



Assistant Headteacher

(Yr 6 Additional Teacher)

Lime Academy Watergall, Peterborough
L4 - L8

The Lime Trust is looking to appoint an Assistant Headteacher with additional Year 6 responsibility.

Please contact Jo Grabowska or Emma Formby at Tes to arrange a visit and discuss this role on 020 3194 3147 or 020 3194 3085. **Conversations can also be arranged with Lynne Harrowell, CEO of Lime Trust, via Jo or Emma.**

Salary: **L4 - L8**
Closing date: **9am 24th January 2018**
Shortlisting: **25th January 2018**
Interviews: **30th & 31st January 2018**
Job starts: **April or September 2018**



Putting Children First

Are you looking for your next challenge? Would you like the opportunity to make a positive impact and lead colleagues to make rapid and sustained school improvement?

Lime Academy Watergall is an inclusive, diverse 2-form entry Primary School in Bretton, Peterborough. Our children are happy and have a genuine enjoyment and enthusiasm for learning. Our EYFS provision is strong and we have parents and carers that support the children and academy well.

We offer an exciting curriculum aiming to prepare and develop children's academic, social and emotional skills, in order that they will achieve their potential in life. Recent developments have seen us build on our partnership with Apple, with a clear vision developed to deliver one-to-one iPad in years 5 and 6, with shared iPad in years 1-4.

We are at the beginning of our journey of transformation having recently converted to being an academy within the Lime Trust. Lime Trust is a small but expanding multi-academy trust built around our ethos of putting the child first. We are committed to supporting and developing ambitious young leaders and provide outstanding CPD opportunities for all our staff.

We are excited about the future and looking to increase the leadership capacity within the academy to drive improvement and raise standards, along with the aspirations of our children. You will be an outstanding practitioner able to lead Yr 6 provision in a senior capacity; sharing your understanding and knowledge of outstanding teaching and learning to develop the practice of others. This is a great time to join Lime Academy Watergall, enhance your career and transition to senior leadership.

We would like to hear from you, if you:-

- are an excellent practitioner with a track record of success
- are energised by opportunities to develop and share your practice
- lead by example
- are committed to continued professional learning

The successful individuals will have:

- a positive 'can do' attitude with a track record of success
- a commitment to driving standards of performance
- excellent communication and organisational skills
- resilience, humour and a sense of purpose

We offer:

- an experience Board of Governors and Transition Board
- a supportive working environment, where talents are valued and nurtured
- an enthusiastic, motivated and driven team
- opportunities to develop and a commitment to continuing professional learning

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The Lime Trust is an Equal Opportunity Employer.



The Lime Trust has a clear moral
purpose
‘putting children first’.

This is simply to place pupils’ learning and well-being at the centre of
all that we do.

Job Description:

POST:	Assistant Headteacher / Year 6 Additional Teacher
SCHOOL:	Lime Academy Watergall
PAY RANGE:	L4 – L8
ACCOUNTABLE TO:	The Headteacher and Academy Council

Job Purpose

- To ensure high quality education for all pupils
- To carry out the professional duties of an Assistant Headteacher as circumstances may require in accordance with the school's policies under the direction of the Headteacher.

Areas of Responsibility and Key Tasks

Qualities and knowledge: to

1. Share and articulate the school's values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
6. Drive teaching and learning using cutting-edge mobile technology, embedding the use of this through building lasting partnerships with external agencies as well as developing staff from within.
7. To be an outstanding classroom practitioner, to model teaching and learning practice as an example for others.
8. Raise standards across the whole school in Teaching and Learning and attainment particularly in the areas of Literacy, Numeracy, ICT and other basic skills.
9. Teach as directed by the Headteacher.

Pupils and staff: to

1. Have ambitiously high expectations for all pupils.
2. Analyse information on vulnerable groups, in particular overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
3. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
4. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools.
5. Support and develop an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
6. Hold all staff to account for their professional conduct and practice.

“Education is the most powerful weapon, which you can use to change the world.” Nelson Mandela

Systems and process: to

1. Adopt and model the school's systems, organisation and processes.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Line manage key staff, using fair and transparent school systems and measures, to manage the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Report key information to key stakeholders such as Governing Bodies that are relevant to the role's responsibilities.
5. Manage areas of the budget to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Be an active part of the Leadership team, to disseminate information to middle leaders and hold self and others to account.

