

St Mary's Church of England Primary School



Senior Leader Candidate Information Pack

Job start date: January or February 2022

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Are you passionate about changing the life chances of young people?

Dear colleague,

At St Mary's Church of England Primary School, we live, work and learn through a shared dedication of striving to be 'the best versions of ourselves'.

We are a large, popular and fully inclusive primary school situated in the heart of Southampton's diverse city centre. We are a forward-thinking and dedicated team where our pupils' needs come first! Pupils behave exceptionally well and this enables teachers to provide the support required to help our children to flourish.

We are looking to appoint a strong and ambitious senior leader, from the spring term, to work alongside our new Headteacher. You will be responsible for supporting the implementation of an innovative and bespoke curriculum. A curriculum that inspires pupils to develop the knowledge and skills necessary for employment in a 21st Century world.

We are particularly interested in hearing from candidates with the following skillset:

- Somebody who can demonstrate impact in their current role.
- A candidate who has clear and demonstrable experience in developing teacher pedagogy and practice.
- A knowledge of evaluating the quality of education, using Ofsted's current framework.

This academic year will be one of excitement, change and development. You will be joining our inner-city school at a pivotal moment.

Our offer to every teacher:

- Bespoke professional development opportunities.
- Cutting-edge technology for the planning and delivery of lessons. Use of multi-collaboration platforms to simplify the process of lesson planning.
- A device to help your planning, preparation and assessment.

Application information:

Your interview day is a mutual process aligned to helping you to decide if this is the school to advance your career in. We aim to make the day as supportive as possible. Any questions pre or post application can be sent to Kevin Brown, our school business manager. (kevin.brown@stmaryspri.org.uk).

Telephone conversations with the incoming Headteacher will be arranged with all interested candidates.

St Mary's Church of England Primary School - POST DEFINITION

JOB DESCRIPTION: SENIOR LEADER (Assistant or Deputy Headteacher)



Terms of employment:

Salary: Dependent on experience of the candidate.

Start date: Spring Term 2022 (January or February 2022 start)

CORE PURPOSE:

To lead learning at St Mary's Church of England Primary School and guide staff in developing consistent practice in teaching and learning ensuring high quality learning opportunities, pastoral care, safeguarding and behaviour through the management of behaviour, teaching and learning, attendance, pupil engagement, parental engagement, extended services and school organization.

CORE DUTIES

Class Teacher

To carry out the duties and responsibilities for class teachers as detailed in the Pay and Conditions of Service Document 2014 and meet the requirements of the Teaching Standards. The Deputy Headteacher will be expected to teach a class in the school if required and teach specialist subjects when required.

Professional Duties

The Assistant or Deputy Headteacher, in addition to carrying out the professional duties of a teacher, including those duties particularly assigned by the Headteacher.

Specific Core Duties

Play a major role under the overall direction of the Headteacher in:

ETHOS AND VISION:

- Maintain and continue to develop the ethos of the school in line with the governing body, headteacher, local authority and diocese.
- Contribute to the strategic development of the school as part of the senior leadership team. This includes monitoring and evaluating of practice in teaching and learning, provision for Pupil Voice, Behaviour, Attendance and Parental Engagement, as part of the school's self-evaluation process and the development of the school improvement plan.
- Promoting and supporting decisions/policies agreed by the senior leadership team
- Establishing the policies through which they shall be achieved;
- Managing staff and resources to that end; and
- Monitoring progress towards their achievement.
- Promote creativity, innovation and the appropriate use of technologies to achieve excellence
- Supporting the headteacher in trying to ensure that change is implemented effectively and smoothly
- Ensuring that the school vision is clearly and effectively articulated shared and understood
- Ensure that the ethos and practices in the school reflect the principles of a distinctive Christian education in a multicultural Church of England school.
- Support and develop our links and future links with St Mary's Church, Southampton.

LEADERSHIP AND MANAGEMENT

- Develop, motivate and lead staff to achieve the highest possible standards
- Build a collaborative learning culture within the school and actively engage with other schools and agencies to build effective learning communities
- Keeping abreast of educational developments and associated funding streams through your own professional training and research.
- Maintain sound procedures for security, supervision, and maintenance of the school environment ensuring that all health and safety regulations are met
- Manage professional development whilst ensuring work life balance
- Advise the headteacher and governing body as required
- Ensure that all responsibilities delegated by the governing body are carried out
- Develop and where appropriate manage, high quality, affordable extended services for all children at St Marys.
- Support and assist the headteacher within the structure of the Senior Leadership Team
- Work collaboratively with the headteacher and governing body to review and implement school policies
- Undertake responsibility for a coordinated approach to monitoring and evaluating the quality of education across the school
- Lead and coordinate CPD for teaching staff across the school
- Undertake responsibility for the induction of new staff, including ECT (early career teachers – formerly NQTs)
- Carrying out appraisal of staff
- To mentor ECTs, ITTs and other students as required
- Helping to maintain outstanding behaviour around the school at all times and specifically carrying out one dinner time duty per week
- Work in collaboration with other senior and middle leaders to ensure a cohesive whole school approach to improvement priorities
- Contribute to School Self-Evaluation (SEF) and the School Improvement Plan (SIP) assuming responsibility for those areas determined by the Headteacher
- Attend governing meetings as and when required
- Deputise for the Headteacher in the event of their absence

