



Assistant Headteacher

Candidate Pack

January 2022





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About us



Havelock Schools are a place where each individual is encouraged to shine and develop to their full potential, staff and pupils alike are proud to be a part of our schools. We believe that everybody is unique and our role is to cherish that individuality, whilst working together as part of a learning community.

Everybody can succeed through determination, hard work and encouragement, which is why learning behaviours are so important to our philosophy – we stick at it when the going gets tough and ‘never, ever, ever give up’. We also believe that true and deep learning happens when we find things tricky.

As a federated Infant and Junior School we cover ages 4 to 11 years and the schools combined can accommodate approximately 630 children in a 3 class intake from Reception to Year 6. From September 2013 The Havelock Schools gained academy status and is part of the Pathfinder Schools Trust.

In March 2016 Havelock Infant School was inspected and successfully gained an OFSTED ‘outstanding’ status. In July 2017 Havelock Junior School was inspected and successfully achieved an OFSTED ‘good’ rating.



Ethos & Values

Vision statement

Havelock Schools
unlocking the door to
lifelong learning – a place
where everyone is
inspired to reach their full
potential

Our responsibilities

- Be ready
- Be respectful
- Be safe



Mission and Aims

- To provide creative, personal, physical, moral and spiritual development
- To promote learning that excites, inspires and motivates all
- To empower and value individuality in order to develop confident learners prepared to face our changing world
- To create a welcoming and nurturing community where children feel safe and valued and diversity is celebrated
- To provide an engaging and progressive curriculum that promotes curiosity, challenge and choice
- To have high expectations that develop positive resilient thinkers who are not afraid to fail, have motivated minds and a passion for learning
- To encourage and motivate independence by promoting positive thinkers, problem solvers and resilient learners able to reach their full potential
- To share and value experiences as part of a collaborative team, showing mutual respect for all members of our learning community



We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning. We also provide our staff with access to accredited qualifications and training.

Apprenticeships-Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

Early Career Framework-We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) delivering the new Early Career Framework. Our Early Career Teachers benefit from our specialist skills in the new framework.

National Professional Qualifications (NPQ'S)-Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.

“ ”

What our
staff
appreciate
most

Wonderful
colleagues (friends) I
can feel proud that
we do our best for
our children

The approachability of
SLT
if I have an idea that I
believe would benefit
students

The fantastic
people that I work
with. The children
that I get to work
with

The effort and
time people put into
the job

Supportive
leadership,
supportive
colleagues

Work life balance

Friendship &
team work

The supportive team,
feeling valued

How we care for
our children



Pathfinder Schools is a growing family of Academies, made possible by our talented staff and volunteers. We are fortunate to support pupils from nursery age up to post-16, and are proud of the contribution we make to local families throughout their children's education.

Our values of COLLABORATION, HUMANITY and INDEPENDENCE drive every decision we make.

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

"As a group of schools, we continue to grow stronger through collaboration and have seen some dramatic improvements as a result of our close working relationships"

Ann Davey-CEO-Pathfinder Schools

OUR PURPOSE

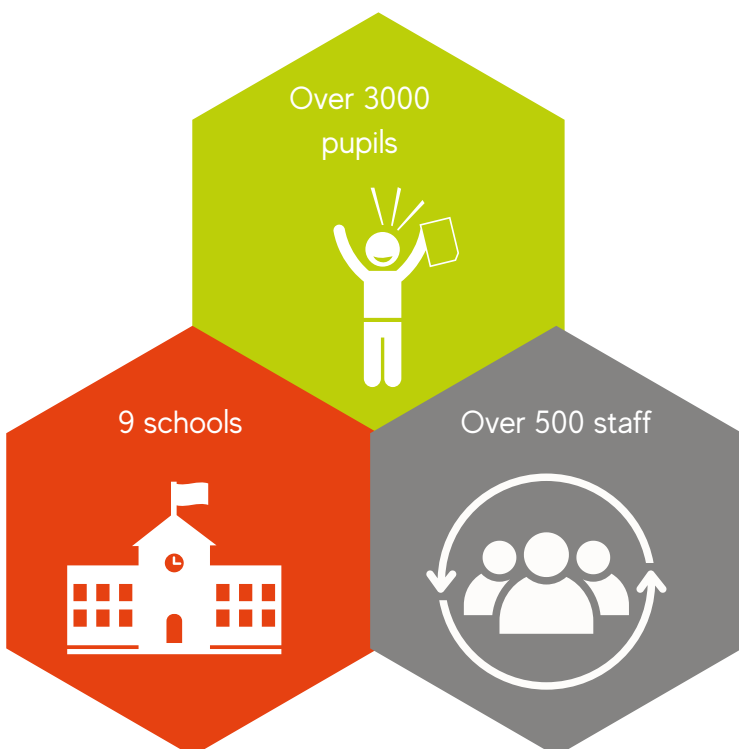
We exist to deliver the very best educational outcomes for every learner. Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

OUR VISION

At the heart of every Pathfinder School is the belief that life is about more than success; it's about greatness. The secret to finding this greatness lies in our everyday actions that make life more fulfilling and more rewarding for us and those around us.

