



Applicant information Pack

CRANBROOK C OF E PRIMARY SCHOOL



JOB DESCRIPTION

Job Title: Assistant Headteacher with responsibility for EYFS and KS1 and Curriculum Lead

Salary: Leadership Scale: L2

Job purpose: To teach a class to the high standard expected by the Headteacher, Governors and the community served by the school. To form part of the school's senior leadership team, as Assistant Headteacher with responsibility for EYFS/Key Stage 1 and whole school curriculum Leader.

RESPONSIBILITIES AND RANGE OF DUTIES

Main purpose of the job

- Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document including the conditions of employment for assistant headteachers and the school's own policy
- Lead a key stage and subject area
- Under the overall direction of the headteacher play a lead role:
 - ✓ in formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
 - ✓ be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement
 - ✓ proactively manage staff and resources
- Take full responsibility for the school in the absence of the headteacher
- Carry out the professional duties of a teacher as required
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Specific Assistant Headteacher Responsibilities

- Take a lead on safeguarding within the school, acting as one of the Designated Safeguarding Leads.

Class Teacher

- To be responsible to the Headteacher.
- To teach children effectively, using strategies that enthuse and inspire pupils, ensuring good outcomes for pupils.
- To maintain good order and discipline among pupils whilst safeguarding their health and safety during activities which take place within and outside school.
- To supervise and manage other adults, for example teaching assistants and / or special needs support assistants.
- To attend staff meetings, parents evenings and school training day meetings as appropriate.
- To participate in procedures for implementing the school's Performance Management policy.
- To perform delegated duties in accordance with any directives reasonably given by the Headteacher.



Key Stage Leader Responsibilities

- Co-ordinate and evaluate teaching and learning within EYFS/KS1 and to liaise with other members of the senior leadership team (SLT) where necessary, in order to ensure continuity and progression throughout the curriculum;
- Support the vision, ethos and policies of the school
- Enthuse, lead, develop and enhance the teaching practices of others across the phase;
- Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
- Make strategic evaluations of personnel issues;
- Attend leadership team meetings and reporting back to staff when necessary;
- Establish good relationships, encouraging good working practices and supporting and leading teachers;
- Plan, organise and chair EYFS/KS1 meetings as appropriate in order to ensure school policies and practices are being implemented.

Curriculum Leader Responsibilities

- Lead on the creation and implementation on an inspiring Creative Curriculum that engages pupils and meets National Curriculum objectives;
- Have an enthusiasm for the curriculum which motivates and supports other staff and encourages a shared understanding of the contribution the curriculum can make to all aspects of pupils' lives;
- Develop plans for the curriculum which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school improvement plan;
- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- Liaise and guide subject leaders where appropriate, monitoring and guiding colleagues with action plans to ensure all are focused on school improvement;
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;

Shared Assistant Headteacher Responsibilities

Leading teaching and learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the headteacher to raise standards through staff performance management
- Lead the development and delivery of training and support for staff
- Work in partnership with the headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
- With the headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality
- Develop, review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards

Shaping the future

- In partnership with the headteacher and governors establish and implement an ambitious vision and ethos for the future of the school
- Play a leading role in the school improvement and school self-evaluation planning process
- In partnership with the headteacher manage school resources
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate and work with others



- Promote a culture of inclusion within the school community where all views are valued and taken in to account

Developing self and others

- Support the development of collaborative approaches to learning within the school and beyond
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the headteacher
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Lead the annual appraisal process for all identified support and teaching staff

Managing the organisation

- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Working with the headteacher, undertake key activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the senior leadership team
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate
- To undertake any professional duties, reasonably delegated by the headteacher

Strengthening community

- Work with the headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

PROFESSIONAL DEVELOPMENT

- To review personal teaching methods and programmes of work.
- To undertake, as necessary or required, training to ensure continued professional development.



PERSON SPECIFICATION

Qualifications

- Qualified Teacher Status
- Degree
- Registration with the General Teaching Council
- A leadership qualification or evidence that candidate is being proactive in seeking to meet leadership development needs

Experience – show evidence of

- Recent experience of working successfully as a middle or senior leader in a school.
- Evidence of major whole school responsibilities and experience of turning policy into effective and successful practice.
- Leadership of a significant area or phase including responsibility for raising standards across the whole school.

Knowledge and Understanding

- A clear understanding of the essential qualities necessary for effective teaching and learning.
- Up to date knowledge of statutory regulations and guidance relating to the post.
- To have a clear understanding of the National Curriculum and its application.
- A knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range.
- To be able to develop a creative curriculum
- To motivate and inspire pupils
- An understanding of team work

Skills and Aptitudes

- Analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement.
- Be an effective team player that works collaboratively and effectively with others.
- Develop and deliver effective and inspirational professional development for staff (including mentoring and coaching as appropriate).
- Demonstrate high quality teaching strategies.
- Support, motivate and inspire both colleagues and pupils by leading through example.
- Deal successfully with situations that may include tackling difficult situations and conflict resolution.
- Work successfully with a range of external agencies.

