



Assistant Headteacher - KS2

AYRESOME PRIMARY SCHOOL
APPLICATION PACK



WORKING TOGETHER
FOR CHILDREN

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Dear Applicant,

Thank you for taking the time to look through the following information about Ayesome Primary School. We are looking for an outstanding and motivated leader to work as an integral part of the Senior Leadership Team and staff as a whole, to help drive the school forward. We are keen to appoint a creative individual who is an excellent practitioner who excels in pedagogy across KS2 and who has a creative flair within the wider curriculum. We are seeking a leader who demonstrates proven analytical skills and uses an effective coaching approach to secure improvements in teaching and learning.

We very much look forward to hearing from you as you progress your interest in the post to an application.

We believe that a visit to the school is essential and would warmly encourage you to arrange one. Please do contact me on **01642 244961** or via **AYCharlotte.Haylock@ayresome.adastraschools.org** and I will be delighted to show you around the school and answer any questions that you may have.

Kind regards,

C.L. Haylock

CHARLOTTE HAYLOCK
Head Teacher



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Ad Astra believe that we are unique and different – we learn as much from our family of schools as they do from the Trust.

We strongly believe as Michael Fullan said: "Isolation is the enemy of improvement". *'Leading in a Culture of Change' [2007].*

As a Trust we have **HIGH SOCIAL CAPITAL** based upon;

TRUST	RECIPROCITY	GOODWILL TOWARDS ONE ANOTHER	OPENNESS AND HONESTY
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Our **VALUES** reverberate across the organisation;

SUPPORT	TOGETHERNESS	ACHIEVE
RESPECT	SUCCESS	

WORKING TOGETHER FOR CHILDREN

We think if you choose to work within Ad Astra you will find it will be the best decision you will ever make. As a Trust we strongly believe in 'Maximising the Togetherness'. Ad Astra meaning 'to the stars' and our strapline; 'Stars in the Making' is equally resonant with employees as with our pupils, they can all be the best they want to be within Ad Astra.

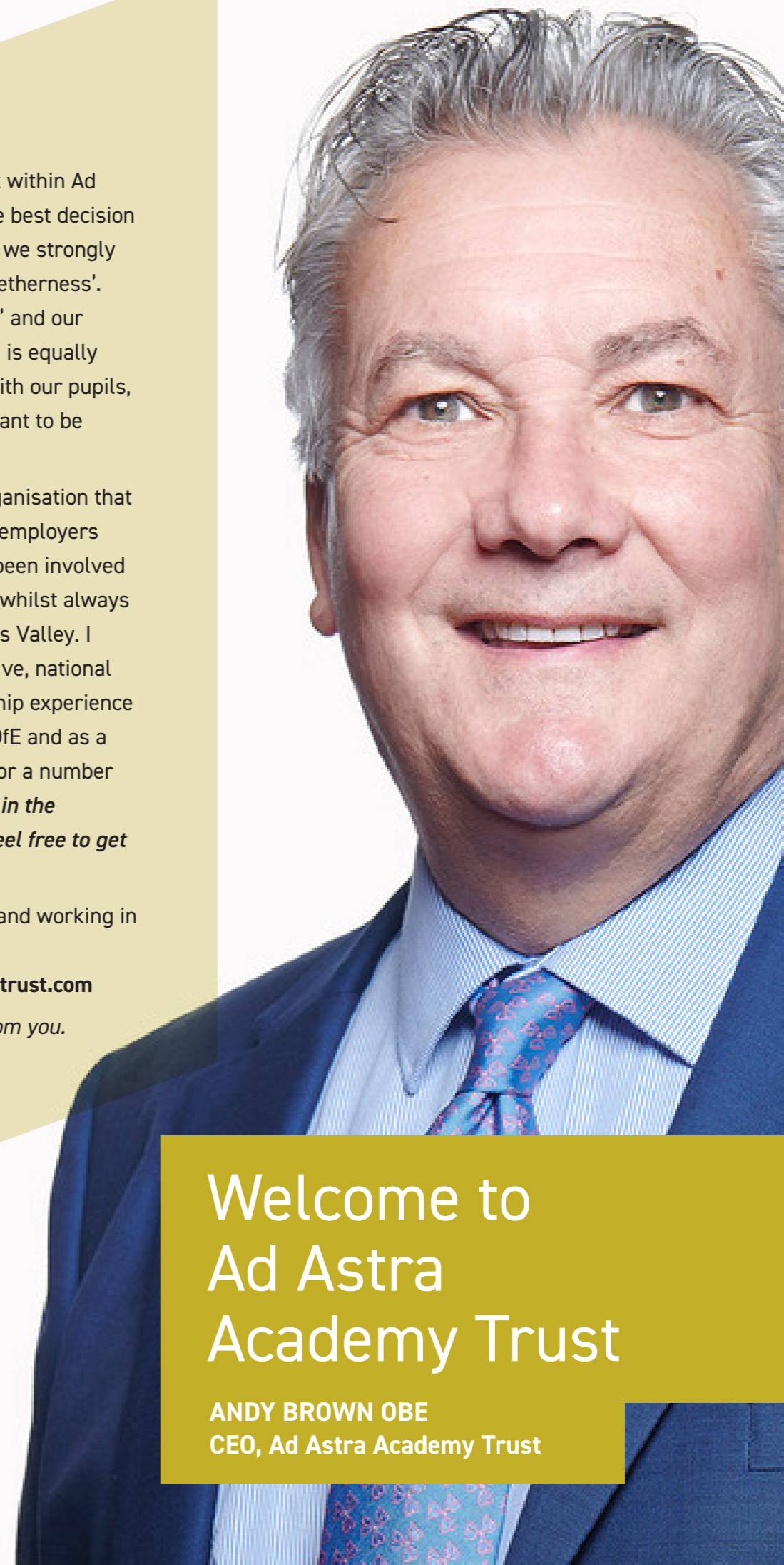
I am proud to be CEO of an organisation that is currently one of the largest employers within the Tees Valley. I have been involved in education for over 45 years whilst always being employed within the Tees Valley. I want our Trust to have a positive, national profile using personal leadership experience developed in working for the DfE and as a National Leader of Education for a number of years. *This is a crucial post in the development of our Trust so feel free to get in touch.*

