



Assistant Head Teacher

The Holme Church of England Primary School



Candidate Information Pack
February 2021



A MESSAGE FROM THE HOLME HEADTEACHERS AND THE GOOD SHEPHERD TRUST

Dear Applicant,

Thank you for your interest in this exciting opportunity to apply for the role of Assistant Headteacher at The Holme Church of England Primary School. We are seeking an exemplary classroom practitioner with passion and enthusiasm, to join our vibrant, successful and growing multi-academy trust. You will be an aspirant senior leader, who wants to be part of a visionary Trust and school leadership team, which together, enable [The Holme](http://www.holme.hants.sch.uk/) to continue to transform children's lives.

Our vision is:

*Transforming schools – transforming lives
In the name of Jesus the Good Shepherd*

This means that we are fully committed to establishing academies, which educate the whole child for life in all its fullness, within the heart of their local community. Further information about our Trust can be found here:

<http://www.goodshepherdtrust.org.uk/>

This recruitment process is being jointly led by the Interim Headteacher, Sarah Stevenson (who will be moving to another Trust school at Easter) and Laura Sandon-Webb, who will join as the substantive Headteacher from Easter.

Children are at the heart of everything we do at The Holme. Our vision, values and our ethos make our school a very special place to both learn and work in. We endeavour to make every opportunity, in every moment of everyday, a valuable and enjoyable learning experience for our children. Although I have only been part of The Holme team for a relatively short period of time, the sense of community, family and inclusion I have experienced has been immense and I hope to pass on that 'welcoming feeling' to both the newly appointed substantive head teacher and to the successful AHT candidate. The Holme is an 'ever growing' school in the heart of the local community and it has been both an honour and a privilege to be part of its journey so far. I am excited about the future of the school and I am looking forward to being a part of the succession process; to see the school move from strength to strength. I thank you for your interest in our school and I wish you luck with your application, should you choose to apply.

Sarah Stevenson (Interim Headteacher until April 2021)

Thank you for your interest in the post of Assistant Head Teacher at The Holme CofE Primary School. I am delighted to be taking over the position of Head Teacher from April and I am excited to work on moving the school forward, from its existing strong foundations. This position offers the opportunity to aid in the development of a new vision for the school and supporting the school to move forward. The scope for this position is broad and we are looking for an individual who is passionate about education and securing the best possible outcomes for the children in our care. This role involves class teaching, so in addition we are looking for an outstanding practitioner, with a proven track record of supporting children to meet their personal targets and needs.

Laura Sandon-Webb (Headteacher from April 2021)

You can take a virtual tour of The Holme through the school website: <https://www.holme.hants.sch.uk/parent-information/virtual-tour-1> However, we very much encourage (risk assessment and lockdown restrictions permitting), visits to the school. Please contact Sarah Stevenson: sarah.stevenson@holme.goodshepherdtrust.org.uk, in order to make an appointment or to arrange a confidential discussion about the role.

We look forward to hearing from you and receiving your application.

Sarah Stevenson and Laura Sandon-Webb.



TRUST

LOVE

COURAGE

RESPECT

INTEGRITY

OUR VISION

The [Trust's vision](#) is for all schools to be highly successful, inspirational places to learn, which enhance the life opportunities for every child that they serve. Our schools are places that are safe, where pupils reach their full potential, where positive memories are made and where children, parents, staff and the community take pride in their school.

Each Trust school is unique. The Trust is committed to celebrating the local context of each school and capitalising upon their strengths to the benefit of the wider Trust.

The quality and commitment of our people is at the heart of all we achieve. The Trust values them, develops them, and is an [employer of choice](#).

As a Trust, we believe in creating an effective climate for learning by enabling children to know that they are uniquely valued, providing a secure environment in which they can learn and creating a framework of values that will support them through their education.

We create an effective climate for learning by:

- enabling children to know that they are uniquely valued
- providing a secure environment in which they can learn
- creating a clearly established framework of values
- offering children, whatever their faith or background, the opportunity to grapple with life's 'big questions'
- modelling Christian community life where all have a place and are encouraged to contribute.

