the future generation but also ensure that the one chance they get in education is the best it can be.

We are an outstanding provider not just by the quality of teaching and learning but the other opportunities we offer. As a former National Teaching School we work in partnership with a range of schools across all phases of learning, our commitment to the wider system has always been a driver in shaping what we do. This includes the training of new teachers in both primary and secondary age groups at our bespoke SCITT training centre on the Wildern school site. Whoever joins the Trust will be part of that journey and support us in shaping our vision and ambitions for our young people.

Deer Park opened officially in September 2021 with 124 Year 7 Students. We have a small staff that will grow as the school does year on year. The successful applicant will help to further shape the new school and learning experience working closely with staff and the Senior Team already appointed. We have worked closely with the architects and developers from the beginning in creating a design which has provided us with exceptional facilities across all subjects.

I am looking forward as the Executive Headteacher to working alongside the new Senior Team and other colleagues in realising our vision for the future.

I wish you every success in your application.

Yours sincerely

Marie Louise Litton  
Executive Headteacher

Dear Prospective Candidate

Thank you so much for showing interest in our Headteacher vacancy for our brand new secondary school, Deer Park. This is the second new school to join us in our multi academy trust and we are delighted to have grown in the past two years.

I have been involved with Wildern School as a governor for over 20 years and our vision has always been to serve our community. As demands for housing becomes more prominent and new areas develop, Deer Park is already very much a part of our widening community. The school opened in September 2021 under the temporary leadership of our Executive Headteacher, Miss Litton. It is truly rewarding to see how the year 7 pupils have settled in to their brand new environment and how quickly they have demonstrated a pride in their school and in their learning.

This Headteacher position will be a very exciting one with the opportunity to lead Deer Park, working in conjunction with our Executive Headteacher. Wildern Academy Trust seeks to never stand still and we are very proud that Deer Park is already an integral part of our Trust.

On behalf of the Board I very much look forward to hearing from you and wish you every success with your application.

