

**Information for Applicants**



South Milford Primary School

Sand Lane

South Milford

LS25 5AU

Telephone: 01977 682359



March 2021

Dear Colleague

Thank you very much for taking an interest in the post of Assistant Headteacher at South Milford Primary School.

We are looking to appoint an outstanding classroom practitioner with significant experience of teaching throughout the primary phase, and in particular Early Years and Key Stage 1. The successful applicant will join our teaching team as a classroom teacher as well as our Senior Leadership Team with initial responsibilities to include EYFS/KS1 Team Leader, reading lead and assessment leader from September 2021. We will provide support and CPD with a full day per week of dedicated leadership time, in addition to PPA.

This is an ideal opportunity for those with ambition to progress towards a Deputy Headteacher role, or develop their experience ready for Headship. This role will give you a unique opportunity to inspire the learning and development of children within a busy and successful primary school.

We are keen to receive applications from candidates who:

* Have a passion for creating a rich and exciting learning environment and a curriculum that is relevant, exciting and fun;
* Are committed to ensuring all pupils make sustained and accelerated progress to reach their true potential;
* Have high expectations for attainment and achievement;
* Has ambitious aspirations for all our children and the ability to motivate and inspire every child to reach their full potential
* Have knowledge, skill and experience in evaluating the effectiveness of classroom provision;
* Have a proven track-history within school improvement, at classroom and leadership level; including the coaching and development of teachers and support staff;
* Demonstrate high skills in written and oral communication – with pupils, staff, parents and external agencies;
* Show a willingness to work beyond the school site, within our local community and with a wide-range of partners.

In return, we can offer you the opportunity to work in an environment with a wonderful ethos, with pupils who display impeccable behaviour and are highly motivated in wanting to be ‘the best they can be’. You will have the opportunity to become an integral part of a committed team where your own professional development will be given a high priority.

You will be instrumental in shaping our School Improvement Plan as we aspire to be an ‘outstanding school’ within the next three years.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I would like to thank you again for your interest in the post.  Visits to the school are encouraged by appointment and in line with Covid safety measures. If you are excited by this opportunity, I look forward to receiving your application.

Yours faithfully  
  
Mrs Melanie Lawrence

Headteacher

**THE APPLICATION PROCESS**

If you wish to apply for the post of Assistant Headteacher, then you should:

Pay particular attention to the following whilst assembling your application:

* The School Vision (Appendix 1)
* The 2020-21 School Improvement Plan (Appendix 2)
* Job description and person specification for the role of Assistant Headteacher
* School Outcomes (Appendix 3)
* The school website <https://www.southmilfordprimary.co.uk/>
* THE STAR MAT website <https://web.starmat.uk/>
* Fully complete the application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with an email address for each). Do not enclose additional CVs.
* Support your application with a covering letter (no more that two sides of A4 Size 11 font) addressing the following:

How your leadership experience to date, fits you to the requirements of the person specification. Please use *relevant* examples and impact measures from your practice over the last 3 years.

Remember when addressing the above, ***less is sometimes more****.*

**Timeline for the selection process**

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| --- | --- |
| Post advertised | 24th March 2021 |
| Closing time/date for applications | 12 noon, Friday 16th April 2021 |
| Interviews | w/c 10th May 2021 |

Please address all return mail to:

Mrs M Lawrence

Headteacher

South Milford Primary School

[headteacher@sm.starmat.uk](mailto:headteacher@sm.starmat.uk)

**Appendices**

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| **1** | The School Vision |
| **2** | The School Improvement Plan |
| **3** | Job Description and Person Specification for the role of Assistant Headteacher |

**About the School**

Our school motto is: ‘Shining Together’. We believe that everyone has special skills and talents and here at our school we strive to provide every opportunity for every child to be the best they can be and truly grow in confidence and character.

