

# Assistant Headteacher Application Pack



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# Letter from Tim Culpin, Director of Education, REAch2 Academy Trust

Dear Candidate

Thank you for your interest in this role.

In September 2019, the Trust moved to a cluster model: each of our schools is within a cluster of up to eight schools, with the headteachers supported by and reporting to a Deputy Director of Education. This model offers a warm, family orientated ethos, where you would thrive, with experienced headteachers stepping up, supporting each other and working collaboratively for the good of all the children in the Trust. Our Deputy Directors of Education were all successful headteachers within the Trust, who wanted the opportunity to grow, develop and remain at REAch2.

Here, we offer a package of support and mentoring for all new headteachers with a thorough induction programme, covering all areas including human resources, finances, estates and health and safety, as well as teaching and learning within the Trust.

Our schools are unique, with different communities and social demographics. What they all have in common is a deep-seated belief in providing exceptional opportunities for learning and for providing our children with an education second to none.

The next few pages of this document show you our Touchstones (our core values) and give some more detail about Springfield Primary Academy. The Headship role require a fantastic individual who puts children at the heart of all they do, is ready for a challenge and who wants to join a successful and family-oriented multi-academy trust.

If this sounds like you, I'd love to hear from you.

**Tim Culpin**

**Director of Education, REAch2 Academy Trust**

## Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). 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.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

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, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.



We take our **responsibility** seriously. We act judiciously with control and care. We don't make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

## The role

### **Assistant Headteacher for Reading (Non-class based)**

**Salary Range L5 – L9 (depending on skills and experience)**

**Springfield Primary Academy, Springfield Road, Birmingham, B13 9NY**

**Start date:** September 2022

**Contract type:** Full Time, Permanent

**If you have what it takes to make a difference, then the children of Springfield need YOU!**

**This isn't just any leadership job. This is the opportunity to be part of something amazing, to improve the life chances of children and to accelerate your career at a phenomenal rate. This post is designed to empower the successful candidate to deliver exceptional opportunities for learning for children from the EYFS to Year 6.**

#### **ARE YOU:**

- ✓ An outstanding classroom practitioner keen to work in a supportive and principle based school?
- ✓ Driven by a strong moral purpose to enable disadvantaged children to achieve against the odds?
- ✓ Able to demonstrate vision and determination?
- ✓ Warm in character, easy to work with and committed to teamwork, recognising that more can be achieved together than is possible as individuals?
- ✓ Data literate: able to use tracking, assessment, monitoring and data analysis as a tool to accelerate pupil progress and achievement?
- ✓ Unafraid of hard work?
- ✓ Calm and able to handle pressure and setbacks?

- ✓ Keen to be challenged to become the best leader that you can be?
- ✓ Able to be pushed at an accelerated rate of development, and reflective and proactive enough to make it happen?
- ✓ Committed to working in partnership with staff, parents governors and the local community?
- ✓ Determined to succeed against the odds, with a 'Find a way or make one!' attitude?

If so, you'd love to work at **Springfield Primary Academy**. We are looking to appoint a highly motivated and talented **Assistant Headteacher** to lead Reading provision including Early Reading. You will also be responsible for the operational leadership of a phase.

**We are looking for a leader who:**

- Has a proven track record of outstanding teaching;
- Is an expert practitioner in Reading across the primary age range;
- Can deliver high-quality continual professional development via a range of methods;
- Will play a major role in school development and self-evaluation processes;
- Ensures a robust evaluation of school performance, progress data and actions;
- Is committed to bringing the curriculum alive through inspirational learning;
- Can work strategically with the Senior Leadership Team and other subject leaders to ensure the Reading curriculum links with other areas of study;
- Adopts a strong, caring and flexible leadership style to influence and motivate staff and pupils to achieve their objectives and those of the school;
- Can contribute to maintaining an environment of fairness, respect and harmony between groups and individuals;
- Creates and implements strategies to fully involve parents in the learning process.

We would like to hear from existing senior leaders seeking a new challenge or ambitious middle leaders, looking for senior leadership responsibility with a genuine commitment to improving the life chances of the children they work with.

We can offer you:

- Exciting, accelerated leadership development and early promotion opportunities for the right candidate across the REAch2 Multi-Academy Trust <https://www.reach2.org> ;
- The chance to work with a fantastic leadership team;
- An excellent CPD programme;
- A dynamic, creative staff, dedicated to achieving excellence;

- Appreciative, well-behaved and enthusiastic pupils;
- Enthusiastic and proactive parents.