Yours sincerely



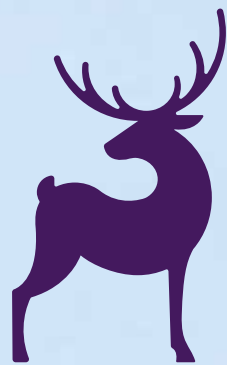
Glenda Lane  
Chair of Trust Board

## PERSON SPECIFICATION

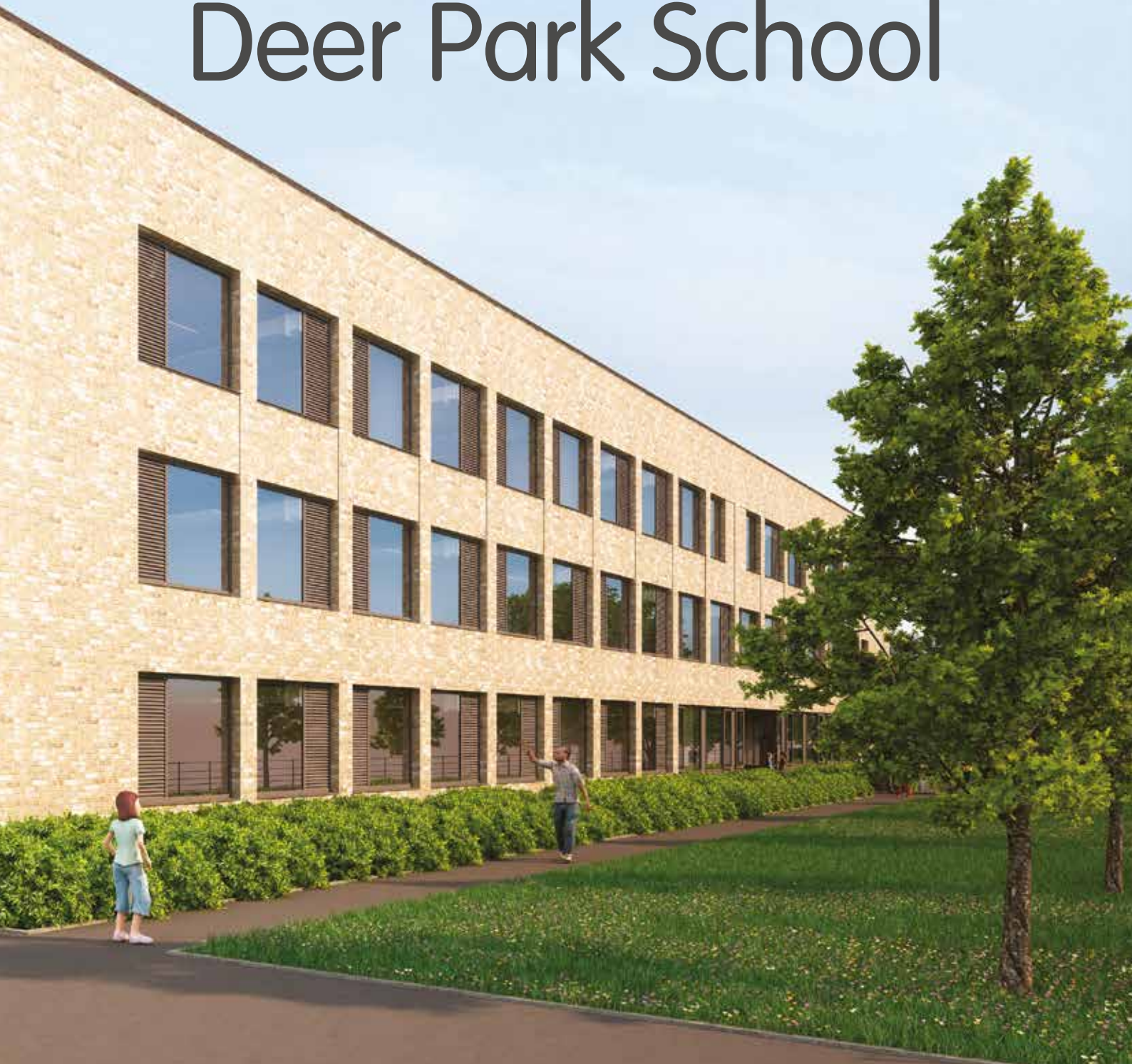
Executive Headteacher: Miss M.L.Litton BEd. Hons NPQH

Job Title	Headteacher Deer Park School		
	Essential	Desirable	
<b>Qualifications and Experience</b>			
Education to degree level	✓		
Qualified Teacher Status	✓		
Evidence of recent and relevant professional development	✓		
Qualified and experienced Designated Safeguarding Lead	✓		
Clear understanding of a school's purpose and lines of communication, its policies and codes of practice	✓		
Experience as an effective Deputy Head or equivalent minimum of 4 years	✓		
Enrolled or completed NPQH	✓		
<b>Strategic Direct and Development of the School</b>			
Ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local community	✓		
The commitment to develop a positive, diverse and inclusive school ethos which values each individual and challenges any form of discrimination	✓		
Experience of school self-assessment and School Improvement Planning in order to secure effective teaching and learning and raise standards	✓		
Knowledge of recent educational developments, initiative and legislation, and how they may impact on the school		✓	
<b>Leadership and Management</b>			
Experience of successfully strategically leading a range of whole school roles and improving educational standards	✓		
Proven experience as a senior manager within school, leading, motivating and managing staff effectively and working as a team member	✓		
Able to motivate and inspire staff and pupils	✓		
Involvement in school improvement planning and school self evaluation	✓		
Awareness of current trends and developments in education policy and implementation locally and nationally	✓		
Able to analyse a range of data and use the results to evaluate and improve the schools performance.	✓		

	Essential	Desirable
To possess excellent listening, written and oral communication skills, the ability to chair meetings, make presentations and to communicate effectively with pupils, parents, governors and staff	✓	
<b>Teaching and Learning</b>		
The ability to create a safe and stimulating environment that contributes positively to teaching and learning, with the knowledge and skills to promote high standards of discipline and behaviour	✓	
A proven ability in the use of information and communication technologies and of their application in management and education	✓	
Successful development of the secondary school curriculum	✓	
Able to monitor and evaluate staff performance, promote and develop improvement and challenge underperformance if necessary. Maintain a culture of high expectations of staff and students	✓	
Able to build a strong staffing structure and effectively with effective teams and appropriate delegation of responsibility	✓	
<b>Financial and Resource Management</b>		
Experience of financial management		✓
<b>Personal qualities</b>		
Ability to focus clearly and encourage others in achieving the overall aims of the school and strategies to achieve them.	✓	
Ability to think clearly and act decisively under pressure	✓	
Able to create a collaborative environment which thrives on trust, respect, equality and diversity	✓	
Resilient and able to cope with the challenges of headship	✓	
Proactive in driving own professional development	✓	
Integrity, loyalty, reliability and a high standard of professionalism Ability to gain and build on the respect and trust of others Ability to gain and build on the respect and trust of others	✓	



