

Assistant Headteacher - Student Services



Pride In Excellence Unlocking Academic & Personal Potential

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Welcome

Welcome to Rivers Primary Academy. I am extremely proud to be Headteacher of this amazing school.

Our school belongs to a family of schools that form Windsor Academy Trust. We work closely with the other schools in the Trust but particularly our closest primary school that is Goldsmith Primary Academy.

Our website gives you information and a flavour of our school which we hope you will find useful. There is always something happening at our school to celebrate!

We are a popular oversubscribed two form entry Primary School with a Nursery.

It is an exciting time to join our school as we have not long moved into our brand new school building. This provides amazing facilities for children including a studio that is used for art, music and dance, and a science room that is also used for food technology. Rivers Primary Academy truly is the place to be as 'We Inspire to Aspire!'

If you would like to find out more, please the school office.

Mrs L Wright
Headteacher

About



9 Schools



1,000 Staff



7,000 Students

Windsor Academy Trust (WAT) is a leading multi academy trust that was formed to improve the quality of education through the sharing of ideas and best practice among its schools.

The Trust was established in 2011, when Windsor High School and Sixth Form, one of the first converter Academies, was approached by the Department of Education to be a sponsor. In the past 10 years we have grown into a hugely successful family of nine academies providing outstanding education to over 7,000 students aged 2 to 18.

We currently have five primary schools and four secondary schools located across the West Midlands, and are due to open two new secondary free schools in the next two years.

This is a highly exciting time for WAT as we are due open two new secondary free schools over the next two years.

We are clear that young people achieve their best in a climate of high expectations where teachers are motivated and empowered. At WAT we combine a shared experience of primary and secondary schools and promote student and staff collaboration across all our schools in our search for excellence. Teaching and Learning is at the core of all our work and this is underpinned by an extensive programme of professional learning for our staff.

We are extremely proud of what we have achieved so far, the Trusts vision is that through collaborative leadership, we will continue to grow and provide the highest quality education to enable every student to realise their full aspirations. A powerful component of this success has been the synergy of primary and secondary collaboration.

Goals & Aspirations



01 / Unlocking Personal Potential

To raise aspirations and unlock all children's personal potential; keeping them safe, enabling social mobility and creating happy and successful learners



03 / Empowering People

To attract, identify, develop and retain talent internally and externally so that there are excellent people working collaboratively, who are valued, supported and encouraged to innovate



05 / Sustainable Finance And Infrastructure

To have strong and sustainable finances a highly effective infrastructure that is scalable, driven by efficient operating systems



02 / Unlocking Academic Potential

To maximise progress and attainment so all children can enter into a career or university of their choice, through the WAT curriculum, excellent Teaching and Learning and continued Academy improvement



04 / MAT Growth And Partnerships

To grow local learning communities and partnerships that provide opportunities for more children, within and beyond WAT



