## 

Primary Assistant Headteacher

December 2022

# 

Dear Applicant

The Walnuts School caters for 202 young people with an Autistic Spectrum Disorder or social communication need. The school occupies two sites, one in Hazeley, Milton Keynes and the other in Bletchley (Hertford Place). It is part of the Aspire Federation, which consists of two community special schools. Both are Local Authority maintained schools, each managing its own delegated budget. We are two of six special schools which fall within the Milton Keynes unitary authority. Children come to the schools from many parts of Milton Keynes and surrounding authorities.

We are seeking an Assistant Headteacher for our Primary Depart at Hertford Place. This is a fixed term position for two terms, Summer and Autumn whilst the current Assistant Headteacher is on maternity leave.

We are looking for an outstanding practitioner, who is dedicated to the welfare, safeguarding and achievement of every child; who wants to make a difference and knows the pathway that will allow pupils to do so.

Ideally you will be an experienced SEN teacher with at least middle leadership experience. Visits to the school are encouraged. The Walnuts School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The successful applicant will require an enhanced DBS check. We are an equal opportunities employer.

To apply for this post, please email HR@walnuts.milton-keynes.sch.uk

Kind Regards,

Lisa Munro

Lisa Munro

Head of School

Role Details

Accountable to: Head of School

Leadership Scale: L11 to L15

Job type: Fixed two term contract

Start date: 17th April 2023

# Job Description

## Main purpose of the job

* To carry out the duties of this post in line with the remit outlined in the School Teachers’ Pay and Conditions Document including the conditions of employment for Assistant Headteachers and the school’s own policies.
* To assist the Head of School in the organisation and management of the school, carrying out specific duties.
* To assist the Executive Headteacher & Head of School in school development.
* To carry out cover teaching duties as required.
* To cover responsibilities of site organisation in the absence of the Head of School and Deputy Headteacher.
* To be responsible for promoting and safeguarding the welfare of children and young people within the school. To be part of the Designated Safeguarding Team for the school.

## Duties and responsibilities

**Shaping the future**

* Promote the agreed vision of the school.
* Support the Executive Headteacher & Head of School and governors in the strategic direction of the school, with a particular focus on areas of responsibility.
* Take a leading role in the school improvement planning process, through agreed priorities.
* Contribute to the school’s self-evaluation process, including devising and monitoring action plans and other policy development.
* Lead by example especially when implementing change and improvements in standards.
* Promote a culture of inclusion within the school community where all views are valued and taken into account.
* Engage in school local & national working parties to develop teaching & learning in school and beyond

**Leading teaching and learning**

* Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
* Work with the Executive Headteacher & Head of School to raise standards through staff performance management, as outlined in the school’s staffing structure.
* Help with the provision of training and support for staff in all areas of school life.
* Be responsible with the Head of School for ensuring that all children with specific needs are appropriately supported to access the curriculum and meet their EHCPs, in your specified department.
* Complete tasks to support the process of monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson, observations, statistical analysis and target setting.
* Support the development and review of all aspects of the curriculum including planning, recording and reporting, and assessment.

**Developing self and working with others**

* Promote and protect the health and safety welfare of pupils and staff.
* Be responsible for promoting and safeguarding the welfare of children and young people within the school.
* Support the development of collaborative approaches to learning within the school and beyond, particularly focusing on the promotion of outreach and training to other settings and stakeholders.
* Participate as required in the selection and appointment of teaching and non-teaching staff.
* Support Provision Management through use of data and monitoring to identify and implement plans in respect of targeted and specialist provision.
* Contribute to the day-to-day effective organisation and running of the school.

**Securing accountability**

* Support the staff and governing body in fulfilling their responsibilities with regard to teaching and learning, safeguarding and specified areas.
* Contribute to the reporting of the school’s performance to the school’s community and partners, for the areas of responsibility.

**Strengthening community**

* Assist in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers, as directed by the Executive Headteacher or Head of School.
* To maintain contact with all professional bodies involved in the department.
* To manage and develop the access of extended services for all children.
* To attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties.
* Promote relationships and work with colleagues in other schools and external agencies.