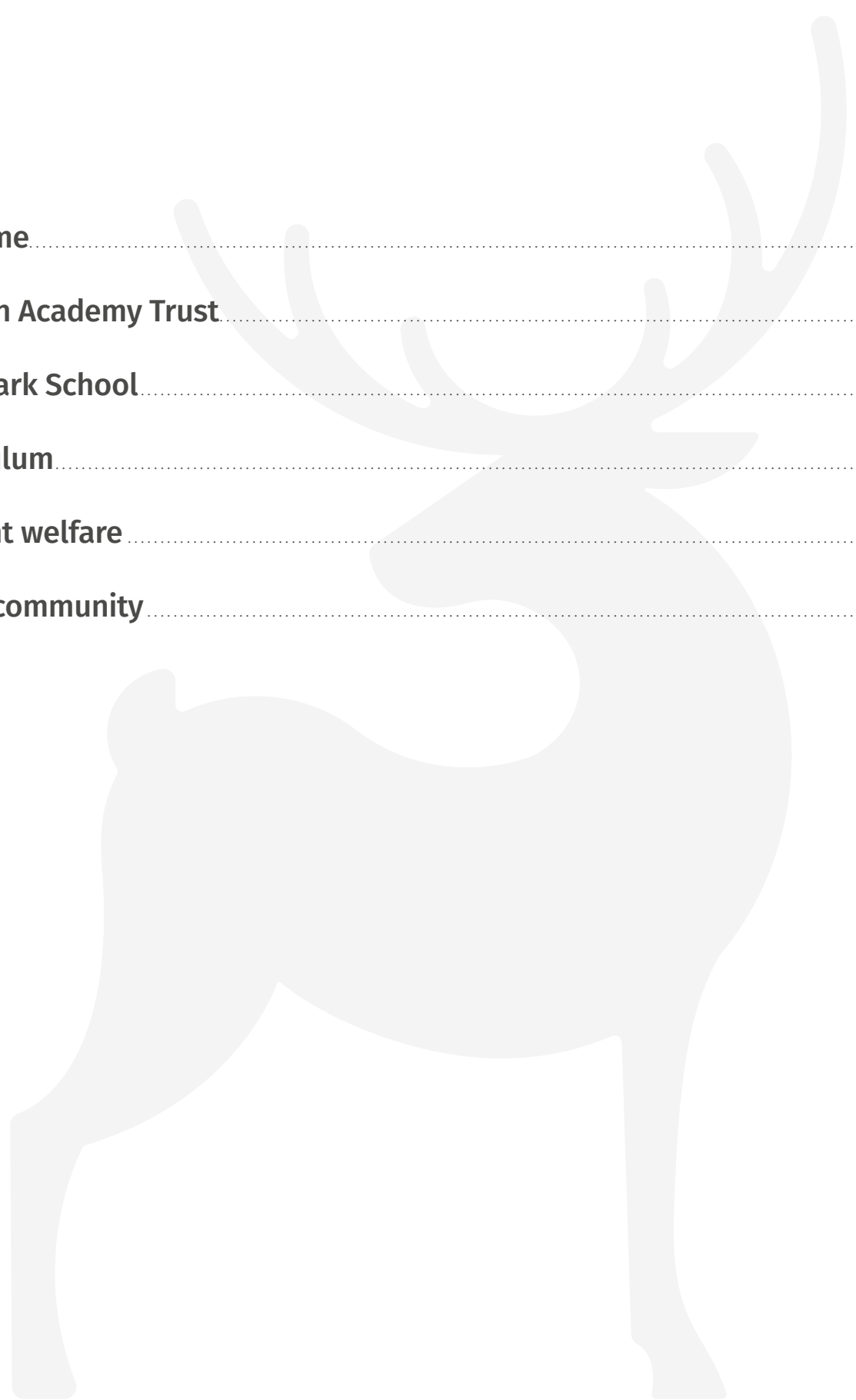
# Deer Park School



Prospectus

2021-2022

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# Welcome

Dear Parents

I am delighted to introduce you to Deer Park, a new secondary school in your local community. I have had the privilege of being involved in each stage of the school's development: from early design drawings; to the first spade in the ground; to the fit out and formal opening. This involvement has enabled me to look at each aspect of student learning, from room layouts to specialist facilities.