To learn more about this post and working in our trust please contact me:

andy.brown@adastraacademytrust.com

We look forward to hearing from you.

ANDY BROWN OBE
CEO, Ad Astra Academy Trust



Welcome to
Ad Astra
Academy Trust

ANDY BROWN OBE
CEO, Ad Astra Academy Trust



Ayresome Primary School is a very large 2-11 primary school situated in the Gresham Ward of Middlesbrough and serves an area of significant social and economic deprivation. The school was formed from the amalgamation of Ayresome Infants and Ayresome Juniors in 2002. The school has approximately 700 pupils on roll and has very high mobility. The school employs a large team of around 100 dedicated and committed staff.

As a school, Ayresome Primary school is on an exciting journey ensuring rapid school improvement. We have been recently inspected by Ofsted (May 2023), highlighting great strides forward in developed pedagogy and staff development, thus ensuring that all children achieve the very best that they can. This role presents a great opportunity to become an integral part of a team who have the drive and ambition to work alongside experienced colleagues to further develop excellent standards in teaching and learning through teaching an ambitious curriculum, thus resulting in higher levels of achievement for all. There are a number of different languages spoken by pupils with a significant number of children new to England and of Eastern European Roma origin. This different cultural mix within school adds to the vibrancy, inclusivity and family ethos to ensure that everyone within the community is celebrated; we are diverse, yet wholly inclusive.

As a school we promote our Trust values through our PSHE and assembly programmes to ensure strength in understanding of: Support, Togetherness, Achieve, Respect and Success. Our personal development and pastoral care is frequently commented upon extremely positively by visitors to School and we have recently had our reaccreditation of the Inclusion Quality Mark (April 2024) and Centre of Excellence. The school has recently undergone a substantial refurbishment programme, to ensure that the well-maintained building continues to provide a welcoming learning space for the local community. The surrounding area is mostly terraced housing but a large park also borders the school. The school is blessed with two playgrounds, a purpose built MUGA with 4G surface and a developed garden area with a green space for all aspects of outdoor learning, including brand new outdoor learning spaces for Early Years and Year 1.

I joined the Ayresome team in January 2021 to support the drive and ambition to ensure Ayresome's community has a school that is viewed as excellent by all stakeholders and where children can achieve the very best that they can be.

The school has been successful with this thus far and now has a waiting list for every year group, families who are fully supportive of school and staff who excel in making a difference for our children. We strive to improve further and can do this, together.

I am excited to be involved in appointing a new Assistant Head Teacher - someone who is as passionate as me about making a difference, ensuring excellence in all aspects of Teaching and Learning.

