



 **Assistant Headteacher:**

**Core Subject Lead, Phase Leader with class teaching responsibility**

**Application Pack**

Contents

[Letter from Catherine Paine, Chief Executive Officer 3](#_Toc155590025)

[Our Cornerstones and Touchstones 4](#_Toc155590026)

[The role 5](#_Toc155590027)

[The application 7](#_Toc155590028)

[The application process and timetable 7](#_Toc155590029)

[Safeguarding, Safer Recruitment and Data Protection 8](#_Toc155590030)

[Job Description 9](#_Toc155590031)

[Person Specification 10](#_Toc155590032)

**Letter from Catherine Paine, Chief Executive Officer**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Catherine Paine**

**CEO**

# Our Cornerstones and Touchstones

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: Core Leader, Phase Leader and class teaching responsibility at Tymberwood Academy**

We are looking to appoint an inspirational, ambitious **Assistant Headteacher** to join our dedicated and enthusiastic team to deputise in the absence of the Headteacher and Deputy Headteacher. The successful individual will provide strong leadership that results in the provision of first-class teaching and learning opportunities for pupils, which leads to strong statutory outcomes. This also includes leading a core subject, managing and developing learning and teaching across the phase you lead, as well as leading and managing a specific area of whole-school responsibility/Ofsted area. The AHT will also work alongside other members of SLT in designing and delivering strategic leadership and to support / build community cohesion.

At Tymberwood Academy we strive to ensure that all our pupils are happy, confident, ambitious individuals with a passion for learning; who possess the skills, knowledge, learning attitudes and behaviours to enable them to be successful in the world today, and in the future. We achieve this through creating a strong sense of community and by providing high quality teaching and learning opportunities through an inspiring curriculum.

We provide all staff with excellent CPD, a supportive working environment and the opportunity to contribute towards projects, initiatives and experiences that make a real impact.

**We are seeking an Assistant Headteacher who demonstrates a commitment to our school ethos and vision and who is:**

* driven by values and a model professional setting an excellent example to teaching and support staff
* experienced in curriculum development and improvement
* experienced in working in diverse settings with associated challenges
* experienced in ensuring the children attend school to access high quality teaching and learning
* an outstanding practitioner, an experienced curriculum and team leader

**For successful candidates we can offer:**

* Amazing children who want to be the best versions of themselves
* A dedicated, motivated staff
* A leadership team who works with the staff and listens to feedback
* An active school community with supportive families
* A commitment to bespoke professional development based on EEF research
* Feedback to ensure growth
* A vibrant and welcoming learning environment
* Excellent training at all levels through the school and REAch2 Academy Trust
* A recently judged ‘good’ rated ofsted school

**Background to Tymberwood Academy**

Tymberwood Academy is a thriving two form entry school (with a Nursery) which serves approximately 450 pupils. The school is often called, “The hidden gem of Gravesend!” as not many parents and carers know that it exists – but when they send their child to Tymberwood they can see that the school gives them the best possible chances to succeed through nurturing their potential; aiming to inspire this generation of children to be the best that they can be by providing them with excellence in all areas. The school is lucky to be able to do this in the expansive grounds that we have.

Tymberwood has a broad, balanced and community relevant curriculum. The three main pillars in which we build around are: Skills and Knowledge, Enriching Opportunities and Behaviours for Life. We want our children to acquire targeted and transferable skills whilst learning critical and broad banks of knowledge which allow pupils to fully prepare for the next stages of their learning journey. Distinctive enrichment opportunities are woven throughout the school; they explicitly link to learning where cultural awareness and capital is built upon and solidified. This also includes our 11 promises of experiences that the children will have before they leave our school, 11 before 11. Preparing pupils for the next stage of their learning, and for a place in modern Britain, is about developing the whole child. We must prepare them with the character, virtues and values to withstand the winds of change and positively impact on society.

We whole heartedly believe that enticing children to read and building a real passion towards reading for pleasure is essential in laying the strong foundations needed for all areas and aspects of learning. We equip them with the ability to decode whilst growing them as individual readers.

