

**High Expectations, Caring,**

**Positive Attitudes and Successful**

**EYFS Assistant Headteacher**

**Required for January 2019 (or sooner if possible)**

**Recruitment Information Pack**

Hunslet Carr Primary School

Woodhouse Hill Road, Leeds, LS10 2DN

## Contents

Welcome from the Headteacher 3

Websites and Application process 4

Letter from pupils 5

Job Description 6-9

Person Specification 10-11

Dear applicant,

Allow me to extend a warm welcome from all governors, staff and children of Hunslet Carr Primary School.

With over 460 pupils on our roll, we are a large primary school based in the Hunslet area of South Leeds. Over many years, through the dedication of teachers and staff we have developed an ethos where every single one of our children matters and is inspired to fulfil their potential.

The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed both while pupils at the school and in the future is having a caring, stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.

The community we serve has changed enormously in recent years and this is reflected in the diverse range of cultures and backgrounds our children represent. This diversity produces a rewarding set of challenges that make our school almost unique in the local area.

It is regularly commented by visitors that our school has a warm inviting atmosphere. Our children display excellent behaviour in the classroom enabling them to maximise their learning

In recent years enormous strides have been made to increase learning standards. The proportion of our children eligible for pupil premium is well above average and our creative teachers continue to develop forward thinking ideas ensuring our children receive the highest standard of education.

This hard work has seen results improve consistently in Key Stage 1 and our challenge now is to maintain these improvements in lower school while ensuring these standards continue in Key Stage 2.

Everybody associated with Hunslet Carr is extremely proud of what we achieve everyday together with our children and I hope that you will take the time to come and see our school and experience for yourself the warm and welcoming atmosphere that we have developed.

Good luck with your application.

Martin Lumb

Headteacher

**About Hunslet Carr Primary School**

Hunslet Carr is a large city primary school with 464 children on roll. The original school buildings date from 1875 and were refurbished and remodelled in 1993.

We serve an area of social deprivation where 43% of pupils are eligible for free school meals and 60% receive Pupil Premium.

Teachers are determined to provide the best quality education possible. The curriculum provides pupils with many interesting opportunities to learn and encourages them to think carefully about their own lives and those of others. Pupils behave well, show enthusiasm for learning and take pride in what they are able to achieve. Pupils attend regularly because they enjoy school and feel well cared for by staff.

The school pays close attention to pupil’s personal development so that they will grow into independent, sensible and responsible young people. At the heart of the school is a strong desire to do the very best for all pupils. Leaders, managers and governors are constantly looking for ways to make achievement and teaching even better. Consequently the school is continually improving.

The school enjoys support from parents and the local community as well as the governors, who are very supportive of the schools effort in raising achievement and maintaining a good standard of behaviour.

Please feel free to view the following links for more information:

<http://hunsletcarr.co.uk/>

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/107950>

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=107950>

## Application Process

The closing date for all applications will be **Wednesday 27th June**

Shortlisting will take place on **Thursday 28th June**

Interviews will be taking place on **Friday 6th July**

Completed applications must be returned to Dee Jackson ideally by email to:

[dee.jackson@hunsletcarr.co.uk](mailto:dee.jackson@hunsletcarr.co.uk)

If you do not receive confirmation of receipt of your application within one working day please call Dee on 0113 2713804.

**If you think you’re the person for the job, please complete the enclosed application form with a covering letter - no more than two sides of A4** - **and send to the email address above by the closing date.**

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within a week of the closing date please assume your application has been unsuccessful.

## Queries

Visits are warmly welcome. Please contact Christine Rayner (Office Manager) at on 0113 2713804 or by email at [christine.rayner@hunsletcarr.co.uk](mailto:christine.rayner@hunsletcarr.co.uk) to arrange a suitable time – we appreciate that the Easter holidays are upon us and visits to the school with the Headteacher can be arranged during the holidays.

We actively welcome you to contact Martin Lumb, Headteacher, at the school if you would like any further information about the school, what we are looking for in this particular role and the difference we hope you will make to the children in the classroom.