Our school is an exciting and inspirational place to be. Our curriculum is important to us!  Engaging, creative, and varied, it is enhanced with exciting theme days and weeks, visits and visitors, which create memorable experiences and help children develop a love of learning.

We aim to ensure that learning is fun, purposeful and challenging and recognise that the journey we make together provides us with a sense of pride and success, as much as the outcomes.

We have high expectations in all we do; behaviour, presentation, personal and academic progress, and we work hard to fulfill our ambitions. Whether working together in lessons, putting on amazing productions, or taking part in clubs and sporting events, teamwork is important to us.

At our school you will find a community of people – children, staff, governors and parents -who are respectful and supportive of each other. We know that working hard together helps us to achieve our goals and provides us all with amazing and enjoyable moments along the way.

**Curriculum Outline**

We believe that children’s experiences at primary school create the foundations for life.  Here at South Milford Primary School, we encourage our children to make the most of every day and each experience.

We endeavour to provide a curriculum that enables our children to grow in knowledge and skills – while making happy memories along the way.

We believe every child should be given the chance to develop their own talents and a platform on which to shine.

Our children are given the opportunity to nurture a sense of self-worth, confidence, responsibility and respect.

Our ‘5 a day’ rules enable them to develop kindness and compassion for others.

Using the Development Matters and National Curriculum as a base to offer a breadth of learning, the curriculum at South Milford is tailored to provide our children with knowledge and skills which are progressive – both over the year and throughout their time at the school.

This allows all our children to embed their learning and to demonstrate what they know and remember.

Our curriculum is ambitious: we strive to attain consistently high standards in all subjects. Children’s depth of knowledge and understanding is developed in individual subjects which are linked through common themes. These are built upon over time.

Our approaches to teaching allow the children to develop inquisitive and questioning minds, alongside a love of learning and a passion to know more.

Our curriculum is enhanced by techniques of metacognition and collaborative learning structures to deepen understanding.

We want our children: to have a love of learning; to appreciate the arts; to be good sportsmen and women; and to develop a keen understanding of the world around them.

We believe it is important that our children have a clear understanding of themselves and their place in the world. This includes understanding the past in order to be responsible citizens in the future, as well as developing respect and tolerance for others.

Our sense of community and togetherness is essential to all we do. A number of whole-school events and theme days contribute to uniting our school and helping to promote a shared sense of responsibility, togetherness and fun.

We love to sing and dance – our whole school productions are amazing and encapsulate the qualities of teamwork, ambition, nurturing talent and hard work that we value so deeply.

At South Milford Primary School we are constantly seeking opportunities for our children to develop and shine.

**Ofsted**

In our OFSTED visit in June 2015, the school was awarded an 'Outstanding’ grading in Early Years provision and a ‘Good’ grading in all other areas of the current OFSTED framework.

OFSTED acknowledged how, as a team, we consistently set high expectations for all pupils’ achievement and behaviour.  As a result, the lead OFSTED inspector, said: "Pupils are making rapid progress in reading, writing and mathematics."

Please see our website for links to the full report.

**The STAR Multi-Academy Trust (MAT)**

We are very proud that South Milford Primary School is a member of the STAR Multi-Academy Trust which was established on 1 May 2018.

**Our Schools**

* Appleton Roebuck Primary
* Brayton CE Primary
* Kellington Primary
* Kirk Fenton CE Primary
* Monk Fryston CE Primary
* Riverside Primary
* Saxton CE Primary
* Sherburn High School
* Sherburn Hungate Primary
* South Milford Primary
* Tadcaster Grammar School

**Our Mission**

To develop outstanding education in all our schools, which will enable every young person to flourish and realise their full potential.

**Our Aims**

**We will**:

* Ensure that our children achieve the best possible outcomes
* Develop the whole child; personally, culturally and spiritually
* Be inclusive; have a particular commitment to our most vulnerable children
* Teach our children to live well together and to make wise choices
* Ensure that our children are safe from harm
* Work to ensure that our schools are enjoyable places for children to learn.