Tymberwood has a SRP (Specialist Resource Provision) for Physical Disabilities and we serve a higher than average number of pupils with SEND, the staff are unrelenting in their drive to give the children the highest quality provision. Staff thinking and daily action is fully child and need centred and staff see no barrier in what children can achieve, no matter what their starting point. Moreover, the everyday ethos and climate at Tymberwood is something that we are immensely proud of.

At Tymberwood, we are absolutely committed to continuous improvement where we are always striving to sharpen the quality of the children’s learning.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Tymberwood Academy](https://www.tymberwoodacademy.co.uk/)

As a member of the REAch2 Trust, a national family of primary academies, Tymberwood Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Tymberwood Academy is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

# The application

You are invited to submit an application form to the **Mrs Kelley-Day, Headteacher** using**recruitment@reach2.org**

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](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact **Mrs Kelley-Day, Headteacher** using **01474 361193.** If you believe that you have the attributes necessary to help establish and shape our school please contact the Head Teacher, Sarah Kelley-Day, (via the main office on 01474 361193), for an informal visit where a warm welcome awaits you.  Early applications are encouraged and we reserve the right to close the vacancy if a suitable candidate is found.

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:**  | Sunday 21st April 2024 |
| **School visits:**  | Welcome. Please contact the school office on 01474 361193 |
| **Interviews:**  | w/c 29th April 2024 |
| **Contract details:** | Permanent, full-time |
| **Salary:**  | L1 – L5 |
| **Start date:** | September 2024 |

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

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy 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 our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience 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 six months after the decision has been communicated, 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 information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

**Post: Assistant Headteacher**

**Salary:** L1 – L5

**Core Purpose**

To work with the Headship Team and as part of the Senior Leadership Team to take responsibility for leading a core subject, managing and developing learning and teaching across the phase you lead, as well as leading and managing a specific area of whole-school responsibility/Ofsted area.

**General Responsibilities**

* To take a central role in assisting the Headteacher, Deputy Headteacher, and Governing Body to develop our academy in accordance with its shared values and our school development plans, procedures, policies and distinctive approaches.
* The Assistant Headteacher will be an outstanding practitioner, an experienced curriculum and team leader, a leader in assessment for learning and assessing pupils’ progress and a key person in the senior leadership team.
* The Assistant Headteacher will fulfil the role of Phase Leader, to support, hold accountable, develop, and lead the teaching team in order to secure high quality teaching, the effective use of resources and high standards of learning and achievement for all pupils in within the phase assigned.
* The Assistant Headteacher will also take lead responsibility for leading and managing a specific area of whole-school responsibility/Ofsted area.

The functions and specific responsibilities below are to be undertaken in conjunction with the duties of an Assistant Headteacher as defined in the most recent Teachers’ Pay and Conditions Document.

**Specific Responsibilities**

* The Assistant Headteacher will have significant release time each week to help develop successful practice across the phase and academy.
* The Assistant Headteacher will ensure that all teaching demonstrates best practice, develops relationships, supports training and development, and ensures ‘quality teaching first’, and thus ensuring all children make excellent progress across the academy.
* The Assistant Headteacher will take lead responsibility for ensuring the best possible curriculum offer, provision, well-being, progress and achievement for all children especially through enrichment, creative learning, extended services, partnerships and collaboration with the Aylesbury Liaison group of schools and wider within REAch2 Academy Trust.
* The Assistant Headteacher will be a model professional setting an excellent example to teaching and support staff. They will actively and demonstrably promote achievement through building and implementing agreed school policies.
* The Assistant Headteacher will lead by example in their own teaching practice, and by positively encouraging and supporting all members of staff.
* The Assistant Headteacher will work to ensure that the school offers a high quality, exciting, engaging, well resourced, scaffolded curriculum and well-matched learning opportunities for all pupils at the academy.
* The Assistant Headteacher will work closely with the Director of Inclusion so that they can ensure those pupils with Special Educational Needs/Disabilities and those under-served pupils receive the highest quality provision and are making good progress.

