

**Primary, Secondary & Sixth Form**

**“A SCHOOL FOR EVERYONE…” Ofsted 2020**

**Assistant Head Teacher**

**Primary Phase**





**An Introduction to Washwood Heath Academy and the Primary Phase**

**In March 2019, Washwood Primary pupils and staff moved into the purpose built Primary building on the Washwood Heath Academy campus. It is a beautiful building with excellent teaching and learning facilities for children and staff. The Primary building is separate from the Secondary buildings, with its own playgrounds, but with access to Secondary facilities including music rooms, Science Labs, PE facilities, Drama studio, Art rooms and outside space. We plan and develop our ‘All Through’ activities to enable us to work together at opportunities throughout the year, including during Sports Days, Workshops, Library Events, Awards Ceremonies, Assemblies, Concerts and other events and celebrations.**

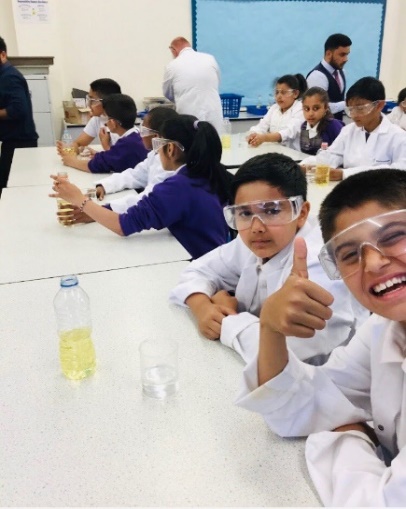
**Within the primary phase at Washwood Heath Academy, we have highe expectations and believe in creating and sustaining a positive and uplifting culture for everyone.  We are a caring and nurturing environment, which aims to develop all of our core HEARTS values:   Happiness, Excellence, Achievement, Respect, Resilience, Tolerance and Self-Belief.  We go above and beyond to ensure that everybody within our school community feels respected, challenged, supported and safe.  We believe in being: Ready, Respectful and Safe and we expect all visitors to our school to uphold our three rules.  We aim to provide our children with an excellent curriculum providing high-quality teaching and learning which equips our pupils with the right tools for them to achieve and to provide them with the most effective environment that ignites curiosity and wonder.  We support our families in ensuring that they too, can provide the right environment for our children to learn effectively and to grow securely academically, emotionally and mentally. Together as one school, Washwood Heath Academy provides a safe and caring environment for our pupils led by highly-effective staff whose main aim is to ensure a continuing ethos of a love for learning, quality education, resilience and respect whilst receiving excellent teaching and learning.**

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**Washwood Heath Academy is a large All Through Academy with almost 1700 learners across the key stages. The Primary phase is a 1 form entry school which ensures we can care and cater for the needs of all in a caring and family orientated way. Every year, our 30 Year 6 pupils transition into Washwood Heath Year 7 and join a further 250 children from other local primary schools. In addition to teaching staff and teaching assistants, the Primary phase currently has a Pastoral Manager, SENCO and Head of Primary Phase. The Primary phase works closely with the secondary phase and enjoys a special relationship, which positively benefits everyone.**

**In March 2020, Washwood Heath Academy experienced its first Ofsted inspection as an All-through Academy and was graded ‘Good’ in all categories. Ofsted reported that *‘Leaders have a clear and ambitious view of what pupils should learn. They have reviewed the curriculum, and made changes in short and longer term’.* In September 2019, Washwood Heath Academy embarked on its journey to develop and implement a knowledge-rich curriculum across all phases of the Academy. To date, we have embedded a knowledge-rich curriculum into Key Stage 3 and Key 4 subject areas and is continuing to develop well in the Primary phase. In addition, we have embedded Direct Instruction into Key Stage 3 and Key Stage 2, which successfully supports the catch up and learning of children within these phases. We are looking for an Assistant Head Teacher to work alongside Primary and Secondary colleagues to further enhance the teaching and learning of pupils and the further enhancement of the curriculum. Staff at Washwood Heath Academy use research to help improve teaching and learning, curriculum and pastoral care.**