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##### **JOB DESCRIPTION**

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| **Hunslet Carr Primary School** |

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| **Post Title**  Assistant Headteacher (EYFS) | **Grade**  LPS L2 - 6 | **Post Ref**  Asst Head (EYFS) |

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| **Post(s) to which directly responsible**  Martin Lumb – Headteacher |

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| **Consultation**  In carrying out these duties, to consult with, where this is appropriate, with the Headteacher, the authority, governing body, the school leadership team (including SENCo and Child Protection Officer), the staff in school, parents and carers, pupils and the wider community. |

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| **Purpose of job**  To assist the Headteacher and Deputy Headteacher with the leadership, management and organisation of the school in seeking to achieve the highest standards of pupil achievement and school efficiency, with particular responsibility for continually raising the standards of teaching and learning in the **Foundation Stage**.  To assist the SENCo with the leadership, management and organisation of the SEND provision in **Foundation Stage**, seeking to achieve the highest standards of pupil achievement and school efficiency.  To assist the Child Protection Officer with the leadership, management and organisation of Child Protection processes in **Foundation Stage**, seeking to ensure that all pupils are safe at school and home. |

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| **Leadership Duties and Responsibilities**  **Shaping the future**   * In co-operation with, and under the direction of the Headteacher and Deputy Headteacher to: * support the vision, ethos and policies of the school and promote high levels of achievement across the school and specifically within Foundation Stage; * support the creation and implementation of the school development plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it; * support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing key school strategies; * support the evaluation of the effectiveness of the school's policies and developments across the school and specifically with Foundation Stage; * ensure that parents are well informed about the school’s Foundation Stage curriculum, its targets, children's attainment and their part in the process of improvement.   **Leading teaching and learning**   * promote effective teaching practice which secures learning across the breadth of the Foundation Stage Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom provision, organisation and display, as well as high standards of achievement and behaviour; * take responsibility for the development and monitoring of the Foundation Stage or whole school curriculum aspect(s), as agreed from time to time; * support the Headteacher and Deputy Headteacher in the monitoring of the quality of teaching and children's achievements including the analysis of performance data, particularly with regard to the Foundation stage; * support the Headteacher and Parent Support adviser in developing links with parents, other schools, educational institutions and the wider community, including business and industry, in order to enhance teaching and learning and children's personal development.   **Developing self and working with others**   * to provide inspirational leadership for the Foundation Stage team; * support the Headteacher in developing positive working relationships with and between all Foundation Stage staff and provide and sustain motivation; * lead groups of Foundation Stage staff in developmental activities, delegate appropriately and evaluate outcomes; * support the Headteacher and Deputy Headteacher in the implementation of the school's performance management policy;   **Managing the organisation**   * support the Headteacher and Deputy Headteacher in the appointment, deployment and development of Foundation Stage staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities; * support the Deputy Headteacher in managing the school effectively in the absence of the Headteacher; * support the Headteacher and Deputy Headteacher in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met; * work with the Headteacher and Deputy Headteacher and Governors (including Foundation Stage link governor) in establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money. * work with the SENCo to ensure that children within the Foundation Stage have access to high quality educational experiences that meet their specific needs.   **Securing accountability**   * act as a "critical friend" and provide effective professional challenge and support to the Headteacher; * provide information and advice to the Headteacher and Deputy Headteacher and governing body about the Foundation Stage and support accountability processes throughout the school; * take on specific tasks related to the day to day administration and organisation of the Foundation Stage; * take on any additional responsibilities which might from time to time be determined.   **Strengthening the community**   * Works with other agencies to ensure learning experiences and opportunities for pupils are integrated into the wider community; * Builds the reputation of the school with the outside community; * Collaborates with city-wide Foundation Stage educational development strategies; * Creates and maintains partnerships with parents and carers to support and improve pupils’ achievement and personal development.   **Child protection**   * Ensures that the child protection policies and procedures adopted by the governing body are fully implemented and followed by all staff, specifically within the Foundation Stage, * Ensures that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively * Hunslet Carr Primary School is committed to safeguarding and promoting the welfare of its pupils and would expect you to share this commitment. |

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| **Relationships**  The postholder will be required to work flexibly to deliver an efficient Service.  There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers |

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| Physical Conditions Hunslet Carr Primary School has access by stairs and lift and is accessible by disabled persons to the ground floor.  Appointments are made subject to an enhanced Disclosure and Barring Service (DBS) disclosure.  Hunslet Carr Primary School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment.  We promote diversity and want a workforce that reflects the population of Leeds.  The school operates a non-smoking policy. |

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| |  | | --- | | **Economic conditions** | | Grade: LSR L2 – L6  The appointment is subject to the current conditions of employment for  Assistant Headteachers contained in the School Teachers' Pay and  Conditions Document, the 1998 School Standards and Framework Act,  the required standards for Qualified Teacher Status and other current  legislation.  The post is permanent. | |

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| **Prospects**  **Promotion**  Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.  **Training**  The school encourages training both “in-house” and external to meet the needs of the individual and of the Service. |

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| **QUALIFICATIONS**  Qualified Teacher Status – Essential  Honours degree – Essential |