CHARLOTTE HAYLOCK
Head Teacher



ASSISTANT HEADTEACHER - KEY STAGE 2

Salary range: L7 - L11 £54,816 - £60,488 (pay award pending) permanent post,
to commence 1st January 2025

Ayresome Primary School is seeking to appoint an exceptional Assistant Headteacher for KS2 who can demonstrate excellent practice and an ability to harness the skills and enthusiasm of all staff and pupils, through being an outstanding role model for teaching and learning. The successful candidate will work in partnership with the Headteacher and the Trust to lead the school further on its exciting journey as a good school, being a beacon within the local community and beyond; providing an inspirational education for all, helping every child to achieve the very best that they can.

This post has a part time teaching commitment and a key part of the role is to support the development of teaching and learning, especially within our wider Curriculum.

The successful candidate will be someone who can demonstrate impact from their current leadership role and who shows a commitment to and enthusiasm for enhancing their own knowledge and skills in all aspects of school leadership, able to play a pivotal role in shaping the future of our school. This role presents a great opportunity to become an integral part of a team who have the drive and ambition to work alongside experienced colleagues to establish excellent standards in teaching and learning through teaching an ambitious curriculum, thus resulting in higher levels of achievement for all. Ayresome Primary School is also committed to continued professional development for all staff within an inclusive and supportive environment and would support the successful candidate with NPQH if requested.

Visits to School are warmly encouraged and candidates are welcome to visit us at a time of their convenience.

Please contact **Charlotte Haylock, Headteacher** on **01642 244961** or via **AYCharlotte.Haylock@ayresome.adastraschools.org** to book a convenient time.

The closing date for applications: **9am, Monday 30th September**

The selection process will be held on both **Monday 7th and Tuesday 8th October.**

REQUESTING AN APPLICATION FORM

Application forms and further details are available via the Ad Astra website site:

<http://www.adastraacademytrust.com/careers/>

Candidates must only apply using the application form provided; CV's will not be accepted.

Completed application forms to be emailed to recruitment@adastraacademytrust.com

Ad Astra Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As such the successful candidate will be required to undergo an enhanced DBS check.

This post is exempt under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020).

Please note all appointments within the Trust are subject to a declaration of medical fitness by the Trust's Occupational Health Service (having made reasonable adjustments in line with the Equality Act (2010) where necessary.



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JOB DESCRIPTION

ASSISTANT HEADTEACHER KEY STAGE 2

JOB PURPOSE

To meet the requirements of:

- A teacher as set out in the School Teachers Pay and Conditions Document.
- The Professional Standards for Teachers.

Assistant Head Teachers play a critical role in the life of the School and the wider

Academy Trust via:

- Assisting in the leadership and management of the school.
- Supporting the Headteacher and Deputy Headteachers in meeting the aims of the school.
- Being a role model for teaching and learning.
- Making a distinctive contribution to the raising of pupil standards.
- Contributing effectively to the work of the wider school team.
- Taking advantage of CPD opportunities and using the outcomes effectively to improve pupils' learning.
- Ensuring the continuation of the high standards of safeguarding and promotion of the welfare of children.
- Line managing employees.

KEY RESPONSIBILITY AREAS

- Inclusion Support, assisting the Deputy Headteacher including but not limited to; behaviour support, mobility and attendance.
- Staff & Pupil Well Being.
- Team Leader for the phase (7 – 11-year-olds).
- Coaching and mentoring colleagues to ensure practice in the phase is at least good.
- Lead Practitioner for Teaching and Learning throughout the phase
- Relevant pedagogy and effective teaching strategies are consistently evident in their practice.
- Curriculum Area (exact area TBC).
- Oversee, manage and develop the foundation Curriculum and foundation Curriculum leaders.
- Educational Visits Co-ordinator for this phase.
- Transition into secondary education.
- Undertaking a regular teaching commitment.
- Effective transition between KS1 and KS2 and succinct curriculum progression.
- Parental engagement workshops in phase – planned opportunities to inform parents and enable them to support their child.

RESPONSIBLE TO

Headteacher and both Deputy Headteachers



MAIN DUTIES AND RESPONSIBILITIES:

LEADING TEACHING AND LEARNING DUTIES AND RESPONSIBILITIES

- Lead learning within the school team by supporting the development and implementation of teaching styles and strategies and to provide programmes and activities which match learner aspirations and potential in order that all children enjoy and achieve.
- Ensuring that standards in the school reflect national aspirations and that challenging targets are met.
- Lead, develop and enhance the teaching practice of others within the phase through monitoring, evaluation and promoting improvement strategies to secure effective teaching and learning for learners.
- Lead learning across the phase within school by implementing assessment strategies, data analysis, and appropriate intervention strategies to ensure that identified standards of learner achievement are met.
- To model and team teach with colleagues to ensure pedagogy and teaching strategies linked with school improvement are effective and embedded in all staff's practice within their phase.
- To challenge and support improvements planning an effective action plan to ensure any concerns are remedied in a swift manner.
- Contribute to an ethos within the school and the wider trust which encourages staff to work together, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.
- To contribute to a clear vision and purpose for the raising standards of attainment.
- To develop subject knowledge and expertise keeping up to date with national developments, teaching practice and methodology to support staff and pupils in achieving high standards in the primary national strategy.
- To support colleagues in ensuring effective curriculum coverage, continuity, progression and challenge through the application of extensive knowledge and well-informed understanding of assessment requirements and arrangements for the subject/curriculum area.
- To monitor and evaluate subject delivery through lesson observations, work scrutiny, planning audits, resource audits and data analysis and produce reports and development plans.
- To coach teachers in relation to their planning, teaching and assessing to ensure it is effective.
- To ensure teaching and learning in phase maximizes every opportunity and there is no lost learning time as a result of effective monitoring in the phase.
- To actively discuss with colleagues and be a high profile in the phase and classrooms in the phase; engaging in professional dialogue around teaching and learning initiatives and strategies that really impact on pupil progress.
- To create an ethos of sharing best practice and colleagues to learn from each other.
- To engage in educational research through EEF and other educational platforms to ensure opportunities for children are up to date and considered to ensure potential impact which maximises pupil progress.
- Engage proactively with the Trust, colleagues in local schools and educational material to be outward facing and be a lead practitioner in knowing most relevant initiatives.
- To assist with the purchase of appropriate resources to enable colleagues to teach the subject effectively within the constraints imposed by the subject budget allocation.
- To ensure resources within the phase are well organised, well maintained and accessible to colleagues.
- To offer guidance and support to staff in developing the subject and to the leadership team in leading, managing and developing the subject/area.

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MAIN DUTIES AND RESPONSIBILITIES:

TEACHING AND LEARNING DUTIES AND RESPONSIBILITIES

- To plan and deliver engaging and motivating lessons and an appropriate, broad, balanced, relevant, differentiated and challenging curriculum to all pupils appropriate to their needs.
- Designing and refining approaches to teaching that are effective and consistently well matched to learning objectives, integrating recent developments, including those relating to pedagogy.
- To assess, record and report on all aspects of pupils' progress and development throughout the phase.
- Contribute to raising standards of pupil attainment throughout the phase.
- To provide or contribute to oral and written assessments relating to individual pupils or groups of pupils, internally, with parents and outside agencies.
- To ensure high standards of behaviour so effective learning can take place, and good relationships can be formed within the school community.
- To contribute to whole school planning activities.
- To give advice on the development and well-being of children.
- Applying teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- To play a full part in the life of the school community and support its ethos, values and aims.
- To contribute to implementing workplace policies and practice and promoting collective responsibility for their implementation.
- To have high expectations and lead by example.
- To contribute to the evaluation and monitoring of the school curriculum and to assist in the process of development and change to ensure the continuing relevance of policies and procedures to the needs of the pupils.
- To work as a member of a team, promote collaboration and to contribute positively to effective working relations within the school.
- To have, and share with colleagues, extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential.
- To comply with the schools Health and Safety policy and undertake risk assessments as appropriate.
- To engage actively in Performance Management and Professional Development to ensure professional skills are developed and kept up to date.
- To contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- To share and support the school's responsibility to provide and monitor opportunities for academic and personal growth.

MANAGING THE SCHOOL AND STRENGTHENING THE COMMUNITY

- To be a Deputy Designated Safeguarding Lead.
- To Support the Deputy Headteacher – DEEP Support with Inclusion throughout phase.
- To support the Deputy Headteacher – DEEP Learning with support to Curriculum Leaders to further develop teaching and learning across school.
- To contribute to the school provision for Safeguarding, Inclusion, SEND, and SEMH.
- To contribute to developing the policies and practices, which promote inclusion, equality and the extended services that the school offers.
- Together with the Deputy Headteachers, manage and develop foundation curriculum leaders, to ensure the delivery of an appropriate and interesting curriculum.
- Develop and maintain contact with all specialist support services as appropriate.
- To undertake the role of the Educational Visits Co-ordinator, for the phase, ensuring that the management and planning of all visits is undertaken, and ensuring all necessary documentation is obtained and risk assessment fully completed.
- To fully support the secondary transition process, for Year 6 pupils moving up to secondary education.

