



# Kingsmead School and Sixth Form

## Assistant Headteacher (Strategic): Teacher Development

Salary: L12-17 (Outer London)

Start Date: September 2022 (Earlier if available)

January 2022

Dear Candidate,

Thank you for making the time to look into Kingsmead. If you are someone who prefers a short introduction then please indulge on how much it matters to me that this is a two-way process; so you know you are making a good decision to apply, I want to get across roughly what the role is, why the school is so special, my style of leadership, where I want the school to go and my ambitions for you. That will take a few more paragraphs than the average job pack.

### **The Role**

This role will be leading on further developing the quality of teaching across the school. It will involve building on our current systems for lesson planning and the development of classroom skills for teachers across all stages of their career.

This is about building on already very effective practice across the school. We are very successful in a challenging context with over a third of children officially 'disadvantaged' and the local area in the top quintile for deprivation. We are proud of our achievements, but always looking for how we can add value to what we do.

This challenge requires someone who has an ambitious vision and tenacity. This is complex. We are fortunate enough to have over 100 teachers, at least 40 of whom are UPS teachers. At the other end, we have around 20 teachers in the first three years of their career. It is an exceptional opportunity to have immense impact on the lives of children and the careers of colleagues.

The role will certainly involve key elements for the next few years.

- Bringing together best practice - both from within the school and outside – to codify a house approach to great teaching and ensuring that teachers live and breathe it in the classroom.
- Leading on the redesign of our pathways and support for teachers new to the profession, new to the school, or in need of further development.
- Leading on how middle-leaders continue to develop the subject specific curriculum knowledge of their teams.
- Co-ordinating the SSAT Embedding Formative Assessment program until January 2024.
- Growing our collaboration on teacher development both locally and nationally.

This will of course require considerable confidence in such areas, as well as being an exceptional classroom practitioner. We expect you will have fluency in and/or experience of:

- Evidence based teaching techniques, with Rosenshine's principles and Lemov's Teach Like a Champion as prominent examples. Active engagement in such organisations as ResearchEd would be of interest.

- Creating a culture of extreme clarity and highly effective training but with enough autonomy for teams and teachers to be able to apply expectations in a way that fits with their curriculum/lesson.
- A leadership style that epitomises a high challenge, low threat mentality.
- Leading change strategically: bringing colleagues together, taking steps in the right order and at the right pace.
- Having a high impact in challenging contexts.

### **What makes Kingsmead special?**

To start with the school part of that, Kingsmead is special in that it defies the odds with a broad range of children in an area with high levels of deprivation and – sadly – currently some of the highest levels of youth violence in London. Despite the challenges that the context throws up, one would never believe it from moment to moment in the school.

I am about to give you a fact that may seem like I am being a bit specific, but it matters to me. I am proud that this is a school that is open to children without them having to be of a ‘correct’ sex, faith or test score. I am proud that we offer that to as many children as possible despite it being much simpler to have a smaller school. I am proud that we do that both with a high Ebacc entry and with a huge list of GCSE (and A Level) options.

So, here is my fact: Kingsmead was one of only four schools in England in 2019 that were large, mixed, comprehensive schools - in areas of above average deprivation - that had an above average P8 score **and** an Ebacc entry of 75%. At the risk of repeating for emphasis, it shows we challenge every student despite not being able to choose them, having 270 in a year group, them being incredibly diverse, having our own Sixth Form to run and facing considerable structural challenges around language, cultural capital and aspiration.

Kingsmead is forever a work in progress. We know nothing real is achieved by gaming the system or focusing on the short-term. Our motto is ‘Practice to Perfect’ for a reason. This school first opened in 1967 and for many years suffered from the perception that it was a school for children ‘from the wrong side of the A10’. It is now one of the most oversubscribed in the borough and it belongs to the community.

### **What is the Head’s style of Leadership?**

There is plenty more to find out of course, but I want to turn from what is distinctive about Kingsmead and its next steps, to my style of leadership. To give you a flavour of where I am coming from, I was a free school meals child at secondary school who did really well while younger (cannot tell you why), remained ambitious, but did not have the graduate parents or the understanding of what was really needed to excel. I left school furious about that, and about being turned down for Oxbridge. I am no longer furious, but I am driven by a refusal to accept that schools cannot find the right ways to be incredibly ambitious for their children. We have to control the controllable rather than despair at what is out of our control.