In particular, the Assistant Headteacher will be required to:

**Leadership and Management:**

* Work in very close partnership with and support the Headteacher and Deputy Headteacher in the effective day to day management of the school and school community including recruiting and inducting staff, volunteers and students; developing and implementing health and safety policies; leading assemblies and staff meetings; hosting and organising whole school events such as open days and parents evening and responding to the views, needs and requests of children, staff, parents, governors and visitors.
* Work with the SLT, staff and governors in the development, implementation and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision.
* Supporting school governance by attending meetings where appropriate and ensuring that all governors are able to play an active and informed part in school leadership and development
* Work with the whole staff and phase to develop a strong learning environment that has at its centre high expectations of learning, creativity, well-being, academic achievement and behaviour.
* Work with the Headteacher and Deputy Headteacher in the school’s pupil progress meetings and target setting processes within the phase by taking a major role in assessment and actively supporting and securing the school's success in national tests including those at the end of each key stage.
* Take a leading role in the senior leadership team by being a Director of a core subject area, and subsequently leading a team of subject leaders for that subject area across the academy
* Take responsibility for collating evidence for specific sections of the school’s Self Evaluation Form.
* Lead teachers and team leaders / post-holders to ensure that all policies and protocols are in place and up to date and where possible recognised and validated quality assurance awards are secured.
* Lead curriculum team leaders /post-holders to ensure that the curriculum is fit for purpose, enables children to make maximum progress, is consistent across the academy and is reviewed on a regular basis.
* Assist in the line management of classroom based personnel within the phase, including timetabling, managing and developing roles to ensure the provision of high quality interventions and support for children’s progress, achievement, wellbeing and good behaviour.
* Manage CPD within the phase around assessment practises and the curriculum for classroom-based staff ensuring their needs are identified and met through quality training opportunities within available resources. This includes assisting in managing the INSET program and providing / sourcing training opportunities for whole, groups of and individual staff.
* Work with the SLT in setting, nurturing, promoting and maintaining a very high standard of behaviour and mutual respect throughout the school ensuring that all staff play an active role in the pursuit of these standards.
* Ensure that there is a very safe, secure, effective and pleasing environment for all users. With the Headteacher and Deputy Headteacher, be aware of Health and Safety regulations, carry out regular risk assessments and keep the school’s Health and Safety policy at all times current, under review and accessible to and used by all staff.
* Ensure safeguarding procedures are fully upheld at all times.
* Evaluate performance, create improvement plans, build capacity in staff and analyse quality of interventions and curriculum development improvement plans.

**Phase Leader:**

* Determine, organise and implement a diverse, flexible curriculum within the phase and as part of the whole-school curriculum intent, and implement an effective assessment framework using by using the latest research in best practice
* Ensure that assessment is at the centre of strategic planning and resource management and lead and support the teaching and learning of all children within the school providing and promoting models of excellent classroom practice through whole class and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff.
* Establish creative, responsive and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where all pupils can have a voice , achieve success and become highly engaged in their own learning and be enabled to actively support the learning of others.
* Design, develop and implement systems for the collection of useful, timely, and accurate assessment data to track the progress of individual and groups of children in order to inform planning, evaluate performance, track progress and secure raised achievement across the phase. This will include agreeing and articulating high expectations and setting stretching targets for the whole community.
* Liaise with our partnership and local schools and other service providers including extended service providers and community resources to enrich and expand our provision and secure partnerships, collaborations, enrichment opportunities and expertise which bring benefits to all children and our school community
* Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and promote and support the academy’s ‘Digital Transformation’ strategy.
* To deal with the data analysis of cohorts and your respective subject and phase area/s.
* To lead by example in ensuring that all aspects of planning are in place in order to deliver lessons appropriate to the needs and abilities of pupils in each class in the year group to include those with additional needs e.g., pupils with special needs, EAL and those pupil premium.
* To ensure that year group teachers share planning to maximise expertise and consistency of provision for children of all abilities in the specified classes.
* Lead and co-ordinate the work of the phase, being responsible for the quality of learning, pupil progress and standards.
* To monitor teaching and learning, planning, pupils’ work, progress and behaviour in order to raise standards.
* Ensure that all staff in assigned year groups understand the curriculum and school policies and follow them accordingly.
* Ensure the appropriate induction of pupils into the assigned year group.
* Ensure that regular PPA meetings are held.
* Prepare pupil progress meetings and reports as appropriate.
* To be a visible presence around the school to provide encouragement and support for staff and pupils, leading assemblies and contributing to the supervision of pupils during lunchtime and breaktimes as required.
* Ensure and quality assuring weekly class timetables and weekly planning for Reading, Writing and Maths are on the system by 8.00am each Monday morning for your phase and that these have sufficient detail/planning.
* Oversee and quality assure the curriculum overviews for your phase each term
* Prepare, cascade and communciate break-time rotas (if approriate) for your phase;
* Ensure that all classroom enviornments in your phase are of a high standard and take action where there is need for improvement.
* Organiging class cover and setting work in the absence of one of your team/phase;
* Checking over any letters/communications that staff within your phase wish to send out;
* Lead and organise any phase meetings and moderations that take place within your phase, as appropriate and ensure these are planned and minuted.
* Deal with any level 4 and level 5 behaviour incidents within the phase and ensure behaviour is logged on Arbor and that parents are communicated with, and appropriate documentation completed.