The Trust acknowledges that high expectations raise aspirations of pupils and their communities and believes that the professional development of staff and school leaders is central to this. Each school offers a bespoke, rich curriculum and inspiring learning environment, which is relevant to our learners. This is alongside unique learning experiences that stimulate, challenge and inspire.

We strive to build strong and effective partnerships with parents and the local and wider community because:

- the engagement of parents/carers is vital to children's educational achievements
- church schools are rooted in the local parish and wider church networks which provide practical and prayerful support for their schools
- children's personal development grows through membership of community and enables them to become contributing citizens.

[Safeguarding](#)

The Good Shepherd Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment.



The Holme Church of England Primary School

SCHOOL PROFILE AT A GLANCE

Academy Conversion: 1st September 2013	Age Range: 4-11
Number on roll: 171 (7 single-age classes)	Total number of staff: 26
SEND: 11.1%	EHCPs: 1.2%
Disadvantage: 21%	EAL: 5.3%
Ofsted: Good (September 2017)	SIAMS: Good (April 2016)
LGC Chair: Mrs Alex Kemp	Values: Courage, wisdom, love

PUPIL OUTCOMES

N/B: Pupil numbers have fluctuated over the last 7 years and this should be taken into account when viewing the data.

EYFS GLD

84% in 2019, 65% in 2018 and 68% in 2017.

Year 1 Phonics

86% in 2019, 100% in 2018 and 90% in 2017.

Year 2

	% ARE									% Exceeding								
	Reading			Writing			Maths			Reading			Writing			Maths		
Year	'19	'18	'17	'19	'18	'17	'19	'18	'17	'19	'18	'17	'19	'18	'17	'19	'18	'17
Sch	83	86	74	83	79	68	79	76	79	21	31	37	4	31	37	17	31	32
Nat	75	75	76	69	70	68	76	76	75	25	26	25	15	16	16	22	22	21
GST	78	82	81	68	88	76	76	80	82	32	32	36	15	18	19	21	29	21

Year 6

	% ARE									% Achieving Greater Depth								
	Reading			Writing			Maths			Reading			Writing			Maths		
Year	'19	'18	'17	'19	'18	'17	'19	'18	'17	'19	'18	'17	'19	'18	'17	'19	'18	'17
Sch	65	73	57	76	77	64	82	64	50	12	5	21	12	14	21	12	5	7
Nat	73	75	71	78	78	76	79	76	75	27	28	25	18	22	20	27	24	23
GST	83	85	82	81	78	77	86	82	80	36	43	35	20	21	21	36	37	31

SCHOOL IMPROVEMENT PRIORITIES 2020/21

- Priority 1 – Curriculum development
- Priority 2 – Leadership: focus on middle leadership
- Priority 3 – Outcomes for all: focus on greater depth
- Priority 4 – Preparation for SIAMS inspection





GENERAL INFORMATION

Following the departure of the previous Headteacher in August 2020, a Good Shepherd Trust Interim Headteacher is currently leading The Holme. The substantive Headteacher commences her appointment in April 2021.

Pupil outcomes and numbers have increased in recent years and 2020/21 is the first academic year that the school has been able to operate in single age classes.

The school is fortunate to benefit from superb facilities, including a mini-bus and extensive grounds, with a large, purpose-built Forest School area that is integral to the school's curriculum. There are also good links with the local church.



A bespoke curriculum has been written for pupils' at The Holme. During this academic year, subject leaders are further tweaking the curriculum offer to ensure that there is a clear intent for every subject and that the intent is consistently reflected within the content, skills progression and outcomes that are achieved by all pupils. The curriculum is further enhanced by a range of both visits and visitors and wider opportunities such as after school clubs, residentials and participation in local and national events, such as 'Young Voices'.



The school is further supported in a number of ways.

There is an onsite pre-school called '[Little Badgers](#)', with whom the school have a strong relationship with. This partnership successfully supports the transition of families into their Reception year, alongside a programme of home visits and 'stay and play' sessions.