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| **Job Description Prepared / Reviewed by:** | Martin Lumb | **Date:** | 7/3/2017 |
| **Job Description Approved by:** | Kevin Birkin | **Date:** | 10/3/2017 |

##### **Person Specification**

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| **Leadership skills – the ability to lead and manage people effectively to work towards common goals** | | |
| **Key:**  **App – Application Form Ref – Reference SP – Selection process** | | How Identified |
| support and demonstrate commitment to the vision for the establishment of the primary school | Essential | App/Ref/SP |
| support the Headteacher in the management of change and improvement in pursuit of strategic objectives | Essential | App/Ref/SP |
| prioritise, plan and organise | Essential | SP/Ref |
| direct and co-ordinate the work of others | Essential | SP/Ref |
| build, support and work with high performing teams | Essential | SP/Ref |
| work as part of a team | Essential | SP/Ref |
| devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out | Essential | SP |
| motivate and inspire pupils, staff, parents, carers, governors and the wider community | Essential | Ref/SP |
| set standards and provide a role model for pupils and staff | Essential | SP/Ref |
| seek advice and support when necessary | Essential | Ref |
| deal sensitively with people and resolve conflicts | Essential | SP/Ref |
| command credibility through the discharge of their functions and influence others | Essential | App/Ref |
| provide professional direction to the work of others | Essential | App/Ref |
| make informed use of inspection and research findings | Essential | App/Ref/SP |
| apply good practice from other sectors and organisations | Desirable | App/SP |
| commitment to equal opportunities and work/life balance | Essential | App/Ref/SP |
| **Decision-making skills – the ability to investigate, solve problems and make decisions** | | |
| make decisions based upon analysis, interpretation and understanding of relevant data and information | Essential | SP |
| think creatively and imaginatively to anticipate and solve problems and identify opportunities | Essential | App/SP |
| demonstrate good judgement | Essential | SP |
| ability to secure value for money for the school | Essential | SP |
| **Communication skills – the ability to make points clearly and understand the views of others** | | |
| communicate effectively orally and in writing to a range of audiences | Essential | App/SP |
| negotiate and consult effectively | Essential | App/Ref/SP |
| manage good communication systems | Essential | App/SP |
| chair meetings effectively | Essential | App |
| develop, maintain and use an effective network of contacts | Desirable | App/SP |
| **Self-management skills – the ability to plan time effectively and to organise** | | |
| prioritise and manage their own time effectively | Essential | SP |
| work under pressure and to deadlines | Essential | Ref/SP |
| achieve challenging professional goals | Essential | SP |
| take responsibility for their own professional development | Essential | SP |
| **Attributes** | | |
| personal impact and presence | Essential | Ref/SP |
| adaptability to changing circumstances and new ideas | Essential | Ref/SP |
| positive energy, vigour and perseverance | Essential | Ref/SP |
| self-confidence | Essential | Ref/SP |
| enthusiasm | Essential | Ref/SP |
| intellectual ability | Essential | Ref/SP |
| reliability and integrity | Essential | Ref/SP |
| commitment | Essential | Ref/SP |
| sensitivity | Essential | Ref/SP |
| **Training and Qualifications** | | |
| Qualified Teacher Status or other educational qualification | Essential | App / SP |
| Evidence of continuous professional development | Essential | App |
| **Special Knowledge** | | |
| The theory and practice of development planning | Essential | App |
| The requirements for performance management in schools | Essential | App |
| Up to date knowledge of the National Curriculum | Desirable | App/SP/Ref |
| Knowledge of Early Years and Foundation Stage Curriculum | Essential | App/SP/Ref |
| Knowledge of SEND theory and practice | Desirable | App/SP/Ref |
| Knowledge of Child Protection legislation and procedures | Desirable | App/SP/Ref |
| Knowledge of Key Stage 1 and Key Stage 2 | Desirable | App/SP/Ref |
| **Disposition and Attitude** | | |
| Positive and optimistic attitude towards School Improvement and Inclusion | Essential | SP |
| Open-minded and receptive to new ideas, approaches and challenges | Essential | SP |
| Places high priority on effective team working and works easily and comfortably in a team environment | Essential | SP |
| **Practical and Intellectual Skills** | | |
| Ability to analyse and evaluate multi-dimensional and complex situations | Essential | SP |
| Well developed planning, evaluating and implementation skills | Essential | SP |
| Effective use of ICT for a range of purposes | Desirable | APP/SP/Ref |
| **Other Special Working Conditions** | | |
| School operates a no smoking policy | Essential | SP |