06 / Highly Effective Governance

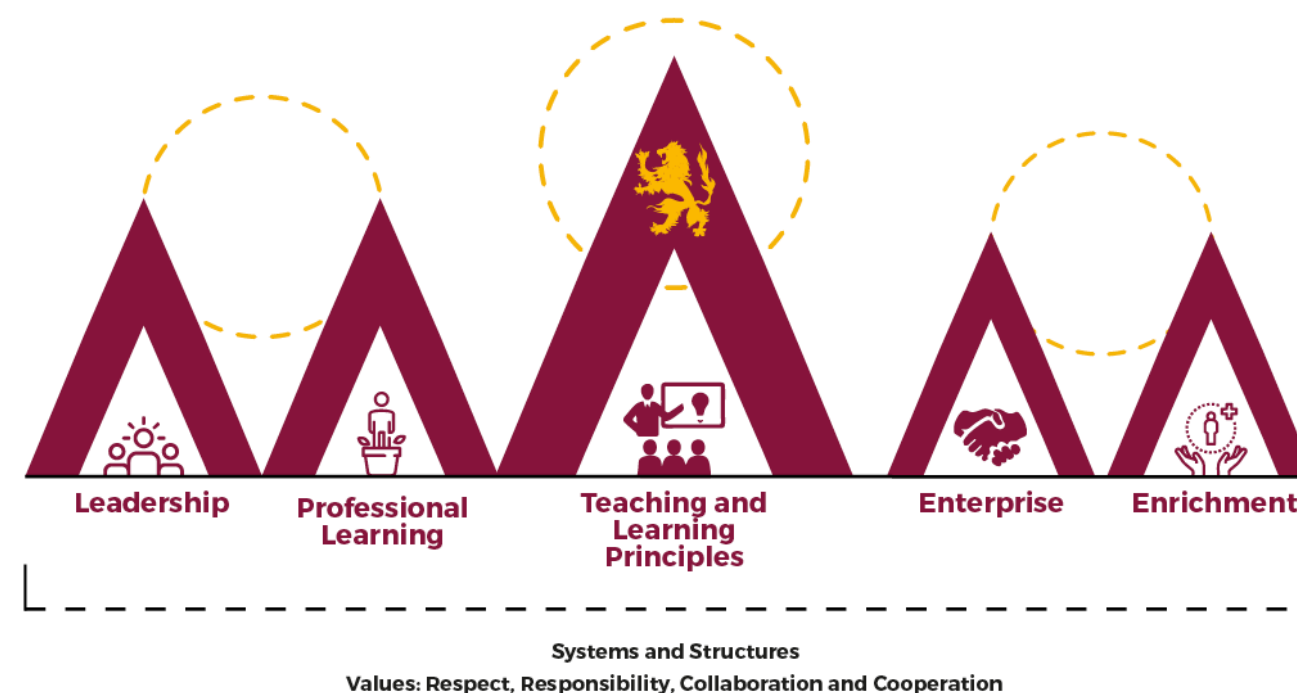
To have governance that has impact, is socially just and is ethically sound at all levels

Why WAT Is Unique

Windsor Academy Trust's strapline is 'Pride in Excellence'. Our aim is to strive for excellence in all we do in order to achieve excellence for the children we serve. We want everyone within our WAT family to feel proud to be part of a very special and unique movement.

Our moral purpose is 'unlocking the academic and personal potential' of our children. We want our children to know how to learn, have a love of learning and to achieve the academic outcomes that will open the door for them to go onto a university or career of their choice. We place equal emphasis on unlocking children's personal potential whereby children have the opportunity to discover their passions and talents, develop as leaders and develop a positive character.

Our lion illustrated in the diagram below represents each child on top of a podium and therefore achieving their academic and personal potential. The podium is underpinned by our values of respect, responsibility, collaboration, cooperation and strong Trust wide systems and structures.



Our five plinths are drivers in unlocking academic and personal potential.

Teaching and Learning - Our aim is to 'enthuse, inspire, engage, every lesson, every day' through our ten Teaching and Learning Principles driven through robust practitioner research.

Professional Learning - For all staff we are 'building leaderships, teaching and professional services staff capability for in-school and school-to-school support'.

Leadership - Where we expect all children to be leaders of themselves and support the learning and personal potential of others. We expect children to be leaders 'always in all ways'.

Enterprise - Here we are 'building an enterprise spirit and supporting children to discover and achieve their career dreams'.

Enrichment - That 'provides exciting opportunities for children to pursue their passions, broaden their horizons and raise their aspirations'.



Benefits of Working for WAT



Professional Learning Programme

Opportunities for professional learning



Pension Scheme

Local Government Pension Scheme for professional services staff and Teachers Pension Scheme for teachers



Free Annual Flu Jab



Salary Sacrifice Cycle Scheme



Holiday Entitlement

Starting at 26 Days Holiday (for professional services staff) and Flexible Family Friendly Policies



Fitness Suite

Access to state-of-the-art fitness suite at Windsor High School and Sixth Form



Free Eye Tests

About Rivers Primary Academy

Rivers Primary Academy is a growing school and nursery home to over 360 students aged 3 to 11.