The self-improving school system: to

1. Support the development of an outward-facing school, working with other organisations – in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self- improving schools.
4. Develop and shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually

**“If you do not know how to ask the right question
you discover nothing.” W. Edward Deming**

Person Specification

	Essential / Desirable	Shortlist	Interview	Task
Qualifications, skills and experience				
Appropriate degree qualification, Qualified Teacher Status, DfE number	E	✓		
Recent and relevant attendance on training and/or professional development	D	✓		
An understanding of current research into teaching and learning	E	✓	✓	✓
Effective interpersonal, communication and presentation skills; both written and oral; including IT skills	E	✓	✓	✓
Ability to manage time well and work under pressure to deadlines	E	✓	✓	✓
Experience of working at management level within the primary sector	D	✓	✓	✓
Understanding of the potential of mobile technology to improve outcomes for pupils.	D	✓	✓	
Ability to lead by example and inspire and motivate staff at all levels	E	✓	✓	
Ability to monitor, evaluate and develop staff to improve the quality of teaching and learning	E	✓	✓	
Evidence of teaching and promoting cultural awareness within an ethically and socially diverse area	E	✓	✓	
Evidence of experience of successfully initiating, implementing and evaluation change and development with diverse teams of people	D	✓	✓	
Evidence of the development of positive links with parents / carers and the local community	E	✓	✓	✓
Qualities and Knowledge				
Ability to provide clear educational direction with a moral purpose and lead by example	E	✓	✓	✓
Ability to form and maintain appropriate professional relationships with children and young people	E	✓	✓	✓
Understanding of and strong commitment to safeguarding and child protection	E	✓	✓	
An understanding of the target setting process	E	✓	✓	
Successful experience of creating and maintaining effective partnerships with parents and the community, and fellow professionals	E	✓	✓	
Knowledge of current statutory requirements and educational developments towards a world-class education	E	✓	✓	✓

“Continuous improvement is better than delayed perfection” Mark Twain

Person Specification

Understanding of the AHT's leadership and management role in relation to the staff, community and resources	E	✓	✓	✓
Understanding of the AHT's role in relation to curriculum development, monitoring and evaluation	D	✓	✓	
Understanding of the AHT's role in developing and maintaining effective relationships with the governing body, LA and external agencies	E	✓	✓	
Clear understanding of current knowledge about how children learn and its implications for teaching	E	✓	✓	
Commitment to the provision of a broad educational experience for our pupils, including opportunities for out of school learning	E	✓	✓	
A passion for the ongoing promotion of positive partnerships with our pupils, their families and carers, governors and the community	E	✓	✓	
Commitment to promoting the highest standards of learning, attainment and behaviour for our pupils	E	✓	✓	
Pupils and Staff				
Ability to motivate pupils in our school community	E	✓	✓	✓
Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning in the classroom	E	✓	✓	✓
Successful experience of monitoring, evaluating pupil outcomes and effective and active communication with parents	E	✓	✓	
Ability to offer extra-curricular activities	D	✓	✓	
Ability to create and maintain an environment which promotes good behaviour, discipline and celebrates success, reducing inequalities and promoting social inclusion	E	✓	✓	✓
Understanding of the role and impact of assessment in children's learning	E	✓	✓	✓
Ability to communicate effectively with a wide range of audiences, both verbally and in writing	E	✓	✓	
An analytical, reflective solution focused approach	E	✓	✓	✓
The ability to provide forward looking leadership and inspire and motivate a team	E	✓	✓	✓
Commitment to and evidence of promoting Equal Opportunities strategies within the school, curriculum and employment practice	E	✓	✓	✓
Ability to innovate, work flexibly and to effectively prioritise and delegate	E	✓	✓	
Systems and process				
Ability to work in partnership with colleagues and the governing body	E	✓	✓	
Ability to collect, analyse and use data on pupils' progress and performance to raise standards, using appropriate systems including ICT	E	✓	✓	
Ability and commitment to implement the school moral purpose, acting as a positive role model for pupils	E	✓	✓	✓
The self-improving school				
Ability to communicate effectively orally and in writing	E	✓	✓	✓
Demonstrate a positive attitude to learning and a commitment to in-service training and personal development	E	✓	✓	

Further Information

We are incredibly proud of the schools in our trust and warmly welcome visits.

Please contact Jo Grabowska or Emma Formby at Tes to arrange a visit and discuss this role on 020 3194 3147 or 020 3194 3085. **Conversations can also be arranged with Lynne Harrowell, CEO of Lime Trust, via Jo or Emma.**

Email completed applications to info@tesprime.com

www.limetrust.london

