



Arnhem Wharf  
Primary School

# **Assistant Headteacher**

Arnhem Wharf Primary School

Closing date: 19<sup>th</sup> May 2022 at 9am



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6<sup>th</sup> May 2022

Dear Applicant,


**Assistant Headteacher (Inclusion) Position at Arnhem Wharf Primary School**

Thank you for your interest in the position of Assistant Headteacher at Arnhem Wharf. This post is a maternity cover for 4 days a week, starting in September 2022.

Arnhem Wharf is a happy, creative and successful school on the Isle of Dogs in Tower Hamlets, East London. We are very proud of our school and are looking to appoint an enthusiastic and hard-working Assistant Headteacher who is keen to take on the interesting and challenging role of responsibility for leading on inclusion in our three form entry primary school. Arnhem Wharf is an inclusive and ambitious school, which is committed to excellence and we promote high standards in all that we do. It is a school with a positive ethos, focused on learning for all in a rich and stimulating environment. We are particularly proud of the recognition we have received for our work in all areas of the arts and of our reputation for inclusive practice and work with families. We are also committed to our work as a Unicef rights respecting school and aim to have gold recognition by the end of this year.

Our large school is organised in four phases and the successful candidate will join a dynamic and committed Senior Leadership Team, consisting of the Head and Deputy, the School Business Leader and four Assistant Headteachers: three responsible for the phases, and one responsible for inclusion across the school.

In addition to working in close partnership with the Headteacher and other members of the Senior Leadership Team on the strategic and day to day management of the school, the postholder will lead the inclusion team and take responsibility for provision and outcomes for pupils with SEND; securing good attendance; supporting home-school partnership; and, as the lead for Inclusion will be part of Safeguarding and Child Protection Team. We will offer the successful candidate the opportunity to be fully involved in the leadership of the school, as well as significant autonomy in the areas of responsibility. We also offer a creative, dedicated and ambitious team of teachers and support staff and more than 600 lively, engaged and demanding children!



To be successful, you will need to be aspirational, optimistic and full of energy. You will relish challenge, be resilient and be prepared for hard work. You will enjoy working with a wide range of people and communicate well and you also need to feel that your values align with those in our vision statement. We also need the successful candidate to be organised and skilled in prioritisation and systems. Inclusion is at the heart of our ethos at Arnhem Wharf and this position is key to ensuring that we fulfil our aims and objectives.

The closing date for applications is 19<sup>th</sup> May 2022 at 9am and shortlisting will take place on 19<sup>th</sup> May. Our HR officer will contact shortlisted candidates by 20<sup>th</sup> May to invite them for the next stage of the application process. A day of interviews and tasks relevant to the person specification and job description will take place on 24<sup>th</sup> May. Please note that CVs will not be accepted and that references will be sought for all shortlisted candidates.

Please go to our website at [www.arnhemwharfprimaryschool.com](http://www.arnhemwharfprimaryschool.com) to find out more about our school and if you think that you have the skills and interest to work here contact Zoe Hudson, our School Business Leader, at the school office (020 7515 4310) to arrange a visit. Should you have any queries please email Zoe at [recruitment@arnhemwharf.towerhamlets.sch.uk](mailto:recruitment@arnhemwharf.towerhamlets.sch.uk)

We look forward to meeting you when you visit and to receiving your application.

Yours sincerely,

Alex Lundie  
Headteacher



# Job Description

## Arnhem Wharf Primary School

### Assistant Headteacher (Inclusion) Job Description

**Responsible to: The Headteacher**

***This job description should be read alongside the range of duties of teachers and assistant headteachers as set out in the annual Teachers' Pay and Conditions document.***

#### Generic Teacher Role

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the headteacher.
- To demonstrate good inclusive practice with particular reference to children including the more able, those with English as an additional language and children with special educational needs.
- To be committed to and actively promote the school's equal opportunities policy.
- To uphold the school's principles and policies which underpin good practice and the raising of standards.
- To actively support the school values and vision for the school community.

#### Senior Leadership Role

This is a senior post within the school's staffing structure and carries with it membership of the senior leadership team (SLT). The post holder is accountable to the headteacher.