Located in the Blakenall area of Walsall, the school has gone from strength to strength since joining Windsor Academy Trust in 2013.

The school 'inspires to aspire' and prides itself on having exceptional outcomes and strong pastoral support for all our children and families, amongst many other things.

Rivers is a growing school that will be a two form entry throughout from September 2021. In 2019, outcomes at Key Stage 2 exceeded not only local averages, but national too.

The school have been on a remarkable journey over the past two years. Exam results have showed yet more improvement after making significant progress in 2019. This is down to the incredible work of students and staff who worked tirelessly to make this possible.

It is an incredibly exciting time to be part of Rivers Primary Academy as the school recently moved into its brand new school building. This has provided an outstanding learning environment for students and amazing facilities such as a studio that is used for art, music and dance, a science room that is also used for food technology.

Quite simply, Rivers is the place to be as "We Inspire to Aspire!"



Job Description

Job Purpose

The Assistant Headteacher, under the direction of the Headteacher will be responsible for student services (including behaviour, safeguarding and attendance) at Rivers Primary Academy in line with the vision and values of Windsor Academy Trust.

Reporting to: Headteacher

Responsible for: Pastoral Leader and Lunchtime Staff

General Duties

Carry out “the duties of a school teacher” as set out in the Conditions of Service for School Teachers in England and Wales. Fulfil the role of teacher as appropriate.

To do other reasonable tasks as laid down in the School Teacher Pay & Conditions document and as required from time to time at the discretion of the Headteacher.

Rivers Primary Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced criminal records check.

Strategic Direction and Development of the School

Working with the Headteacher and Leadership Team to help develop a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context.

1. Specific Responsibilities: To lead on all aspects of Student Services EY to Year 6

- To lead on behaviour, rewards and sanctions. To develop new strategies to ensure positive behaviour and monitor the effectiveness of approaches.
- To line manage the Pastoral Lead so that the pastoral team works effectively to support staff, students and parents.
- To lead on mental health support for students, including any trauma informed or therapeutic whole school approaches.
- To work closely and collaboratively with the SENCo to support vulnerable students.
- To work in partnership with families to provide high-quality support and sensitive challenge when required.
- To be the exclusions Co-ordinator.
- Take responsibility for promoting and safeguarding the welfare of students including being the Designated Safeguarding Lead for the school and leading the school’s Deputy Designated Safeguarding Leads.
- To lead on attendance and punctuality – promotion, monitoring and intervention.
- To lead on SMSC/PSHE and British Values.
- To lead on the Aspire Framework across the whole school and throughout the curriculum.
- To lead on the Assembly programme ensuring reflection of SMSC and embedding of the Aspire Framework.
- To run a staff duty system and ensure it secures positive behaviour and a safe environment.
- To lead the positive behaviour and purposeful play at social times.
- To lead and organise the lunchtimes and line manage the lunchtime supervisors.
- To celebrate achievement through the organisation of awards events and evenings.
- To support the professional development of staff through student service related CPL.
- To quality assure all aspects of student services.

2. General Leadership Duties: Undertaking the following responsibilities:
Lead by example, provide inspiration and motivation and embody for the students, staff, governors and parents, the vision, purpose and leadership of the school.

Work with the Headteacher and Leadership Team to:

- Create an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, social, cultural, emotional and physical development, and prepare them for the opportunities, responsibility and experience of adult life.
- Promote and safeguard the safety and welfare of students.
- Help create and implement a School Improvement Plan, which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers’ effectiveness and securing school improvement.
- Ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school.
- Ensure policies and practices take account of national, local and school data and inspection and research findings.
- Monitor, evaluate and review the effects of policies and targets of the school in practice, and take action if necessary.
- Attend LAB meetings when appropriate.

