

## Felmore Primary School

### Job Description – Assistant Headteacher

Felmore Primary School is at an exciting phase of its life and development. Our school is an integral part of Berlesduna Academy Trust and as such, we are working as a team to ensure that the experiences that we offer our pupils give them the best possible life chances.

We are very excited, therefore, to be recruiting an Assistant Headteacher to strengthen our leadership team and to support us on our onward journey and with our newly opened SEMH provision.

Start date: 19<sup>th</sup> April 2022 (earlier start may be available)

Pay range: Leadership 4 - 8

Applications close 29/11/2021 - Midday Interview date 07/12/2021

### School

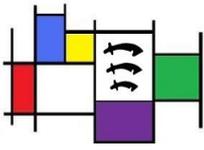
The Felmore Primary School is one of the eight schools which form the Berlesduna Academy Trust ([www.berlesduna.co.uk](http://www.berlesduna.co.uk)), where the vision is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background. The Trust is growing rapidly and is a vibrant, exciting and dynamic place to learn and work.

The role of Assistant Headteacher at Felmore will be diverse and will include leading inclusion provision, working with the Deputy Headteacher as well as a small teaching commitment.

As a school and a Trust, we want to work with the successful candidate to support them to be a truly remarkable Assistant Headteacher.

We expect our Assistant Headteacher to:

- Commit to Felmore, its students, its community and its improvement
- Demonstrate professionalism and resilience as a leader along with a commitment to personal development and the personal development of others
- Hold, or be committed to undertaking the National Award for SEN Co-ordination within a year of appointment
- Demonstrate that they have successfully led an academic project in a school
- Demonstrate their ability to inspire pupils to reach and succeed their academic goals through innovative and high-quality teaching
- Demonstrate, in theory and practice a robust and up to date understanding of improving teaching and learning
- Commit to working as a team member with students, parents/carers, staff and other community members, including the wider Berlesduna Academy Trust
- Articulate and support staff and pupils through sharing knowledge of the curriculum prior to and after that offered by the primary sector
- Empathetically support, challenge and motivate others to achieve outstanding practice



## **Application**

We welcome and encourage visits to the school and discussions with the headteacher. Please contact the school office on [admin@felmore-pri.essex.sch.uk](mailto:admin@felmore-pri.essex.sch.uk) or by phone 01268 729885 for further details.

Please take care to complete the application in full as incomplete applications will not be considered.

We reserve the right to close the vacancy early so recommend that you submit your application at your earliest convenience.

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All successful applicants will be subject to an enhanced DBS check, medical clearance and satisfactory references. We are an equal opportunities employer.

The post is for a Spring or Summer term start, with the possibility of an earlier start.

## **Assistant Headteacher / SENCO Job Description**

### **Core Purpose**

The Assistant Headteacher shall play a major role under the overall direction of the Headteacher in;

- (a) formulating the aims and objectives of the school;
- (b) establishing the policies through which they shall be achieved;
- (c) managing staff and resources to that end;
- (d) monitoring progress towards their achievement;
- (e) supporting with leading on Inclusion – developing the strategic direction of the SEN, G+T, behaviour and EAL

The Assistant Headteacher shall undertake any professional duties of the headteacher reasonably delegated to him/her by the headteacher.

### **Principle Accountabilities**

#### **Management**

- To carry out the duties of a schoolteacher and Assistant Headteacher as set out in the 'Schoolteacher's Pay and Conditions' document
- Be an effective member of the Senior Management Team
- To work with the Deputy Headteacher to effectively lead and manage the work of the Senior Leadership Team
- To support the Deputy Head/Inclusion manager with the day-to-day operation of the school's SEND / Inclusion /EAL policy and encourage all members of staff to recognise and fulfil their statutory responsibilities towards pupils with SEND and additional needs
- To support with the line management of the Inclusion Team
- To lead and manage the Rainbow (SEMH) Unit, with specific focus on personnel, provision and curriculum and standards, including re-integration back into mainstream
- To lead and manage the Rainbow (SEMH) Unit outreach work
- To ensure cohesion between the Rainbow (SEMH) Unit and the mainstream teaching
- To report on the progress and effective running of the Rainbow Unit
- Provide training opportunities for Learning Support Assistants
- Oversee the support and development of all Learning Support Assistants (including PMRs)
- Share good practice in Inclusion across the school
- Have a clear understanding of the school development plan and work with the Leadership team to develop priorities
- Be responsible for collating evidence for specific sections of the school's self-evaluation form
- To monitor and evaluate the quality of provision across the school including enrichment and the enhancement of learning opportunities
- To lead the school's educational visit systems and processes
- To lead on assessment

#### **Safeguarding**

Fulfil personal responsibilities, and support the Headteacher in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Operating and monitoring clear policies for dealing with allegations against people who work with children.

