



Assistant Headteacher for
EYFS and Key Stage 1 Phase Leader

Application Pack

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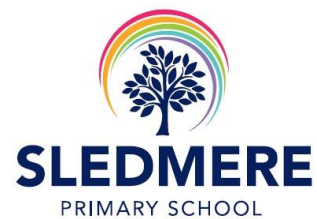
Application Pack

Sledmere Primary School

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About Sledmere Primary School

Be The Best You Can Be



At Sledmere Primary School we put the children at the heart of everything that we do. Our vision is to provide a safe and positive learning environment that celebrates our children's uniqueness and encourages them to achieve and succeed in all they do.

Our children are eager to learn and are supported by a dedicated team of staff who make learning fun, whilst ensuring they gain the skills, knowledge and understanding to ensure they become lifelong learners. Our belief is that all our children have the potential to succeed, driving us to find new ways to challenge their thinking but at the same time providing a safe, welcoming environment.

Sledmere Primary School is a three-form entry school in Dudley and recently became part of Perry Hall Multi-Academy Trust.

This is a non-class-based post in the first instance. We are looking for some who has a passion to make a difference to the lives our children.

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Trust Safeguarding Statement

Perry Hall Multi-Academy Trust schools first priority is the welfare of our children. We are committed to the highest standard in protecting and safeguarding the children entrusted to our care at all time.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all of the staff are well placed to identify such abuse and offer support to children in need.

In our Trust Schools, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to.
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse

We will support all children by:

- Encouraging self-esteem and self-assertiveness, whilst not condoning aggression or bullying.

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- Promoting a caring, safe and positive environment within school.

Please refer to our Academy SEND policy to view our procedure on early identification and intervention of additional needs.

Everyone working with our children should be aware that:

- Their role is to listen and note carefully any observations that could indicate abuse
- They should not attempt to investigate once initial concern is raised

About Our Trust



Perry Hall Multi-Academy Trust has a singular, clear and unwavering purpose: to improve outcomes for all children across the Trust regardless of their starting point in life.

This is achieved by delivering a world class education, by ensuring pupils perform above national expectations, by providing holistic support to our pupils and their families and by adding value to the pupil experience at every given opportunity.

We safeguard and protect all of our schools, providing a platform from which we can grow and succeed together.

Our ethos is to support, collaborate and empower our schools to succeed. We celebrate their individuality and cherish their respective identities. Every one of our schools is different, with unique challenges, opportunities and personalities. We recognise that as a strength and something to be celebrated.

School to school support and staff CPD is provided by the PHMAT Training and Development team and creates an environment wherein all our schools work together to prosper and share best practice. It also provides a number of opportunities for staff to enhance their careers and share their specialist knowledge to others who are able to benefit from it, resulting in better outcomes and experiences for our children.

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Values and Vision Statement

Personal Growth

Honesty

Mutual Respect

Ambition

Teamwork

We aim to provide outstanding education to enable every child to succeed at all levels. Through a clear vision which drives strategic direction, we endeavour to be recognised as a Trust that retains and grows robust leaders and governance by suitably equipping them to make substantial improvements at pace, putting the children's well-being, safety and education at the heart of every decision.

By establishing a sustainable framework for continuous improvement and professional growth, we will provide learning of the highest quality for all stakeholders, enabling success for everyone.

PHMAT Training and Development

We believe that what ultimately leads to the best possible education for our pupils is continual, life-long learning through the provision of support and training to both new and more experienced leaders and teaching staff.

It is vital that staff development is ongoing, collaborative and experimental which is why our Trust deliver a range of bespoke training courses and support programmes which are tailored to the needs of those we are delivering them to. We understand fully that 'one size doesn't fit all' and that every school has its own individual needs and challenges.

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PHMAT is proud to have a team of specialist leaders of education and expert practitioners who provide a high standard of support and training to both PHMAT schools and those outside of the Trust. The team has a shared goal – to improve the learning experience of all pupils in the Trust and provides a great number of CPD opportunities for staff across our Trust.



About the role:

Together Everyone Achieves More

We are now seeking to appoint an experienced, dynamic, inspiring leader with high expectations and ambition for all children to rapidly drive quality improvement in all aspects of teaching and learning to ensure improved outcomes for all.

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The successful candidate will:

- have previous experience of leading quality improvement, including a proven track record of securing sustained improvements in teaching and learning, across a wide range of areas,
- have the ability to gather, analyse and interpret information to help effect change and improvement,
- be passionate about children's success and will be driven to make their experiences and outcomes the best they can be,
- have the ability to motivate and inspire staff, solve problems and effectively manage performance to create high performing teams across the Trust,
- have a thorough and up to date knowledge of educational developments and best practice and be able to demonstrate excellent communication and interpersonal skills,
- be an outstanding practitioner who is able to support and improve quality of teaching and learning,
- have experience of leading EYFS and KS1.
- Have experience or be willing to lead on Early Reading

This is an opportunity for an enthusiastic and motivate person who wants to make a difference to the lives of our children.



