



PRIMARY ASSISTANT HEAD TEACHER

Leadership Group Pay Spine (Inner London) Points L3-7

Required for Summer 2022 or September 2022

We are looking to appoint a well-qualified, enthusiastic and successful Assistant Head Teacher to join the Primary Phase of our thriving, oversubscribed and outstanding all-through school. The school's aim is "Excellence for All" and the governors wish to appoint a candidate of significant ability and enthusiasm, aware of and stimulated by the challenges and potential of a successful multi-ethnic co-educational school and keen to share in the leadership of our All Through Provision.

DUNRAVEN SCHOOL OVERVIEW

Dunraven Educational Trust (DET) as a Multi Academy Trust is committed to one overarching aim: excellence for and from everyone. This is an expectation for both the children and adults in our school. It is achieved in a variety of ways according to the context of each school but within the clear framework established by the Trust.

We want an educational experience which provides excellence for - and expects it from - everyone. We know that this is best achieved in a school where:

- the offer is broad, balanced, inclusive, enriching and effective in meeting the needs of young people;
- staff and students are supported and challenged to be the best versions of themselves;
- relationships are positive, well established and healthy;
- practice is based on evidence and underpinned by the notion that 'we can always do better'.

We are clear that this supports the development of children and young people (and adults) who are: resilient, courteous, optimistic, hardworking, self-disciplined, enthusiastic and creative.

Dunraven School's results are strong, remaining well above national averages and representing positive 'value-added'. Recognition of its marked progress has been significant and its journey as a school is important to us. For example:

- In February 2011 we were designated as both a National Support School and a Leading Edge School.
- In August 2011, we converted to Academy status.
- In 2012 we began our development as an All Through School with children starting in Reception in September 2013.
- In summer 2013 our £20 million BSF programme was completed.
- In October 2014 we were judged as outstanding in all areas, including both Early Years and the Sixth Form, by Ofsted.
- In 2016 we were designated as a National Teaching School and an Academy Sponsor. The Dunraven Educational Trust was established.
- In September 2018 our Multi-Academy Trust was formally set up with the integration of Van Gogh Primary, followed by Goldfinch Primary School in January 2019 and The Elmgreen School and Rosendale Primary school in September 2021.

If you are successful in your application, you will share in the leadership and management of a staff who are hard-working, committed, positive in outlook and dedicated to the achievement of our students. We offer:

- a high standard of professional practice, with bespoke in-house CPD provision, and affiliation to nationally recognised courses and providers (SSAT, Teaching Leaders, Future Leaders, NPQs);
- clear pathways for career development and progression with a proven track-record of success in developing leaders;
- a supportive and collegiate environment, with regular staff social and sporting activities (such as yoga, football and House events);
- excellent opportunities for leading work with external partners (National Support School, National Teaching School);
- a culture of high trust and accountability that values creativity and innovation, leading practice locally and nationally in a range of fields.

**Further details about the post and how to apply can be found here <https://dunraven.careers.eteach.com/> .
We look forward to receiving your application.**

**The closing date for receipt of applications is noon on Wednesday 26 January 2022
Interviews are currently planned for Thursday 3 February 2022**

Dunraven School is committed to the safety and protection of its students. A satisfactory enhanced DBS check is a condition of employment for all employees.



THE LEADERSHIP GROUP AT DUNRAVEN

These are prompts for Job Descriptions based on the previous National Standards for Head Teachers – there are no discrete standards for Senior Team roles. The responsibilities are similar to TLRs but exercised at a different level.

KEY PRINCIPLES OF SENIOR LEADERSHIP AT DUNRAVEN

At Dunraven, we believe that Senior Leaders, working with Middle Leaders, are key to the effectiveness of the learning process. A shared view of this leadership role is critical if we are to ensure each team is able to match the quality of the best.

Senior Leaders are expected to demonstrate all the skills for Middle Leaders and are in addition

- ambitious for the students, the school and themselves
- able to represent the school confidently and with authority
- exceptional communicators and presenters who are able to inspire, engage, support, persuade and hold to account themselves and their team(s) leading to improved performance.
- clear about what successful learning progression looks like and confident about how to achieve such progression across a number of areas
- strategic thinkers who use data actively to focus attention on key areas for development or of under-performance.
- hard working, efficient and committed to the students as well as the school's ethos and policies
- relentless in their desire to seek improvement in the outcomes achieved by students and staff
- active and lifelong learners
- effective and proactive managers of staff, site and resources which support successful outcomes for students
- committed to providing a positive experience of learning for students
- to celebrate success proactively and recognise the contribution of others in achieving it (staff and students)
- able to work in a collegiate way but clear about when to make decisions on behalf of their team(s)
- able to develop effective relationships with Governors and other key partners to support the wider leadership of the school
- informed and knowledgeable about local and national issues/trends and able to apply this usefully to the school context
- able to demonstrate exceptional emotional intelligence
- effective in coaching and mentoring roles
- able to support, advise and deputise for the Head Teacher