[Friends of The Holme](#) (FROTH) are an active body within the school community and have continued to seek innovative ways to support the school during recent lockdown periods. They have recently created the position of 'Grants Officer' to focus on further ways that funds can be generated to support pupils' at the school.

The [Local Governing Committee](#) meet at least half term and are sharply focussed on the 'offer' that pupils' receive and how this can be further improved. They are an experienced team that are rooted within the local community, receiving advice, support and training from the Trust's central team as required.





JOB DESCRIPTION

Role: Assistant Head Teacher
Accountable to: Headteacher
Salary: L1-5 (£43,356 - £47,737)
Contract type: Full-time, permanent
Start Date: 1st September 2021

CORE PURPOSE:

To assist the Head Teacher and other senior leaders:

- In providing professional leadership, which secures the school's success and improvement, through consistent high quality education for all its pupils and continued improvement of standards of learning and achievement
- In contributing to, and enhancing, the ethos and Christian distinctiveness reflected in the school, living the vision and values of the Trust
- In the day-to-day management of the school

The Assistant Headteacher will have a teaching commitment, complying with the Teachers' Standards by consistently modelling best practice and coaching and mentoring others.

The Head Teacher will undertake performance management of the Assistant Head Teacher.

KEY PRIORITIES:

- To facilitate a culture where pupils experience a positive and enriching school life
- To embed a culture of staff professionalism by working collegially to support and improve the practice of others, both within and beyond the school
- To be a passionate and child focussed, leader of learning
- To take the role of a deputy Designated Safeguarding Lead
- To provide support to staff members to carry out their safeguarding duties
- To liaise closely with parents and other services and professionals
- To lead on pupil progress, planning and assessment throughout the school
- To lead on behaviour management, ensuring that rules and routines are clearly and consistently demonstrated by all staff, volunteers and pupils

DUTIES:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. The Assistant Head Teacher will also need to have regard to the duties and responsibilities of Head Teachers, which are set out in the same document.

The post may require you to teach children in the age ranges 4 to 11 years, and by example, provide an outstanding professional model in all areas of leadership as required by the Head Teacher.

The Assistant Head Teacher will:

1. Identify child safeguarding concerns by being vigilant to signs of abuse or neglect, take appropriate action and report following the school's child protection and safeguarding policies. CPOMS will be used consistently, to record all information and actions.
2. Maintain an attitude of 'it could happen here' and 'think the thinkable' when it comes to child protection, including allegations of abuse against adults.
3. Support the Head Teacher in all aspects of the management, control and discipline of the school. Take a lead role on the school's approach to behaviour management, including evaluating and updating the relevant



policies and procedures and providing training to staff and volunteers.

4. Be responsible for administrative and managerial duties in collaboration with the Head Teacher as designated.
5. Play a leading role in raising achievement and maintaining excellent behaviour across the school.
6. Assist the Head Teacher in the strategic development of the school.
7. Be responsible for the dissemination of information between staff and informing the Head Teacher of such, as well as assisting in the fostering of good relationships with staff across all phases of the school.
8. Ensure that relationships with parents, the Trust central team and with other educational establishments and agencies are developed and maintained.
9. Assist the Head Teacher to allocate and monitor expenditure in particular areas.
10. Provide particular support for new staff, as well as working with and supporting individual employees, within and beyond the school
11. Teach a class and ensure that the highest standards are maintained, as a significant role model in the school.
12. Participate in any arrangements for the appraisal of your performance as Assistant Head Teacher and commit to furthering your professional knowledge and skills, through identification of training needs and participating in further training, research, meetings and networks as appropriate.
13. Assist the Head Teacher in closely monitoring the quality of teaching and learning across the school, setting targets to improve this and ensuring that improvements are made.
14. Lead, support and challenge subject leaders, to ensure that there is impact on pupil outcomes.
15. Implement clear procedures and policies for assessment and record keeping across the whole school, in line with Trust guidance and the Trust MIS (Arbor)
16. Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for pupil premium, with special educational needs, or who speak English as an additional language. Work with staff to ensure that assessment impacts positively on standards of achievement and attainment, without compromising workload or wellbeing. Lead a clear process for pupil progress meetings.
17. Proactively be involved in all aspects of school leadership and management to ensure thorough preparation for future Headship and the ability to provide outstanding leadership if periods of acting headship are required.
18. Establish and implement whole-school systems for pupil and staff wellbeing.
19. Deliver accurate, honest and challenging messages to staff where necessary, to secure outstanding provision across the whole school.
20. Work with the Local Governing Committee as appropriate, attending meetings and providing reports etc. as required.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Head Teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