Job Description

JOB DESCRIPTION – Assistant Headteacher

A person appointed Assistant Head Teacher in a school, in addition to carrying out the professional duties of a teacher other than a Headteacher (as described in Part XII) including those duties particularly assigned to his/her by the Head or Executive Team, shall:

Play a major role under the overall direction of the Headteacher and/or Executive Team in:

- (a) Formulating the aims and objectives of the school.

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- (b) Establishing the policies through which they shall be achieved.
- (c) Managing staff and resources to that end.
- (d) Monitoring progress towards their achievement.

Undertake any professional duties of the Assistant Headteacher reasonably delegated to him/her by the Head and or Executive Team.

Undertake to the extent required by the Head and or Executive Team, PHMAT Trust Board, the professional duties of the Head in the event of his/her absence from the school.

Ensure that they uphold the vision, values and ethos of the Trust at all times.

Be entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

With additional responsibility for:

See job specification below.

PURPOSE OF POST:

This post is to be part of the senior leadership team within Sledmere Primary School with the responsibility of leading Early Reading, EYFS and KS1 phases.

Impact on educational progress beyond their assigned pupils

- Lead, develop and enhance the teaching practice of others in allocated areas of responsibility.
- Be accountable for leading, managing and developing whole school policy and practice in allocated areas of responsibility.
- Be responsible for the assessment, tracking and monitoring of targets within their identified phase and allocated areas of responsibility.
- Have an overview of the curriculum that is provided within their phase and within allocated areas of responsibility.
- Be accountable for leading, managing and developing whole school policy and practice in the identified areas of responsibility.

Supporting the Head Teacher and Trust Executive Leader in Schools Self Evaluation Processes

- *Determining, evaluating and judging the quality of provision*
- *Identifying development priorities and areas for action*

PRINCIPAL RESPONSIBILITIES:

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The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake class teaching with a responsibility for Teaching and Learning in English and phase responsibility.

Safeguarding

Everyone who works within the Trust schools has the responsibility for promoting the safeguarding and welfare of children.

Commitment to Safeguarding Children

- To ensure awareness of Trust policy and procedures regarding Child Protection.
- To become aware of the signs and symptoms of abuse by attending relevant courses required.
- To ensure that Level 1 safeguarding training is completed.
- To report all causes for concern to the DSL.
- To ensure the safety of all children in the school learning environment both indoor and outdoor.
- To carry out appropriate risk assessments prior to activities.

The post holder will be required to exercise his/her professional skills and judgment to carry out, in a collaborative manner, the professional duties set out below:-

Raising the standards of teaching, learning and attainment for pupils

- To lead on raising standards in allocated areas of responsibility throughout school.
- Lead in the setting and evaluation of school and pupil results and use performance data to inform whole school and individual pupil targets, leading staff in a regular review of progress against targets, implementing change as necessary, ensuring high levels of attainment which meet the needs and potential of all pupils.
- Ensuring that appropriate targets exist for individual pupils.
- To support staff in planning and reviewing all IEPs and participate in the setting and evaluation of school and pupil results and use performance data to inform whole school and individual pupil targets for these identified children.
- Ensuring that pupils experience an educational programme that is personalised to the particular needs identified through a robust assessment system.
- Monitoring progress and taking appropriate action
- Contribute and ensure that areas of the School Self Evaluation are update

Leading, developing and enhancing the teaching practice of others

- Inform whole school planning and ensure that planning in identified phase supports the aims and objectives of the school and meets the needs of all pupils.
- Develop, monitor and assess schemes of work, policy, assessment and teaching strategies, consulting with colleagues, identifying strategies to the Leadership Team

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and Perry Hall Multi- Academy Trust Board, and disseminating developments across the school.