SHAPING THE FUTURE

KNOWLEDGE

- awareness of local, national and global trends
- helping to build, communicate and implement a shared vision
- contribution to strategic planning process
- awareness of new technologies, their use and impact
- helping to lead change
- creative and innovative skills



PROFESSIONAL QUALITIES

Commitment to:

- collaborative school vision of excellence and equity (high standards / expectations for all students)
- helping to set and achieve challenging and ambitious targets
- an appropriately inclusive approach

Ability to:

- think strategically
- inspire, challenge, motivate and empower others
- model the values and vision of the school (actively promote ethos)

LEADING LEARNING & TEACHING

KNOWLEDGE

- developing and supporting strategies for raising achievement and achieving excellence
- use of new and emerging technologies to support teaching and learning
- inclusion strategies
- impact of behaviour/attendance on learning and educational progress
- effective strategies for assessment/reporting
- models of teaching and learning (including organisation and learning styles)
- principles of effective teaching and learning (lesson observation)
- line management responsibilities (Appraisal)
- school self-evaluation (monitoring and evaluation)
- strategies for developing effective teachers (from very good to outstanding)
- curriculum design and management (overall; broad and balanced)
- oversight of discrete whole school areas (eg cover or examinations)
- data collection tools and analysis (comparative performance, prior attainment, targets etc.)

PROFESSIONAL QUALITIES

Commitment to:

- raising standards for all in pursuit of excellence
- the entitlement of all students to effective teaching and learning
- personalising learning

Ability to:

- demonstrate personal enthusiasm for learning process
- demonstrate the principles and practice of effective teaching and learning
- challenge poor performance and support development
- develop relevant strategies for improved performance

DEVELOPING SELF AND WORKING WITH OTHERS

KNOWLEDGE

- awareness of significance of interpersonal relationships and models of CPD
- strategies to promote individual and team development
- the inter-connection between managing performance, CPD and sustained school improvement

PROFESSIONAL QUALITIES

Commitment to:

- effective working relationships
- shared leadership
- effective team working



- effective performance management (ensuring that team leaders are properly accountable for the performance of their team members)
- CPD for self and others
- training and coaching role
- appropriate and effective participation in staff selection

Ability to:

- foster an open, equitable culture and manage/resolve conflict effectively
- develop, empower and sustain individuals and teams
- collaborate and network within and beyond the school
- give and receive effective feedback and act to improve personal performance

MANAGING THE ORGANISATION

KNOWLEDGE – DEVELOP AN UNDERSTAND OF:

- models of organisations and principles of organisational development
- principles and models of self-evaluation
- principles and strategies of school improvement
- earned autonomy
- implementation of change
- policy creation
- informed decision-making
- performance management
- legal issues
- strategic financial planning

PROFESSIONAL QUALITIES

Commitment to:

- distributed leadership and management
- contribution to school policies
- strengthening the school's organisational capacity
- development of a safe, secure and healthy environment

Ability to:

- establish and sustain appropriate structures and systems
- manage school effectively on a daily basis
- delegate
- prioritise, plan and organise self and others

Each member of the Leadership Group is allocated a number of delegated responsibilities, reviewed and negotiated annually, for which they are responsible and accountable. The principles outlined on the previous pages underpin the approach to carrying out these responsibilities.



ASSISTANT HEADTEACHER

JOB DESCRIPTION

PURPOSE:

To support the Head Teacher in the leadership and management of the school, to work as part of a team and to undertake duties delegated by the Head Teacher and commensurate with the post. To carry out the professional duties set out in the School Teachers' Pay and Conditions Document.

REPORTING TO: The Governing Body through the Head Teacher

RESPONSIBILITIES - GENERAL

The precise responsibilities of this post are adapted as far as possible to meet the strengths, skills and interests of the candidate and are reviewed regularly. Responsibilities are rotated over a period of time. Assistant Head Teachers are interested in the work of the whole school, its students, parents, community and context. All senior staff share responsibility for keeping the school under review, the ethos, discipline and tone, including school assemblies. They share in the strategic planning and development, as a self-managing school. All promote equal opportunity in all aspects of school life. Assistant Heads on the Primary phase will lead either KS1 or KS2.

In addition to the responsibilities of a teacher as required, the Assistant Headteacher:

- supports and advises the Head Teacher
- assists the Head Teacher in managing the school, including supporting the managing of a site on a day-to-day basis
- undertakes any professional duty of the Head Teacher which may be delegated by him/her
- promotes the objectives and targets of the School Plan
- is a vital channel of communication to the Headteacher, optimising the flow of information
- furthers the development of a well-organised, orderly, stimulating, hard-working and supportive learning environment, taking responsibility for day-to-day decisions
- is an active member of the Senior Team, and helps to create a culture of achievement and success by personal example and leadership
- represents and communicates ideas from the Senior Team to middle and senior leaders and from them to the Senior Team
- participates in whole school planning and policy making and managing change
- encourages professional attitudes amongst teaching and support staff colleagues
- facilitates and ensures the highest standards of teaching and learning
- monitors, supports and reviews the work of certain curricular and pastoral areas
- will have line management responsibilities
- may attend governors' meetings, preparing reports as required

