



Park Hill School

...bringing out the best in everyone...



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'WE AIM TO BRING OUT THE BEST IN EVERYONE'

**Park Hill Primary School
Alcester Road
Moseley
Birmingham
B13 8BB**

Assistant Head Teacher

Information for Applicants





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Assistant Head Teacher

Leadership Scale: L11- L15 £50,476 - £55,600

Park Hill Primary School, Alcester Road, Moseley, Birmingham, B13 8BB

Tel: 0121 449 3004

Co-Chairs of Governors: A. Qayum, K Holland, Head Teacher: Mrs Kalsom Khan

Required for 1 January 2019

Permanent and full time

At Park Hill we aim to bring out the best in everyone.

**DO YOU HAVE THE SPIRIT, EXPERTISE AND COMMITMENT TO HELP US ACHIEVE OUR
AMBITIOUS GOALS ON OUR SCHOOL IMPROVEMENT JOURNEY?**

The Board of Governors is seeking a visionary leader who believes, like us, that every child at Park Hill is capable of achieving great things. This is an excellent opportunity for someone who has a proven track record of strategic school improvement, particularly in English, across the primary range.

The successful candidate will relish the chance of leading in a diverse, multi-faith community school and will have excellent pastoral and communication skills to work effectively with our parents and other stakeholders.

Park Hill received an RI judgement from Ofsted in March 2017 and we are determined to demonstrate rapid improvement.

Could you work in collaboration with the Leadership team to provide vision, direction and leadership for Park Hill?

Candidates should be able to demonstrate:

- Consistently excellent classroom provision resulting in high levels of pupil enjoyment and progress.
 - Dedication to leading and promoting high quality teaching and learning.
 - An ability to identify school improvement priorities and strategically planning for their development.
 - The ability to lead by example, embedding excellent practice and being committed to meeting the learning needs of all children.
 - Effective use of pro-active approaches to behaviour management.
- The Assistant Head will lead English and Educational Visits across the school.

We offer:

- Hardworking, responsive pupils.
- A compassionate and inclusive school serving a diverse community.
- Staff committed to high standards of teaching and learning.
- Active Governors who are committed to their role as strategic leaders.
- Parents who are willing to work in partnership with the school to raise standards.

The vacancy arises upon the promotion of the Assistant Head to Deputy Head Teacher. Park Hill is a three-form entry, inner city primary school with a nursery. There are currently 582 pupils on roll. The children are aged between 3 and 11 years and come from a wide range of social and economic backgrounds. Park Hill is an inclusive school, serving a multi-cultural community.

Closing Date: Friday 22 June 2018 at 9am

Informal visits to the school are encouraged; these will take place on Friday 8 June at 9.30 and 1.45 pm, Monday 11 June at 1.45 pm, Tuesday 12 June at 1.45 pm, Wednesday 13 June at 1.45 pm and Thursday 14 June at 9.30 and 1.45 pm and can be arranged by contacting Mrs Hill on 0121 449 3004.

Applications should be returned to:
Performance Engagement & Commissioning Services, PO Box 16461, Birmingham, B2 2DB
or via email to: CSURecruitment@birmingham.gov.uk





PARK HILL PRIMARY SCHOOL

Park Hill is a three-form entry, inner city primary school with a nursery. There are currently 582 pupils on roll. The children are aged between 3 and 11 years and come from a wide range of social and economic backgrounds. Park Hill is an inclusive school, serving a multi-cultural, socially diverse community.

This school is committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. Park Hill is a compassionate school and working on the UNICEF Rights Respecting Schools programme. At Park Hill we aim to bring out the best in everyone. We believe that every child at Park Hill is capable of achieving great things.

In March 2017, the school received a 'Requires Improvement' judgement from Ofsted and is striving to make rapid improvements to return to 'Good'. All staff and Governors are committed to this aim. The key issues relate to Early years and Key Stage one outcomes.

ACCOMMODATION

The main school entrance is situated on a main road, Alcester Road and has a second pedestrian entrance on Trafalgar Road. It was opened in 1954, has a separate Nursery building and was gradually expanded from 2 form to 3 form, in 2011, as part of the LA's Primary school expansion programme, due to the rise in birth rate. Year one and Year 6 classrooms are in the new build. The birth rate has declined such that the school may return to 2 form entry in the future.

