**Assistant Headteacher**

**Application Pack**

Location: Concordia Academy, Union Road, Romford, RM7 0HG

**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 Sir 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.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

**The application process and timetable**

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

**Closing date for applications:** Friday 29 June 2018

**Interviews:** Monday 2 July 2018

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

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: School Office.

**Completed application forms should be sent to:**

[info@concordiaacademy.co.uk](mailto:info@concordiaacademy.co.uk)

**Contact Email:** sophie.clarke@concordiaacademy.co.uk

**Equal Opportunities Monitoring forms should be sent to:**

HR Recruitment

REAch2 Academy Trust

**E-mail: recruitment@reach2.og**

**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 Regions**

* West Midlands covering - Staffordshire, Warwickshire, Birmingham and Telford
* East Anglia covering – North East Essex and Suffolk
* South Central covering - Croydon, Bexley, Kent and Sussex
* North Central covering – Essex, Reading, Hertfordshire, London

**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**

**Job Description**

**Post:** Assistant Headteacher

**Responsible to:** The Headteacher

**Salary/Grade:**  L1

**REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Duties:**

The Assistant Headteacher is expected to lead on school improvement in teaching and learning, contributing to a strategic view for the school in its community and to analyse and plan for its future needs and further development within the local, national and international context by;

* Providing an example of ‘excellence’ as a leading classroom practitioner and inspiring and motivating other staff
* Working within the Senior Leadership Team to sustain high expectations and excellent practice in teaching and learning throughout the school
* Monitoring and evaluating the quality of teaching and standards of pupil’s achievement and set targets for improvement
* In conjunction with the Headteacher, set strategic targets for teaching and learning and outcomes for all pupils
* Monitor and evaluate progress towards targets and intervene swiftly if pupils are at risk of failing to meet targets set
* Ensure robust evaluation of school performance, progress data and actions to secure improvement comparable to, and better, than national standards
* Ensuring that there is an effective assessment, recording and reporting system of pupil
* progress, prepare reports for the SLT and the Governing Body on a half termly basis, and on request when necessary.
* Leading a range of people in a variety of teaching and support roles in Performance Management and training development
* Working with the Headship Team to lead, motivate, support, challenge and develop all staff to secure continual improvement including his/her own continual professional development
* Lead by example when implementing and managing change initiatives.
* Take a lead role in ensuring that all pupils make sound progress from their starting points in terms of their learning, behavior, attendance and personal well-being
* Contributing to the process of SEF writing and the production of the School Development Plan
* Contribute to the development, implementation and monitoring of action plans and other policy developments and priorities.
* Leading and supporting subject leaders so that the curriculum is exciting and challenging and meets the needs and interests of our children
* Ensure that the statutory requirements of the National Curriculum are met
* Plan an effective programme of monitoring so that outcomes continue to improve for all learners
* Playing a full part in the planning and organisation of all school activities, functions and events; including an active involvement in the extra-curricular life of the school
* Leading key stage/whole school assemblies
* Ensuring that the core skills across the school are maintained to a high standard
* Organising and holding meetings when required with outside agencies
* Contributing to the creation of a supportive ethos and stimulating school environment
* Being responsible for the management and induction of new staff and overseeing teaching practice students and newly qualified teachers
* Taking a role in our local network of schools and other partnerships, leading or attending work streams as appropriate
* Ensure all safeguarding procedures meet statutory requirements
* Relentlessly champion the well-being and personal development of all pupils
* Take a leading role on inclusion policy and practice
* Support and lead on budget setting appropriately and effectively
* Monitor actual spend against forecast
* Ensure that ‘Best Value’ principles are applied to all appropriate purchasing decisions
* Evaluate use of financial resources to ensure that desired outcomes are met
* Advise the Senior Leadership Team about the recruitment and retention of high-calibre staff
* Implement ‘Best Practice’ performance management processes so as to provide a positive framework for staff development and achievement
* In conjunction with all staff, organise activities/processes that encourage team development (including parents and other stakeholders)
* Ensure all staff, including short and long term temporary staff, receive an induction with your area of responsibility and fully understand all relevant policies and their implementation
* Create an environment where there is visible acknowledgement that everyone’s contribution is valued
* Develop initiatives to outreach to the community
* Create and implement ways of actively involving parents in the learning process
* Instigate, develop and maintain links with local businesses and outside agencies to enhance the learning experience for pupils
* Network with other schools to share best practice
* Check that information required in-house and via external bodies is produced within the given time scale and is of excellent quality
* To be responsible for health and safety of self and others and adhere to the school health and safety policy and procedures
* Being accountable to the Headteacher
* To deputise in the absence of the Headteacher
* To undertake any other reasonable duties deemed necessary for the effective running of the school.

**These duties may vary to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **FACTORS** | **ESSENTIAL** | **DESIRABLE** | **MEASURED BY** |
| **QUALIFICATIONS AND SKILLS**   * Relevant degree * Master’s degree * Designated Safeguarding Lead Qualification * Qualified Teacher Status * Evidence of further effective professional development. | Essential  Essential  Essential  Essential | Desirable | A  A  A  A  A I |
| **SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE**   * At least four years’ experience of teaching in the primary setting. * Outstanding teacher * Proven track record of raising educational standards * Using data to set targets and raise standards * Experience of managing / leading a team * The monitoring and evaluation process * Applying for statutory assessment * Assessing pupils (inc. SEND and EAL) * Statutory testing and access arrangements * Right services, right time procedures. * Working with Children’s Services * Working with the Education Legal Intervention Team, or other local authority equivalent * Managing in-house admissions * Engaging difficult to reach families * Working in a school in challenging circumstances * Contributing to the SEF and SDP * Conducting performance management / appraisal * Leading on Attendance * Inspection and Ofsted guidance | Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential | Desirable  Desirable  Desirable  Desirable  Desirable | A I  R O I  R    R I  A R  A R I  A R I  A R I  A O I R  A I  A I  A I  I  I  A R I  A R  A R I  A I  A I  I  I |
| **PERSONAL QUALITIES**   * Flexibility of approach * Well organized * Supportive – able to work as part of a team * Able to respond to and seek advice | Essential  Essential  Essential  Essential |  | R  O R I  R  R |
| **INTEREST AND MOTIVATION IN THE JOB**   * Enthusiasm for children’s learning | Essential |  | O I R A |
| **\*Key: A=Application, R=Reference, O=Observation, I=Interview** | | | |