Deer Park will offer outstanding learning for all students. We will build positive relationships and a culture focused on achievement and success within a new environment, where each individual will grow and flourish. The teachers and leadership team are excited about the journey ahead and we are looking forward to welcoming our second year group.

Deer Park will have its own special identity and I am proud to say that it will sit within the Wildern Academy Trust family of schools. The principles of Care, Opportunity, Quality remain our core values and we will work with students to help them develop as global citizens who have confidence and ambition as well as respect for themselves and each other. We will work together to support and challenge our learners to become independent, resilient and articulate individuals.

As parents, we value your contributions in shaping the school and being part of a new and growing community, which has the school at its heart.

Your child will join a school with high quality, experienced teaching staff who are caring and have the expertise and attributes to bring out the best in your child, in an environment that gives the sense of belonging to a special new community of learners.



A handwritten signature in black ink, which appears to read 'Marie Louise Litton'.

**Miss Marie Louise Litton**  
Executive Headteacher



A close-up photograph of a hand holding a red pencil, raised in the air. The hand is wearing a white shirt cuff and a dark suit sleeve. In the background, other hands are raised, suggesting a classroom or meeting environment. The background is blurred, showing yellow and orange tones.

**'No child left behind'; each child is at the heart of what we do**

# Wildern Academy Trust

**The key principles and ethos of Wildern Academy Trust are built on Care, Opportunity and Quality. Our aim across the Trust is to provide an outstanding learning experience for each child within the school community.**

We are ambitious for all our students and offer a clear focus on achievement for all and high quality teaching in a stimulating environment.

The key features of the vision for Deer Park include:

- **'No child left behind'**; each child is at the heart of what we do.
- All learners are supported and challenged to become independent, resilient, confident and articulate individuals who are aspirational and ambitious.
- Learning is personalised to stimulate each student's enjoyment and love of learning.
- A culture of rights, respect and responsibility.
- An ethos that is inclusive, where each individual is valued and there is a focus on well-being and achievement.
- High quality professional learning for staff, developing strong and sustainable partnerships where innovative practice is



jointly developed and linked to educational research and high quality teaching.

- Clear lines of accountability, underpinned by strong management systems.
- Outstanding leadership at all levels to realise the vision.

Our vision for each school is to enable high rates of progress and sustained learning as students move through each phase of their school experience. We recruit high quality professionals who plan and deliver together across these phases to meet students' needs and establish continuity and expected levels of progression.

There is a culture of high expectations, mutual respect and excellent behaviour in all our schools.

We are committed to building capacity and supporting the wider system. We provide high quality professional learning across the Trust and local schools in order to increase expertise and continuous improvement. This has been achieved by creating a culture where students and staff are innovative, creative and prepared to take risks and learn from the experience and evidence.

There are three schools in the Trust: Boorley Park Primary School, Wildern Secondary School and Deer Park Secondary School. Each school has its own unique identity that contributes to the Trust's vision and aspirations.



Deer Park School



wildern  
multacademytrust

# Deer Park School



**Deer Park School is a modern, purpose-built 7FE Secondary School with capacity for 1050 pupils and potential for future expansion.**

It is located at the heart of the Uplands Development in Hedge End and backs onto a Site of Importance for Nature Conservation (SINC).

The school consists of two buildings - the main school building, which is three stories high and a separate two storey Sports Hall building. The school has been designed to

provide a high quality learning environment that is safe and stimulating, and supports and facilitates the school's ethos of care, opportunity and quality, is non-discriminatory and encourages participation of all students.