**Our Core Principles**

**We:**

* Expect our schools to actively support each other and to share best practice for the benefit of all
* Are committed to providing services that will keep our schools compliant, financially robust and continuously improving
* Want all of our schools to retain and celebrate their distinctive identity.

**We are:**

* Open, honest, fair and straightforward
* Receptive to change and challenge
* Pioneering and outward facing
* Trusting, respectful and supportive of each other
* Prepared to listen to advice
* Empowering of others.

We want our pupils and students to have a consistently excellent school experience and to achieve strong outcomes. The culture of our Trust is very much one where our schools retain their own distinctiveness. Our Headteachers remain empowered to make decisions about what happens in their schools but, in addition, benefit from high levels of collaboration and sharing of best practice.

As a Trust we aim to provide greater opportunities for recruiting new staff, to retain our existing staff, facilitate leadership development and enhance staff professional development. At a time of reduced funding in schools, our partnership strives to achieve ‘better value’ and financial stability by providing business support which allows schools greater capacity to develop the curriculum and to support pupils and students. As a Trust of over 4000 pupils and students, and 11 schools, we have access to the School Condition Allocation (SCA) which enables us to access significant capital funding for our school buildings.  This amounted to £1.2m for 2019-2020.

All STAR MAT partner schools offer their pupils and students the following opportunities to develop:

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| Themselves to become: | Their ability to interact with others and contribute positively to society to become: | The knowledge and skills which will equip them for life, with an entitlement to: |
| * Physically and mentally healthy * Informed risk takers, problem solvers and   critical thinkers   * Articulate communicators * Reflective, resilient and able to self-regulate | * Tolerant and respectful of others:   different people, places and cultures   * Responsible, aware and engaged citizens: locally, nationally and globally * Able to develop appropriate and successful relationships | * Develop mathematical fluency and essential literacy skills * Be taught a broad, rich and age appropriate programme of study in every subject * Stimulating and exciting learning experiences both within and beyond the ‘classroom’ * Opportunities to take part in sport, performance and other creative activities * Careers education and guidance |

**Living and working in North Yorkshire**

Within the county of North Yorkshire are the Yorkshire Dales and North York Moors National Parks, three Areas of Outstanding Natural Beauty, the Pennines and a stunning coastline around Scarborough and Whitby. The area hosted the opening stages of the Tour de France in 2014, and due to its success, has created the Tour de Yorkshire with global recognition, which will be contested for the fifth time over three days in 2019. There are ruined castles and abbeys, serene gardens, unique breweries, thrilling rides and industrial heritage. Something for everyone!

For outdoor enthusiasts North Yorkshire has plenty to offer. From the hard gritstone of Almscliff and Brimham Rocks to the limestone of Malham, Gordale and Kilnsey climbing venues are in abundance. The Yorkshire Dales is a premier area for caving while for mountain biking there are the bridleways of the Dales and North York Moors as well as the renowned trail centre at Dalby Forest.  Further afield, the Lake District and the fells, crags and coast of Northumberland are all easily accessible for days and weekends away.

There are a small number of sailing clubs on reservoirs around the county and fantastic, if chilly, surf sport venues and sea kayaking on the east coast.

While the county is rightly known for its wide open spaces, it also incorporates attractive market towns including Malton, Helmsley, Northallerton and Skipton - judged the best place to live in Britain by the Sunday Times in 2014 - the traditional seaside towns of Whitby and Scarborough, the Spa town of Harrogate, as well as the ancient city of York, the most visited city outside of London. With a wide range of shopping, leisure and cultural facilities as well as excellent schools, universities, road and rail links, there really is everything to offer you and your family as a place to work, live and enjoy.

Travelling further afield we have convenient connectivity, with close proximity to metropolitan cities of Leeds and Newcastle and a journey time of under two hours by rail from York to London. We border the Lake District, Lancashire, County Durham, and Yorkshire & Humber regions with all they have to offer.

