



Recruitment information
for the position of

Assistant Headteacher
September 2022

Brook House Junior



Welcome to Steel City Schools Partnership

Our Vision and Ethos

Our determination to make a difference is rooted in moral purpose, we want to improve outcomes and life chances for young people. This is manifested in everything we do:

To provide a first class, innovative education for all.

Achieving Excellence

Sustaining Excellence

Sharing Excellence

- We believe that a clearly and simply articulated ambition and a relentless drive for improvement from all is key to the success of Steel City Schools Partnership –

Achieving Excellence

- We believe that trusting relationships, effective communications and on-going capacity building are keys to sustained and sustainable organisational improvement –

Sustaining Excellence

- We believe that the right information, education, training and support are key drivers to enable and support effective system improvement – **Sharing Excellence**

Welcome to Steel City Schools Partnership – Who are we?

Thank you for your interest in working for Steel City Schools Partnership. As a Multi-Academy Trust with a very clear vision and ambition, Trustees are keen to ensure they recruit and retain the highest calibre of candidates to be part of Steel City Schools Partnership to provide the very best education possible to the children we serve.

Steel City Schools Partnership was formed on April 1st 2013 following a long established partnership between three local schools – Fox Hill Primary, Mansel Primary and Montenev Primary, a National Support School. Following a period of improvement, SCSP welcomed two new schools to the Trust – Greenhill Primary and Windmill Hill Primary – both on February 1st 2018. Woodseats Primary joined SCSP on September 1st 2019, Brook House Junior on April 1st 2021 and Lound Infant and Lound Junior joined on September 1st 2021. The Trust is delighted to be working with Sheffield Local Authority and with more schools who are considering joining SCSP.

The Multi-Academy Trust has been established to ensure a Sheffield, primary-led partnership of schools with an ambition to work closely with other academies and schools in both formal and informal arrangements. The Trust aims to provide a high quality learning environment that inspires and motivates children, staff and the wider community to engage in education and learning. The “To provide a first class, innovative education for all” philosophy drives policy, practice and governance in order to achieve this. Leadership development, succession planning and capacity building are also priorities for the Trust.

As a Multi Academy Trust we work closely and value greatly our relationship with a number of local and regional partners, being a Strategic Partner with the regional Teaching School Hubs. SCSP has been very successful with our CPD programme and outreach work, leading training for a range of educational and leadership programmes. We have lead staff who are subject experts at all levels of the current National Professional Qualifications. Our CEO is a National Leader of Educations and an Ofsted Inspector.

Academies currently within Steel City Schools Partnership:

- **Brook House Junior**

Brook House is a rapidly improving school (Good – November 2019) in the west of the city serving the Beighton area. The school serves a close knit community and has wonderful external grounds, backing onto the Rother Valley Park. Brook House joined SCSP in April 2021 and in that time has made rapid improvements. Brook House works closely with its feeder secondary, Westfield as well as with other local and regional schools.

- **Fox Hill**

Fox Hill is a successful school (Ofsted Good - July 2019) in the north of Sheffield serving predominantly the Fox Hill estate. The school has approximately 57% of the cohort deemed disadvantaged pupils and also hosts an Integrated Resource base for 24 pupils with ‘complex and multiple’ special educational needs. The school was rehoused in a new building in 2015.

Fox Hill works closely with the local secondary school and is a targeted English Hub (Whiston Worrygoose) network school for early reading and phonics.

- **Greenhill**

Greenhill Primary is a rapidly improving school (Ofsted Requires Improvement – December 2015) serving the Greenhill village community in the south of the city. Since joining SCSP in February

2018, the school has made progress towards raising the outcomes and progress for the pupils. A new leadership team started in September 2019. SCSP are delighted that an IR for 12 children with SEMH/ASD is to be opened on site and the pre-school provision, currently on site will become a school based nursery. Both of these changes are due to take place in September 2022.

- **Lound Infant and Lound Junior**

Operating on 2 sites, Lound Infant and Lound Junior, formally Lound Academy Trust, are the most recent schools to have joined SCSP in September 2021. Both schools are Good (Infant May 2017 and Junior July 2017) and serve the Burncross / Chapeltown area. Lound works closely with the other SCSP and locality schools in the north of the city as well as with its feeder secondary Ecclesfield.

- **Mansel**

Mansel is an effective school (Ofsted Good- January 2017) in the north of the city serving the Parson Cross estate. Approximately 62% of the pupils are deemed to be disadvantaged yet despite this challenge, has recorded very strong outcomes. The school has benefited from strong leadership and governance. Mansel works closely with the neighbouring secondary school and is a targeted English Hub (Whiston Worrygoose) network school for early reading and phonics.