At the heart of the school building is a light and airy triple height atrium. A wide variety of teaching spaces flow around this central space, including a central library/ learning resource centre (LRC), general classrooms, information communication technology (ICT) studios, science labs, art /design and technology rooms, special educational need (SEN) rooms, and

a music and drama performance hall. The Sports Hall building includes a four court sports hall, a multi-use activity studio and associated changing facilities.

These two buildings lead out onto hard paved and grassed social areas, with a wetland habitat area beyond. Other external facilities include a Multi-Use Games Area (MUGA) with three netball courts, a combination of grassed sports pitches and a running track, which are accessed via our private pedestrian boardwalk that spans over a stream flowing through the woodland setting.

## Teaching and Learning

**Teaching:** Our high quality, experienced teachers are committed and skilled professionals. They have excellent subject knowledge and are energetic and enthusiastic in their approach. Lessons are well planned and resources engage students' interest. The opportunity to extend knowledge and skills is built into all lessons, with a clear sequence to the learning, and assessment is continually used to inform planning.

Students will receive specific and clear feedback about their

work and progress in different forms to ensure they know their strengths and weaknesses, and how to improve. We encourage and support students to act upon the feedback they are given and to take responsibility for making improvements.

**Learning:** The process of recording, reviewing and assessing student progress is essential in the management of learning. We know it is an area where close co-operation between school and home will benefit each student. Effective

teaching and learning takes place when students' progress is tracked, monitored and reviewed regularly.

Students learn best when the environment is stimulating, calm and purposeful. At Deer Park students will be encouraged to think, ask questions and take responsibility for their learning, working independently and cooperatively with others. Learning will continue beyond the classroom, with teachers setting work to extend students' knowledge and study skills.



## Curriculum

### **In line with Wildern Academy Trust's vision and principles, Deer Park offers a broad and balanced curriculum to enable all students to pursue their passions and interests across a wide range of subjects.**

Students will follow a deep, rich, relevant and differentiated curriculum that will prepare them for the opportunities, responsibilities and experiences of adult life and inspire a lifelong pursuit of learning.

The curriculum is designed to ensure that students are able to acquire the knowledge required to be successful, alongside the skills of self-regulation to ensure this knowledge is mastered and expertly applied in multiple contexts. All students will work within the National Curriculum. The curriculum supports individual students of all abilities and, wherever possible, an appropriate and personalised curriculum is provided that suits the individual's needs and ability.

The curriculum will enable students to:

- Increase their knowledge, skills and understanding.
- Develop a positive disposition to learning.
- Develop independence of learning and the skills and attributes for lifelong learning.

- Appreciate human achievement.
- Be aware of the spiritual and aesthetic dimensions of life.
- Develop attitudes, values and beliefs that are reasoned and acceptable within society.
- Develop a sense of self respect, resilience and confidence.
- Be prepared for life in modern Britain, whilst promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths.
- Experience learning that encourages them to go on to further and higher education.
- Have the opportunity to explore work-related and apprenticeship opportunities.

The school is committed to giving all our students opportunities to: achieve and experience success; establish sound, constructive relationships; develop a sense of responsibility for their actions and to share a concern for their own environment and the world as a whole.

The curriculum has been carefully planned with a clear focus on curriculum intent and implementation that will enable students to pursue their passions and interests, and secure excellent outcomes for all.

At Key Stage 3, students will be taught in mixed ability teaching

groups in all subjects. At Key Stage, 4 students will follow their personalised pathways programme based on the EBacc curriculum model. All subjects will be taught in mixed ability classes with some broad banding in core subjects. Students will be placed in mixed ability tutor groups on entry and will stay within these groups for five years. Transition data and information is used to create balanced tutor groups with students from all our linked primary school.

### **Assessment**

Students' learning is supported by using a variety of assessment opportunities, which will be used to assess their progress. This will be completed in a range of ways:

- Informal/formal.
- Individual/group.
- Teacher assessment.
- Tests/examinations.
- Oral/written.
- Peer/self-assessment.
- Non-examined assessments.
- Using new technologies where appropriate (online communication etc).

Parents and students will receive their assessment data termly. In the final term this will be a more formal report with additional commentary from the students, the Tutor and Head of Year.



**Students will follow a deep, rich, relevant and differentiated curriculum**

## Curriculum

Achievement is recognised in a variety of ways. Positive referrals are awarded to all year groups through our electronic monitoring system and students track their referrals, together with their achievement levels. At the end of the year, students that have excelled will be recognised at an Awards Evening.