RESPONSIBILITIES - SPECIFIC

- To provide strategic leadership for a key stage with day to day responsibility for the quality and consistency of teaching and learning across the phase, especially in regard to planning and assessment
- To develop and ensure that the curriculum in the key stage is creative, appropriate, interesting and targeted at the needs of the full range of children
- To be committed to ensuring high quality teaching and learning across the key stage
- To analyse data to support progress in the key stage for all children
- To be responsible for undertaking monitoring activities during the year and to feedback to staff and leadership team when required



- To be accountable for the progress of children in the key stage
- To advise and assist the Head of Primary in leading and managing the phase
- To ensure close links and planning between all phases of the school
- Participating in the development and implementation of the Self Evaluation Form and School Excellence Plan and to take part in the decision and policy making process
- To actively model excellence and innovative teaching and use skills to enhance teaching and learning by undertaking and leading school improvement activities
- To take an active role in the induction of new staff in the key stage
- To provide information to parents and Governors so that they have knowledge and understanding of matters relating to the key stage
- To lead CPD for staff to help them focus on supporting children in making progress from their starting points in a creative, stimulating and appropriate way
- Review the policies and adapt as appropriate in light of the All-Through school
- To maintain assessment records and report on children's progress to senior staff and to families and Governors, in accordance with school policy
- Undertake such duties as are delegated by the Head Teacher.
- Acknowledging Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for children
- To continue professional development as agreed.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.
- To be fully aware of and understand the duties and responsibilities in relation to child protection and safeguarding
- To line manage staff and be part of the annual appraisal process

• **OTHER DUTIES**

- To play a full part in the life of the school community, to support the aim of 'Excellence for All' and school ethos and to encourage staff and children to follow this example.
- To promote actively the school's policies.
- To continue professional development as agreed.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.
- To be fully aware of and understand the duties and responsibilities in relation to child protection and safeguarding
- To carry out the duties of a school teacher according to the School Teachers' Pay and Conditions Document, and in the light of the school's changing needs.

LIAISING WITH: Head Teachers/Deputies, teaching/support staff, LA representatives, external agencies and parents.

WORKING TIME: 195 days per year (Full Time)

SALARY/GRADE: Leadership Group Pay Spine (Inner London) Points 3 - 7

DISCLOSURE LEVEL: Enhanced



PERSON SPECIFICATION

QUALIFICATIONS AND TRAINING

- Graduate specialist with qualified teacher status.
- Evidence of attendance at courses providing balanced and relevant preparation for senior leadership
- Evidence of or interest in further advanced study desirable.

EXPERIENCE

- To have held an appropriately challenging leadership responsibility successfully, leading a team of staff effectively.
- Evidence of leadership and management qualities and of the ability to function as a member of a team.
- Evidence of managing change in a logical, efficient and sensitive manner.
- Successful (good/outstanding) teaching experience in more than one school.
- Evidence of successful experience of raising standards.

SKILLS/ATTITUDES/KNOWLEDGE/APTITUDES

- To be in agreement with and promote effectively the school's ethos, aims and ethics.
- A commitment to quality and professionalism.
- A commitment to high standards and high expectations for both colleagues and students.
- An ability to monitor and review, analyse and use data to make decisions and strategies for the improvement of learning.
- An ability to organise and manage time effectively.
- A sound knowledge of the curriculum, including the local and national trends
- Familiarity with current education legislation and issues and the implications for implementation.
- Understanding of the role and contribution of the governing body.

PERSONAL SKILLS

- Ability to motivate and to promote effective relationships:
 - (i) with and between students
 - (ii) with and between senior colleagues and all staff
 - (iii) with the governing body
 - (iv) with parents and the wider community.
- Ability to communicate effectively verbally and in writing.
- Sensitivity to and empathy with the needs of others.
- Personal integrity and the ability to foster an efficient, positive, happy school atmosphere.
- The ability to inculcate values and standards by example.
- Resilience and the ability, under pressure, to manage stress levels and to maintain professionally detached and balanced judgement.
- The ability to maintain a perspective which keeps as a priority the best interests of all students.
- A commitment to aspire to excellence both personally and as a member of a team.
- The ability to think strategically.
- The drive to be insistent, consistent and persistent in supporting the school's agenda.

RESPONSIBILITIES OF THE POST WILL INCLUDE:

- Support of site leadership and management, and responsibility for good order on a day-to-day basis
- Line management of middle leaders
- Analysis and effective use of school data to promote effective learning and monitor progress
- Leadership of development of effective learning and teaching



This job description is reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Please note: Dunraven School is committed to the safety and protection of its students. Safer recruitment checks will be completed as part of the recruitment process. Dunraven is a non-smoking and non-vaping environment.

Safeguarding

Have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

Health and Safety

Work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.

Ensure compliance of procedures are observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

Equal Opportunities

Take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information. Be informed of the data held on you during our recruitment process as explained in the recruitment privacy notice on our website.

Safer Recruitment Statement

Dunraven School is committed to the safety and protection of its students. An enhanced DBS check with a barred list check is a condition of employment for this post.

Dunraven School is a non-smoking and non-vaping environment