## **Specific tasks**

## Assistant Head (Primary)

**Line Management:**

* Accountable to the Head of School
* Line Management of:
  + Key Stage Leaders
  + Class teachers

**Responsibility:**

* Pastoral for Primary School pupils
* Primary School Provision Management including vulnerable groups
* Performance Management of all Teachers in Primary School & \* (Standards Tracker)
* EYFS
* All Early Years and Primary Assessment
* Forest School
* Parent Training
* Assigned school improvement priorities/actions
* School council/student voice
* EHC Plans.

## Equal Opportunities

* Commitment to equal opportunities and inclusion
* Ability to promote and support the school’s Equality and Diversity Policy

## Please Note

The responsibilities and areas of line management for all the senior team will be determined by the Executive Headteacher in line with the schools strategic and operational priorities and can be subject to change. Schools benefit from a flexible approach to working arrangements – because of this, the tasks and responsibilities listed here are not definitive. The Executive Headteacher may require particular additional duties to be undertaken to suit the specific school’s requirements and these may be incorporated in the role requirements as long as they are at a similar and appropriate level to the other listed duties.

## Performance Management

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review.

## Structure

The Senior Leadership Team has been determined following the development of a workforce strategy.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Executive Headteacher, The Aspire Federation | | | | |
| Head of School, The Walnuts School | | | | |
| **Deputy Headteacher** | Therapies | | | |
| Curriculum Leaders | Assistant Headteachers | | | |
| Primary | Middle | Upper | Wellbeing |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Personal Specification: Skills and Knowledge** | | | **Level** | | | **Assess by;** |
| ***A****ttainable* | *Successful applicants will be expected to obtain the denoted qualifications within an agreed period of time* |  | |  | **A** | ***A***  *Application*  ***I***  *Interview*  ***T***  *Testing*  ***R***  *Reference* |
| ***D****esirable* | *Applications will be preferred from candidates with the denoted qualifications* |  | | **D** |  |
| ***E****ssential* | *Applicants without the denoted qualifications or experience will not be considered for this role* | **E** | |  |
| Qualifications | Qualified Teacher Status | **x** | |  |  | **A** |
| Education degree / PGCE or equivalent | **x** | |  |  | **A** |
| Additional SEND qualifications & courses |  | | **x** |  | **A** |
| Leadership qualification |  | |  | **x** | **A** |
| Skills / Experience | Clear evidence of successful teaching, including with SEND | **x** | |  |  | **I, R** |
| Experience of leading a team |  | | **x** |  | **A, R** |
| Clear evidence of raising student achievement for pupils with SEND | **x** | |  |  | **A, I, R** |
| Experience organising resources, including staff |  | | **x** |  | **A, R** |
| Ability to present to a range of stakeholders, both within school to staff and beyond | **x** | |  |  | **A,T** |
| Experience of supporting staff with knowledge and acquisition of skills based around SEND | **x** | |  |  | **A, I, R** |
| Experience of the effective leading of people | **x** | |  |  | **A, I, R** |

Other requirements

* A **full driving licence** and daily access to a car are essential for this position as it covers two Campuses.
* Spoken & written English must be accurate and fluent for this role.

