

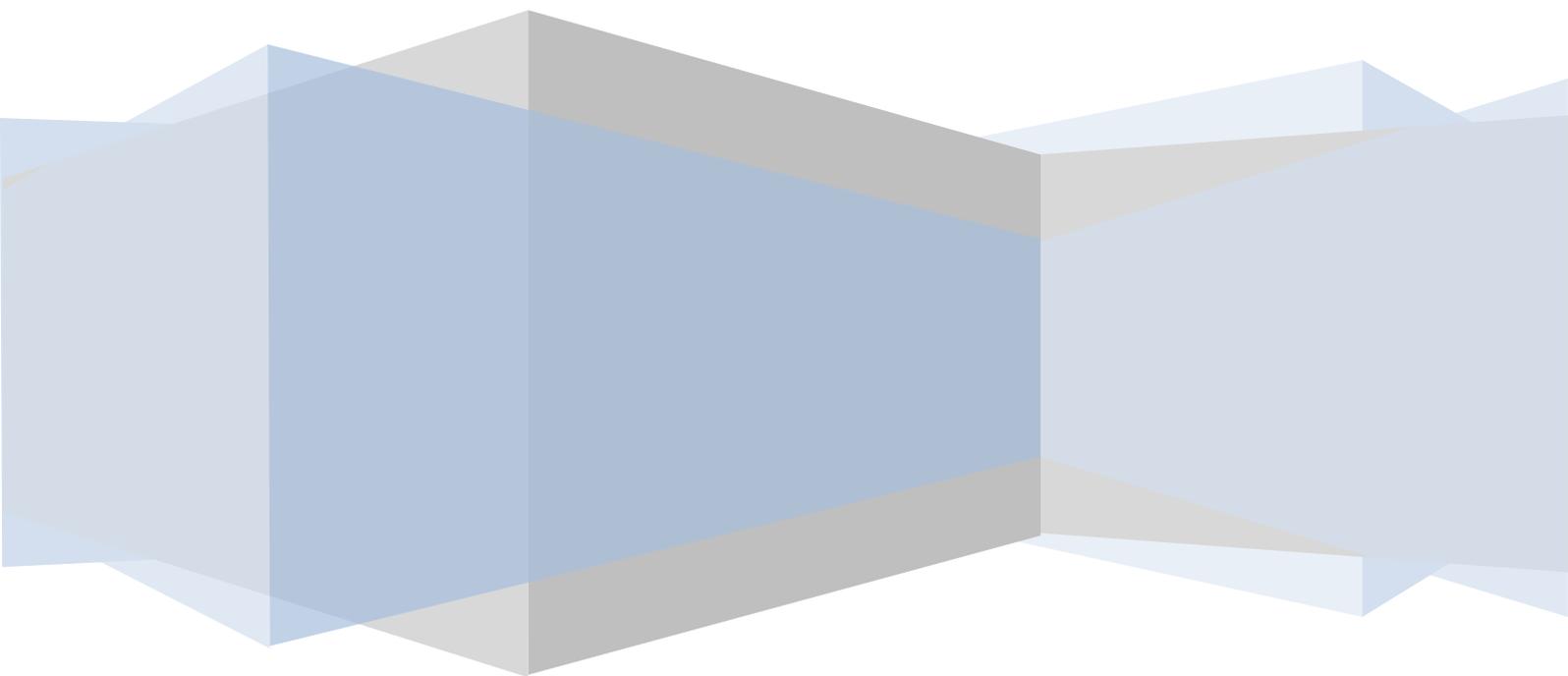
Rye Community Primary School, Part of Aquinas

www.aquinastrust.org

Application Pack

Assistant Headteacher: Teaching and Training

For September 2019





Assistant Headteacher

With oversight of Teaching, Learning, Assessment and Training

Rye Primary is at an exciting point in its growth. Having recently joined the Aquinas trust and begun a significant reinvestment in the curriculum, we are now looking to further expand our leadership team to continue our rapid transformation into a leading education provider on the south coast.

If you are excited about leadership and learning – be excited about us. Be the difference!