OUR VALUES

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.



BEING A PATHFINDER SCHOOLS LEADER

Commitment to collaboration is at the heart of Pathfinder Schools; colleagues at all levels across the Trust work together to learn from and support each other, we have a number of cross trust groups and committees that meet regularly.

Senior Leaders at Pathfinder Schools work closely, to provide peer support, share ideas and take part in exceptional CPD which enables them to continually develop and provide the best outcomes for their schools and experience for their staff. With support from an experienced Trust Central Team Pathfinder Schools Senior Leaders have the support they need to fulfil their roles whilst maintaining a healthy work life balance.

Pathfinder Schools is authentic about its value of collaboration and key decisions which affect our schools are made together with school consultation and feedback at the centre of decision making.

Whilst collaboration is important the Trust also recognises the importance of enabling its schools to be proud of and maintain their own identity, ethos and values.

"I wanted to join Pathfinder Schools as I was attracted to the Trust's values – a belief that anyone can find their own greatness always strikes a chord with me and I know that the Trust really believes in its students and staff."-Pathfinder Schools colleague



Assistant Headteacher Advert



Contract type-Permanent

Salary-Leadership Scale Points 4-8
£45,434.00-£50,150.22

Closing date-20th January 2022 15:00

Shortlisting-21st January 2022

Interviews-27th/28th January 2022-Date to be confirmed

Start date-April 2022

How to apply

To apply please complete a Pathfinder Schools teacher application form which can be downloaded from the vacancies page of the website

www.pathfinderschools.org.uk/join-us/vacancies

Completed application forms should be accompanied by a letter of application and should be sent to recruitment@pfschools.org.uk

Find out more

We would like to take the opportunity to invite prospective applicants to come and see our schools in action, and ask any questions you may have. To arrange a visit please contact the Junior School Office on 01536 760361 or email sbindley@havelockschools.org.uk

We have an exciting opportunity to join Havelock Schools as an Assistant Headteacher with responsibility for SEND from April 2022.

You will support us in maintaining our healthy, safe and caring environment where our pupils are empowered to broaden their horizons, develop a love of learning and open their minds to new opportunities.

Our new Assistant Headteacher will join an established and highly experienced Senior Leadership Team who work closely to ensure children are at the heart of all we do. Your role will also involve management of the Special Educational Needs (SEND) provision.

We are looking for a passionate, inspirational individual who will;

- Be ambitious for all our children's outcomes both academic and beyond
- Be a strong leader and role model across our schools, inspiring pupils, staff and our community

In return we offer;

- Well motivated children and supportive families
- A positive, friendly and dedicated staff team
- Supportive Governors
- A Leadership team who respect work/life balance
- Opportunities to collaborate with colleagues across our Multi Academy Trust Pathfinder Schools

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

Assistant Headteacher

Job Description



Responsible to: Executive Headteacher

This is based upon the Department for Education and Skills National Standards for headship and is in addition to the statutory conditions of employment of headteachers included in the 'School Teachers' Pay and conditions document.

The purpose of this job is to provide professional leadership which secures, in consultation with the Executive Head and Deputy Head Teacher, the success and improvement of each of the two schools, ensuring high quality education for the pupils and improved standards of achievement

Strategic Direction and Development of the schools

For each of the schools:

- 1.To work with the Executive Head Teacher (EHT), Deputy Head Teacher (DH) and Governing Body (GB) to provide vision, purpose and leadership of the schools, and to secure effective teaching and successful learning and achievement by pupils.
- 2.In conjunction with the EHT and DH to promote and safeguard the welfare of children.
- 3.To work with the EHT AND DH to review and implement the School Development Plan which, through appropriate consultation, identifies priorities and targets for ensuring that pupils achieve high standards and make progress.
- 4.To work with the EHT and DH to ensure school improvement, the achievement of objectives and the educational success of the school.
- 5.To work with the EHT and DH to monitor, evaluate and review the effectiveness of the schools' policies and priorities.

Teaching and Learning

For each of the schools:

- 1.To create and maintain an environment which promotes and secures good and outstanding teaching, effective learning, high standards of achievement, good behaviour and discipline.