QUALITY OF EDUCATION AND CURRICULUM STANDARDS

- Lead in the design, implementation of a curriculum, which inspires, engages and motivates all pupils.
- Ensure a consistent and continuous school wide focus on assessment and achievement using appropriate data and benchmarks to set, monitor, track and evaluate individual pupil progress.
- Challenge and remedy underperformance swiftly and without delay.
- Provide nurturing and attentive pastoral care for all pupils
- Ensure exemplary behaviour and attendance of pupils and staff.
- Ensure the school, phase and additional services provides a high quality stimulating learning environment for all children.
- Monitor, evaluate and review classroom practice and promote improvement strategies: aiming for out-standing standards of learning and teaching at all times.

COMMUNICATION AND CONSULTATION

- Develop and maintain effective lines of communication/service throughout the school and between staff, governors, parents, and the wider community
- Build effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice
- Consistently use and develop information systems to ensure exemplary communication links with all stake-holders
- Coordinate the schools work to ensure smooth transitions and continuity of learning
- Ensure that there is regular and effective communication of the progress of every child's learning to every stakeholder

- Work with the governing body to provide information on the progress of relevant aspects of the schools work, and intended developments

Undertake to the extent required by the Headteacher or the Governing Body the professional duties of the Headteacher in the event of his absence.

THE FOLLOWING ARE SPECIFIC DUTIES ATTACHED TO THE ROLE:

Assessment:

- Building on the existing assessment procedures in the school and further developing them so that children's individual progress is accurately measured and the school has records of overall attainment in all subjects for every pupil
- To analyse all aspects of the schools work against measurable outcomes for children
- To ensure that there is accurate identification of individual children's special educational needs and that they are appropriately supported
- Provide regular and accurate reporting on standards of attainment and achievement across the school to all key stakeholders

Curriculum Development and Responsibility:

Work with the Headteacher to lead on:

- The continual development, effective organisation and creative implementation of the school's curriculum
- Ensuring that the curriculum is accurately matched to the needs of the pupils and continues to meet the priorities outlined in the school improvement plan
- School policies on curriculum, quality of education, assessment, recording and reporting and ensuring that these meet all statutory requirements
- Ensuring that the learning and teaching provided by different year groups and teaching teams form a coordinated, coherent curriculum entitlement for pupils and caters for their Spiritual, Moral, Social and Cultural needs

Quality of Education – teaching:

- Be an example of excellence as a lead classroom practitioner, inspiring and motivating other staff

Curriculum Responsibility

- To take responsibility for developing the school curriculum and managing the coordinators in line with the needs of the school and the priorities outlined in the school improvement plan
- To foster the belief that all children have the right to receive an excellent education, in a mutually respectful, caring environment which meets every child's needs.

Pupil's Personal Development

- Deliver, monitor and challenge in conjunction with other lead professionals, senior leaders and teachers the provision of pupil engagement activities (extended services, lunch times provision, internal exclusions etc), attendance issues in relation to intervention and differentiation in place for underachieving children, vulnerable children, EAL and SEN children to ensure they make rapid and sustained progress in line with national expectations.
- Monitor, challenge and improve the effectiveness of ECM provision delivery across the school and to ensure rapid, sustained and improved pupil achievement
- Visits from outside specialists, agencies or organisations
- Achieving nationally recognised awards

DAY-TO-DAY MANAGEMENT OF THE SCHOOL:

- To assist the headteacher in ensuring that the school runs smoothly and acting in a management capacity as the need arises. Leading on the to the general day to day management and organisation of the school by ensuring all cover arrangements and release are in place across the school, being aware of any of the issues and concerns and ensuring that appropriate action and redeployment of resources is undertaken.