I have worked in schools in Hertfordshire, Hackney, Brent and Enfield. More importantly though, I have been involved in doing different things in those circumstances, from setting up a Sixth Form, to getting top results at KS4 in Hackney to turning around a thoroughly broken school in Brent. In 2013 I was accepted on the ‘Future Leaders’ program - which was run by the predecessor to Ambition Institute - and it helped me to view school

leadership not as something one earns by dint of long service, but by one's expertise, impact and ambition.

I am aiming for a school that is genuinely transformative. It would be simplest to do that by buying into the hero model of leadership and a high-stakes, anxiety fuelled culture that steamrollers people. That is not desirable or sustainable. I also have too much faith in others (and too much of a desire to enjoy my work) to be able to carry it off. I believe that if you find the right people their own internal standards and ambition make all of that redundant. It is possible to work hard, care deeply about success **and** be a pretty great human being. What one can then focus on is developing the substance of what we all are doing through our school values of courage, nurture, collaboration and rigour.

### **Where is the school going?**

That is both the school and my style dealt with. Now to turn to my ambitions for the future version of the school. Kingsmead is already a very successful school by the standards on paper and in lots and lots of other ways, and what we are already doing is remarkable to most people. Nonetheless, I have a version of what I am determined it will be in the future that goes far beyond where we are now. To do that will of course require urgency and very high standards, but it will also require good judgement, time and commitment to developing ourselves and one another.

I want three things. I want children to leave a school with the academic learning to empower them and results to match. I also want them to leave valuing behaviours that will both impress people and help them to build meaningful relationships. Lastly, I want them to leave with a clear map of the way the world works and the place they want to take in it. Unless equipped with all three, they will always be at a disadvantage.

It should not come as a surprise to any applicant that the path to that will involve deep curriculum thinking, rooted in an intellectual approach to the subject and pedagogy. Nor should it be a surprise that we want to focus on research-informed practice and the best possible application of the science of learning. I could write out a list of education books I love here, but I am far more interested in those that have informed your practice.

### **How will you be developed?**

Thinking of which, the final part after the school, my leadership and the plan, was my ambition for you. The recruitment process for this role will be designed to make everyone prove their abilities, but the person who gets the role will probably not manage to tick off everything on the job description and person specification. That is absolutely expected, because we are looking for the right person, not an archetype. We all need development and I am fully committed to developing you.

I am actively interested in your weaknesses as much as your strengths because we all have both. A big reason for taking the sting out of appraisal at Kingsmead was so that it could actually be about someone's development rather than be viewed as a stick to beat people with. That way we can have open conversations about where we are as professionals, We have connections with a wide range of schools and internal training programs. I am happy to bring use support and challenge from both inside and outside the school and I will want to tailor any development to your needs. Again, the motto 'Practise to Perfect' is there for a reason.

Lastly, to go back to where I started, this is a two-way process. There are further details of the school on our website and I actively encourage you to contact the school to arrange a conversation with me before applying. I will be absolutely open everyone and answer any questions you may have.

Leading schools is incredibly hard work at the simplest of times, but if you want to achieve anything of worth, doubly so. When one works intelligently on the right things, with the right people and with a shared sense of purpose, it never feels that way. If you are excited by the idea of being one of the most important in making that happen over the next few years, I am excited to meet you.

If you want to ask questions, or just get a sense of me and the school in person, then please do just ask.

My email is [dmedway@kingsmead.org](mailto:dmedway@kingsmead.org)

Best wishes,



David Medway

Headteacher

**Application packs can be requested by emailing [HR@kingsmead.org](mailto:HR@kingsmead.org) or by visiting the staff vacancies page on our website (<https://www.kingsmeadschool.org/vacancies/>)**

**Please do not send CVs, as they will not be considered.**

Visits to the school and to meet the Headteacher can be arranged on the afternoon of **Wednesday 2<sup>nd</sup> February**. Contacting the school to have a conversation with the Headteacher is actively encouraged.