- Monitor the teaching and learning of others, contributing to the school's performance management process and coaching, mentoring and training colleagues across the schools.
- Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise.
- Ensure personal professional development, being up-to-date in national and local developments, contributing to school networks and clusters and keeping others informed.
- Identifying key professional development needs
- Ensuring that these are addressed through the provision of high-quality coaching and mentoring.
- Carry out performance management of all teaching and none teaching staff within your phase.
- Contribute to the school self-evaluation process, identifying areas for development, liaising with subject managers as required and incorporating the outcomes in planning.
- Identifying key professional development needs.
- Ensuring that these are addressed through the provision of high-quality coaching and mentoring

Other duties as defined in the revised structure

- Deputy Safeguarding Lead
- Phase Leadership
- Responsibility for teaching, learning & EYFS / KS1
- Early Reading Lead
- Coaching & mentoring
- Staff CPD
- Achievement in subject (attainment and progress)
- More able pupils and achievement
- Pupil premium pupils and achievement
- Moderation – year groups, whole school, school to school & LA moderation
- Monitoring – quality of teaching and learning
- Policy development
- Staff appraisal
- Support staff
- Transition for phase responsibility
- NQT mentor where relevant
- Parent workshops
- advice and support to sponsor school

Budget Accountability

- The post holder will be accountable for an amount of money to be decided.

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- Ensure the effective deployment of support staff and resources (ICT and consumables) within the area of responsibility.

Person Specification

PERSON SPECIFICATION FOR ASSISTANT HEADTEACHER

Essential	Desirable	Evidence
Qualifications - Qualified Teacher Status - Educated to degree level - Evidence of continued professional development	- Evidence of personal commitment to continuous professional development - Leadership course attendance within past two years	Application form
Experience - Successful teaching experience - Understanding of how children learn in a high achieving and successful school - Responsibility for leading a core subject across the school - Building and sustaining effective working relationships with staff, governors and parents in the wider community - EYFS and KS1 experience	- Former responsibility at phase or whole school level for raising standards - Experience of leading teams to achieve a specific outcome for children - Evidence of the development of policy or curriculum schemes of work - Successful teaching experience in more than one phase - Experience carrying out performance reviews	Application form Selection day interview
Knowledge and Skills - Evidence of strong professional subject knowledge - Ability to plan lessons effectively for all pupils in a class setting clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues - Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural issues	- An understanding of the skills and attributes involved in effective leadership - Evidenced experience of raising standards within key whole schools priorities - Evidence of understanding of strategic management in a large school - Understanding of New OFSTED framework regarding learning and teaching and leadership and management.	Application form Selection day interview

• Ability to coach and mentor individuals to achieve specific outcomes • Ability to challenge and inspire colleagues • Strong ICT skills including use of interactive whiteboard for teaching • Clear understanding and commitment to safeguarding procedures • Ability to analyse data and pinpoint key issues in order to inform staff re way forward • To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines	• Understanding of use of data to raise standards	
Personal Qualities • To relish challenge and perform efficiently in this significant key role • Ability to take responsibility for others' performance • To be able to lead by example • Tenacity and commitment while working under pressure • Ability to think strategically • Ability to organise, prioritise and delegate • The ability to synthesise information quickly and effectively whilst maintaining an intensive workload • Ability to manage time effectively and work to deadlines • Good team player • Ability to enthuse and motivate others • Good communication skills both orally and in writing	• A commitment to providing extra-curricular activities and an understanding of its impact upon school ethos	Application form Selection day interview
Other • Commitment to inclusive practice • Commitment to pupils • Good attendance and punctuality record	• Governance experience/involvement with governors	Application form Interview

Notes:

This job description may be amended at any time in consultation with the postholder.

If you don't have all of the experience listed above, but are interested in applying, contact A Cheema (CEO)
a.cheema@perryhallmat.co.uk

Post Information

Role: Assistant Headteacher (for EYFS and Key Stage 1 Phase Leader)

Salary: Leadership Pay Scale (L1 £51,773 to L5 £57,137)

Closing Date: Monday 21st September at 12 Noon.

Start Date: January 2027 – Or once notice periods have been agreed.

Employee Benefits:

Trust staff are entitled to the following:

- Access to highly sought Teachers Pension
- Yearly well-being day
- Access to an employee benefits portal which includes a number of discount vouchers for shopping, entertainment and dining
- A cycle to work scheme
- Free will-writing service
- Free telephone counselling and online access to our employee advice and assistance portal
- A salary sacrifice scheme which allows you to buy a new car
- An employee assistance programme
- A health cash plan
- A voluntary private medical service

Visits to the school:

Applicants are encouraged to visit our academy before applying. To arrange a visit, please contact Alison Travis at a.travis@smps.perryhallmat.co.uk or on 01384 476150.

Applying:

Please complete our application form and submit to F.dudley@smps.perryhallmat.co.uk

Safer Recruitment:

Within all PHMAT schools, our first priority is the welfare of all our children and we follow a strict safer recruitment procedure for any new appointments.

All staff in every role are committed to the highest standards in protecting and safeguarding the children entrusted to our care, at all times.

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Recruitment Privacy Notice

Recruitment and Candidate Information

What is a Privacy Notice?