**Useful Links:**

[www.yorkshire.com](http://www.yorkshire.com)

[www.inspireleadteach.co.uk](http://www.inspireleadteach.co.uk)

**Appendix 1:** **The School Vision**

At South Milford Primary School we have high expectations in everything we do: including academic progress, behaviour, presentation and personal development. We work hard to fulfil our ambitions.   
  
We make sure all our children reach their highest academic potential by delivering an engaging curriculum that offers inspirational and exciting learning experiences along with opportunities to shine in a wide variety of areas.   
  
Our school is at the heart of our village and the children are the next generation of this thriving community. In order to be the best they can be, and to equip them for life in the wider world, we enable our children to develop the right attitude to learning. We encourage them to develop their talents and take a sense of pride in all their achievements.  
   
Our school is a safe, happy and nurturing place in which children show tolerance and respect for all. The children, staff, governors and parents create a supportive and united community. We believe working together helps us achieve our common goals, providing us with fantastic outcomes and enjoyable moments along the way.  
   
That’s why our motto is ‘Shining Together’.

**Appendix 2: The 2020-21 School Improvement Plan**

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| **Objective:** | **Actions:** | Target Date | Impact |
| **To establish gaps in children’s learning and put in place plans to enable all children to close their attainment gap following the Covid-19 lockdown** | All children baselined Autumn 1 and pupil progress meetings with senior leaders to plan interventions  Intervention maps in place for groups, with regular evaluation and monitoring for impact.  Catch up action plan - spending | July 2021 (ongoing - half termly in line with IPMs) | Baseline assessments conducted and children’s ‘starting’ points established  Targets established for cohorts – taking into account prior attainment and aspirational national benchmarks so progress can be measured  Gaps identified and planning adjusted in order to meet the needs of the pupils  Catch up programme planned and implemented to support progress |
| **To continue to develop the curriculum so that it meets the needs of the pupils and has a clear progression** | All staff are aware of end of year expectations for each year group and how the children will progress through the school.  Improve pupil’s recall of core knowledge and skills through the development of knowledge organisers, low stakes assessments and games/activities  British values and SMSC are an integral part of curriculum delivery  Clear contingency plans for further school closures are in place, to enable children to be provided with continuity of provision | July 2021 | Highly effective teaching & learning in foundation subjects results in good progress (inc. pupil knowledge, skills & outcomes).  Quality of work, in all non-core subjects, demonstrates that the pupils are learning the right things in the right order, prior knowledge is built upon and good progress is made.  Subject leaders are able to talk confidently about coverage, progression and attainment  Teachers are ‘closure ready’ with a working system for sharing learning with pupils. |
| **To continue to improve the standards/progress of maths across school**  *(see Maths Lead action plan)* | Continue to embed Maths Mastery in all year groups  New Maths lead to establish baseline and develop a rapid plan for improvement  Children gaps are identified and interventions planned to quickly plug gaps and underline progress  Teachers are supported to ensure maths provision is good or better for all children. | July 2021 | New maths lead fully established in role  Maths tracking shows clear improvements from baseline  Gaps are closed in children’s knowledge and understanding |
| **To ensure every pupil will learn to read and all pupils make sufficient progress to meet or exceed age-related expectations.**  *(see English Lead action plan)* | Fully embed whole class guided reading strategies  Reading interventions are used to build confidence, close the gap and raise the attainment of children  Reading skills are developed and applied across the curriculum  Reading Plus introduced and used across Key stage 2 to support development of fluency and comprehension, along with supporting home learning. | April 2020 | Staff are confident to deliver high quality guided reading sessions  Increase in the % of children meeting or exceeding ARE  Children are able to transfer a range of reading skills  Increase in engagement and motivation of children to read in school and at home |
| **Children will move rapidly through the phonics programme and will be able to meet the required standard for the end of Year 1 screening.**  *(see Phonics action plan)* | Daily phonics sessions to be delivered in line with the RWI scheme - Reading leader to coach and mentor staff  Regular assessment and early identification of children in EY, Y1 and Y2 who are at risk of falling behind - ‘Spotlight children’. Effective interventions will be put in place to meet the needs of these pupils. | October 2020 | Staff are confident and versatile in delivering RWI sessions  Rapid progress in phonics and reading for all children accessing the RWI scheme of learning  Spotlight children make rapid progress to close the gaps via effective interventions |
| **EYFS: To ensure that the quality of teaching and learning across all aspects of the early years is good or better**  *(see EYFS action plan)* | Support staff members new to EYFS to ensure their practices are good or better  To increase the % of children achieving GLD and the core areas of learning to be in line with or above national  To use assessment data to identify gaps in children’s learning and use targeted provision to plug  To further develop secure link with home during Covid 19 restrictions | July 2021 | All monitoring identifies the quality of T&L to be good in all aspects of the early years  Staff new to the early years are able to plan for and deliver high quality provision  Assessment data shows that all children have made good or better progress from their starting points  Parental engagement is consistent for all children and feedback shows that parents feel involved |