There is a field at the Trafalgar Rd part of the school site, with a MUGA and 3 playgrounds; Year 1 and Reception have their own separate playground and there is one large playground for the remaining year groups.

There is a small staff car park at the main school entrance for eleven cars and a disabled parking space.

THE GOVERNING BODY

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of 15 members, comprising:

- 7 Parent Governors
- 1 Governor appointed by the Authority
- 1 Staff Governor
- 5 Co-opted Governors and
- The Head Teacher

There are also two Associate Governors at present and the Senior Leadership Group are invited observers.

The head teacher automatically becomes a member of the governing body unless he or she elects otherwise and notifies the Clerk of the governing body in writing of his or her decision not to become a member of the governing body.



The governing body must meet at twice a term and these are evening meetings.

It is expected that the governors will take an active interest in the life of the school and will be invited to all appropriate school functions.

STAFFING

Teaching Staff

Teacher staffing for each academic year is determined by the governing body in the light of the school's formula funded budget during the preceding Spring Term. The School Leadership Group (SLG) consist of the Head teacher, a Deputy Head teacher and two Assistant Head teachers. The Senior Leadership Team (SLT) incorporates middle leaders with SLG; there are four middle leaders in SLT.

The teaching staff establishment for 2017/18 is head teacher plus 27 teachers.

School-Based Support Staff

The school-based support staff currently includes school admin team, including a Business Manager, classroom-based support staff and a non-residential Building Services Supervisor. Cleaning, catering and ground maintenance staff are provided by the contractor selected under arrangements for compulsory competitive tendering.

BUDGET

The delegated budget for 2017/18 is £2, 657,857. In addition, we have a Pupil Premium allocation of £305, 500.

ORGANISATION AND CURRICULUM

We have a broad and balanced curriculum that is designed to engage learners, gives opportunities to apply English and Maths skills and is enriched with visits and visitors, in order to provide children with first-hand experiences. Maths Mastery has been introduced in Reception and Year 1 this year and will continue to feed through the rest of the school over time. Links to compassion, UNICEF and British values are incorporated into the medium term planning.

Religious education is provided in accordance with the Authority's "Agreed Syllabus". The religious beliefs of all pupils and their parents are respected, and appropriate arrangements are made for the withdrawal of pupils from RE lessons and acts of worship, when parents request this.

SAT results are contained in Appendix 3.

SAFEGUARDING, PASTORAL CARE AND DISCIPLINE

There are 6 trained Designated Safeguarding Leads; the Head teacher, Deputy Head teacher, 2 Assistant Head teachers, SENCO and EYFS leader.

The school has an established behaviour and discipline policy, which requires that pupils should be required to regulate their conduct through self-discipline. Where self-discipline is inadequate a variety of sanctions may be imposed for misconduct, but corporal punishment is not permitted under any circumstances.

The pastoral team consists of the SENCO, BeCO, Senior Learning mentor and a Learning mentor, the Attendance Leader and the Head teacher.



PARTNERSHIP MONITORING, ADVICE AND SUPPORT

Park Hill is part of Greet Teaching School Alliance and is supported by BEP in its' school improvement work.

The school works collaboratively with the STEP (Stronger Together Education Partnership) group of schools, which consists of 3 Primary schools (Park Hill, Kings Heath and Wheelers Lane) and 4 Secondary schools (Kings Heath Boys, Queensbridge Secondary, Swanshurst Girls and Wheelers Lane Technology College) and carry out annual Peer to peer reviews together.

EDUCATION FOR A MULTI-CULTURAL SOCIETY

The LA, as an integral part of its policy for 'Education for a Multi - Cultural Society' is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all its schools. This is to be achieved through the implementation of three major objectives:

- Preparing all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity;
- Providing for the particular needs of children, having regard to their ethnic, cultural and historical background.
- Being aware of and countering racism and the discriminatory practice to which it gives rise.

85% of our pupils are of the Islamic faith, with 55% of Pakistani origin. The remainder of the school community is made up of a wide variety of faiths, ethnic backgrounds and cultures.