Since academisation, the school had made real progress and is now in an excellent position to accelerate learning for staff and children. As our new build and refurbishment project nears completion, this is a school that is really going places. Give us a call even if you're just a tiny bit interested - it really is as exciting as it sounds!

You are warmly invited to contact us to arrange an informal discussion and school visit with our Head of School and Executive Headteacher, please contact the Office Manager, Sofie Chohan on 0121 464 3618 or Email: [recruitment@springfieldacademy.co.uk](mailto:recruitment@springfieldacademy.co.uk)

How to Apply: Application pack can be downloaded from <https://www.springfieldacademy.org.uk/about/vacancies>

**The deadline for applications is 9.00am on Wednesday 18<sup>th</sup> May 2022**

**The selection process will take place on Monday 23<sup>rd</sup> May 2022. Springfield Primary Academy reserves the right to complete the recruitment process early for the right candidate.**

#### **Additional Information**

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

REAch2 and Springfield Primary Academy are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check with a Children's Barred List Check are essential for this role.

## The application process and timetable

<b>Closing Date</b>	Wednesday 18th May 2022 (9am)
<b>Application to be returned to:</b>	Recruitment@springfieldacademy.org.uk
<b>Shortlisting</b>	Wednesday 18th May 2022
<b>Interviews</b>	Monday 23 <sup>rd</sup> May 2022
<b>Job starts</b>	1 <sup>st</sup> September 2022

## Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).



## Assistant Headteacher Job Description

### **Purpose of the post:**

Under the guidance of the Headteacher, contribute to the leadership and management of the Academy.

Lead a phase within the Academy, line managing designated staff.

Lead a whole school subject or area of responsibility within the Academy.

Share responsibility for the daily administration and management of the school.

Actively and purposefully contribute to the all-round success of the school.

Positively promote the Academy and actively be involved in the wider life of the Academy's community.

### **Responsibilities of the post:**

To promote the Academy's Core Beliefs.

To enrich the lives and unlock the potential of all members of the Academy's community.

### **Reporting to:**

The Headteacher

The responsibilities will be achieved by:

### **Phase leadership**

- Ensure the smooth day to day running of the phase.
- Work to create and maintain high levels of staff morale.
- Communicate messages in a clear and timely fashion.
- Promote a culture of inclusion within the Academy where all views and values are taken into account.
- Ensure that classrooms and the surrounding areas are well maintained and displays are of a high quality.
- Ensure that policies are adhered to.

- Hold a clear and accurate understanding of standards within the phase and work in agreement with subject leaders and other members of the SLT to support teachers and teaching assistants to achieve the highest possible standards.
- Ensure the systematic teaching of basic skills is consistently high across the school;
- Liaise with subject leaders to understand trends in data, children at risk of falling behind, or those who need to catch up and timetable interventions appropriately.
- Timetable staff and resources, including staff absence cover.
- Order resources required by the phase as needed considering budget limitations and ensuring best value for money.
- Ensure the after-school club offer by the phase is adequately enriching and timetable staff to facilitate this.
- Support staff to deal with pastoral and behavioural issues, liaising with the pastoral team when appropriate.
- Ensure a consistent approach to the standards of behaviour, attendance and punctuality are implemented across the school;
- Communicate clearly to parents/carers ensuring they are well informed about their child's curriculum, academic performance, wellbeing and upcoming whole school events – including at key transition points.
- Strengthen partnership and community working;
- Promote positive relationships and work with other colleagues across REAch2 and beyond, including external agencies;
- Support the induction of ECTs and new staff;
- Accurately minute phase meetings;
- Produce reports and updates for the Headteacher and Governing Body as required;
- Schedule and attend school-based meetings with parents/carers of children within their phase as necessary;
- Carry out all other reasonable requests as required by the Headteacher.

### **Subject or area leadership**

- Be an excellent role model, exemplifying a high standard of teaching and promoting high standards for all members of the Academy's community;
- Play a major role in school improvement and school self-evaluation planning process;
- Ensure robust evaluation of school performance, progress data and actions to secure improvement comparable to national standards;
- Contribute to the development, implementation and monitoring of action plans and other policy developments and priorities.

