

# Assistant Headteacher

## Application Pack

Location of current temporary site: **Concordia Academy, Westland Avenue, Hornchurch, RM11 3SD.**

Location of new permanent site opening in 2018: **Concordia Academy, Romford, RM7.**

**REAch2 Registered address:**

REAch2 Academy Trust

Scientia Academy

Mona Road

Burton Upon Trent

Staffordshire

DE13 0UF

[www.reach2.org](http://www.reach2.org)

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# Letter from Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust has academies based all across England and includes schools at various stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Steve Lancashire

Chief Executive, REAch2 Academy Trust

# The application process and timetable

**Closing date for applications** – Sunday 18 February 2018

**Interviews** – Friday 23 February 2018

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

## The application

You are invited to submit an application form, which is available together with this document.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Raheel Akhtar via email at [raheel.akhtar@concordiaacademy.co.uk](mailto:raheel.akhtar@concordiaacademy.co.uk) or via telephone on 01708 932710.

Completed application forms and equal opportunities monitoring forms should be sent to:

Raheel Akhtar

Langtons Junior Academy  
c/o Concordia Academy  
Westland Avenue  
Hornchurch  
RM11 3SD

E-mail: [raheel.akhtar@concordiaacademy.co.uk](mailto:raheel.akhtar@concordiaacademy.co.uk)

## Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, in time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

## Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: [www.reach2.org](http://www.reach2.org)**

# Job Description



Post: **Assistant Headteacher**  
Salary: **L1 – L5**  
Responsible to: **Headteacher**

## Assistant Headteacher (Inclusion)

The Assistant Headteacher of Concordia Academy will work with the Headteacher and Senior Leadership Team and together they will be responsible to the Governors for managing the school effectively to the highest possible standard.

The Assistant Headteacher (Inclusion) holds an important strategic role in the Senior Leadership Team of the school. It entails co-ordinating appropriate provision for children with special educational needs (SEND) and liaising with colleagues, parents/ carers and outside agencies. The role also includes overseeing provision for ethnic minority pupils, looked after children, pupils with English as an additional language and pupils eligible for Pupil Premium funding. The post holder is a lead member of the school's Safeguarding Team.

### Professional Duties

The Assistant Headteacher, in addition to carrying out the professional duties of a teacher, including those duties particularly assigned by the Headteacher, shall:

- 1. 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; and
  - (d) monitoring progress towards their achievement.
  
- 2. Undertake the following specific duties;**
  - (a) Strategic direction and development of the school**

Support in developing a wide knowledge and understanding of a strategic whole school perspective. To support the vision, ethos and policies of the school and promote high levels of achievement. To support the creation and implementation of the school improvement plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it. To support all staff in achieving the priorities and targets that the school sets for itself, and to provide them with support and guidance in implementing schemes of work. To support the evaluation of the effectiveness of the school's policies and developments with particular emphasis on the School Self Evaluation Form.

**(b) Teaching and Learning**

To teach to the highest standards and be an example of best practice for other staff. To play a leading role in further developing teaching and learning strategies across the school. To contribute to and lead staff CPD so all staff continually develop their practice. To work alongside year group leaders, teachers and support staff to provide an outstanding education for all children. To support the headteacher in the monitoring of the quality of teaching and learning across the school, including the analysis of performance data. To be responsible for ensuring that improvements in reading, writing and maths secure excellent outcomes for pupils. To play a lead role in the development and monitoring of curriculum provision throughout the school.

**(c) Inclusion**

To work with the Headteacher and SLT to lead and manage Inclusion across the school and to support and promote an inclusive culture throughout the school, enabling all children to achieve their best, overcoming barriers to learning and participation.

This includes:

- To set targets for raising achievement for pupils with specific needs.
- To collect and analyse assessment data relating to the progress of pupils with specific needs, working collaboratively with the assessment co-ordinator.
- To support staff in understanding the learning needs of children with specific needs. To advise and assist class teachers and other members of staff in weekly planning or the planning of individual or group programmes for children who require extra provision in order to ensure best possible outcomes for pupils. .