**In March 2020, Ofsted praised the ‘sharp focus on the teaching of early reading, and children learn phonics from the start’.**

**Washwood Heath Academy really is *‘a school for everyone’* and a significant number of staff have remained at Washwood for many years because they enjoy being part of a family and working in a caring and supportive community that wants the best for all of its young people and staff.**



**JOB DESCRIPTION**

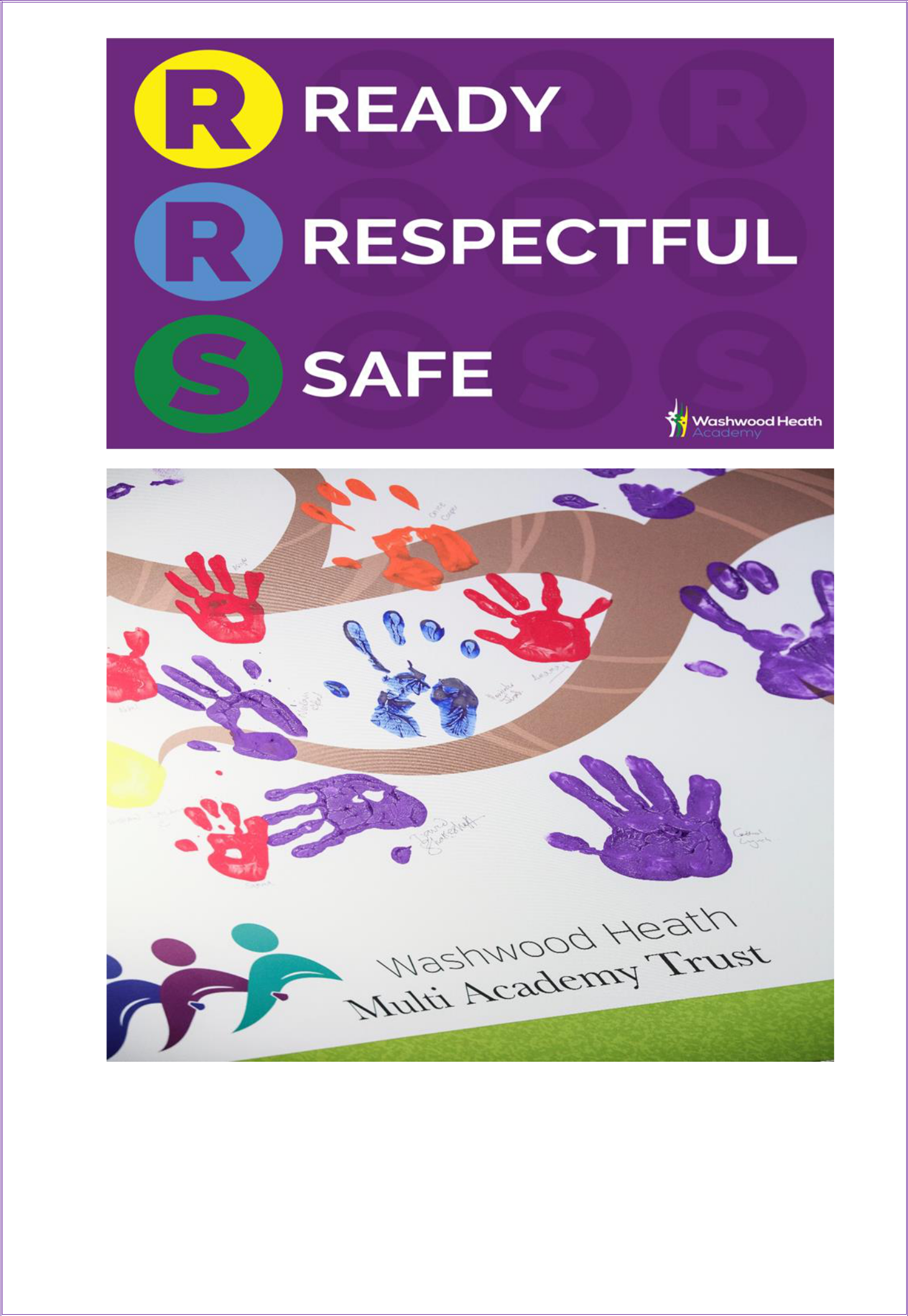
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| **JOB TITLE** | **Assistant Head of Primary Phase** |
| **GRADE** | L5-L9 |
| **Job Purpose** | * To work in partnership with the Head of Academy and Head of Primary Phase as part of the Senior Leadership Team, in securing a high quality, knowledge-rich curriculum. * Create an environment across the school where children are engaged and enjoying their curriculum. * Monitor, moderate and evaluate the curriculum, analysing Primary data. * Mentor and support colleagues through a solid understanding of the curriculum and good pedagogical practices. * Contribute towards the vision for the school and its development plan as part of the SLT as a key stage leader. * To contribute to raising standards of achievement and maximising student attainment. * To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth * To be committed to the safeguarding of children. |
| **Reporting to** | Head of Primary Phase |
| **Liaising with** | Head of Academy/Head of Primary Phase/Senior Leadership Team, teaching and support staff, Multi Academy colleagues, external agencies and parents. |
| **Main Duties** | |
| **Leadership** | * In addition to the duties covered by the School Teacher’s Pay and Conditions Document, the post of Assistant Headteacher Primary Phase involves deputising for the Head of Primary Phase in her absence * As a key member of the Senior Leadership Team, the Assistant Headteacher Primary Phase will have a key role in strategic leadership and development, formulating policy and monitoring our pastoral and academic provision in the Primary Phase and contribute to the wider all through school, as appropriate * The post-holder will contribute to the continued development of achievement and standards in the primary phase |
| **Teaching and Learning** | * To lead the strategic direction of teaching and learning, including: the monitoring, evaluation and review and analysis of the Quality of Education. This will include: * To lead on teaching and learning to support the development and excellence of quality first teaching. * To oversee the provision of cover and offer strategic support to minimise impact of staff absence on learning. * Monitor the performance of teams and individuals and development of outstanding pedagogy across all phases and applying specific strategies to improve performance. * Monitor and develop the quality of feedback to inform learning across the academy. * To work closely with Curriculum Leaders across the Primary phase in developing their teams through a) regular monitoring and evaluation with notable impact on performance, b) the application of Subject Development Plans that drive forward improvements in line with the AIP, c) successful coaching and development of colleagues