- **Monteney**

Monteney (Ofsted Good – March 2020) is a National Support School serving the north of the city and the Parson Cross and Shiregreen estates. Approximately 28% of the pupils are deemed to be disadvantaged and the school is oversubscribed every year. The school has a track record of Innovation and Leadership development. Monteney works closely with a range of external partners including the feeder secondary school, as well as Learners First and Learn Sheffield.

- **Windmill Hill**

Windmill Hill Primary (Ofsted Good – November 2013) joined SCSP in February 2018 after a period of time working in conjunction with the CEO. Windmill Hill serves the Burncross / Chapeltown area in north Sheffield. The biggest challenge facing the school is the condition of the building and in 2021 SCSP submitted a fourth bid to the ESFA for a new build with the support of the Governors, local councillors and the local MP. The school has made an application to reduce pupil numbers (30) due to a fall in the local birth rate. This is due to take effect from September 2023.

- **Woodseats**

Woodseats Primary (Ofsted Good – November 2016) joined SCSP in September 2019 after a period of collaboration with Greenhill Primary. The school is housed within a Victorian building, and is based in the south of the city on the Chesterfield Road (A61). The school has approximately 33% of the pupils deemed to be disadvantaged yet recorded results in 2019 that were in line with or above national in all key stages.

The Assistant Headteacher will be part of any individual Academy strategic leadership team and work closely with the individual Academy Headteacher and leadership teams, as well as CEO and COO. The ability to work in collaboration with others within the setting and beyond is a pre-requisite of the job and you will work with the Academy Leadership team in shaping the vision for the Academy within the vision for the Trust.

I trust this flavour of the Trust excites you as much as it does us. We still have much to do across the 9 schools including ensuring standards are maintained and increased at all key stages. With the

dedicated team and collaborative approach, we are well placed to build on our many strengths and hope that you feel you want to join the Trust and to be able to shape and make a difference to children's outcomes.

Nicola Shipman

Chief Executive Officer

May 2022

Assistant Headteacher

Brook House Junior

Salary L4 – L8 (£45,434 - £50,151)

Steel City Schools Partnership seeks an Assistant Headteacher who will:

- Teach a KS2 class to a high standard and model exceptional teaching in order to further improve outcomes at KS2
- Lead one of the academy key priority areas based on the Ofsted framework
- Be responsible for the leadership and development of the wider curriculum
- Strategically lead the work of a curriculum subject
- Secure the long-term success of the academy by maximising potential through the skills and resources available from across the academy, the trust and beyond.
- Build leadership capacity in the academy, including line management responsibilities
- In collaboration with the CEO and Headteacher, articulate and role model a clear vision for the academy within the trust for the development of education to meet the demands of a rapidly changing agenda, one which we are shaping ourselves
- Provide leadership and management which enables the Trust to give every child high quality education and which promotes the highest possible standards of achievement and attainment
- Contribute to the work of Steel City Schools Partnership and our wider partners
- Deliver specialist continuous professional development across the partnership at all levels
- Work with the Trust in its development of a primary phase transformation model and in its current period of growth.

In return Steel City Schools Partnership can offer you:

- Wonderful children.
- An innovative leadership team to support school to school improvement.
- Keen and well-motivated staff teams who are eager to learn and involve themselves in all aspects of academy and trust life.
- A warm, welcoming ethos based on collaboration, care and respect for all.
- Parents who are keen to engage with and contribute to their children's learning.
- Strong links within our Family of Schools and our wider community of schools.
- The opportunity to co-create, implement and share new and innovative practice as the Trust enters its next stage of growth.
- A fully supportive Board of Trustees and a Local Governing Body, committed to improving outcomes for all.
- The challenge of shaping and implementing an academy, with the support of the CEO, Headteacher, Board of Trustees and Local Governing Body, into the new world.

Please note that successful candidate will be appointed to the Trust and as such can be deployed at any site across the Partnership as directed by the CEO. In the first instance this role will be based at Brook House Junior. It is expected that the successful candidate will take up post from September 2022.

Informal discussions about the role and visits to Brook House Junior are warmly welcomed and encouraged. For an informal discussion about the role please contact Mrs Nicola Shipman, CEO, on nshipman@steel-city-schools-partnership.org or Jack Huckstepp, Head of School, on jhuckstepp@brookhouse.sheffield.sch.uk

To arrange a visit please liaise directly with the Head of School using the contact information above.