The Key Leadership competencies that contribute to success at this level are:

<b><i>Self-Awareness</i></b> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Ability to reflect on performance Knowledge of own strengths Knowledge of own areas for development	<b><i>Social Awareness</i></b> Empathy Ability to understand multiple views Organisational Awareness Service Awareness Understanding of own influence
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<i>Self-Management</i> Emotional Self-Control Transparency Adaptability Initiative Optimism Resilience	<i>Relationship Management</i> Inspirational Leadership Ability to inspire trust Change Management Conflict Management Teamwork and collaboration
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### **Job Purpose and Major Objectives**

Major objectives will include playing a significant role under the overall direction of the headteacher in:

- formulating, shaping and enhancing the vision, ethos, aims and objectives of the school
- establishing and monitoring policies through which they shall be achieved
- developing and evaluating the strategic plan for the school
- managing staff and resources
- monitoring school improvement and progress through a rigorous system of self-evaluation
- participating in the smooth day to day running of the school

### **Pupils**

To work, as part of the SLT, to:

- ensure the highest standards of achievement for all pupils
- ensure effective behaviour management and pastoral care of pupils throughout the school
- support the entitlement of pupils to a broad and balanced curriculum and ensure equality of access to the curriculum and to wider school life for all pupils

### **Teaching**

- to promote effective teaching by example
- to assist in the monitoring of the standards of teaching and learning
- to ensure effective inclusive practice in teaching and learning across the school

### **Curriculum**

To work, as part of the SLT, to:

- develop the school's curriculum within the context both of the national curriculum and the aims of the school

- ensure a broad and inclusive curriculum that allows for continuity and progression throughout the school
- support the maintenance of effective systems of planning, assessment and record keeping

### **Ethos**

- to maintain morale and confidence and set an example of professional standards
- to foster a sense of community within the school including forging and nurturing relationships with all pupils and parents and the local community
- to support the positive benefits of living within a culturally and ethnically diverse society

### **Equal Opportunities**

- In collaboration with the headteacher and the SLT, to ensure that the school's equal opportunities policy is implemented

### **Senior Leadership Duties**

- To be involved with the development of whole school strategic planning and self-evaluation
- To be an active member of the senior leadership team and work as part of the team, ensuring appropriate professional conduct and confidentiality where appropriate.
- To actively support all policy decisions.
- To work with the leadership team on interpreting and using data to set effective targets to raise achievement.
- To ensure the smooth running of own team.
- To co-ordinate and assist with school events.
- To maintain high standards of behaviour among all pupils.

### **Specific Responsibilities for this role**

To lead on and take responsibility for self-evaluation, strategic development, daily organisation, staffing, provision and leadership and management of inclusive practice in the school. This is to include responsibility for leading the inclusion team and responsibility for SEND, Safeguarding, parental and community involvement, partnership work and multi-agency liaison.

The Assistant Head for Inclusion is the Designated Safeguarding Lead (DSL) for the school and as such is responsible for undertaking all duties of the DSL in accordance with DfE, Pan London and Local Authority guidance. This includes the *Tower Hamlets Well-Being* model and the DfE *Keeping Children Safe in Education* statutory guidance. It is the post holder's responsibility to keep his/her safeguarding training up to date and

to ensure appropriate levels of safeguarding training and updating of other members of staff.

Specific duties (including but not limited to):

- Lead the inclusion team
- Take on the statutory responsibilities of SENCo and of DSL, working in conjunction with relevant colleagues to fulfil these roles
- Line and performance manage members of the inclusion team and the senior teaching assistants (see staff structure)
- Manage the work of relevant staff working through service level agreements (eg Speech and Language Therapist, specialist teachers, Educational Psychologist)
- Liaise with and provide all paperwork required by the SEND department for statutory assessment purposes and for all other matters relating to SEND
- Liaise with and provide all paperwork required by Children's Social Care for assessment and other matters relating to child protection and welfare
- Liaise with outside agencies such as outreach services and Children's Social Care, in all matters relating to SEND, safeguarding and welfare of children and families
- Lead on transition between schools for children with SEND or where there are safeguarding concerns
- Lead (internally) and attend (externally) meetings relating to child protection and SEND
- Manage relevant budgets and organise the relevant resources
- Monitor teaching and learning and provide feedback, advice and training for teaching and support staff as appropriate
- Work with the inclusion team to promote parent engagement and involve parents in their children's learning
- Work with parents and carers in the area of child protection, safeguarding and welfare
- Promote and model positive relationships with parents and other members of the community, supporting teaching and other staff in this area as appropriate

