

**‘Learning creatively with pride’**

**Assistant Headteacher**

**English and Intervention**

Candidate Information

About Us

Redlands is a two form entry primary school, with 467 pupils on roll. We are in Stepney, half way between Whitechapel and Stepney Green Underground Stations.

At Redlands, we promote an inclusive environment where children enjoy school and achieve both academically and socially to the best of abilities. Children tell us they feel cared for and valued.

We pride ourselves on being a vibrant and creative place of learning for children and adults. We acknowledge learning happens most rapidly when based on real experiences. We therefore pride ourselves on the wide range of facilities and opportunities we provide; a fantastic art studio with a specialist art teacher, a curriculum based on first hand experiences – which includes visits to West End theatres, visits to museums and art galleries, residential journeys which range from 1 to 4 nights away, Woodland School activities based in our own woodland, gardening and cooking all enhance the life experiences of the children who attend Redlands.

Our vision of children as active learners who are developing confidence in their own abilities is summarised in our aim:

At Redlands we endeavour to create a learning environment that:

**R**ecognises and celebrates success – *to develop confidence and self-worth*

**E**xcites and enthuses children about learning – *to develop life-long learners*

**D**evelops a culture of learning from each other – *to develop open mindedness and respect*

**L**eads children to appreciate the importance of challenge – *to build confidence and resilience*

**A**llows for and encourages individual choice – *to develop independence of thought*

**N**urtures and care for everyone as individuals – *to build reflectiveness, self-esteem and responsibility*

**D**evelops an understanding of our impact on the environment both locally and globally *– to develop responsibility*

**S**upports the development of social and emotional skills – *to develop integrity and mindfulness*

At Redlands we believe it is not the children who need to enjoy their time at school but also the staff and parents. We, therefore provide a wide range of activities for parents to support them in providing happy, healthy and stimulating homes for their children.

**Job Profile**

In addition to those professional responsibilities which are required of all classroom teachers, the post-holder’s key responsibility will be working alongside the Headteacher, Deputy Headteacher and other members of the Senior Leadership team to provide vision and leadership for the school.

**Key Accountabilities**

**1. Leader in Learning and Teaching**

1.1 Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.

1.2 Work with the senior leadership team to raise standards through staff performance management.

1.3 Lead the development and delivery of training and support for staff.

1.4 Work in partnership with the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented.

1.5 With the senior leadership team, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality.

1.6 Ensure through leading by example the active involvement of pupils and staff in their own learning.

**2. Membership of Leadership Team**

2.1 To lead and contribute to staff meetings, leadership meetings, planning & assessment meetings, pupil progress reviews and other ad hoc meetings as may be relevant.

2.2 To support the vision, ethos and policies of the school and promote high levels of achievement.

2.3 To support the creation and implementation of the SDP, to produce, implement and termly review an action plan based on areas of responsibilities appropriately delegated from the SDP.

2.4 To contribute to the School Development & Self Evaluation Plan on whole school issues such as staffing, curriculum, teaching environment and resources and to monitor its implementation.

2.5 To support all staff in achieving the priorities and targets of the school, contributing to their CPD.

2.6 To support the implementation of the school’s policies, the evaluation of their effectiveness and to analyse their impact on raising standards.

2.7 Assist the senior leadership team in the day to day management, organisation and administration of the school.

2.8 Report to the Headteacher and Governing Body on relevant school improvement priorities and pupil outcomes/standards.

2.9 To keep up-to-date with new developments, guidance & standards relating to teaching standards, to undertake training and to attend courses necessary to support continuous professional self-development.

**3. Shaping the Future**

3.1 In partnership with the Headteacher and governors, establish and implement an ambitious vision and ethos for the future of the school.