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3. Teaching and Learning

Work with the Headteacher and Leadership Team to secure and sustain effective teaching and learning throughout the school; monitor and evaluate the quality of teaching and standards of students’ achievements and behaviour; use benchmarks and set targets for improvement.

Work with the Headteacher and Leadership Team to:

- Create and maintain an environment and a code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enables teachers to meet their professional standards.
- Develop teaching and learning throughout a range of strategies including coaching and sharing best practice and CPL to raise student achievement and increase engagement.
- Monitor and evaluate the quality of behaviour, teaching and learning and the achievement of all students, including those with special educational needs, to inform future developments.
- Create and maintain an effective partnership with parents to support and improve students’ achievement and personal development.

4. Leading and Managing Staff

Members of the Leadership Team work with the Headteacher to lead, motivate, support, challenge and develop staff to secure improvement.

You:

- Maximise the contribution of staff to improving the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and students.
- Plan, delegate, support, motivate and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation and accountability.
- Implement and sustain effective systems for the Appraisal of staff.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.
- Lead professional development of staff through example, support and co-ordinate the provision of high quality professional development within the specific areas of responsibility.
- Sustain your own motivation and that of other staff.
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those for the Leadership Team.

5. Efficient and Effective Deployment of Staff and Resources

Members of the Leadership Team work with the Headteacher to deploy people and resources efficiently and effectively to meet specific objectives in line with the school’s strategic plan and financial context.

You:

- Support the Headteacher and other leaders to recruit and retain staff of the highest quality and put in place succession planning.

Work with the Headteacher and Leadership Team to:

- Deploy and develop all staff effectively in order to improve the quality of education provided.
- Set appropriate priorities for expenditure, allocate funds and ensure effective administration and control.
- Manage and organise accommodation efficiently and effectively to ensure that it meets with needs of the curriculum and health and safety regulations.
- Manage, monitor and review the range, quality, and use of all available resources in order to improve the quality of education, behaviour and improve students’ achievements.

6. Accountability

Members of the Leadership Team work with the Headteacher to help evaluate the efficiency and effectiveness of the school.

You:

- Provide information, objective advice and support to the Headteacher to enable the Headteacher to meet their responsibilities for securing effective outcomes in relation to student services.
- Help create and develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Help present a coherent and accurate account of the performance in a form appropriate to a range of audiences, including LAB members, the local community, OFSTED, and WAT.
- Help ensure that parents, students and stakeholders are well informed about how their child is performing.

General

- Contribute to the overall ethos/aims of the academy.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.
- The post holder is required to be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- The post holder has a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work. This post requires the post holder to undertake an Enhanced DBS check.

Person Specification

Criteria (Essential)		
Work Related Experience / Specialist Knowledge	• Has at least 3 years of successful classroom teaching.	E
	• A record of outstanding practice as a classroom practitioner and a track record of achieving positive outcomes for students	E
	• Evidence of successful middle leadership for at least 2 years	E
	• Evidence of leading at a whole school level having successfully delivered definable outcomes	E
	• Excellent knowledge of Learning, Teaching and pedagogy	E
	• Excellent knowledge of behaviour systems and rewards	E
	• Sound knowledge of safeguarding legislation and school systems for keeping pupils safe	E
	• Sound knowledge of systems for promoting and monitoring student attendance and punctuality	E
	• Able to accept autonomy and operate professionally, maintaining the trust of colleagues	E
	• Evidence of a professional commitment to enrichment	E
	• Experience in a similar school setting	D
	• Experience of working with Governors and/or other professional bodies	D
Qualifications and Training	• Degree or equivalent	E
	• Qualified Teacher Status	E
	• Evidence of continuous professional development	E
	• Level 3 Safeguarding Training	D
Aptitudes, Skills and Abilities	• Able to enthuse and motivate students of all abilities and ages	E
	• Commitment and enthusiasm for Learning and Teaching	E
	• Evidence of leading initiatives to successful outcomes	E
	• Commitment to contribute and lead extra-curricular activities	E
	• The ability to understand the need for confidentiality	E
	• Approachable and emotionally intelligent	E
	• Able to set targets, meet deadlines and to work under pressure	E
	• Ability to identify own training needs and willingness to participate in training and development opportunities	E
	• Comply with Trust's commitment to the protection and safeguarding of children	E