**(d) Safeguarding**

To lead on all aspects of safeguarding in liaison with the Senior Leadership Team.

**(e) Promoting Positive Ethos and Implementing the school's Behaviour Policy**

To foster the belief that all children have the right to receive an excellent education, in a mutually respectful, caring environment, which meets every child's needs. To develop and ensure consistency among teachers and support staff in dealing with behaviour and to take a key role in ensuring that high standards of behaviour are maintained at all times.

**(f) Communication**

Support the Headteacher in developing and maintaining effective communication between children, staff, parents, governors, and the wider community.

**(g) Performance Management and Staff Development**

To act as a Staff Appraiser, advising and supporting all staff effectively and contributing to their individual professional development. To mentor and coach support staff, teachers and NQTs and to plan and lead specific INSET.

**(h) Day-to-day management**

To assist the Headteacher in ensuring that the school runs smoothly and act in a management capacity as the need arises. This includes:



- undertaking teaching as required
- drawing up timetables and rotas to ensure the efficient use of premises and efficient deployment of staff;
- providing support for staff and pupils within an overall pastoral role
- conducting assemblies as required;
- organisation for support staff absence, etc.

**(i) General**

To take an active part in all aspects of school life. To provide information and advice to the Head Teacher and governing body as required and support proper accountability processes throughout the school. To take on specific tasks related to the day-to-day administration and organisation of the school as required. To take on any additional responsibilities which might, from time to time, be determined by the headteacher.

**Conditions of Employment**

The Assistant Headteacher is required to carry out the duties of a schoolteacher and the professional duties of an Assistant Headteacher as set out in the School Teachers' Pay and Conditions Document.

*This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.*

# Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Qualified to teach and work in the UK</li> <li>• Proven track record as a consistently good or outstanding practitioner</li> </ul>	<ul style="list-style-type: none"> <li>• Degree level qualification</li> <li>• NCSL training/qualification</li> <li>• NASENCO qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Minimum three years post qualification full time teaching</li> <li>• Experience in a leadership and management role in school</li> <li>• Experience of leading change with demonstrable impact on outcomes</li> <li>• Tracking progress and raising the achievement of all pupil groups</li> <li>• Leading the development of a core curriculum area</li> <li>• Participating in a team approach to management, including change management</li> <li>• Experience of coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic responsibilities in school leadership and management</li> <li>• Working with children from a variety of backgrounds</li> <li>• The process of school development and improvement planning</li> <li>• Successful staff recruitment, appointment and induction</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Knowledge of the new Ofsted Inspection Framework and the process and place of self-evaluation</li> <li>• Good knowledge and understanding of the National Curriculum, including Foundation Stage curriculum</li> <li>• Able to plan for the delivery of a broad and balanced curriculum which meets the needs of all learners</li> <li>• Knowledge of effective teaching and learning strategies to meet the needs of all pupils including those with special educational needs, vulnerable groups and gifted and talented pupils</li> <li>• Proven ability to analyse and interpret a range of key data sets</li> <li>• Proficiency in use of school IT systems</li> <li>• Good oral and written skills</li> <li>• Up to date safeguarding training and understanding of effective practices</li> <li>• Ability to maintain high standards of discipline and behaviour throughout the school</li> <li>• Ability to prioritise, plan and organise</li> <li>• Ability to investigate, solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and assessment across a key stage.</li> <li>• Staff development and performance management knowledge and experience</li> <li>• Knowledge and experience of budget setting and financial management in a school based environment</li> </ul>

<p><b>Wider Responsibilities and Professionalism</b></p>	<ul style="list-style-type: none"> <li>• Commitment to school vision and ethos</li> <li>• Respectful, trusting, supportive and constructive relationships with children</li> <li>• High standards of professional behaviour with parents and colleagues</li> <li>• Commitment to sustaining a safe, secure and healthy school environment</li> <li>• Commitment to nurturing and caring for children from all backgrounds</li> <li>• Attend and constructively contribute to staff, team and planning meetings and school improvement activity</li> <li>• Commitment to personal professional development</li> <li>• Maintain a professional, positive attitude and outlook at all times</li> </ul>	
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