### **Beyond the classroom**

Learning beyond the classroom is hugely important. Sport and recreation play an important part in a child's development. A range of sporting activities will be offered utilising the excellent sports facilities at the school. Accessible to all students will be a range of sports clubs as well as competitive team sports.

In addition to sports, there will be opportunities for students to develop their interests and skills through clubs in other subjects such as music and drama. We believe that student involvement in extra curricular activities helps to develop confidence, independence and individual interests. It increases social interaction with others and takes a love of learning beyond the classroom.

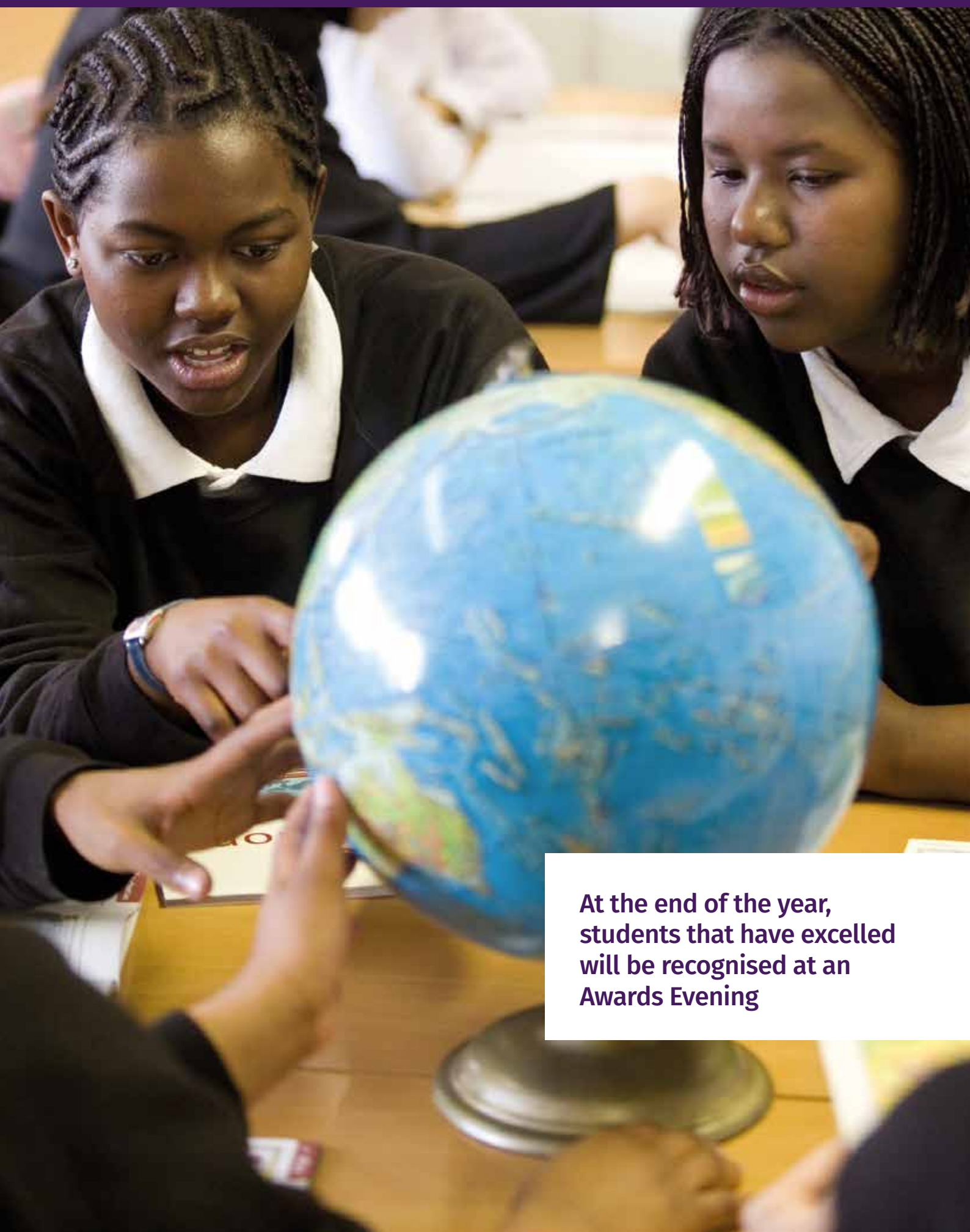
### **School trips**

Developing global citizens extends beyond the school gates and creating opportunities for students to visit and learn in different environments is vital to their development. Year 7 students will be invited to a team building event



where they will get to know other students across the year group. The activities they will experience on this day will also develop a range of other skills such as communication, patience and the ability to support

their peers. Other opportunities will be offered as our students progress through the school, which will include day trips and residential trips abroad.