You can find further information about Steel City Schools Partnership and the individual schools by visiting the website: www.steel-city-schools-partnership.org where you will be able to download this pack and an application form.

Completed application packs should be returned by email to jobs@steel-city-schools-partnership.org stating **Assistant Headteacher (Brook House Junior) Application** in the subject line

Closing Date: 20.05.2022, 12 noon.

Recruitment Process: Tuesday 24th, Wednesday 25th or Thursday 26th May

Steel City Schools Partnership is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

The successful candidate will be required to undertake an enhanced Disclosure and Barring Check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.



JOB DESCRIPTION

Assistant Headteacher – Brook House Junior School

JOB PURPOSE: Working with the Headteacher and Deputy Headteacher, to provide leadership for the Academy which secures its success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning and achievement in accordance with statutory requirements and the 5 outcomes of Every Child Matters.

RESPONSIBLE TO: The Chief Executive Officer of the Trust and the Headteacher of the Academy.

RESPONSIBLE FOR: Teaching and support staff of the Academy and its children and young people.

ACCOUNTABILITIES: To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers. The job description is based on the National Standards for Headteachers as defined by the Training and Development Agency.

SPECIAL FEATURES: The post holder shall be required to work in any of the Academies within Steel City Schools Partnership as directed by the Chief Executive Officer. In conjunction with the Academy Headteacher, CEO and Trustees you are expected to undertake the following:

Shaping the Future

Working with the Headteacher and Deputy Headteacher to:

- Create and communicate a whole school shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the Academy and its community as part of Sheffield and in its wider context.
- Translate the vision into clear objectives that promote and sustain Academy improvement.
- Ensure that the Academy moves forward for the benefit of its pupils and their community.
- Motivate and inspire stakeholders to create a strong, shared culture of learning within an inclusive environment.

Learning and Teaching

Working with the Headteacher and Deputy Headteacher to:

- Set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensure an Academy-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Establish creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Ensure a culture that supports and facilitates pupil engagement in, and ownership of their own learning.
- Monitor, evaluate and review classroom and assessment practice and promote improvement strategies, challenging underperformance and ensuring corrective action.

Developing Self and Others

Working with the Headteacher and Deputy Headteacher to:

- Build a collaborative learning culture within the Academy and actively engage with other Academies and schools to build effective learning communities and partnerships.
- Develop and maintain effective strategies and procedures for the induction, professional development and performance review of all staff.
- Set high expectations for all and address underperformance.
- Regularly self-evaluate, set personal targets and take responsibility for own personal professional development.
- Support the Headteacher in the implementation of performance management systems that ensure high quality education provision.
- To act as a role model for the highest professional standards within the framework of the school's expectations.

Managing the Organisation

Working with the Headteacher and Deputy Headteacher to:

- Ensure that the Academy and its resources are organised and managed to provide an efficient, effective and safe learning environment.
- Manage the Academy's financial and human resources effectively and efficiently to achieve the Academy's educational goals and priorities.
- Recruit, retain and deploy staff appropriately.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- To undertake any professional duties of the Headteacher, as delegated, or in the event of their absence from school.

Securing Accountability

Effective fulfilment of all roles and responsibilities outlined in this document

Provide information, advice and support to the Headteacher, Deputy Headteacher and Governing Body to enable them to meet their responsibilities for securing:

- Effective teaching and learning
- High standards of achievement
- Efficiency and good value for money

and enabling them to present full, clear and accurate accounts of Academy performance to a range of audiences including the Children's Service Authority, OFSTED, the local community and others.

To assist the Headteacher and Deputy Headteacher in creating and developing an organisation in which all staff recognise that they are accountable for the success of the Academy.

To assist the Headteacher and Deputy Headteacher in ensuring all parents are well informed about:

- curriculum attainment and progress
- realistic and challenging targets for improvement

and to make a fully informed contribution to achieving them.

Strengthening Community

Working with the Headteacher and Deputy Headteacher to:

- Manage effective relationships with all stakeholders and partners.
- Co-operate and work with relevant agencies and partners to ensure the well being of children in line with the 5 Every Child Matters outcomes.

- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.
- Build an Academy culture and curriculum that takes account of the richness and diversity of the Academy's communities.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.

Safeguarding and Promoting the Welfare of Children

Working knowledge and effective experiences of addressing the "Every Child Matters" agenda and safeguarding issues.