The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 give individuals the right to be informed about how their personal data is collected and used. This Recruitment Privacy Notice explains how Perry Hall Multi-Academy Trust uses personal data relating to individuals who apply for posts within the Trust.

Personal data means any information that can identify you directly or indirectly. Processing refers to any activity involving personal data, including collecting, storing, sharing and deleting it.

This notice explains:

- why we use your personal data
- the legal basis for using it
- what personal data we collect
- where we collect it from
- who we share it with
- how long we keep it
- your rights under data protection law

About this Privacy Notice

This notice applies to all applicants for employment with Perry Hall Multi-Academy Trust, including those applying to academies within the Trust and to posts within the central team.

Perry Hall Multi-Academy Trust is registered as a Data Controller with the Information Commissioner's Office (ICO) and is responsible for determining how personal data is processed.

The Trust has appointed a Data Protection Officer (DPO) through Services 4 Schools Ltd. The DPO can be contacted at: DPO@PerryhallMAT.co.uk.

What information do we collect?

We only collect personal data that is necessary to manage our recruitment and safer recruitment processes. This may include:

- name, address and contact details
- employment history, qualifications, skills and experience
- current salary and benefits information
- right to work documentation
- references from current and previous employers
- information required to carry out safeguarding and pre-employment checks
- information about health or disability where reasonable adjustments are required

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- equal opportunities monitoring data, including ethnicity, religion or belief, sexual orientation and health

How do we collect your personal data?

We collect personal data directly from you through application forms, supporting documentation, interviews and assessments. We also collect information from third parties, including:

- referees
- the Disclosure and Barring Service (DBS)
- employment background and right to work check providers

For shortlisted candidates, online searches may be carried out as part of safer recruitment practices. These checks are proportionate and relate only to an individual's suitability to work with children.

Why do we process your personal data?

We process personal data to:

- assess your suitability for employment
- make recruitment decisions
- carry out safeguarding and safer recruitment checks
- comply with legal and regulatory obligations
- respond to legal claims or requests

Lawful basis for processing

We process personal data under the following lawful bases:

- Article 6(1)(c) UK GDPR – compliance with a legal obligation
- Article 6(1)(f) UK GDPR – legitimate interests in operating effective recruitment processes

Where we process special category data, this is done under:

- Article 9(2)(b) UK GDPR – employment and social protection obligations
- Article 9(2)(g) UK GDPR – substantial public interest (safeguarding)
-

Criminal conviction data is processed under Article 10 UK GDPR and Schedule 1 of the Data Protection Act 2018 where required for safeguarding and safer recruitment.

We will not use your personal data for any purpose other than the recruitment process for which you applied.

Who has access to your personal data?

Access to personal data is restricted to those involved in the recruitment process, including:

- recruitment and interview panels
- senior leaders and managers
- Human Resources providers
- IT staff where necessary

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We may share data with third parties including:

- Services 4 Schools Ltd (HR provider)
- the Disclosure and Barring Service
- right to work and background check providers
- referees
- legal representatives or public authorities where required by law

International data transfers

We do not routinely transfer personal data outside the UK. Where data transfers are necessary, appropriate safeguards will be in place in line with UK GDPR.

How do we protect your personal data?

The Trust has appropriate technical and organisational measures in place to protect personal data from loss, misuse or unauthorised access. Policies including the Data Protection Policy and Records Management Policy are available on our website.

How long do we keep your data?

If you are unsuccessful, recruitment data will be retained for six months after the recruitment process and then securely destroyed.

If you are successful, recruitment data will be transferred to your personnel file and retained in line with the Trust's employee privacy notice.

What happens if you do not provide personal data?

You are not legally required to provide personal data during recruitment. However, failure to provide essential information may prevent us from progressing your application.

Equal opportunities data is optional and not used as part of the selection process.

Your data protection rights

You have the right to:

- access your personal data
- request correction of inaccurate data
- request erasure of data where applicable
- restrict or object to processing
- withdraw consent where processing is based on consent
- lodge a complaint with the Information Commissioner's Office

We do not make recruitment decisions based solely on automated decision-making.

Contact

If you have any questions or wish to exercise your rights, please contact:

Data Protection Officer
Perry Hall Multi-Academy Trust Business Team
PO Box 7177

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Greenacres Avenue
Wolverhampton
WV1 9DB

Email: DPO@PerryhallMAT.co.uk

You also have the right to contact the Information Commissioner's Office at:
<https://ico.org.uk/concerns/>

Update April 2026

Contact Details

Address

Sledmere Primary School
The School Drive
Buffery Road
Dudley
West Midlands
DY2 8EH

Call

01384 818425

Email

information@sledmere.perryhallmat.co.uk

Visit

www.sledmere.org



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