CLASSROOM TEACHER

PLANNING, TEACHING AND CLASS MANAGEMENT

Teach pupils by planning their teaching to achieve progression of learning through:

- Delivering an appropriate, broad, balanced, relevant, differentiated and challenging curriculum to all pupils appropriate to their needs.
- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Setting clear targets, building upon prior attainment.
- Identifying SEND pupils.
- Providing clear structures for lessons maintaining pace, motivation and challenge.
- Making effective use of assessment and ensure coverage of programmes of study.
- Ensuring effective teaching and best use of available time.
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework.
- Evaluating own teaching critically to improve effectiveness.
- Ensuring the effective and efficient deployment of classroom support.
- Taking account of pupils' needs by providing structured personalised learning.
- Providing opportunities which develop all areas of learning.
- Encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively.

MONITORING, ASSESSMENT, RECORDING, REPORTING

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work and set targets for progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed.
- Monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Undertake assessments of pupils.
- Prepare and present informative reports to parents.

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on teachers' terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.

Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.

PERSON SPECIFICATION



ASSISTANT HEADTEACHER

CATEGORY	ESSENTIAL	DESIRABLE
Educational qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status – degree or equivalent (application) • Evidence of continued and relevant professional development (application) • Middle Leadership Course i.e. NPQML (application) 	<ul style="list-style-type: none"> • Higher degree/diploma (application) • GCSE or equivalent in English and Maths at grade B/6 or above (application)
Skills, abilities, knowledge and competencies	<ul style="list-style-type: none"> • Demonstrate good and emerging leadership and management skills (application, references, interview) • Demonstrate excellent communication skills that have been applied in a variety of situations (application, references, interview) • Proven ability to lead and manage staff (application, references, interview) • Successful teaching experience across the primary age range. Judged to be an outstanding teacher (application, references, interview) • Evidence of creative and innovative approaches to teaching (application, references, interview) • Ability to use a variety of learning strategies including, coaching and mentoring to improve teaching and learning (application, references, interview) • Ability to analyse, interpret and act upon relevant pupil performance data to improve teaching and learning outcomes for children (application, references, interview) • Ability to successfully lead and deploy staff and resources to maximise impact (application, references, interview) • Excellent organisational and time management skills (application, references, interview) • Ability to develop positive working relationships with pupils, parents, staff, trustees and governors (application, references, interview) • Ability and willingness to work with other staff across the Trust (application, references, interview) 	<ul style="list-style-type: none"> • Successful experience in reporting to and working with governors (application, interview) • Experience of meeting the needs of children of varying abilities (application, interview) • Experience of leading a core subject in a primary school (application, interview) • Experience of teaching in more than 1 setting (application, interview)
Professional knowledge, understanding and experience	<ul style="list-style-type: none"> • Experience of undertaking a leadership role; leading the Key Stage 2 phase or core-subject across school (application) • Clear understanding and a detailed knowledge of Key Stage 2 (application, interview) • Demonstrable experience of monitoring, evaluating and improving the quality of teaching and learning (application, references, interview) 	<ul style="list-style-type: none"> • Experience of raising aspirations of pupils (application, interview) • Experience of both key stages (application, interview)

CATEGORY	ESSENTIAL	DESIRABLE
Professional knowledge, understanding and experience	<ul style="list-style-type: none"> • Demonstrable knowledge of the National Curriculum, current curriculum developments and an understanding of the principles of good curriculum provision (application, references, interview) • Experience of leading on aspects of successful school improvement identified through the school's self-evaluation process and managing and enhancing the performance of all staff (application, references, interview) • Experience of leading and managing change (application, references, interview) • Experience of being a lead role model for all staff in teaching within the school (application, references, interview) • Experience of monitoring and giving feedback to colleagues, including observation of teaching resulting in improved outcomes (application, references, interview) • Demonstrate a good Knowledge and understanding of the Safeguarding Legislation and the importance of safeguarding procedures (application, references, interview) • Demonstrate knowledge of legislation concerning Equal Opportunities, SEND and Child Protection (application, references, interview) 	
Personal qualities	<ul style="list-style-type: none"> • Ability to meet all safeguarding requirements (application, references, interview) • Creative in problem solving with a willingness to take on or try new approaches and ideas (application, interview) • Committed to the successful growth and development of the school (application, interview) • High expectations of children's achievements and behaviour (application, interview) • Ability to empathise with children across the primary age range and to be firm, fair and consistent (application, interview) • Ability to sustain effective relationships with the school community (application, interview) 	
Professional philosophy and commitment	<ul style="list-style-type: none"> • Commitment to promoting equal opportunities and meeting the educational, social and emotional needs of all children (application, interview) • Commitment to high standards and continuous improvement (application, interview) 	
Additional	<ul style="list-style-type: none"> • Enhanced DBS clearance 	



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