Inclusion

Park Hill is an inclusive school; children with a wide range of Special Educational Needs and Disabilities attend our school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We work closely with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress. We also work effectively with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Pupil and School Support (PSS), Educational Psychology Service, Communication and Autism Team (CAT), Community Paediatricians and Speech and Language Therapy.

PARENT/TEACHER LINKS

We have a 'Friends of Park Hill' parents group who fundraise for the school and are involved in school events over the year.

There are 3 parents' evenings over the year and parents are welcome to arrange for meetings with teachers individually when required, by prior arrangement.

All school leaders meet with families on the playground before and after school and have well established relationships with the school community.

Parents are supportive of the charity work that the school and the wider community undertakes; our current school charity is Birmingham Children's Hospital.



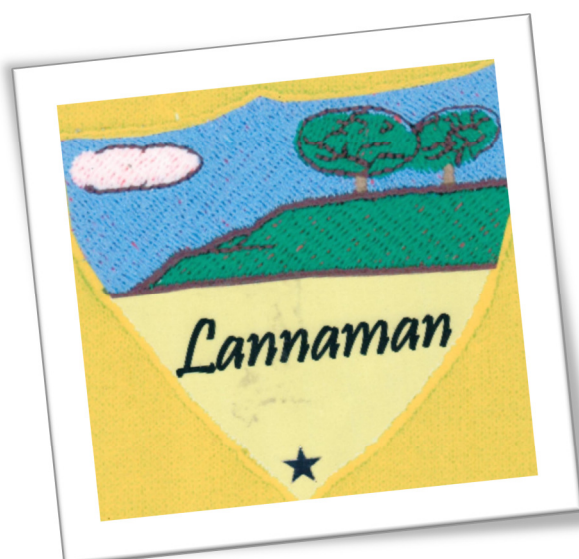
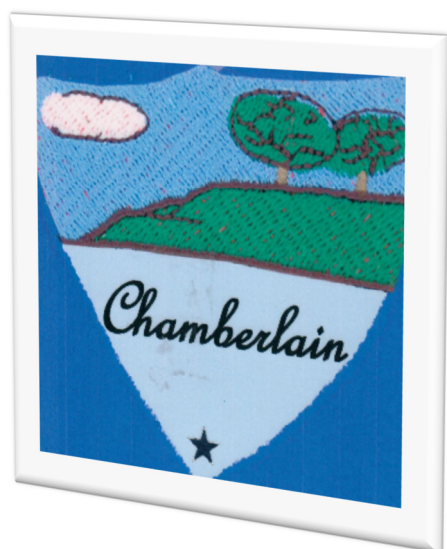
LINKS WITH THE COMMUNITY

The School has been involved with an elderly residential home, the local housing association and Balsall Heath carnival and wishes to develop community links further.

OTHER EXTERNAL SUPPORT SERVICES

Support staff such as Malachi Counsellors, school nurses, Educational psychologists, social workers and others work closely with the school to support our families.

SCHOOL HOUSE COLOURS





SCHOOL DATA

There were new tests in 2016 for Year 2 and Year 6, with an interim framework in place. As a result, 2016 and 2017 results cannot be compared with previous years.

Key Stage 2 (Year 6) results:

	School 2017	National 2017	School 2016	National 2016
Reading, Writing, Maths combined	49%	61%	51%	53%
Reading	56%	72%	63%	66%
Writing	74%	76%	71%	74%
Maths	59%	75%	69%	70%
Spelling, Punctuation and Grammar	79%	77%	86%	72%

Our results were in line with National figures in 2016, except in SPAG where the school performed better than national figures. Reading and Maths are below in 2017 with Writing and SPAG in line with national figures.

Key Stage 1 (Year 2) results:

	School 2017	National 2017	School 2016	National 2016
Reading, Writing, Maths combined	53%	64%	43%	60%
Reading	63%	76%	54%	74%
Writing	59%	68%	48%	66%
Maths	65%	75%	58%	73%

Key stage 1 results have improved in 2017.

Phonics check results (Year 1)

2015	2016	2017	National 2017
54%	72%	78%	81%

Phonics check results continue to improve for the third year and are closer to national figures.