### **Specific Duties**

#### **Teaching**

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.
- Whole school organisation, strategy and development
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

#### **Health, safety and discipline**

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

#### **Management of staff and resources**

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

#### **Professional development**

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

#### **Communication**

- Communicate with pupils, parents and carers.
- Working with colleagues and other relevant professionals
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

## **General**

- The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.
- This job description is neither exclusive nor exhaustive, but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties;
- An annual review of the job description and allocation of duties and responsibilities will take place as part of the Performance Management Review process;
- All posts are subject to an enhanced DBS check, satisfactory references and medical clearance.

The duties may be varied to meet changing circumstances in the post held. Any such developments will only take place after consultation with all those involved and do not form part of the staff member's contract.

The post is portable across any school in the Trust.



**Assistant Headteacher: Senco**

<b>Area</b>	<b>Requirement</b>	<b>Essential</b>	<b>Desirable</b>
<b>Professional Qualifications</b>	Qualified teacher status	✓	
	Evidence of recent professional development relative to the post	✓	
	Senco qualification (If no qualification at present, the qualification needs to be achieved)		✓
	Experience of working in role as Senco		✓
	Designated Safeguarding Lead training Level 3		✓
<b>Teaching and Learning (demonstrable across all key stages)</b>	Enthusiasm for teaching and learning	✓	
	An outstanding classroom practitioner with a track record of good and outstanding teaching	✓	
	Excellent understanding of assessment and how to use it to maximise pupil progress	✓	
	Experience of improving the quality of teaching of others	✓	
	Experience of working with the leadership team to monitor, evaluate and improve teaching and learning across a school		✓
	Experience of co-ordinating and developing a core curriculum area		✓
	Has experience of using research evidence to inform teaching and learning		✓
	Data analysis skills, and the ability to use data to set targets and identify weaknesses		✓
	Has experience of teaching in a range of schools		✓
<b>Strategic Development</b>	Able to communicate a strong clear vision for high quality primary education which maximises the potential of the school	✓	
	Able to articulate ways of building, communicating and implementing a shared vision	✓	
	Experience of school self-evaluation, and able to discuss effective processes for undertaking this		✓
	Evidence of leading change which has impacted on pupil progress	✓	
	Involvement in school improvement planning		✓
<b>Working with Others</b>	Understands the importance of working in co-operation and partnership with colleagues	✓	
	Approachable, accessible and flexible	✓	
	High expectations and standards of self and others	✓	
			✓



	Experience of mentoring, giving effective feedback and supporting colleagues to improve performance		
	Experience of managing difficult situations and conflicts		✓
	Understanding of the relationship between managing performance, professional development and school improvement		✓
<b>Management ability</b>	Ability to anticipate and solve problems	✓	
	Ability to establish and sustain appropriate management structures	✓	
	Understanding of the need to develop and sustain a safe, secure and healthy school environment	✓	
	Experience of developing, implementing, monitoring and evaluating school policies		✓
	Able to prioritise, plan and organise own workload and that of others	✓	
<b>Working Partnerships</b>	Employment of a range of strategies to encourage parents to support their children's learning and realise the school's vision		✓
	Able to listen to, reflect and act on feedback from stakeholders as appropriate	✓	
	Experience of leading a project to enhance the school's provision and reputation in its community		✓
	Commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community		✓
<b>Personal Skills and Attributes</b>	Possesses a genuine empathy with children	✓	
	Energetic and enthusiastic, with the ability to motivate and inspire others	✓	
	Able to communicate effectively and concisely	✓	
	A good listener, capable of making reasoned and considered judgements	✓	
	Approachable, and possessing integrity	✓	
	Inspires confidence and trust	✓	
<b>Accountability</b>	Understands the role of the governing body and can describe how the Deputy Head Teacher will assist governors in carrying out their responsibilities effectively		✓
	Understands the role of Ofsted	✓	
	Has a good understanding of the need to be accountable to parents for the education of their child and can demonstrate a knowledge of strategies that would enable parents to be involved in the life of the school	✓	
	Has previous experience of challenging and supporting others in order to achieve specific targets	✓	
	Can articulate an understanding of individual, team and whole school accountability for pupil learning outcomes	✓	
	Has a comprehensive understanding of school data and how it can be used to benchmark a school's performance and for target setting		✓
	Experience of reporting attainment and progress to a range of audiences		✓