Personal Qualities

- To have high expectations
- Ability to relate well to children and adults.
- Ability to lead, motivate and influence others.
- To have excellent time management skills.
- To have a sense of humour.
- To show commitment to sustain excellent attendance at work.



Commitment

Demonstrate a commitment to:

- equality
- promoting the school's vision and ethos
- creating a high quality, stimulating learning environment
- relating positively to and showing respect for all members of the school and wider community
- ongoing relevant professional self-development
- safeguarding and child protection

SAFEGUARDING STATEMENT

Cranbrook C of E Primary School is committed to ensuring the welfare and safety of all our children. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the/our safeguarding processes to avert and alleviate any such problems.

Safeguarding is about ensuring that everyone is safe from harm – safe from bullying, safe from people who could abuse, safe from discrimination or harassment.

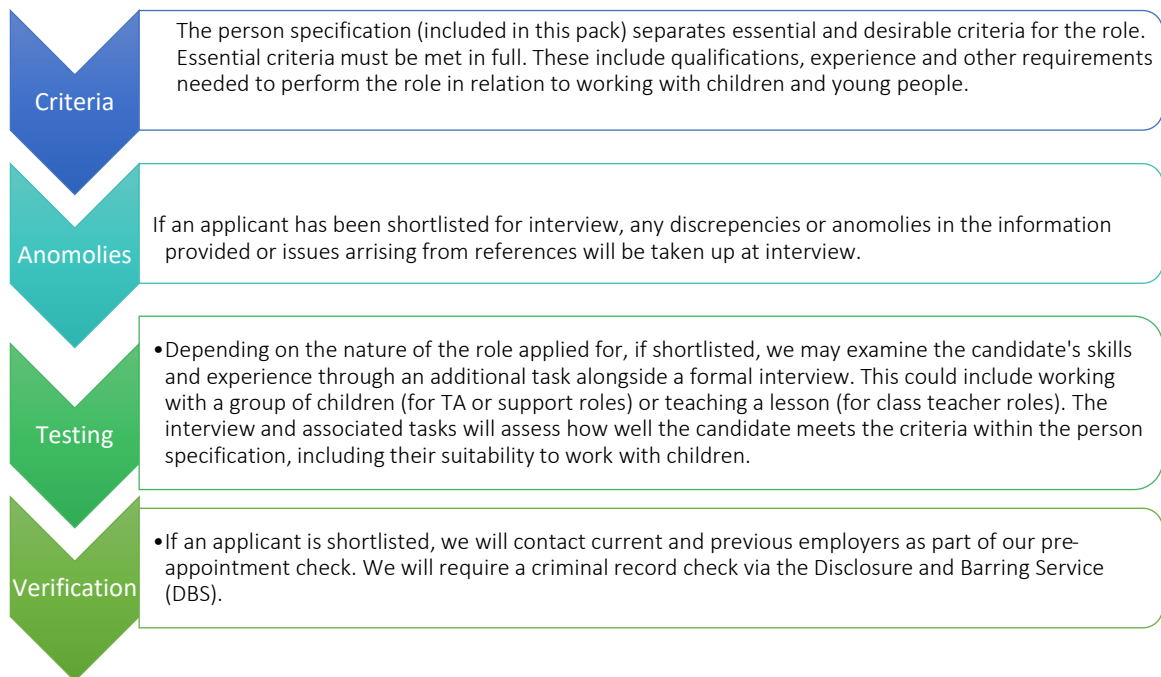
This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Safeguarding (Child Protection) Policy and procedures in place. Our safeguarding policy can be found on our website.

If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to one of the Designated Child Protection Officer (DCOP) in confidence, who will refer the matter to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher) who will consider what action to take.

We actively support the Government's Prevent Agenda to counter radicalism and extremism.

SELECTION PROCESS

As a school we are committed to safeguarding children and ensuring we recruit suitable staff to work in our school. Please see below for an outline of how we select and appoint staff to work in our school.



If you would like to apply for this role, please do so via the online application form at Kent Teach.

Please call the school office on 01580 713249 if you have any queries about this role.



REFERENCE PRO FORMA

Please note, references will be taken up prior to interview, if a candidate is shortlisted for the role. One referee should be from a candidate’s current or most recent employer. Please see below for our reference pro-forma. References will only be accepted from employers using this template.