### **Performance Measures**

- Performance management assessment will be based on the responsibilities listed above and judgements will be made against these as part of the schools performance management cycle.

### **Wider Professional Effectiveness**

- take responsibility for your professional development and use the outcomes to improve your teaching, pupils' learning and your leadership and management
- make an active contribution to the policies and aspirations of the school



## **Professional Characteristics**

Demonstrate that you are an effective professional who challenges and supports all pupils and members of staff to do their best through:

- inspiring trust and confidence
- building team commitment
- engaging and motivating
- analytical thinking
- taking positive action to improve the quality of pupils' learning and welfare
- taking positive action to ensure that staff provide the most effective learning environment for all pupils

## **Equal Opportunities Statement**


To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

Arnhem Wharf Primary School is committed to safeguarding and promoting the welfare of all children and expects all members of staff to share this commitment.

## **Organisational Details**

The postholder will be line managed and performance managed by: Headteacher.

The above job description was agreed on ..... (Date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.



\_\_\_\_\_  
(Postholder) Signed by

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(Headteacher) Signed by

# Person Specification

## Assistant Headteacher (Inclusion)

### Appointment for September 2022

Salary Scale: £57,003- £66,114 (L7-L14)

Actual Salary: The salary will be pro-rata of the above to 0.8.

*Candidates are strongly advised to address each section of the person specification on the application form/in the supporting statement giving examples where appropriate. These criteria will be used for shortlisting purposes and candidates will be selected for interview by the extent to which they meet the criteria. They will also be tested during the task and interview process.*

*Arnhem Wharf Primary School is committed to safeguarding and promoting the welfare of all children and expects all members of staff to share this commitment. When completing the application form candidates must provide a full chronology from the time of leaving secondary education to present, accounting for any gaps in education/employment. This is a requirement of the school's safer recruitment processes and failure to comply will affect shortlisting decisions.*

*Please note that you are required to submit two supporting documents: up to three pages demonstrating how you meet the requirements of the person specification and one side of A4 stating your reasons for wanting to work at Arnhem Wharf School in this position.*

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status;</li> <li>• Enrolled on/willing to undertake NASENCO qualification;</li> </ul>	<ul style="list-style-type: none"> <li>• NASENCO qualification achieved;</li> <li>• Designated Safeguarding Lead (DSL) training;</li> </ul>

	<ul style="list-style-type: none"> <li>• Evidence of continuous professional learning;</li> <li>• Commitment to further professional development;</li> <li>• A willingness to participate in leadership programmes if not already undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful academic history;</li> <li>• Further leadership training (eg NPQSL)</li> <li>• Safer recruitment training.</li> </ul>
<b>Experience</b>	<p>Experience of:</p> <ul style="list-style-type: none"> <li>• successful teaching in an inclusive inner-city primary school;</li> <li>• successful inclusion of children with SEND within a mainstream school setting;</li> <li>• developing and sustaining successful relationships with children, staff and parents and carers;</li> <li>• the responsibility of SENCO;</li> <li>• leadership at a middle leader level.</li> </ul>	<p>In addition, the successful candidate might have experience of:</p> <ul style="list-style-type: none"> <li>• membership of a school senior leadership team;</li> <li>• experience as a DSL;</li> <li>• the delivery of staff training;</li> <li>• successful management, including management of staff, teams, projects and resources;</li> <li>• mentoring/coaching other staff to improve performance and/or carrying out performance management;</li> <li>• tracking pupil progress and analysing pupil level data;</li> <li>• teaching across the whole Primary age range (nursery to Year 6);</li> <li>• analysing school level data;</li> <li>• presenting for a variety of audiences, for example the Governing Body, parents and carers, inspection teams;</li> <li>• carrying out HR processes such as investigations, disciplinary, capability and sickness procedures;</li> </ul>
<b>Knowledge and understanding</b>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• how children learn (especially children with SEND);</li> <li>• the EYFS, KS1 and KS2 curriculum;</li> <li>• effective formative and summative assessment in the EYFS and primary phases;</li> </ul>	<p>In addition, the successful candidate might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• HR processes such as disciplinary, capability and sickness procedures;</li> </ul>