**Strengthening the community:**

* Promote and model good relationships with parents and carers, which are based on partnerships to support and improve pupils’ learning and achievement. Develop and enhance parental partnerships across the school, support parents and work as the key lead with stage 2 complaints within the phase you lead.
* Contribute to the development of the school as a community within the community, strengthening partnerships with families, neighbours, our local and wider community, other schools, services and the local authority.
* Seek opportunities to invite parents, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
* Build our understanding of the diversity of the school community and support community cohesion.
* Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff well-being and work-life balance and help to ensure we provide access to opportunities for growth, achievement and success for all adults and children in school.
* Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community; to achieve economic well-being and to make an active contribution.

**Other duties and responsibilities**

Any other reasonable duties that the Headteacher or Deputy Headteacher may from time to time ask the postholder to perform.

**Equalities**

Be aware of and support difference and ensure that the school’s equalities and diversity policies are followed and championed.

**Health and Safety**

Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

**Additional Information**

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools’ policies and practices.

***\*\* The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.***

# Person Specification

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Essential (for the job)** | **DESIRABLE (for development)** |
| **Qualifications** | * Qualified Teacher Status (QTS)
* Degree or equivalent
 | * Evidence of recent additional educational qualifications (e.g., NPQML/ NPQSL or MA)
 |
| **Experience** | * Proven highly successful teaching experience in specific phase
* Leadership experience (leading a team or leading a wider-school initiative) in the primary phase
 | * Experience of leading a core-subject
* Experience of teaching in different phases
* Experience in providing school-to-school support and leading/supporting in different contexts
* Experience of effective involvement with parents and governors
 |
| **Knowledge and understanding** | * Experience of curriculum planning, implementation, assessing and recording
* Understanding of the key characteristics of an effective learning environment within your phase
* Knowledge of statutory requirements for your phase and have experience of working with these
 | * Knowledge of the SEN Code of Practice (2014)
 |
| **Skills and Ability** | * Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase
* Ability to influence the quality of teaching and learning.
* Good communication skills at all levels
* Ability to inspire, lead and motivate children and staff, being an exemplary practitioner who leads by example with high standards of all and working in strategic partnership with all stakeholders lead and raise the quality of learning and teaching.
* Good organisational and time-management skill
* Demonstrate a positive and professional attitude at all times
* Commitment to extra-curricular activities
* Ability to delegate, monitor and support effectively
* Ability to delegate, monitor and support effectively
 | * Confident skills in ICT
* Evidence of successfully mentoring or coaching teachers and ECTs
* Experience in leading continuing professional development for staff
 |
| **Personal Qualities** | * Positive, caring attitude, enthusiasm and sense of humour
* Humility
* Resilience
* Eye for detail and be able to dig into the detail!
* Ability to maintain confidentiality
* Commitment to personal and professional development
* Excellent interpersonal skills
 |  |
| **Safeguarding**  | * Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people
* Commitment to the protection and safeguarding of children and young people
* Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children
 | * Has received Designated Safeguarding Leader training.
 |