We are seeking to appoint an inspirational, innovative and dynamic leader to join our highly-motivated leadership team. This assistant headship has a particular focus on the development of high-quality teaching, learning and assessment through the growth of effective teams, targeted training programmes and rigorous accountability at all levels. We are driven by a pursuit of high academic standards regardless of start points or background, and a desire for all pupils to experience an exceptional education. We want every child to grow and flourish in our care.

Our ideal candidate will:

- Be an experienced or aspirational leader excited by transformational change;
- Have a high level of intellect, relentless optimism and common sense;
- Be exemplary and inspiring in their teaching;
- Have a proven track record of inspiring and motivating young people;
- Be a strategic planner who is able to evaluate progress and outcomes;
- Be forward thinking and reflective in their practice;
- Be an inspiring leader who will support, challenge and enthuse colleagues effectively; and,
- Be a dedicated practitioner committed to pupil progress and continual improvement.

In addition to the job description, our ideal candidate will:

- Have comprehensive knowledge and experience of curriculum design and adaptation;
- Understand the features of quality first teaching and the principles of inclusivity;
- Be discerning in the development of programmes of study and appropriate pedagogy;
- Bring a coherence and consistency across subject areas, key stages and trust academies;
- Show an aptitude to lead and inspire others with a proven track record in managing change;
- Work with other academies in the trust to understand the most effective forms of teaching;
- Foster effective relationships with pupils, parents, families and other stakeholders.

In return, we offer:

- A unique opportunity to lead transformational school improvement;
- A happy community committed to the professional development of all colleagues;
- A distinctive local context ensuring we place inclusivity at the heart of all we do;
- A skilled and experienced team of teachers and other professionals;
- A motivated leadership team leading rapid improvement to the pupils' life chances;
- A school in which the pupils are enthusiastic, engaging and thoughtful.



The Application Process and Timetable

Closing Date

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

- Closing date for applications: **9am, Friday, 15th March 2019**

Opening Mornings

There are scheduled open mornings for candidates or you are welcome to visit out of hours by arrangement with office@ryeprimary.co.uk (School Office).

- Open morning: **10am, Thursday, 7th March 2019**

Short Listing

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

Interviews

Candidates will be invited for interview.

- Interviews: **Thursday, 21st March 2019**

Appointment

All candidates will be contacted following interview.

- Appointment to commence: **1st September 2019**

Applying

Please send your application, outlining your suitability for the role against the enclosed person specification and job description, by email to office@ryeprimary.co.uk. Alternatively, submit your application to **Head of School, Rye Community Primary School, The Grove, RYE TN31 7ND.**

Please note a signed copy of your application form will be required prior to interview.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained.

All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates may have their references taken-up before any interview – unless explicitly requested in your application.

Rye Community Primary School is committed to safeguarding the welfare of our children and young people. We expect all colleagues and volunteers to share this commitment. Successful applicants will be required to undertake a DBS enhanced clearance. As an employee of Aquinas, you are required to have regard to the character and foundation of the trust and to not undertake anything in any way contrary to the interests of the foundation.



March 2019

Dear applicant,

On behalf of our pupils, colleagues and trustees, I would like to thank you for your interest in a position at Rye Community Primary School. At present there is significant transformational change to improve the standard of education and environment at Rye Primary – ideal for ambitious and talented leaders to truly make a difference. I hope you find the application pack both helpful and informative.

Rye Community Primary School is a place where learners feel safe, cared for and have space to learn. We pride ourselves on being a closely knit community where children are known as individuals and their talents are nurtured and celebrated.

We also pride ourselves on meeting the needs of every child – we see it as our role to unlock the diverse abilities and talents found in each pupil regardless of ability, background or need. Through an imaginative, vibrant and irresistible curriculum, we provide ‘a gateway for learning’ which challenges everyone to achieve their very best from the outset. We want to inspire and excite – creating a love of learning which will serve our children well throughout their educational journey.

Since November 2018, Rye Community Primary School and Pugwash Nursery have been part of Aquinas - an educational trust of eleven schools in the south-east. We believe our pupils will benefit enormously from our shared ambition to excel. We are proud to be working together with Aquinas to build on our reputation for supporting children in realising their potential and going on to lead fruitful and productive lives.