Working with the Headteacher and Deputy Headteacher to:

- Ensure a safe and supportive Academy culture.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.
- Identify key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Develop and introduce policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

Specific Responsibilities

Curriculum Responsibilities

- To lead a team of staff through the component parts of planning, development and delivery of curriculum
- To assist the Headteacher and Deputy Headteacher in formulating a system of performance management for all staff to include both staff and curriculum development
- Ensure that all pupils receive their entitlement to the full curriculum within a framework of equal opportunities and ensuring regular monitoring and reporting of their progress
- Assisting the Headteacher and Deputy Headteacher in ensuring that all parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them

Pastoral Responsibilities

- Line manage teachers and support senior teachers in their line management area of responsibility
- To lead the wider team in developing and implementing effective behaviour strategies in line with Academy policy
- To support the Headteacher and Deputy Headteacher in behaviour management across the Academy
- Ensure subject leaders meet their responsibilities in line with national standards issued by the Training and Development Agency
- To plan, implement and monitor a staff development programme including induction, mentoring, training and performance management
- To liaise with other providers to secure best opportunities for pupils
- To develop and implement strategies to ensure pupil progress, to monitor, evaluate and review those strategies and pupil progress, and develop extension and out of school hours activities working with partners in education
- Contribute to the provision of a safe, secure learning environment
- Assist the Headteacher and Deputy Headteacher in raising academic standards and raising attainment particularly in the areas of English, Literacy, Numeracy, ICT and other basic skills.

Person Specification/Profile – Assistant Headteacher

<p>Qualification and Experience Requirements</p> <ul style="list-style-type: none"> ▪ QTS (Qualified Teacher Status) ▪ Evidence of regular and appropriate professional development ▪ Evidence of recent management development ▪ Evidence of recent senior management experience demonstrating a substantial contribution to: <ul style="list-style-type: none"> - Developing and implementing an Academy or school ethos - Planning, developing, monitoring and assessing the whole curriculum - Raising standards through systematic target setting and monitoring, including within the processes of OFSTED - Developing community involvement ▪ Experience of leading CPD ▪ Experience of implementing school improvement initiatives 	<p>Application form</p>
<p>Assistant Headteachers should be able to demonstrate their ability in:</p> <ul style="list-style-type: none"> ▪ Collaborative and flexible leadership in close partnership covering <ul style="list-style-type: none"> - Planning, development and monitoring whole school curriculum provision - Planning strategically and operationally ▪ Effective management, decision making and organisational skills, including: <ul style="list-style-type: none"> - Communication skills (oral and written) - Consultation and negotiation skills - Ability to delegate - Ability to motivate staff and pupils ▪ Interpersonal skills which demonstrate an ability to develop and maintain good relationships with all members of the Academy /school community and partners ▪ Active and effective internal Academy /school liaison work, including the promotion and development of team working ▪ To plan and make decisions that take full account of equal opportunities ▪ Performance review: a sharp focus on self-evaluation, with particular regard to assessment and pupil progress 	<p>Application Form, Reference, Assessment, Interview</p>
<p>Assistant Headteachers should be able to demonstrate their knowledge, experience and understanding of:</p> <p>Shaping the future</p> <ul style="list-style-type: none"> ● Local, national and global trends in education ● Communication strategies both within and beyond the Academy ● New technologies, their use and impact 	
<p>Leading teaching and learning</p> <ul style="list-style-type: none"> ● Strategies to raise achievement and achieving excellence ● Strategies to ensure inclusion, diversity and access ● Strategies to develop effective teachers ● Models of learning and teaching ● Principles of effective teaching and assessment for learning ● Models of behaviour and attendance management ● Curriculum design and management 	
<p>Developing self and others</p> <ul style="list-style-type: none"> ● Strategies to promote self and team development 	

Managing the organisation <ul style="list-style-type: none"> • Equal opportunities policy in service delivery and employment • Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation 	
Securing accountability <ul style="list-style-type: none"> • Relevant education legislation • Principles and practice of quality assurance systems, including school review, self evaluation and performance management • Data collection and analysis tools • Performance monitoring and evaluation techniques • Statutory educational frameworks, including governance • Public service policy and accountability frameworks, including self evaluation and multi-agency working • Use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of Academy life. 	
Strengthening community <ul style="list-style-type: none"> • Current issues and future trends that impact on the Academy community • Strategies to encourage parents and carers to support their children's learning 	
Safeguarding and promoting the welfare of children Awareness, understanding and successful experience of: <ul style="list-style-type: none"> • Addressing Every Child Matters (ECM) agenda and possessing up to date knowledge and understanding of national and local safeguarding guidance. • Developing and ensuring a safe and supportive Academy culture. • Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt reporting. 	