STRICTLY CONFIDENTIAL: REFERENCE REQUEST FORM

1. APPLICANT’S NAME AND POSITION APPLIED FOR

| | |
|--------------------------|--|
| Applicant Name: | |
| Post applied for: | |

2. APPLICANT DETAILS & POSITION WITH YOUR ORGANISATION

| | | |
|--|--|----|
| a) In what capacity did you employ the applicant? | | |
| b) Dates of the applicant’s employment with you: (MONTH/YEAR) | From | To |
| c) How long have you known the applicant? | | |
| d) In what capacity do you know the applicant? | | |
| e) Main duties and responsibilities of applicant’s role with your organisation: | | |
| f) How would you assess the applicant’s performance in their work with your organisation? | <input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Requires improvement <input type="checkbox"/> Very poor | |
| Comment: | | |
| g) Please provide details of any areas needing improvement and any action taken or support provided: | | |
| h) Why did/does the applicant leave/wish to leave your organisation? | | |

3. ABSENCE [NOT SICKNESS-RELATED: E.G. FOR PERSONAL MATTERS OR UNATTRIBUTED REASONS]

[The Equality Act 2010 prohibits prospective employers from asking about a candidate’s health, sickness record or health-related matters prior to making an offer of employment]

Please give details of absences unrelated to sickness in the applicant’s most recent two years of employment with you:

| |
|--|
| a) How many <u>days</u> of absence from work did they take in total? |
| DAYS / DETAILS |
| b) How many <u>episodes</u> of absence did they have? |
| PERIODS / DETAILS |



4. SALARY & SERVICE

| | | | | |
|---------------------------------|--|--|------------------------------|--|
| Most recent salary scale | | | Additional payments type | |
| Most recent scale point | | | Additional payments value | |
| Most recent gross annual salary | | | Length of continuous service | |

5. SUITABILITY FOR THE POST APPLIED FOR [PLEASE REFER TO ATTACHED JOB DESCRIPTION IF SUPPLIED]

Do you believe the applicant has the ability and is suitable to undertake the position applied for? Yes No

Would you re-employ the applicant? (If No, please give reason briefly) Yes No

6. SAFEGUARDING, TRUST, CAPABILITY & DISCIPLINE [YOU HAVE A LEGAL DUTY TO ENSURE THAT ALL INFORMATION YOU PROVIDE IS COMPLETE & ACCURATE]

a) Has the applicant ever been the subject of any child protection, safeguarding or welfare allegations, concerns or investigations? If Yes please give full details including outcomes, even if concerns were fully resolved. Yes No

b) Do you know of, or have reasonable grounds to suspect, any reason why the applicant may not be suitable to work with children? If Yes, please provide details. Yes No

c) Did the applicant hold any position of special trust or responsibility? If Yes, please give details. Yes No

d) Has the applicant ever been the subject of any disciplinary or capability actions (including any which are "expired") or are they subject to any investigation or disciplinary process that is still current? If Yes please give details. Yes No

7. PERSONAL EVALUATION

| | OUTSTANDING | GOOD | ADEQUATE | INADEQUATE | VERY POOR |
|---|-------------|------|----------|------------|-----------|
| Plans, structures and prioritises own work | | | | | |
| Learns from situations and past experience | | | | | |
| Able to work on own initiative | | | | | |
| Attention to detail | | | | | |
| Works hard to achieve objectives and goals | | | | | |
| Resilience under pressure | | | | | |
| Interaction and relationships with children | | | | | |
| Interaction and working relationships with other adults | | | | | |
| Ability to work as a member of a team | | | | | |
| Actively seeks solutions to problems independently | | | | | |
| Refers problems upwards when appropriate | | | | | |
| Seeks ideas for improvement | | | | | |
| Focuses on benefits to both self and others | | | | | |
| Professional and personal values, integrity & honesty | | | | | |
| Punctuality and commitment | | | | | |



| 8. TEACHING POSTS ONLY | OUTSTANDING | GOOD | ADEQUATE | INADEQUATE | VERY POOR |
|---|-------------|------|----------|------------|-----------|
| Teaching ability (with reference to Teachers' Standards) | | | | | |
| Lesson planning & preparation | | | | | |
| Classroom & behaviour management | | | | | |
| Initiative and leadership | | | | | |
| Interest & willingness to undertake extra-curricular activities | | | | | |
| Subject leadership | | | | | |

9. ADDITIONAL COMMENTS

10. DETAILS OF THE PERSON COMPLETING THE FORM

Name: _____ Position: _____

Organisation: _____ Tel No: _____

Signed: _____ Email: _____

Date: _____

Please return with organisational stamp/ headed paper. Use clearly marked continuation sheets if necessary.

Thank you very much for your prompt help and cooperation.