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PERSON SPECIFICATION

The person specification details the abilities and skills you will need to carry out the duties in the job description. Shortlisting will be carried out on the basis of how well you meet the requirements of the person specification. **When writing your supporting statement, you should mention any experience and the impact that you have personally had, which shows where/how you could meet these requirements.**

The letter in brackets after each item indicates in which element of the recruitment and selection procedure the evidence is intended to be collected.

A: Application Form
SS: Supporting Statement
I: Interview

CRITERIA	ESSENTIAL QUALITIES
Qualifications and training	<ul style="list-style-type: none"> Qualified teacher status (A) Honours degree (minimum 2.2) or higher (A) Appropriate professional development in preparation for a leadership role (A and SS) A trained DSL or willingness to be trained (SS)
Experience	<ul style="list-style-type: none"> Evidence of substantial, sustained, high quality teaching within the primary school age range (SS and I) Involvement in subject leadership, self-evaluation and development planning (SS and I) Experience of analysing pupil assessment data and using this to inform classroom practice and the deployment of additional resources (SS and I) Line management experience (SS and I)
Skills and knowledge	<ul style="list-style-type: none"> Understanding of high-quality teaching, and the ability to model this for others and to support others to improve (SS and I) An ability to demonstrate the highest level of skills in classroom organisation and management, leading to the promotion of good behaviour and discipline across the school (SS and I) Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children (I) Effective communication and interpersonal skills. Ability to communicate a vision and inspire others (SS and I) Ability to build effective relationships with colleagues and stakeholders (SS and I) Ability to identify and solve problems, generating a positive ethos amongst staff (SS)
Personal qualities	<ul style="list-style-type: none"> A commitment to achieving the best outcomes for all pupils, consistently promoting the ethos and values of the school and Trust (SS and I) A strong desire to learn and grow professionally (SS and I) Ability to work under pressure and prioritise effectively (SS and I) Commitment to maintaining confidentiality at all times (SS) Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position (SS and I)



Desirable Requirements

1. Successful experience of EYFS / KS1 / KS2 statutory assessment and the organisation / management of this (SS)
2. Experience of lesson observations, work and planning scrutiny and providing quality feedback to teachers which results in a sustained impact on all pupils and closing the gap for the most disadvantaged (SS)
3. Evidence of further study, research or personal learning e.g. higher degree related to education leadership and management (SS)
4. In depth knowledge and experience of curriculum development and / or provision mapping to ensure the additional needs of all learners are fully addressed, supported and that all learners are making accelerated progress from their starting points (SS)

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How to Apply

If possible, please complete your application form via [eTeach](#). Alternatively, please email your [application form](#) to: sarah.stevenson@holme.goodshepherdtrust.org.uk Within this form, you are asked to provide a supporting statement and it is here that you should set out your reasons for applying for this job and address the requirements of the person specification. Applications will only be considered if this form is completed in full and received by the closing date.

Dates:

Closing date: 15th March 2021 at 12noon
Shortlisting: 17th March 2021
Interview date: 25th March 2021
Start date: 1st September 2021

Questions and Visits:

We welcome questions from prospective candidates. If you would like to arrange a confidential conversation or school visit (risk assessment and COVID restrictions permitting), please contact the Interim Headteacher, Mrs Sarah Stevenson by email: sarah.stevenson@holme.goodshepherdtrust.org.uk or telephone: 01428 714409.