

# Roxbourne Primary School



## Recruitment Pack Assistant Headteacher

June 2025

*Together we will provide a **transformational education** and **rich opportunities** which will enable our pupils to seize their potential as lifelong learners.*

| Content              |
|----------------------|
| Advert               |
| Job Description      |
| Person Specification |

## Assistant Headteacher

**Leading:** EYFS (and a possible School Based Nursery) **or** Year 1 - Year 3 **or** Year 4 - Year 6 **and SEND or Safeguarding / Pastoral or Data and Assessment**



**Salary:** L1- L11 (£55,880 - £70,472)

**Contract Type:** Full Time and Permanent

**Start Date:** September 2025, January 2026 or sooner if available

At Roxbourne, we are committed to giving every child the best possible start in life, irrespective of their starting point. In redefining what is possible for our staff, pupils and the wider community, we:

- work with ventures that are mission aligned and run by exceptional people to support our pupils, families and teachers (such as [Read Write Inc](#), [Mathematics Mastery](#) and [ArkCurriculum+](#) History, Geography Science)
- drop-in and coach Early Career Teachers weekly, and all other teachers fortnightly so that they continually improve and have the most significant impact on their pupils. We expect all drop-ins to be recorded, and we encourage all teachers to self record too via our [Steplab](#) partnership!
- offer teaching staff 18% release time, just under double the government expectation

However, we are not complacent. There are still a number of initiatives in the pipeline (including a possible [School Based Nursery](#), only one of 300 nationally to expand our intake from 9 months - 11 years old). In our pursuit to provide the best, we recognise that we must be our best - fearless and at the forefront of education.

### We are looking for:

- highly **ambitious** individuals
- an individual who is **relentless** in their pursuit to be the best they can be
- a **reflective** individual who has the ability to learn from feedback and a hunger to constantly improve and develop
- a leader who **goes the extra mile, above and beyond**, with a smile, to help make a real difference
- a leader with a genuine passion and a belief in the **potential of every child**, particularly children often let down by the system
- an **innovative** leader who is able to suggest, implement, refine and upscale new ideas

### In return, we offer:

- you the opportunity to work with **exceptional leaders** who will have a transformational impact on your effectiveness
- a **non-class based** role, to provide the time, space and capacity to lead
- a largely **planned** and **prepared curriculum** and a very **well-resourced school** on an **impressive site**, which includes; a large EYFS outdoor area, multiple playgrounds, a school field and dedicated classrooms for music, food technology as well as a library and multiple small group rooms
- a high spec staff **Chromebook** (we are a Google school)
- a school **smart phone**
- a free **fresh coffee** bean to cup machine for staff
- rapidly develop your own leadership skills and undertake **national professional qualifications** such as NPQSL
- a school committed to achieving a **healthy work / life balance**

**Informal Visits:** We welcome informal visits, to book, please complete this [form](#).

**Closing Date:** 09:00 on Thursday 19th June - please note, applications will be reviewed on an on-going basis and candidates may be shortlisted and invited for interview before the closing date. Early applications are advised.

*The role is covered by part 7 of the Immigration Act 2016 and therefore the ability to converse fluently in English is an essential requirement for this role. Roxbourne is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is an offence to apply for the role if a candidate is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity). Roxbourne will carry out an online search as part of its due diligence on shortlisted candidates.*

*And shortlisted candidates will be requested to complete a self-declaration of criminal records. The successful candidate will be required to complete an enhanced DBS disclosure and provide references. CVs are not accepted.*

## Assistant Headteacher

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|                       |   |
|-----------------------|---|
| <b>Salary:</b>        | L1 – L11  |
| <b>Hours:</b>         | Full-time   |
| <b>Contract type:</b> | Permanent   |
| <b>Reporting to:</b>  | Headteacher or other senior leader                  |
| <b>Start date:</b>    | September 2025, January 2026 or sooner if available |

All staff at Roxbourne Primary School are expected to support school policies, practices and procedures as agreed by the Governing Body.

This job description is based on the National Standards of Excellence for Headteachers, and the requirements in the School Teachers' Pay and Conditions Document.