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| **Objective:** | **Actions:** | Target Date | Impact |
| **To continue to develop independence and strategies for dealing with difficulties** | Continue to deliver metacognition lessons and apply strategies across the curriculum | July 2021 (ongoing) | Pupils are able to reflect on their learning and are resilient |
| Engagement in lesson - Kagan structures, no hands up strategies used to ensure all children are contributing to the lesson | July 2021 (ongoing) | Engagement in lessons is high for all pupils.  Progress is made by all pupils. |

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| **Objective:** | **Actions:** | Target Date | Impact |
| **Pupils’ Mental Health is supported** | Wellbeing survey conducted with KS2 and results analysed  PSHE delivered weekly using the Jigsaw scheme  PSHE/Computing curriculum – e safety is revisited at the start of each unit, Internet safety day/week and parent workshops | Oct 2020 | Whole class and individual interventions planned to rebuild and repair  Early identification of children who need targeted PSHE support and wellbeing check-ins  Increase in the number of children identifying to have a good level of well being  High quality provision for all aspects of PSHE and meet statutory requirements for RSE |
| **To meet the social and emotional needs of all pupils and to offer intervention when a child has gaps at a developmental stage** | Thrive practitioner trained and delivering interventions for identified children/classes  Whole school training on the principles of Thrive, including mindfulness and which strategies/approaches can be used across school | Oct 2020 | Increased knowledge and skills of lead practitioner to enable effective support and guidance to all staff  Increase in the levels of social and emotional wellbeing of identified children  Staff speaking the same language to the children (continuity).  Children feel safe in school and are able to self-regulate behaviour with increasing independence. |