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| --- | --- | --- | --- | --- | --- |
| **Personal Specification: Competencies** | | **Level** | | | **Assess by;** |
| ***A****wareness* | *Demonstrable aptitude and ability to develop in the particular work area* |  |  | **A** | ***A***  *Application*  ***I***  *Interview*  ***T***  *Testing*  ***R***  *Reference* |
| ***S****ignificant* | *Clear competence in the work element sufficient for all role requirements* |  | **S** |
| ***E****xtensive* | *Sufficient expertise in the work element to lead and mentor others, and influence policy and practice* | **E** |  |
| Planning and organising work | Ability to plan and implement learning for the class(es), groups and individuals, differentiating to an individual level. | **x** |  |  | **I,R** |
| Organise assemblies, events and meetings. |  | **x** |  | **A,I** |
| Develop and produce appropriate resources to both improve pupil’s access to lessons and enhance learning. |  | **x** |  | **A,R** |
| Managing the deployment and performance of Teachers, TAs, support staff and volunteers within the school. | **x** |  |  | **I,R** |
| Teaching | Ability to adapt teaching style to suit the group or individual, making learning exciting and relevant. | **x** |  |  | **A,I** |
| Ability to be innovative, creative and give structure to lessons. |  | **x** |  | **A,I** |
| Ability to demonstrate and model high quality teaching to support others | **x** |  |  | **A,I** |
| Assessing | To be able to make clear assessments: baselines, on-going and assigning levels. | **x** |  |  | **A,R** |
| Ability to track, monitor and analyse pupil progress. | **x** |  |  | **A, T, I** |
| Curriculum knowledge | Ability to identify, adapt and prioritise appropriate curriculum content that fits our curriculum intent. | **x** |  |  | **A,I,T,R** |
| Reporting | Ability to write clear concise reports for a range of audiences. | **x** |  |  | **A,R** |
| Ability to present information to a range of audiences. | **x** |  |  | **A,T,R** |
| Influencing & interpersonal skills | Ability to relate well to children, parents, teaching staff, multi-agencies and other colleagues. | **x** |  |  | **I,T,R** |
| Establish productive working relationships with pupils and promote inclusion and acceptance of all pupils. | **x** |  |  | **I,R** |
| Working independently | Ability to manage the school, maintaining appropriate behaviour and delivering learning activities. | **x** |  |  | **A, I** |
| Ability to manage own & others workloads. |  | **x** |  | **A,I,R** |
| Managing people | Ability to manage a range of staff. |  | **x** |  | **A,I,R** |
| Ability to tackle underperformance in staff and pupils. |  | **x** |  | **A,I,R** |
| Managing resources | Manage classroom set up. Use and safe keeping of classroom equipment and apparatus. | **x** |  |  | **I,R** |
| Managing information resources in relation to pupils & staff. | **x** |  |  | **I,R** |
| Monitor the environment for learning. |  | **x** |  | **I,T** |
| Managing risk | Full working knowledge of relevant policies and practices in relation to health and safety, safeguarding, child protection. | **x** |  |  | **I,R** |
| Managing oneself | Awareness of opportunities for professional self-improvement. | **x** |  |  | **I,R** |
| Evaluation & improvement | Ability to make informed judgements | **x** |  |  | **I** |
| Ability to construct and carry out clear improvement plans |  | **x** |  | **I** |

## Skills, knowledge & attributes

The following skills, knowledge & attributes will be judged throughout the recruitment process:

* Ability to lead and manage whole school change projects.
* Evidence of good organisational skills.
* Excellent interpersonal skills (a people person).
* Good written, research and communication skills.
* Ability to manage resources effectively.
* Ability to motivate and effectively manage students in large numbers and individually.
* Ability to communicate effectively, motivating and influencing staff, students, parents and all stakeholders.
* Flexibility, resourcefulness and commitment to Slated Row School, understanding collective responsibility.
* Ability to work hard with competing deadlines, prioritising appropriately and maintaining good humour.
* To be interested in children as individuals, in how they learn and be committed to the comprehensive ideal.
* To believe in the importance of teamwork and a collaborative approach, and be able to build supportive working relationships with all levels of the school community.
* Demonstrate an innovative, diligent, “can do” attitude, solution focused.
* Energetic and enthusiastic, with a naturally positive outlook.
* Ability to multitask at all times, whilst remaining calm and task-focused.
* A passion for excellence.

How to apply

To apply for this post, please complete the Milton Keynes application form and write a letter supporting your application. Please note that the application form must be completed in full and signed. It is not sufficient to substitute a CV for all or **any part** of the form.

Please speak to Lisa Munro, Head of School, for clarification of any matters in this booklet, or if you have queries on how to complete the application form, please speak to HR team.

Completed applications should be emailed to hr@milton-keynes.sch.uk

* Deadline for Applications: 27th January at 9:00am
* Shortlisting: 30th January
* Interviews: 8th February

References

As this is an internal process we will be using Performance Management and Monitoring to inform the process where references are referred to.

Child Protection

The Walnuts School is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service. Candidates for the post will be assessed at interview for their suitability to work in an Education Environment.

Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.