within teams, d) cross phase development to upskill teams to build strength in the transitional years between key stages. * Strategic line management of Primary colleagues * The focused development of teams and individuals that fall below the expected Standard. * To ensure the reporting of the quality of teaching, learning is accurate, detailed, and disseminated clearly too all stakeholders e.g. academy leaders, teachers and AIB; and to external bodies. * To lead the development of pedagogy and best practice in relation to learning, capitalising on national and local developments and action research, through SLT and Middle Leadership. * Work with Academy stakeholders to ensure that information is shared, and that each role link strategically to ensure positives outcomes for all children. * Supporting the academy's behaviour policy and rewards system * Promoting the academy’s House system and character drivers * Adhering to Teacher Standards and Trust policies. |
| **Curriculum**: | * Contribute to the creation of a curriculum matched to the needs of all pupils in the Primary phase * Use data and Ofsted/ DfE guidance to ensure the curriculum for future years is designed to meets the needs of pupils and that the learning experience is coherent, differentiated and appropriate for pupils of different abilities and is reflective of the community it serves. |
| **General SLT Responsibility:** | * To help to build, communicate and implement a shared vision for the academy * Model the vision and values in everyday work and practice * Promotion the use of appropriate new technologies to achieve excellence * Contribute to the strategic planning process and help to lead change * Maintain a consistent and continuous focus on pupils’ enjoyment and achievement in the Primary phase * Promote a culture and ethos of challenge and support where all pupils can achieve success, stretch their knowledge and skills and become engaged in their own learning * Demonstrate and articulate high expectations and contribute to ensuring that every student has a broad and rich curriculum to meet his or her needs * Implement strategies which secure quality assurance in learning and teaching * Demonstrate the principles and practices of effective learning and teaching * Challenge poor performance and develop relevant strategies for improving performance * Lead curriculum teams in the effective use of data collection tools to analyse, monitor and target student performance and achievement |
| **Developing Subject, Self and Working with Others**: | * Treat people fairly, equitably and with dignity and respect * Develop, empower and sustain individuals and teams * Develop and maintain effective strategies and procedures for staff induction, professional development and performance review of training teachers, ECT and overseas trained teachers and new teachers to the academy * Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities * Acknowledge the responsibilities and celebrate the achievements of individuals and teams * Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory * Regularly review own practice, set personal targets and take responsibility for own personal development * Collaborate and network within and beyond the academy, as appropriate * Manage own workload and that of others to allow an appropriate work/life balance * Contribute to and lead INSET and training as required * Encourage, develop and support curriculum links and routes for progression between all phases in school and KS3; * Inspire trust and confidence in pupils, colleagues and parents; * Build team commitment with colleagues and in the classroom. * Liaising closely with Head of Departments Maths in Secondary; * Working with teachers in the secondary phase regarding subject areas in Year 7. * Developing Oracy links throughout the Primary foundation subjects |
| **Management** | * Contribute to clear evidence‐based improvement plans and policies for the development of the Academy and its facilities * Carry out effective professional growth processes as directed by the Head * Assist in the day‐to‐day management of the academy and contribute to a safe, secure and healthy environment. * Think creatively to anticipate and solve problems |
| **Accountability** | * Accountable to the Head of Primary phase and will oversee all aspects of Teaching and Learning in the Primary phase * Contribute to an ethos which, enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes * Assist the Head of Primary in ensuring that staff accountabilities are clearly defined understood and are subject to rigorous review and evaluation * Assist the Head of Primary in engaging the department/phase teams in systematic and rigorous self-evaluation * Reflect on personal contribution to the Primary phases’ achievements and take account of feedback from others |
| **Community** | * Assist in promoting a culture which takes account of the richness of the academy’s community * Create and maintain effective partnerships with parents and carers to support and improve pupils’ achievement and personal development * Contribute to the development of the educational system by, for example sharing effective practice, working with other academies and promoting innovative initiatives |
| **Other duties / General** | * Play a full part in the life of the school community * Teach classes or groups of children where necessary * Support the school’s priorities, ethos and values and encourage staff and students to follow this example * To help develop an academy culture and ethos that is utterly committed to achievement * Be a role model to all staff in Academy * Act in a fully professional way at all times * Undertake personal professional development activities, as agreed with the Head of Primary / Academy * Attend all relevant parental consultation evenings, open evenings and celebration evenings as per the school calendar * Implement school policies and procedures * To actively promote the academy at all times * To support and work in collaboration with colleagues and other professionals in and beyond the Academy * Undertake any other responsibilities as reasonably requested by the Head of Primary / Academy.   This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below. The conditions of employment of teachers in the School Teachers’ Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out any other professional duties of a teacher as other circumstances may require, under the reasonable direction of the Head of Primary / Academy. |