	<ul style="list-style-type: none"> <li>• effective ways to ensure inclusion and progress of all children;</li> <li>• strategies for developing speaking and listening skills, including for pupils with English as an additional language;</li> <li>• positive and effective behaviour management;</li> <li>• recent developments in education policy and legislation, particularly relating to SEND/safeguarding;</li> <li>• the current Ofsted framework;</li> <li>• the statutory requirements relating to child protection and safeguarding;</li> <li>• the statutory requirements of legislation concerning equalities, health &amp; safety and SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• the effective characteristics and attributes involved in effective leadership;</li> <li>• the effectiveness of coaching and mentoring;</li> <li>• child development and attachment theory including the impact these have on success at school.</li> </ul>
<b>Skills</b>	<p>The successful candidate will possess:</p> <ul style="list-style-type: none"> <li>• the ability to inspire and motivate staff and pupils in line with the school's aims and vision;</li> <li>• excellent interpersonal, organisational and management skills;</li> <li>• the ability to develop and maintain positive relationships with all members of a diverse community and to motivate all to achieve high standards;</li> <li>• the ability to promote the well-being and positive behaviour of all (pupils, staff, parents and visitors) in the school;</li> <li>• excellent oral and written communication skills;</li> </ul>	<p>In addition, the successful candidate might also possess the skills of:</p> <ul style="list-style-type: none"> <li>• writing reports for various audiences, for example the Governing Body, parents, the local authority;</li> <li>• team leadership;</li> <li>• synthesis and analysis, particularly with regard to the strategic analysis of assessment data;</li> <li>• ways in which to develop and improve learning and teaching across the school through coaching, advising and supporting others;</li> <li>• effectively planning and delivering staff training;</li> </ul>

	<ul style="list-style-type: none"> <li>• the ability to use IT effectively to support efficiency in undertaking the role;</li> <li>• the ability to present information and ideas clearly verbally and in writing;</li> <li>• working with families around welfare and safeguarding matters, for example leading <i>Team Around the Child</i> meetings, attending and providing reports for Child Protection conferences.</li> <li>• the skills to create a happy, nurturing, challenging and effective learning environment for all;</li> <li>• the ability to work in partnership with others eg the headteacher, the senior leadership team, families and other members of the school community.</li> </ul>	
<b>Personal and professional characteristics</b>	<ul style="list-style-type: none"> <li>• High levels of commitment to the school;</li> <li>• High expectation, aspiration and ambition for our children and for the school community;</li> <li>• Absolute commitment to safeguarding and to promoting the welfare of children;</li> <li>• Unconditionally positive regard for all children;</li> <li>• Strong commitment to high standards of achievement for all;</li> <li>• Strong commitment to inclusion and to equality of opportunity;</li> <li>• Commitment to team and partnership work;</li> <li>• Commitment to life-long learning for pupils, staff and self;</li> </ul>	<ul style="list-style-type: none"> <li>• Ambition and a desire to learn in preparation for more senior leadership position in the future.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Commitment to working with families and the wider community;</li><li>• Flexibility, optimism, resilience, confidence and self-awareness;</li><li>• Empathy, open mindedness and generosity;</li><li>• Vision and the ability to influence others and win their support and commitment;</li><li>• Sound organisation and prioritisation skills;</li><li>• Determined, reliable and positive attitude to work;</li><li>• Positive approach to challenge and the desire to contribute to on-going improvement;</li><li>• The ability to cope with the demands of a challenging senior position.</li></ul> |  |
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