2. To implement, monitor, evaluate and review the curriculum and its delivery and assessment in order to identify areas for improvement and set targets for the school and individual pupils.
3. To develop effective links with the community and parents, extend the curriculum and improve pupils' achievements and personal development
4. To promote respect and understanding of diverse cultures, languages and ethnic groups, including faith groups.
5. To reinforce the importance of high quality teaching and learning through leading by example.
6. To implement effective systems and practices which will meet the needs of all the children, whatever their abilities including vulnerable groups.
7. To keep up to date with national and international initiatives and support the EHT and DH to lead them through the schools.

Through:

- Supporting staff in promoting outstanding classroom practice and high-quality learning.
- Supporting staff through informal and formal dialogue (Pupil Progress Meetings, attending relevant PPA and data analysis) to ensure every child achieves their full potential.
- Leading the school in establishing core values and beliefs through whole school assemblies and curriculum initiatives as appropriate.
- Supporting and collaborating with subject leaders in the development of all areas of the curriculum.
- Carrying out or delegating performance reviews for teaching and support staff, administrative staff and cleaning staff.
- Supporting staff to consistently role out new initiatives from National guidelines and school-based decisions.
- Ensuring that the needs of vulnerable groups including PP, Traveller children, LAC are fully understood and catered for.

Leading and Managing staff

For each of the schools:

1. To lead, motivate, support, challenge and develop staff to secure improvement.
2. To work with teaching and support staff to deliver curriculum initiatives.
3. To ensure that effective working relationships are formed between staff and between staff and children.
4. To motivate and enable teachers to develop expertise in their respective roles through high quality continuing professional development.
5. To prevent and address racism and promote racial harmony.
6. To prevent and address other forms of intolerance (such as religious and gender based) and promote tolerance and harmony.

Accountability

For each of the schools:

- 1.To support the EHT and DH in providing information, advice and support to the Governing Body and to enable it to meet its responsibility for securing effective teaching and learning, and improved standards of achievement and value for money
- 2.To support the Executive Head Teacher in ensuring that parents and children are well informed about the curriculum and targets for improvement.
- 3.To support the Executive Head Teacher in ensuring systems are in place for providing and safeguarding the welfare of the children and young persons within the school.

Associated Duties:

- To contribute to the Executive Head Teacher's report to the Governing Body
- To monitor and evaluate progress of specific vulnerable groups within the school

Additional:

Each member of the Strategic Team will take responsibility for management and performance of specific year groups within the school. Parents will be encouraged to approach any of the Strategic Team who will ensure the matter is dealt with by the appropriate person.

Attendance at additional meetings eg GB committees, parents evenings, school events to be shared between Strategic Team members

To teach at the direction of the Headteacher

To undertake any other reasonable duties as directed by the Headteacher

Specific Roles:

These will be assigned to Assistant Headteachers:

Vulnerable Groups

- To take the position of Deputy Designated Safeguarding Lead for the schools
- Work closely with DH and SENDCO to ensure that all staff adapt practices to cater for the needs of all children including vulnerable groups such as Traveller, LAC, Pupil Premium children

SENDCO/Inclusion Leader

- Identify and promote the most effective teaching approaches for children with SEND e.g. assist and advise teachers with the writing One Page Profiles (OPP), Behaviour Support Plans (BSP) and interventions in line with the provision map/ pupil premium matrix tracker. Ensure that the OPP are prepared for all children identified as SEN and that all underachieving children are identified on the relevant trackers.
- Advise teaching and non-teaching staff on appropriate interventions, differentiation and strategies to support children with additional learning needs.
- Train staff including TA's HLTAs to implement successful interventions providing accelerated progress.
- Monitor the effectiveness of interventions and change in light of findings.
- Regularly monitor and evaluate SEN provision in school measuring impact and altering practice accordingly.

- Liaise with other schools/service providers to ensure continuity of support and learning as necessary e.g. when transferring children into school at Yr R and out of school in Yr 6 or if children leave to attend other schools.
- Set challenging and realistic targets for raising achievement of SEND.
- Interpret specialist assessment data. E.g. discuss data with teachers during pupil progress meetings.
- Use knowledge of intervention strategies to support pupil progress through organising and monitoring a range of intervention programmes.
- Set up efficient systems for identifying, assessing and reviewing the required groups of children by overseeing the effective use of the provision map.
- Provide termly information and data to update the Headteacher and governing body on the effectiveness of provision for children.
- Develop whole staff and Governor understanding of additional learning needs and the importance of raising achievement among children.
- Work in partnership with parents/carers by maintaining regular contact with them and keeping them informed of their child's progress. Including OPP meetings, annual EHA/statement meetings, arrange transition meetings for children joining and leaving the schools.
- Work collaboratively with Inclusion Team and staff to ensure a holistic approach is taken to the inclusion of all children by organising regular meetings.
- Identify resources needed to meet the needs of SEND, G&T and EAL and advise the Executive Head teacher of priorities for expenditure via the annual Subject Development Plan.
- Operate delegated budgets efficiently and appropriately in line with the School Development and Subject Development Plans.
- EHC/HNF/SEMH panel applications
- Support for children attending dual settings eg nurture groups
- Be responsible for or delegate HLTA/TA appraisal processes – advising staff as necessary