How To Apply

The closing date for completed applications is Monday 31st January 2022 at 9am with interviews week beginning 7 February 2022.

- Applications forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- For more information about this position, or to have a confidential discussion about the role, please contact **Lucy Wright, Headteacher** on **01922 710 164**.

We look forward to hearing from you!

Application and Candidate Selection Process

We will:



Provide you with clear, accurate and timely information



Give you the opportunity to ask questions



Respond to enquiries promptly



Adopt a fair and consistent assessment process



Make sure you have all the documentation and details you need for your interview



Provide you with a full insight about what it's like to work for WAT and be a part of our family



Ensure all offers are fair and equitable

In return we will ask that you:



Be honest and upfront about your experience, goals and aspirations



Provide open and accurate information when submitting your application



Prepare yourself for the interview and research who we are and how we work



Safer Recruitment In Education: Information For Applicants

- WAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- We have a number of policies and procedures that contribute to our safeguarding commitment, including our child protection policy which can be viewed at windsoracademytrust.org.uk/governance.
- Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.
- We will ensure that our concerns are discussed with parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.
- We actively support the Government's Prevent agenda to counter radicalism and extremism.



What we will provide:

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post; including safeguarding responsibilities
- a person specification which will include a specific reference to suitability to work with children.

All applications for employment will be required to complete an application form online, containing questions about their academic and full employment history, and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in their employment history.

References

References will be requested with your consent, at the selection stage directly from the referee.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-employment checks

- An enhanced DBS check is required for all successful applicants.
- Prohibition, overseas and section 128 checks will also be completed if necessary.

Child Protection and Safeguarding Policy

View our Child Protection and Safeguarding policy at windsoracademytrust.org.uk/policies

Leading Academy Trusts: Case Study

People are our most precious resource. We are proud of how we support, develop and retain the best staff to enable our children to unlock their academic and personal potential.

We strive to be an employer of choice and feature as a case study in Sir David Carter and Laura McInerney’s book, *Leading Academy Trusts: Why some fail, but most don’t*. You can read the case study below.

Windsor Academy Trust Case Study

Why developing people within a culture of praise, collaboration and celebration is so critical to the success of Trusts - Keith Sorrell (CEO) and Dawn Haywood (Deputy CEO and Education Director) of Windsor Academy Trust.

People are the most precious resource that a multi-academy trust has, and so core to the philosophy of Windsor Academy Trust (WAT) is to be an employer of choice - recruiting, supporting, developing and retaining the best staff so that we can provide the best experience for our children, enhancing their academic and personal potential. WAT is a family of nine schools - four secondaries and five primaries in the West Midlands - all within 45 minutes’ drive of each other, enabling us to create meaningful collaborations at every level.

One of our core strategic aims focuses on people and leadership to ensure that there is a steady pipeline of excellent and talented staff who have both the capacity and capability across our trust to drive school improvement and create our own self-improving system. But what does this look like in reality?

Our pipeline of excellence starts with our sixth formers. Some of our students know they want to become teachers from a very young age. Many of them have parents and family friends who teach and are role models for them. We help them to prepare for this journey with our “Aspiring Educators” programme. This involves two terms of learning and development that focus on the skills of teaching, the routes into the profession and a series of visits and practical experiences to help them understand how they can make a smooth transition into teacher training.