Reception :

Children who reached a Good Level of Development:

2014	2015	2016	2017	National 2016
47%	57%	56%	67%	71%

Reception results have improved in 2017 and are closer to national figures.

ATTENDANCE :

	2012-13	2013-14	2014-15	2015-16	2016-17
Overall Attendance	95.08%	95.65%	95.6%	94.46%	95.01%



Previous results (cannot be compared with 2016 and 2017 results):

Key Stage 1 (End of Year 2) results:

		Park Hill School 2013	Park Hill School 2014	Park Hill School 2015
Reading	Level 2c+	85%	85%	85%
	Level 2b	76%	74%	75%
	Level 3	18%	20%	21%
Writing	Level 2c+	80%	75%	76%
	Level 2b	62%	62%	63%
	Level 3	15%	15%	19%
Maths	Level 2c+	89%	85%	85%
	Level 2b	71%	71%	69%
	Level 3	11%	14%	17%

(The national expectation for the end of Year 2 was level 2b)

KS1 PROGRESS

In 2015, Pupils' progress from their prior attainment at the end Reception, shows that most pupils made expected or better progress in Reading, Writing and Maths

KEY STAGE 2 : Year 6 results:

		2013	2014	2015
READING	Level 4+	80%	87%	82%
	Level 5	35%	43%	37%
	Level 6	2%	2%	0%
WRITING	Level 4+	77%	83%	85%
	Level 5	19%	33%	37%
	Level 6	2%	3%	5%
Spelling, Punctuation & Grammar	Level 4+	77%	74%	86%
	Level 5	50%	47%	63%
	Level 6	5%	2%	5%
MATHS	Level 4+	77%	85%	80%
	Level 5	43%	63%	39%
	Level 6	8%	5%	2%

L4 in both Reading, Writing and Mathematics

The proportion of pupils attaining the age related Level 4 in both English and Mathematics:

	2013	2014	2015
Level 4 and above in Reading, Writing and Maths	68%	77%	72%



	2013		2014		2015	
	2 levels+	3 levels+	2 levels+	3 levels+	2 levels+	3 levels+
READING	91%	41%	96%	49%	90%	31%
WRITING	96%	42%	98%	53%	100%	61%
MATHS	95%	47%	96%	49%	86%	35%

KS2 PROGRESS

Children were expected to make 2 levels progress over KS2 (Year 3 to Year 6).

Value Added data

Schools are given a Value Added figure (VA) to show the amount of progress children have made from the end of year 2 to the end of Year 6. If the children have made expected progress the school is given a VA of 100. If a VA figure of over 100 is achieved, children are making better than expected progress.

	2013	2014	2015
All subjects	101.4	101.7	100.2
Reading	100.7	101.5	99.5
Writing	100.8	101.6	101
Maths	102	101.8	100.1

Children who receive Free School Meals had a Value Added figure of 100.9 in 2013, 102 in 2014 and 99.8 in 2015. 100 was the national average.



Assistant Head Teacher: Park Hill Primary School
JOB DESCRIPTION
January 2019
Leadership pay range: L11-15

As required by Paragraphs 65 - 67 of the School Teachers' Pay and Conditions Document.

Job Purpose

To promote the general educational progress and well-being of pupils in the school

Duties and Responsibilities

A General

1. To undertake the professional duties of a teacher other than a head teacher, as set out in paragraphs 73 - 76 inclusive of the School Teachers' Pay and Conditions Document, including those duties particularly assigned by the head teacher;
2. As required by paragraph 65.2 of the School Teachers' Pay and Conditions Document, to play a major role under the overall direction of the head teacher in:
 - (a) formulating the aims and objectives of the school;
 - (b) establishing the policies through which they shall be achieved;
 - (c) managing staff and resources to that end;
 - (d) monitoring progress towards their achievement;in accordance with the policies of the Education Committee and the City Council and the school development plan determined by the Governing Body;
3. To undertake any professional duties of the head teacher reasonably delegated by the head teacher;
4. To undertake, to the extent required by the head teacher or the governing body, the professional duties of the head teacher in the event of the head teacher's absence from the school.