**PERSON SPECIFICATION**

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| **JOB TITLE** | **EYFS/KS1 Phase Leader & English or Maths Lead** |

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Knowledge/Qualifications** | | | |
| Qualified Teacher Status | ✓ |  | Application |
| Evidence of further study and/or qualifications |  | ✓ | Application |
| A willingness to undertake further training /professional development and to pass those skills on to other members of staff as appropriate | ✓ |  | Interview |
| Sound knowledge of the developments in the Primary curriculum | ✓ |  | Application/Interview |
| Sound pedagogical knowledge on teaching and learning, especially Rosenshine’s Principles |  | ✓ | Application / Interview |
| Professional development in preparation for leadership role | ✓ |  | Application / Interview |
| Good ICT skills | ✓ |  | Application/Interview |
| **Experience** | | | |
| Proven pedagogical excellence | ✓ |  | Application / Interview |
| Evidence of a leadership / school improvement | ✓ |  | Application/Interview |
| Be familiar with Ofsted requirements | ✓ |  | Application |
| Experience of analysing pupil progress data and implementing appropriate improvement activities | ✓ |  | Application/Interview |
| Experience and understanding of data analysis, school internal systems and external. | ✓ |  | Application/Interview |
| Budget management |  | ✓ | Application |
| A commitment to safeguarding and promoting the welfare of children and young people | ✓ |  | Application/Interview |
| **Management Skills** | | | |
| Ability to work and plan strategically as part of the senior leadership team. | ✓ |  | Application/Interview |
| Experience of monitoring and evaluating classroom practice | ✓ |  | Application/Interview |
| Have led and worked successfully with a team | ✓ |  | Application/Interview |
| Be able to manage time effectively | ✓ |  | Application/Interview |
| Have been involved in, and understand the importance of School Improvement and Development Planning | ✓ |  | Application/Interview |
| Have had experience of staff development and appraisal |  | ✓ | Application |
| **Curriculum** |  |  |  |
| Show a thorough understanding of the primary curriculum | ✓ |  | Application/Interview |
| Understanding of curriculum intent, implementation and impact | ✓ |  | Application / Interview |
| Have a thorough understanding of young children’s needs, and how they learn | ✓ |  | Application/Interview |
| Be an outstanding, innovative and creative teacher and leader | ✓ |  | Application/Interview |
| Understand the importance of developing thinking skills | ✓ |  | Application/Interview |
| Have experience leading whole school change. |  | ✓ | Application/Interview |
| **Skills** | | | |
| An effective team member and leader | ✓ |  | Application/Interview |
| Ability to work under pressure | ✓ |  | Application/Interview |
| Excellent and effective communicator with all school stakeholders | ✓ |  | Interview |
| Outstanding pedagogical practice | ✓ |  | Application/Interview |
| Prioritisation to support quality assurance procedures | ✓ |  | Application / Interview |
| Ability to promote and foster a positive attitude | ✓ |  | Application |
| Able to motivate and inspire pupils, colleagues and parents | ✓ |  | Application/Interview |
| Ability to develop and encourage positive partnerships with parents, governors, outside agencies etc. | ✓ |  | Application/Interview |
| Approachable and willing to help students both in and outside of lessons | ✓ |  | Application/Interview |
| Ability to initiate ideas |  | ✓ | Application/Interview |
| Ability to set own and others targets and deadlines | ✓ |  | Application/Interview |
| Ability to embrace change | ✓ |  | Application/Interview |
| Ability to hold staff to account | ✓ |  | Application/Interview |
| **Personal Qualities** |  |  |  |
| Be motivating and motivated | ✓ |  | Interview |
| Have high professional standards | ✓ |  | Application / Interview |
| Have an awareness of the needs of others | ✓ |  | Interview |
| Well-organised, professional, innovative and tactful | ✓ |  | Interview |
| Have the ability to meet targets and objectives | ✓ |  | Application/Interview |
| A reflective practitioner | ✓ |  | Application/Interview |
| Have a sense of humour | ✓ |  | Interview |
| Be passionate about wanting to make a difference to our children | ✓ |  | Application/Interview |
| Have a desire to further your own learning and be ambitious for your career | ✓ |  | Application |
| Have effective time management skills | ✓ |  | Application/Interview |
| **Equal Opportunities** | | | |
| Must have an understanding of and commitment to the Trust’s equal opportunities policies and procedures | ✓ |  | Application/Interview |
| To be able to demonstrate a commitment to celebrating diversity and promoting community cohesion in a multi-cultural setting | ✓ |  | Application/Interview |





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