Assistant Headteacher



Person Specification

SM = Skills matrix I = Interview

Attributes	Essential	Assessment	Desirable	Assessment
Education	Qualified teacher status.	SM	Post Graduate Qualifications.	SM
	Degree SENDCO accreditation for AH with SENDCO responsibilities	SM	Willingness to or undertaken leadership qualifications/CPD	I
		SM/I	Holds NPQML or NPQSL qualifications	SM
Professional Development	Evidence of sustained participation in CPD to develop professional skills, knowledge and understanding.	SM	Participation in work with other schools	SM
	Experience of leading initiatives across the whole school	SM		
Teaching	At least 5 years classroom teaching experience	SM	Experience of supporting classes/ groups across the primary age phase Experience of Lesson Observation and giving feedback	SM/I SM/I
	A passion and enthusiasm for improving learning and teaching.	SM/I		
	A proven ability to generate outstanding outcomes	SM/I		
	Experience of using class data to impact upon pupil progress	SM		
	Ability to plan and differentiate work appropriately for all children.	I		
	A clear understanding of the use of assessment to target planning and interventions for all children.	SM/I		

Assistant Headteacher



Person Specification

SM = Skills matrix I = Interview

Attributes	Essential	Assessment	Desirable	Assessment
Management Responsibility	Knowledge of data and assessment analysis Experience of creating subject development plans To have experience of training colleagues and evidence that this has led to improved practice.	SM/I SM/I	Previous experience as a member of a Senior Leadership Team Experience of managing, coordinating, mentoring and coaching other staff Experience of holding staff to account for performance Experience of implementing policies across a team	SM SM/I SM SM
Resources	Experience of managing classroom resources and areas Awareness of handling a budget area	SM/I SM/I	Experience of being involved in budget setting and handling at subject/year group level	SM
National Framework	To have a good knowledge of current educational developments In particular, those relating to inclusion and SEND Knowledge of the Education Acts and other relevant legislation including equal opportunities, health & safety, SEN and child protection. Knowledge of the National Curriculum & EYFS curriculum including assessment, recording and reporting	SM/I SM/I	Experience of Ofsted inspection and follow up.	SM

Assistant Headteacher



Person Specification

SM = Skills matrix I = Interview

Attributes	Essential	Assessment	Desirable	Assessment
Teaching and Learning	<p>Practical understanding of effective teaching, learning and classroom management strategies.</p> <p>Knowledge and understanding of SML to effectively support progress.</p> <p>To have a knowledge of the barriers to learning for vulnerable groups</p> <p>To have experience and success of teaching and supporting pupils with a variety of learning needs and tracking their progress through school based assessment systems</p>	<p>SM/I</p> <p>SM/I</p> <p>SM/I</p> <p>SM/I</p>	<p>Experience of monitoring and evaluating learning and teaching</p> <p>Experience of creating policies</p>	<p>I</p> <p>SM</p>
Vulnerable Learners	<p>Knowledge of the SEN Code of Practice and legislative changes</p> <p>Experience of working with outside agencies</p>	<p>I</p> <p>I</p>	<p>Experience and detailed understanding of working with children with a range of learning needs.</p> <p>To have experience of managing special needs provision in school</p>	<p>SM</p> <p>SM</p>
Safeguarding	<p>An awareness of child protection procedures</p> <p>To have a commitment to the safeguarding and welfare of all pupils.</p>	<p>SM/I</p> <p>I</p>		

Assistant Headteacher



Person Specification

SM = Skills matrix I = Interview

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Assistant Headteacher



Person Specification

SM = Skills matrix I = Interview

Attributes	Essential	Assessment	Desirable	Assessment
Interpersonal and communication skills	Calm and positive approach. Ability to show empathy, patience and a nurturing approach with pupils Ability to communicate effectively orally and in writing to a variety of audiences Able to use ICT effectively.	I SM/I SM/I		
Education and Philosophy	A positive and energetic attitude. A desire to strive for excellence A belief in their approach to education To have a commitment to promoting inclusive strategies.	I I I I		
Equal Opportunities	Commitment to equality of opportunity. Commitment to showing respect, acceptance and tolerance for others	I I	Understanding the need to promote positive role models.	I

Contact us



1 Visit us Havelock Schools
Havelock Street,
Desborough
Northamptonshire,
NN14 2LU

2 Call us Infants : 01536 760486
Juniors : 01536 760361

3 Email sbindley@havelockschools.org.uk
us

4 Visit our website www.havelockschools.org.uk/