B Specific

1. Responsibility for promoting and safeguarding the welfare of children and young people in their care.
2. Be a proactive member of the SLT and play a leading role in the analysis of data, be responsible for introducing new initiatives to identify and combat any areas of underachievement that may arise.
3. Play a leading role in developing, monitoring and evaluating the quality of teaching and learning across the school.
4. Be responsible for INSET and support the development of staff through example, support and collaboration.
5. Play a major part in liaising and communicating with parents.
6. Take a major responsibility with the Head teacher and Deputy Head teacher in the general administration and organisation of the school. In particular oversee the following areas:-
 1. The organisation of cover for staff absence
 2. The ordering of equipment and materials.
7. Take a major responsibility along with the Head teacher in managing the behaviour of all children.
8. Ensure that staff are well informed of aspects of school life in order to promote good communication and high morale.

Managing and deploying resources

- Leading English and Educational Visits.
- As a subject leader have responsibility for a budget. Manage the budget in line with the LEA's recommended Financial Management Procedures (see BGfL) and school policy.
- Monitor the budget monthly and review spending in order to take account of the principles of Best Value when ordering stock or services.
- Remain up to date on developments and issues with regard to the management and curriculum of the primary school.
- Working with the head teacher and deputy head teacher in establishing priorities for expenditure and in monitoring effectiveness of spending and usage of resources.

Particular Areas of responsibility – 2018-19

- To lead English across the whole school
- To lead on Educational Visits and carry out the role of Educational Visits Co-ordinator

C. TEACHING

Sustain a regular teaching commitment as directed by the Head teacher.

D. PROFESSIONAL DEVELOPMENT

9. Participate in any arrangements within an agreed national framework for the appraisal of your performance.

10. Participate in arrangements for further training and professional development as appropriate.

10.1 Involved in the implementation of performance management of colleagues and to integrate this into their professional development.

Line Management - responsibility to and for

1 Responsible to the Head Teacher

2 Responsible for the supervision of designated teaching and support staff

Conditions of employment

The above responsibilities are in accordance with the requirements of the School Teachers' Pay and Conditions Document in terms of duties and working time, also any local agreements and LEA guidance on interpreting teachers' conditions of service.

Review and Amendment

This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

Complaints

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation

.....
Signature of the Head Teacher

Copy received by

.....
Signature of the Postholder

Date

.....

PERSON SPECIFICATION: ASSISTANT HEAD TEACHER

Park Hill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An DBS check is required for the successful applicant.

	<i>ESSENTIAL</i>	METHOD OF ASSESSMENT*
INITIAL QUALIFICATIONS	Qualified Teacher status.	AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including management.	AF, I
EXPERIENCE	Demonstrate a good understanding of School Improvement Planning.	AF, I
	Demonstrate a sound understanding and experience of Performance Management.	AF, I
	Experience of partnership working with parents and the wider community.	AF, I
	Successful and varied teaching experience in appropriate phase(s) and in Year 5 and 6, in particular.	AF
	Leadership of English across the school.	AF, I
SKILLS AND ABILITIES	Ability to monitor, evaluate, and plan for School Improvement.	AF, I
	Ability to manage the implementation of change effectively.	AF, I
	Ability to manage and motivate individuals and teams effectively.	AF, I
	Demonstrate a wide range of high level communication skills including new technologies.	AF, I, P
	Ability to work to high professional standards, strategically and operationally.	AF, I
	Ability to use authority appropriately to maintain discipline	AF, I
OTHER	Evidence of motivation for working with children	AF, I
	Evidence of ability to form and maintain appropriate relationships and personal boundaries with children	AF, I
	Evidence of emotional resilience in working with children exhibiting challenging behaviour	AF, I
	Evidence of the promotion of positive behaviour strategies and constructive handling of problems.	AF, I
	Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school.	AF, I

	Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.	AF, I
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*Those elements marked **AF-** will be assessed in your **A**pplication **F**orm.

- *Those elements marked **AF/I/P** - will be assessed in your **A**pplication **F**orm and during the selection process e.g. Interview, **P**resentation.
- *Those elements marked **I/P** - will be evaluated during the selection process e.g. Interview, **P**resentation

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.