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| **Objective:** | **Actions:** | Target Date | Impact |
| **Establish a clear, distributed and sustainable leadership structure and share of whole school responsibilities** | SMPS will have a clear leadership structure in place to ensure that leaders have clear responsibilities and accountabilities  SLT will have clearly defined roles and responsibilities  Ensure all members of the team have access to the correct training to support their roles | July 2020 | Clear roles, responsibilities & accountabilities established through an effective leadership structure within the school and efficiency of operation evident in different teams, e.g. SLT, KS1, KS2  Leaders demonstrate relentless focus on improvement and increased confidence in leading their areas of responsibility.  SIC visits, and any other external monitoring, identifies the growth and competence of leadership (beyond SLT) as a strength for the school.  Good progress is noted in all areas of school improvement (as outlined in SIP).  Leaders demonstrate highly effective practice in all operational areas inc. safeguarding. |
| 1. **Staff well being** | Staff questionnaire to identify thoughts  Promotion of work life balance -Review how to reduce workload e.g., reduction in marking  Gov responsible for staff well being | July 2021 | Opportunity for staff to express thoughts and feelings about their own wellbeing in a discrete way  Systems reviewed and streamlined where possible.  Staff meetings to be reviewed and carefully considered half termly |
| **To develop role of subject leaders** | Train staff on the expectations of subject leadership  Subject leaders to set up evidence files, monitoring cycles  To train staff in how to ‘deep dive’ their subject  Subject leader reports completed | Dec 2020  July 2021 | Staff will be clear about the expectations of them as subject leads.  Subject leaders will demonstrate an in-depth knowledge of their subjects.  Subject leaders will confidently discuss the progress and attainment in their subjects. |
| 1. **To develop provision for SEND children**   ***(see SEND action plan)*** | New SENCo induction training completed and other training needs identified including SENCo qualification  *Ensure consistency of approach to monitoring, tracking and assessment of children with SEN across all key stages.*  Provision maps revised and in place for all children, with a timetable for review and updates  Develop robust systems to monitor and evaluate the impact of interventions – measurable outcomes and adaptations where necessary  Ensure stakeholders have the relevant information to support SEN children | July 2021 | Funding secured to complete the NASENCO award  Skills audit completed and training identified  All stakeholders are aware of provision and SEN needs of individuals.  Ensure provision is supporting progress  Identify children alongside class teacher to discuss further intervention/wider support from SENCO.  The link governor has a clear understanding of SEN provision at SMPS  The school’s website displays all statutory information |

**Appendix 3a: Job Description**

**Job Title: Assistant Headteacher - South Milford Primary School**

**Date Effective: September 2021**

**Responsible to: Headteacher**

**RESPONSIBLE FOR: Job Purpose**: To promote effective learning, appropriate achievement and educational, social and personal progress of all pupils for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual. To be fully included in all stages of planning relevant to the children in the year group to which they have been appointed.

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**Responsibilities:** **EYFS and KS1 team leader plus reading and assessment lead**

**CURRICULUM R**

**Key Responsibilities of a Class Teacher**

* Support the aims and ethos of the school/STAR MAT, including following all the agreed policies.
* Make an active contribution to the policies and aspirations of the school/STAR MAT.
* To promote equal opportunities within the school /STAR MAT and to seek to ensure the implementation of the school’s equalities scheme.
* To teach, according to their educational needs, pupils assigned to the allocated class – using differentiation, focussed teaching groups etc.
* Plan work with relevant teaching assistants to meet the learning needs of allocated pupils in a consistent and effective way.
* Use appropriate teaching and classroom management strategies to motivate pupils and enable each to progress. To maintain discipline in accordance with the rules and disciplinary systems of the school.
* Monitor the progress of pupils for whom the post holder is responsible to set expectations and give constructive feedback, including reporting to parents as appropriate.
* Maintain appropriate records to demonstrate progress made by pupils.
* Participate fully in professional development activities to develop practice further, implementing and sharing the learning from these as appropriate.
* Aim to achieve any performance criteria or targets arising from the School’s Performance Management arrangements.
* Fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.

**Key Responsibilities of a Subject Leader**

* Establish and lead the strategic development of the subject consistent with the agreed aims and policies of the school/STAR MAT.
* Advise the Headteacher and governors with regard to preparation of the School Improvement Plan.
* Secure and sustain effective learning for pupils through leading the well-planned and effectively organised teaching within the responsibility area, including the professional development of staff.
* Lead, manage and support staff and pupils within the subject to sustain motivation and commitment to high standards of learning and care.
* Coordinate the requisition of appropriate subject resources. Be accountable for the effective deployment of resources and facilities to secure high quality learning experiences.
* Assist in the development of assessment procedures in school, including management of pupil self-assessment systems.
* Monitor the implementation of the Development Matters/Early Years Profile and National Curriculum requirements and promote high quality teaching and learning, particularly in the EYFS and Key Stage 1.
* To provide support to colleagues in the teaching of the primary curriculum;
* Co-ordinate, plan and lead in-service training relevant to this, and participate in meetings designed to integrate the work of the co-ordinator into the management of the school as a whole;
* To assist the Headteacher in the preparation of reports relating to the teaching of EYFS and Key Stage 1, if these are requested by the Trust, Ofsted or the school’s governing body.