Working with Aquinas, we offer colleagues the opportunity to advance within a supportive working environment alongside a structured programme of continuing professional development. We are focused on recognising talent and nurturing exceptional future leaders. Whether you access our ‘AquinasLead’ course, the dedicated ‘PrADAH’ course (Preparation for Aspiring Deputy and Assistant Headteachers) or one of the formal NPQSL or NPQH qualification routes, there is something for everyone in our five-year career structure.

In your application, please outline why you would like to join Rye Community Primary School, how you meet the person specification and what might make you our first-choice candidate. We value honesty.

I look forward receiving your completed application.

With thanks,

A handwritten signature in black ink that reads 'k martin' with a long, sweeping underline.

Kelly Martin
Head of School



Job Description

Details

Remit:	Assistant Headteacher
Salary:	Leadership Range L3 – L12 (£41,989 to £52,414 per annum)
Accountable to:	Head of School

Main Purpose of the Job

- Lead teaching, learning and assessment and appropriate training across the academy;
- Assist in the leadership, management and development of the academy, carrying out specific duties including aspects of the standards agenda;
- Carry out teaching duties as required (up to 40% of a full-time teacher);
- Assume responsibilities of the Head of School in their absence;
- Be responsible for promoting and safeguarding the welfare of children and young people;
- Carry out the duties of this post in line with the remit outlined in the School Teachers' Pay and Conditions Document including the conditions of employment for leadership and the trust's policies.

To this end, the Assistant Headteacher will:

- Undertake the normal responsibilities of the class teacher;
- Be a member of the leadership team;
- Assist the Head of School in leading the academy;
- Support and represent the Head of School at meetings, as and when required;
- Undertake the professional duties of the Head of School during their absence;
- Undertake such duties as are delegated by the Head of School;
- Play a significant role in formulating and reviewing the school improvement plan by:
 - Establishing the policies through which it shall be achieved;
 - Ensuring that all policies contribute to the working out of plan;
 - Managing colleagues and resources to that end;
 - Monitoring progress towards delivery of the plan.

Main tasks:

The specific nature and balance of these responsibilities will vary according to the needs of the academy and may be shared. It will be necessary to specify the management, curriculum and co-ordination responsibilities/teaching commitment to be undertaken by the post holder – this will be agreed on appointment and reviewed annually.

Shaping the future

- Support the Head of School in developing the ethos and values of the academy;
- Play a leading role in the school improvement process, through agreed priorities;
- Lead by example especially when implementing change and improving standards;
- Promote a culture of inclusion where all views are valued and taken into account.



Leading teaching, learning and assessment

- Be an excellent role model, exemplifying a high standards in teaching, learning and assessment and promoting high expectations for all members of the school community;
- Oversee the provision of training and support for all colleagues as required;
- Work to raise standards through appraisal, as outlined in the trust's policy;
- Support curriculum development by reviewing the learning outcomes for all children;
- Assist with delivery including assessment, recording and reporting of outcomes;
- Support the quality assurance of teaching, learning and assessment;
- Monitor the access to curriculum and achievement of specific pupil groups;
- Develop 'lead-practitioner' knowledge of the chosen assessment tool – 'Target Tracker';
- Promote the active involvement of pupils in their learning.

Developing self and working with others

- Promote and protect the health, safety and well-being of pupils and colleagues;
- Be responsible for promoting and safeguarding the welfare of children and young people;
- Support the development of collaborative approaches to learning in the academy and trust;
- Organise and support the induction of new colleagues and those being trained within;
- Participate in the appointment of colleagues including oversight of supply, as required;
- Be a good role model for both colleagues and pupils in terms of being reflective and demonstrating a desire to improve and learn;
- Ensure an appropriate programme of training for all colleagues, in line with the school improvement plan and appraisal objectives;
- Have responsibility for the academy's training practices; their development, maintenance and evaluation. This includes the following:
 - Have particular responsibility for organising, monitoring and evaluating training;
 - Have oversight of training and support relating to ITT and NQTs.

Managing the organisation

- Contribute to regular reviews of systems to ensure statutory requirements are being met;
- Be an effective member of the leadership team through collaborative working;
- Contribute to the day-to-day effective organisation and running of the academy.

Securing accountability

- Support colleagues in fulfilling their responsibilities with regard to national assessments;
- Contribute to the reporting of performance to external agencies including the trust;
- Maintain contact with relevant support services and strengthen partnership working;
- Lead meetings with families as appropriate to ensure positive outcomes for all parties;
- Promote effective working relationships with other trust academies and external agencies.