We have strong strategic partnerships with a focused number of excellent initial teacher training (ITT) providers in the West Midlands. They each have innovative ways to attract teachers - a school experience placement as part of a biochemistry degree or partnership

with a French university for prospective MFL teachers, for example. These initiatives, combined with WAT’s ‘incubator departments’ (excellent departments across the trust where there is the best capacity to train and support early career teachers), mean that our conversion rate of great trainees to fabulous NQTs is growing year on year.

Induction, whether for NQTs or established teachers, is paramount, and we run a series of introductory sessions to explore the WAT ethos and vision and our approach to pedagogy and curriculum. Our aim is to accelerate every new employee towards a successful settling-in and a good awareness of what it means to work in a multi-academy trust. Development of the craft of teaching is central and continuous, in every school, every day. We have a culture of focusing on strengths, not weaknesses, and we want everyone to begin with this in mind. The profile of the wider WAT opportunities is raised early on too, with rapid opportunities to engage in cross-trust collaborative activities to build a collegiate mindset.

Our ‘pedagogy champions’ are one such opportunity: 30-40 excellent teachers and support staff who engage with educational research, not just as consumers, but as generators of new evidence. We ensure they all have access to the fabulous research resources that are available from our partnership with the Chartered College of Teaching, and they select ‘wicked problems’ across education to explore and identify workable and effective solutions for.

The impact of these practitioner-researchers is published annually in a research journal and iteratively becomes more scalable and transferable across schools, year groups and subject areas. Some of these researchers

will go on to join the next cohort of master’s students, following in the footsteps of these groundbreaking staff who are part of the University of Birmingham’s master’s level apprenticeship programme tackling trust-wide challenges and earning an MED in Educational Leadership over two years.

Leadership development is a key focus that enables staff from our family of schools to grow their capacity and also develop alongside delegates from partner schools in the locality. We have a progressive pathway of leadership development. This starts with ‘First Steps’, looking at one’s own readiness for leadership, through preparation for aspiring middle leaders, to the National Professional Qualifications for Middle and Senior Leadership for which we are an accredited provider, and onwards supporting heads and executive leaders on programmes such as Ambition Institute’s ‘Executive Leader’ programmes.

All of our staff know that they have a varied pathway of development opportunities and they feed this back to us in staff surveys. This in turn forms a key part of our succession planning and talent-mapping activities. We also have cross-trust roles which are available to talented staff so that they have the opportunity to spread their magic.

“We also have cross-trust roles which are available to talented staff so that they have the opportunity to spread their magic.”

Directors of subject and lead practitioners develop common curriculum approaches across the trust and spread their subject-specific expertise.

The WAT Associate role enables talented staff to take a sabbatical (one day per week for a year) from their teaching to bring their talents to key developments such as enhancing the trust's Google strategy or embedding character education. This generates fresh and innovative approaches and encourages staff to have an outward-looking perspective, building system leaders of the future.

Staff across Windsor Academy Trust explore together and share together in a multitude of ways. A culture of collaboration and celebration allows everyone to experience high expectations and this helps excellence to travel.

One significant moment that demonstrates this is the WAT Conference. On this day, the whole family comes together - every member of staff, in every role, sharing our common moral purpose and vision. We have the opportunity to experience world-class speakers and some of the best of the collaborative work going on across our schools. For our staff, this is a significant opportunity to listen and to contribute to the broader staff experience in a high-class conference venue.

Staff feel valued when they are invited to share a successful or innovative strategy they have been responsible for. We also use this time together to recognise those staff who have gone above and beyond in all they do. We do this through our WAT awards, which publicly share the success not only of the winners but also of the many nominees put forward by their schools.

“A culture of collaboration and celebration allows everyone to experience high expectations and this helps excellence to travel.”

When asked if there was anything he would have done differently in his glittering career, the Duke of Wellington replied, ‘Yes, I should have given more praise.’ We celebrate success because professional recognition is so important for all who work in education and we want all our staff to model praise with our children and young people.



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