This includes:

- undertaking class teaching as required
- drawing up timetables and rotas to ensure the efficient use of premises and efficient deployment of staff;
- providing support for staff and pupils within an overall pastoral role
- the organisation and oversight of Midday Supervision and extended services;
- overseeing the supervision of pupils during lunchtimes;
- conducting assemblies on a regular basis;
- organisation for staff absence etc.
- There is an expectation that the senior managers will attend and contribute to a senior leadership team meeting once a week, undertake a lunch duty and attend an early morning information briefing daily.

EXTERNAL LIASON:

- liaise with relevant external agencies as appropriate, such as external advisory staff or consultants and/or other schools on specific teaching and learning issues relevant to your responsibility areas, its pupils and staff


















This job description sets out the duties of the post at the time it was drawn up. The above mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant duties as directed by the Headteacher within the school as may be reasonably expected. This is not a common occurrence and would not justify a reconsideration of the grading of the post.



Person Specification – Senior Leader (Assistant or Deputy Headteacher)

Category	Essential	Desirable
1. Qualifications/ Professional Development	<ul style="list-style-type: none"> ✎ Qualified teacher status ✎ Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning ✎ Ability to identify own learning needs and to support others in identifying their learning needs 	<ul style="list-style-type: none"> ✎ Postgraduate level qualification ✎ Leadership Pathways certification ✎ Experience of working with other schools/organisations/agencies ✎ Experience of leading/coordinating professional development opportunities
2. Experience	<ul style="list-style-type: none"> ✎ Successful experience of leading all core subject areas. ✎ Substantial, successful teaching experience – evidence of delivering an outstanding quality of education ✎ Successful experience in a leadership and management role ✎ At least 5 years successful teaching experience in the primary age range. 	<ul style="list-style-type: none"> ✎ Teaching experience in at least 2 of the 3 key stages. ✎ Curriculum leadership in one or more core subjects ✎ Experience of teaching in more than one school ✎ Experience as AHT/DHT
3. Strategic Leadership	<ul style="list-style-type: none"> ✎ Ability to articulate and share a vision of primary education within the context of the school's mission statement ✎ Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school ✎ Evidence of successful strategies for planning, implementing, monitoring and evaluation school improvement ✎ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these ✎ Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils ✎ Understanding of and commitment to promoting and safeguarding the welfare of pupils 	<ul style="list-style-type: none"> ✎ Knowledge of the role of the governing body ✎ Evidence of having successfully translated vision into reality at whole school level

Category	Essential	Desirable
4. Teaching and Learning	<ul style="list-style-type: none"> ✎ A secure understanding of the requirements of the National Curriculum and Early Years development ✎ Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils ✎ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning ✎ Experience of effective monitoring and evaluation of teaching and learning ✎ Secure knowledge of statutory requirements relating to the curriculum and assessment ✎ Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> ✎ Understanding of successful teaching and learning across the entire curriculum across all key stages ✎ Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management ✎ Whole school curriculum leadership ✎ Promoting SMSC of pupils across the curriculum
5. Leading and Managing Staff	<ul style="list-style-type: none"> ✎ Experience of working and leading staff teams ✎ Ability to delegate work and support colleagues in undertaking responsibilities ✎ Experience of performance management and supporting the professional development of colleagues ✎ Understanding of effective budget planning and resource deployment ✎ Leadership of middle management / phase leaders 	<ul style="list-style-type: none"> ✎ Experience of working with governors to enable them to fulfil whole school responsibilities ✎ Successful involvement in staff recruitment, appointment/induction, ✎ Understanding of how financial and resource management enable a school to achieve its educational priorities
6. Accountability	<ul style="list-style-type: none"> ✎ Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, ✎ Experience of effective whole school self-evaluation and improvement strategies ✎ Ability to provide clear information and advice to staff and governors ✎ Secure understanding of current practice in performance management, including capability 	<ul style="list-style-type: none"> ✎ Experience of presenting reports to governors ✎ Understanding the criteria for the evaluation of finance and budgets ✎ Leading sessions to inform parents ✎ Experience of offering challenge and support to improve performance.

Category	Essential	Desirable
7. Skills, Qualities & Abilities	<ul style="list-style-type: none">  High quality teaching skills  Strong commitment to the mission statement  High expectations of pupils' learning and attainment  Strong commitment to school improvement and raising achievement for all  Ability to build and maintain good relationships  Ability to remain positive and enthusiastic when working under pressure  Ability to organise work, prioritise tasks, make decisions and manage time effectively  Empathy with children  Good communication skills  Good interpersonal skills  Stamina and resilience  Effective ICT skills 	
8. References	<ul style="list-style-type: none">  Positive recommendation in professional references  Satisfactory health and attendance record 	<ul style="list-style-type: none">  Professional reference without reservations.  Strong positive examples of
9. Safeguarding	<ul style="list-style-type: none">  St Mary's Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants 	