**Key Responsibilities of a Member of the Leadership Team**

* Assist the Headteacher in the day-to-day organisation of the school, including dissemination of information and responsive management when and where necessary.
* Ensure the school is maintained during short-term absences of the Headteacher.
* Work in partnership with the Headteacher, carrying out such other associated duties as are reasonably assigned by the Headteacher.
* Be a Pro-active member of the Leadership Team, contributing to the strategic leadership of the school at all levels. Actively contributing to leadership discussions where relevant.
* Researching and preparing appropriate information relevant to agenda items.
* Take a lead in trialling and actioning appropriate school initiatives.
* To lead on key areas of the School Development Plan, creating a clear Action Plan and reporting regularly on progress to stakeholders.
* To promote the health, welfare and safety of all students and staff.
* As Key Stage Leader – organise and lead relevant meetings; ensure meeting agendas and minutes are available and that agendas are linked to the School Development Plan; ensure that all logistical, pastoral, curricular and management requirements are fulfilled with your relevant Key Stage.

This job description and allocation of responsibilities may be amended, after consultation from time to time and will be reviewed annually.  It should be viewed alongside the relevant sections of the School Teachers’ Pay and Conditions Order.  These will be reviewed annually in consultation with representatives of recognised Teaching Associations.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both.  The post holder may, in addition, be asked to carry out other such reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students’ education and well-being.

**Appendix 3b: Person Specification**

**Job Title:** Assistant Headteacher: EYFS and KS1 lead plus reading and assessment lead

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria:

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications and Training** | * Qualified Teacher Status * First degree or equivalent in a relevant subject. | * NPQSL or equivalent * Leadership development |
| **Experience** | * Recent and substantial successful experience teaching in relevant age groups * Experience of planning and delivering curriculum in EYFS/KS1 * Substantial experience of leadership and management, whether curriculum or other whole school areas * Evidence of substantial and successful work toward school improvement * Evidence of leadership and management work within EYFS/KS1– making a significant contribution to provision and development * Ability and experience implementing policies and practice for school development | * Experience of teaching in key stage 2. * Experience of managing a team or phase. * Experience of developing and leading staff development programmes for teachers and other staff. * Evidence in successful implementation of whole school initiatives. * Experience of delivering RWI phonics. * Experience of assessment and data analysis to support school improvement. |
| **Skills & Knowledge** | * Thorough knowledge & understanding of all relevant aspects of the Development Matters and National Curriculum in relation to the post * The ability to create a motivating and safe learning environment for all students * The ability to communicate positively with colleagues/parents/carers and outside agencies * Evidence of training within EYFS and KS1 and general teaching and learning; commitment to ongoing professional development * Excellent time management skills and the ability to prioritise and meet deadlines under pressure * Good communication skills when both writing and speaking * Good level of ICT skills | * Knowledge and understanding of assessment frameworks in EYFS and KS1 * Ability to contribute to school level curricular developments * Evidence of leading training with others, including coaching and mentoring * Knowledge of the Thrive approach |
| **Personal Qualities** | * Demonstrate outstanding teaching practices * Ability to relate to and build relationships with pupils, parents, staff and other members of school community * Enthusiasm for and commitment to the achievement of the school’s overall vision for success at all levels * To be able to think and act strategically, identifying opportunities for future developments and improvements * Patience, sensitivity and understanding, with the ability to remain calm in stressful situations * Respond effectively to day-to-day challenges; ability to work under pressure * Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care * Inspire, challenge, motivate and empower others to carry the school’s vision forward * Lead and manage people to work towards common goals |  |