Person Specification

Assistant Headteacher

[a] TRAINING AND QUALIFICATIONS	Essential or Desirable
Qualified teacher status	E
Degree or equivalent	E
Additional Leadership qualification, e.g. NPQML	D
A consistent record of appropriate professional training and development	E

[b] EXPERIENCE	Essential or Desirable
Evidence of whole school responsibilities and experience turning policy into effective and successful practice	E
Evidence of highly effective teaching skills with a passion for learning and ability to lead practice across the academy	E
Leadership of a significant area or phase including some responsibility for raising standards across the whole school	E
Exemplary practitioner with the ability to work across the primary age range	E
Curriculum leadership demonstrating impact on standards of teaching and learning	D
Leadership experience – leading, monitoring and evaluating whole school initiatives	E
Experience of delivering high-quality training	E
Leading a primary phase or subject team (e.g. Key Stage 1 /Numeracy)	E
Secure knowledge and ability to lead key strategic areas such as literacy, numeracy, SMSC, RE, SRE, assessment and other curriculum areas	E
Have knowledge of Early Years setting and curriculum	D

[c] KNOWLEDGE	Essential or Desirable
A clear understanding of the essential qualities of effective teaching and learning	E
Up-to-date knowledge of statutory regulations and guidance relating to the post ensuring full compliance	E
A clear and profound understanding of the principles and strategies that promote quality-first teaching and inclusivity	E
A clear understanding of continuous school improvement through self-evaluation	D
A clear knowledge and understanding of local and national education strategies, issues and developments including statutory inspection	D
Ability to use assessment data effectively including the use of 'Target-Tracker	D
Have knowledge of the SEN Code of Practice	E
Have a secure knowledge of safeguarding and child protection procedures	E
Have knowledge of Early Years setting and curriculum	D



[d] PROFESSIONAL SKILLS AND ABILITIES	Essential or Desirable
Develop and review whole school systems to ensure robust evaluation of academy performance and actions to secure improvements	D
Be an effective team player that works collaboratively and effectively with others	E
Develop and deliver effective and inspirational training for others including mentoring and coaching as appropriate	E
Support, motivate and inspire both colleagues and pupils by leading through example	E
Contribute effectively to the work of the leadership team	E
Deal successfully with difficult situations and employ conflict resolution tactics	D
Work successfully with a range of stakeholders – pupils, parents, colleagues, external agencies, trust and wider school community	E
Act as appraiser and ensure progress towards objectives is monitored and evaluated	E
Complete delegated tasks according to given time-scales to ensure deadlines are met	E
Successfully lead, manage and motivate colleagues and pupils to maximise potential	E
Work effectively as part of a high performing team	E
Maintain, and develop still further, the excellent relationships that exist between the academy, parents, trust and the wider community	E

[d] PROFESSIONAL ETHOS AND COMMITMENT	Essential or Desirable
A commitment to the values and ethos of our academy	E
A strong commitment to meet the learning and emotional needs of every child	E
A commitment to safeguarding and child protection	E
High expectations for self and others	E
A strong commitment to raising achievement	E
Awareness of and willingness to be involved in partnerships with or agencies	E
Willingness to become involved in all aspects of school life e.g. after school clubs	D

[e] PERSONAL QUALITIES	Essential or Desirable
An innate ability to demonstrate a caring and nurturing attitude whilst maintaining professional boundaries	E
Excellent interpersonal skills, resilience and tact	E
Ability to set and work to deadlines	E
Ability to remain positive in challenging situations and retain a sense of humour	E
Be committed to own personal development and whole school development through raising of standards	E
An up to date knowledge of educational reforms and research	D
A willingness to develop personal qualities and professional qualifications	D



Health & Safety Functions

This section is to make you aware of any health and safety related functions you may be expected to either perform or to which may be exposed in relation to the post you applying for. This information will help you if successful in your application identify any health related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Using display screen equipment	X
Working with children/vulnerable adults	X
Moving & handling operations	
Occupational Driving	
Lone Working	
Working at height	
Shift / night work	
Working with hazardous substances	
Using power tools	
Exposure to noise and /or vibration	
Food handling	
Exposure to blood /body fluids	