**Closing date: Monday 7<sup>th</sup> February 2022, 9am. Interviews later that same week.**

***We reserve the right to interview early and appoint, if the right candidate comes along. You are actively encouraged to apply as soon as possible as this role is likely to be filled at speed.***

This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children. No job description can be fully comprehensive.

## **Assistant Headteacher (Strategy)**

### **JOB DESCRIPTION**

**Post:** Assistant Headteacher (Strategy)  
**Pay range:** L12 – L17

**Responsible to:** Headteacher

#### **Job Purpose**

1. Under the overall direction of the Headteacher play a major role:
  - o in formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved.
  - o in developing leadership of teaching and pastoral care across the school
  - o be responsible for the standards and curriculum of all pupils including
  - o monitoring of progress towards achievement
  - o proactively manage staff and resources
2. Lead on one or more areas of school development
3. Take on the responsibilities of the Headteacher as agreed and appropriate in the absence of the Headteacher and Deputy Headteachers.
4. Supervise responsibilities of Assistant Headteachers (Operational)
5. Carry out the professional duties of a teacher as required.
6. Take responsibility for child protection issues as appropriate.
7. Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

#### **Responsibilities / Duties**

##### **Shaping the future**

1. Support the Headteacher and Trustees in establishing an ambitious vision and ethos for the future of the school
2. Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities.
3. Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate
4. Lead by example to motivate and work with others
5. In partnership with the Headteacher, lead by example when implementing and managing change initiatives
6. Promote a culture of inclusion within the school community where all views are valued and taken into account

##### **Leading teaching and learning**

7. Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
8. Work with the Headteacher to raise standards through staff performance management
9. Assist with the development and delivery of training and support for staff in the areas of teaching and learning
10. Lead the development and delivery of training and support for staff

11. Lead the development and review of agreed aspects of the curriculum including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
12. Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented.
13. Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality
14. Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the school
15. Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
16. Ensure through leading by example the active involvement of pupils and staff in their own learning

### **Developing self and others**

17. Support the development of collaborative approaches to learning within the school and beyond
18. Support the induction of staff new to the school and those being trained within the school as appropriate
19. Act as an induction co-ordinator for NQTs, have responsibility for students on teaching practice and those undertaking work experience, as appropriate
20. Participate in the selection and appointment of teaching and support staff as appropriate
21. Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
22. Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting
23. Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate
24. Lead the annual appraisal process for all identified support and teaching staff

### **Managing the organisation**

25. Contribute to regular reviews of the school's systems to ensure statutory requirements are being met
26. Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication
27. As appropriate and under the leadership of the Headteacher, undertake activities related to professional, personnel/HR issues
28. Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
29. Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
30. Be a proactive and effective member of the senior leadership team
31. Contribute to the day-to-day effective organisation and running of the school

32. To undertake any professional duties, reasonably delegated by the Headteacher

**Securing accountability**

- 33. Support the staff and Board of Trustees in fulfilling their responsibilities with regard to the school's performance
- 34. Contribute to the reporting of the school's performance to the school's community and partners
- 35. Promote and protect the health and safety welfare of pupils and staff
- 36. Take responsibility for promoting and safeguarding the welfare of children and young people within the school

**Strengthening community**

- 37. Assist the senior leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- 38. Develop and maintain contact with all specialist support services as appropriate
- 39. Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- 40. Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties
- 41. Strengthen partnership and community working
- 42. Promote positive relationships and work with colleagues in other schools and external agencies

**Line Management Responsibility:**

- 1. Various; as directed by the Headteacher

**Additional Duties:**

- 1. Carry out other reasonable tasks as directed by the Line Manager or more senior member of staff.
- 2. Performing other such duties as are reasonably correspondent with the general character of the post and are commensurate with its level of responsibility.

**General:**

- 3. This job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at any future time and is reviewed annually, to take account of the developing needs of the school.
- 4. The post holder will be expected to work within the schools' policies and procedures at all times.