- Work as part of the senior leadership team to monitor and evaluate the quality of teaching and learning taking place throughout the school, via a range of monitoring activities;
- Work as part of the senior leadership team to ensure an appropriate programme of professional development for staff, in line with the school development plan and performance management, including coaching and mentoring where appropriate;
- Lead by example when implementing and managing change initiatives;
- Work with the Headteacher to raise standards through staff performance management;
- Assist with the development and delivery of training and support for staff;
- Lead the development and review of an agreed subject(s) area(s) of responsibility including planning, recording, reporting, assessment and the development of a creative and appropriate curriculum for pupils.
- Produce reports and updates for the Headteacher and Governing Body as required

**General Duties:**

- To assist in the recording and monitoring of pupil progress, problems and development needs
- To provide information to the Headteacher/teachers as appropriate, to enable them to carry out their role
- To be responsible for health and safety of self and others and adhere to the school health and safety policy and procedures
- Attending training sessions
- To undertake any other reasonable duties, as requested by the Headteacher

*The details contained within this job description reflect the content of the job at the time it was created. At some point in the future, some duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the governors of Springfield Primary Academy will expect the Headteacher to revise the job description from time to time and consult with post holders at the appropriate time.*

*Springfield Primary Academy is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to a satisfactory Disclosure and Barring Service (DBS) enhanced disclosure certificate.*

*Springfield Primary Academy is committed to safeguarding and promoting the welfare of children and young people.*

## Assistant Headteacher Person Specification

Attributes	Essential	Desirable	How Identified
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Relevant degree</li> <li>• A level English (or equivalent).</li> <li>• Evidence of further effective professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree</li> </ul>	Application form
<b>Experience of</b>	<ul style="list-style-type: none"> <li>• At least two years' experience of teaching in the primary setting.</li> <li>• Outstanding teacher</li> <li>• Proven track record of raising educational standards</li> <li>• Using data to set targets and raise standards</li> <li>• Experience of managing / leading a team</li> <li>• Curriculum development and innovation</li> <li>• The monitoring and evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a school in challenging circumstances</li> <li>• Statutory testing and access arrangements</li> <li>• Contributing to the SEF and SDP</li> <li>• Conducting performance management / appraisal</li> </ul>	Application form  Appointment process
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• In-depth knowledge of the mastery curriculum and how to translate this into practice.</li> <li>• Outstanding teaching and learning for different groups of learners.</li> <li>• How reading pedagogy can lead to improvements in learning</li> <li>• The most up to date practice in the teaching and learning in Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching children with English as an additional language</li> <li>• Inspections and OFSTED guidance</li> </ul>	Application form  Appointment process

<b>Personal Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• The ability to lead and inspire others</li> <li>• An unwavering determination to succeed</li> <li>• High expectations</li> <li>• A sense of humour and collaborative approach to learning</li> <li>• Excellent communication and ICT skills</li> </ul> <p>Is committed to:</p> <ul style="list-style-type: none"> <li>• An outstanding education for all</li> <li>• Inclusion</li> <li>• Personalised learning for every child</li> <li>• Distributed leadership</li> <li>• CDP for self and others</li> <li>• Transparency, honesty and integrity</li> </ul> <p>Is able to:</p> <ul style="list-style-type: none"> <li>• Foster an open, fair and equitable culture</li> <li>• Think intuitively to pre-empt issues</li> <li>• Develop, empower and motivate others</li> <li>• Give and receive feedback to improve performance</li> <li>• Support others</li> <li>• Challenge others</li> <li>• Think strategically, build and communicate a coherent vision in a range of compelling ways</li> <li>• Inspire, challenge and motivate others to carry the vision forward</li> <li>• Demonstrate personal enthusiasm for and commitment to the learning process</li> <li>• Access, analysis and interpret</li> </ul>		<p>Application form</p> <p>Appointment process</p> <p>References</p>
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	<p>information</p> <ul style="list-style-type: none"> <li>• Acknowledge excellence and challenge poor performance across the school</li> </ul>		
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Child centred</li> <li>• Caring and calm</li> <li>• A can-do attitude</li> <li>• Solution focussed</li> <li>• Can work well under pressure</li> <li>• Resilient</li> <li>• Able to adapt quickly</li> </ul>		<p>Appointment process</p> <p>References</p>
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• In possession of Enhanced DBS</li> <li>• Excellent record of attendance and punctuality over the last three years.</li> <li>• Smart appearance.</li> </ul>		<p>Application form</p> <p>Appointment process</p> <p>References</p>