**At the end of the year,  
students that have excelled  
will be recognised at an  
Awards Evening**



## Student welfare

### **The school has high expectations of students with regard to their behaviour as well as social and personal development alongside their academic progress.**

The culture and ethos of the school is built on key principles of respect for others, responsibility, honesty and kindness.

We believe these principles support both well-being and positive attitudes to learning. The principles of Rights and Respect underpin the work across the Trust, and are integral at Deer Park. It is a school where students and staff work together in partnership and where student voice is highly valued and plays a crucial role in developing and empowering our students to enter the wider world being active global citizens.

Pastoral support for each individual is central to our ethos. We will work closely with parents to ensure that students are supported by a strong home-school partnership. Working together is fundamental to a student's success. Communication is integral to this. The student planner will be used to share information and messages as well as contact with the form tutor, or subject teacher. The Head of Year, who will have oversight of all students in the year group, will work closely with parents.

### **Tutor groups**

Students are placed in a tutor group on entry and form tutors normally stay with their group for the five years that the students are at the school. They are the first point of contact for each student every day and will follow together a structured tutor programme that supports their learning and development.

### **Transition**

Smooth and well planned transition from primary school to secondary school is critical to enable all students to make rapid and sustained progress at all stages of their learning. A strong partnership and close liaison with our primary cluster is well established and embedded.

A carefully planned induction process is in place to ensure that students feel confident about moving to a new school. Working with our linked schools we arrange an induction day to enable students from across the cluster to work together and familiarise themselves with the secondary school setting and the expectations of Key Stage 3 learning. This will help students feel a sense of community and ownership in 'their new school'.

For identified SEND and disadvantaged students, who may find transition to a new school challenging, there will be additional support. A plan will be created following professional dialogue and exchange of information between schools.

### **Attendance**

A high level of school attendance is essential for a child to reach their full potential. Parents and teachers share the responsibility for supporting and promoting excellent attendance and punctuality. We strive for consistently high attendance to enable students to take full advantage of the educational opportunities offered at Deer Park. This means being on time every day unless an absence is unavoidable.

### **Careers**

All young people need a planned programme of activities to help them make 14-19 choices that are right for them, so they are able to manage their careers throughout their lives. The school will provide a planned programme of tailored careers education for all students from Year 7 – 11. Deer Park will follow the national framework for careers information, advice and guidance based around the eight Gatsby benchmarks. This will include career education lessons as well as specific group and individual activities.



## In the community

**Deer Park is at the heart of a new and growing community. Serving our local community is important and we look forward to fostering strong community relationships with both established and new communities as the school grows over time.**

We will provide high quality learning experiences for our local children

and develop our community offer to engage and involve members of our wider locality.

Deer Park is part of the local Wildern Primary Partnership (WPP), which is an established strong cluster of schools with a successful track record of working collaboratively together. For a new school and community this is invaluable for sharing good practice and supporting the new student cohort within the local area.

We welcome visitors to our school and the opportunity to build on our established and strong partnerships.

### **Facilities**

Deer Park lies at the heart of the development and will play an important role in the new community. Community use was carefully considered as part of the building design to ensure that security of the school can be maintained whilst providing access to core facilities at Deer Park.

In addition to the use of the sports hall, changing facilities and pitches, some of the facilities in the main school building will be available for use by community-based groups and sports organisations out of school hours.



**We will provide high quality learning experiences for our local children**



**To find out more about Deer Park School:**

**Tel: 01489 351100**

**Email: [deerpark@deerparksecondary.org](mailto:deerpark@deerparksecondary.org)**

**Visit: [www.deerparksecondary.org](http://www.deerparksecondary.org)**

**Deer Park School**