3.2 Play a leading role in the school improvement and school self-evaluation planning process.

3.3 In partnership with the Headteacher manage school resources.

3.5 Devise, implement and monitor action plans and other policy developments.

3.6 Lead by example to motivate and work with others.

3.7 In partnership with the Headteacher, lead by example when implementing and managing change initiatives.

3.8 Promote a culture of inclusion within the school community where all views are valued and taken into account.

**4. Developing Self and Others**

4.1 Support the development of collaborative approaches to learning within the school and beyond.

4.2 Organise and support the induction of staff new to the school and those being trained within the school.

4.3 Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the Headteacher.

4.4 Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.

4.5 Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management.

4.6 Lead the annual appraisal process for all identified support and teaching staff.

**5. Managing the Organisation**

5.1 Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate.

5.2 Ensure the effective dissemination of information, the maintenance of and continuing improvements to agreed systems for internal communication.

5.3 Working with the Headteacher, undertaking key activities related to professional, personnel/HR issues.

5.4 In partnership with the Headteacher, manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability.

5.5 Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school.

5.6 Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate.

**6. Securing Accountability**

6.1 Working with the Headteacher, lead and support the staff and Governing Body in fulfilling their responsibilities with regard to the school’s performance and standards.

6.2 Promote and protect the health and safety welfare of pupils and staff.

6.3 As a member of the senior leadership team, take a lead role in promoting and safeguarding the welfare of children and young people within the school.

**7. Strengthening Community**

7.1 Work with the Headteacher in developing policies and practice, which promote inclusion, equality and the extended services that the school offers.

7.2 Develop and maintain contact with all specialist support services as appropriate.

7.3 Promote the positive involvement of parents/carers in school life.

7.4 Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.

7.5 Strengthen partnership and community working.

7.6 Promote positive relationships and work with colleagues in other schools and external agencies.

**8. Specific Responsibilities**

8.1 To lead on English across the school, ensuring children have a wide range of experiences and make at least expected progress.

8.2 To support staff in their subject knowledge and delivery of engaging lessons.

8.3 To lead on identifying and managing appropriate interventions for those children at risk of not meeting age related expectations, including staff training, monitoring and reporting on effectiveness.

The post holder’s duties must be carried out in compliance with the school’s policies and procedures including child protection procedures and the Council’s Equal Opportunities Policy, Financial Regulations and Standing Orders, the Health and Safety at Work Act (1974), and subsequent health and safety legislation.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

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

**Person Specification**

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| Selection Criteria | Assessment method |
| **Qualifications**   * Qualified teacher Status * Evidence of further professional development * NPQML/SL (desirable) | Application form  Certificates |
| **Experience**   * Exemplary classroom practitioner with the ability to interest and inspire children * Knowledge of EYFS, KS 1 and KS2 principles and practice * Substantial teaching experience across at least two of these phases * An ability to demonstrate the highest level of knowledge and skill in the classroom organisation and management leading to the promotion of good behaviour and discipline across the school * Significant recent and relevant middle leadership experience * Experience of monitoring progress and attainment across the school | Written statement |
| **Professional Knowledge and understanding**   * Understanding of quality in learning and teaching and how to achieve excellence * Knowledge of monitoring and evaluating performance and use of school self-evaluation in order to raise attainment * Knowledge of best practice and procedures for safeguarding children and young people * Understanding and knowledge of the factors that can adversely impact on pupils well-being and how schools can mitigate against them | Written statement  Interview |
| **Skills**   * Able to manage change i.e. national, local and school * Able to motivate, challenge and influence others to attain higher goals * Able to think creatively to anticipate and solve problems * Able to contribute to a vision and strategy for the school and secure commitment to it from others * Able to plan for, introduce and review new initiatives | Written statement |
| **Professional Qualities**   * Committed to the development and maintenance of good relationships with staff, parents, governors and the community * Committed to school improvement and to developing own professional skills * Able to show a committed, professional and loyal attitude to the school, openly modelling its aims and values at all times * Positive enthusiastic outlook embracing risk and innovation * A belief in pupil-centred, active learning with an ability to engage, challenge and have high expectations of children * Committed to a collaborative school vision of excellence and equity that sets high standards for all and welcomes and secures the support of others in achieving it * Demonstrate empathy with pupils, will still maintaining high expectations | Written statement |