### Main purpose

The assistant headteacher, under the direction of the headteacher, will play a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources
- Monitoring progress towards the achievement of the school's aims and objectives
- If the headteacher and deputy headteacher are absent, the assistant headteacher will deputise, as directed by the governing board

### Duties and responsibilities

The Assistant Headteacher, under the direction of the Headteacher and Deputy Headteacher, will strategically lead a combination of:

- A key phase (EYFS **or** Y1 - Y3 **or** Y4 - Y6)
- A whole school area of responsibility (SEND **or** Safeguarding /Pastoral **or** Data and Assessment)

### Qualities and knowledge

Under the direction of the headteacher:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs

### Pupils and staff

Under the direction of the headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Support staff during their PPA and Additional Release Time to ensure their plans, flipcharts, lesson resources and assessment procedures are robust
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice

- Support and develop the curriculum leaders in the extended and middle leadership team so that they are highly effective in their leadership of their respective areas of responsibility.

### **Systems and processes**

Under the direction of the headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Attend governing body meetings and work with the governing body as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

### **The self-improving school system**

Under the direction of the headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals collaborating with strong local schools, cluster schools and schools further afield in developing a robust curriculum
- Systematically lead a full curriculum review, to ensure it meets the needs of all pupils
- Ensure every curriculum area has a clear policy, which includes a clear rationale, core principles, delivery and assessment expectations
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

### **Along with other senior staff, take responsibility for:**

- Supervise key parts of the school day as required

*The assistant headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.*

*Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.*

## Person Specification

| Qualifications  | Essential | Desirable |
|---|-----------|-----------|
| Degree  | ✓         |           |
| QTS - Qualified Teacher Status  | ✓         |           |
| Postgraduate study  |           | ✓         |
| <b>Professional development</b> in preparation for a leadership role (for example NPQs or NASENDCo)   |           | ✓         |
| Right to work in the UK   | ✓         |           |
| Experience  | Essential | Desirable |
| Successful leadership and management experience in a school   | ✓         |           |
| <b>Teaching experience across a range of phases (EYFS, KS1 or KS2)</b> and school types (maintained schools, VA schools, academies or free schools)                     |           | ✓         |
| Experience of leading inclusion / SEND, safeguarding or assessment  |           | ✓         |
| <b>Instructional coaching</b> experience  |           | ✓         |
| Involvement in school self-evaluation and development planning  |           | ✓         |
| Experience of <b>leading staff development</b>  | ✓         |           |
| Line management experience  |           | ✓         |
| <b>Experience of leading LEA / trust wide staff development</b>   |           | ✓         |
| Skills and Knowledge  | Essential | Desirable |
| Data analysis skills, and the ability to use data to set targets and identify weaknesses  | ✓         |           |
| Understanding of high-quality teaching, and the ability to model this for others and support others to improve  | ✓         |           |
| Understanding of school finances and financial management   |           | ✓         |
| Effective communication and interpersonal skills  | ✓         |           |
| Ability to communicate a vision and inspire others  | ✓         |           |
| Ability to build effective working relationships  | ✓         |           |
| Fluent in the majority of <b>Google packages</b>  |           | ✓         |
| <b>Knowledge of Read Write Inc, Mathematics Mastery, Reading Reconsidered, Teach Like A Champion, Instructional Coaching / Steplab</b> (including through use of video) |           | ✓         |
| Personal Qualities  | Essential | Desirable |
| A commitment to promoting the ethos and values of the school  | ✓         |           |
| Relentless drive to do whatever it takes to ensure all children succeed   | ✓         |           |
| <b>Awareness of own strengths and limits</b>  | ✓         |           |
| Ability to work under pressure and prioritise effectively   | ✓         |           |
| Good humour   | ✓         |           |
| Other   | Essential | Desirable |
| <b>In your statement, please rank the three phases you would like to lead and rank the three whole school areas of responsibility you would like to lead.</b>           | ✓         |           |
| <b>Phase Leadership Ranking:</b><br>EYFS (and a possible School Based Nursery) or Year 1 - Year 3 or Year 4 - Year 6  |           |           |
| <b>Whole School Areas of Responsibility Ranking:</b><br>SEND or Safeguarding / Pastoral or Data and Assessment  |           |           |

This post is subject to an enhanced Disclosure and Barring Services check.

## Information about the school

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### Ofsted Report

For the latest report on Roxbourne Primary School please [click here](#)

### School Website

Our school Website: [Roxbourne Primary School](#)

### Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing in particular, the person specifications in **bold**.

*In your statement, please also rank the three phases you would like to lead and rank the three whole school areas of responsibility you would like to lead.*

### Visits

Visits to the school are welcomed and encouraged. Please book your visit using our booking form [here](#). Completion of this form confirms your visit.

### Safeguarding

Prior to appointment, formal checks will be made in accordance with the current statutory requirements and guidelines relating to child protection and Keeping Children Safe in Education.

## School Map

Roxbourne Primary School

Torbay Road

Harrow

Middlesex

HA2 9QF

