



Job Description and Person Specification Assistant Head of Primary Phase (L9-13)

This job description does not form part of any employee's terms and conditions of employment and is not intended to have any contractual effect. As with all posts, the Principal will reserve the right to vary the precise responsibilities should the need change and opportunities arise.

Pre-Employment Checks

- Completion of a satisfactory Disclosure and Barring Service (DBS) check;
- A qualifications check;
- At least two satisfactory references. One must be from your current, or most recent employer (for school based candidates, one **must** be from the head teacher);
- Online searches for shortlisted candidates (as advised by Keeping Children Safe in Education 2023);
- A medical questionnaire.

Job purpose

To play a major role in the strategic and operational leadership and development of the primary phase. In particular:

The key areas of this role will include:

- To deputise, if necessary in the absence or non-availability of the Head of Primary;
- To keep abreast of current educational thinking and developments in primary education and provide expert advice to the Head of Primary and Principal, as required;
- To co-construct, with the Head of Primary, the strategic vision, development plan and SEF framework for the primary phase;
- To provide reports and presentations to the Principal, Executive Principal and Governing Body in relation to development and progress in the primary phase, as required;
- To lead, and ensure the effectiveness of, teaching and learning in the primary phase;
- To line manage, challenge, support and hold to account middle leaders in delivering outstanding provision for all pupils;
- To be accountable and hold others to account for improving pupil outcomes across the primary phase, including specific aspects within your allocated duties at any time;
- To deliver effective performance management for the staff that you line manage;
- To ensure high standards of pupil behaviour throughout the school and be directly responsible for the year groups / key stages within your allocated duties;
- To ensure high standards of pupil attendance and punctuality throughout the primary phase;
- To lead and participate as necessary in the day-to-day running of the primary phase;
- To work in close partnership with the Principal, Head of Primary and staff to ensure the continuous improvement of the school.

Reporting to:

- The Head of Primary.

Specific Responsibilities

- Provide strategic and operational leadership for the EYFS and KS1 phases;
- Oversee curriculum implementation across all subjects in EYFS and KS1;
- Lead on early reading, phonics, and early language development;
- Maintain high standards of teaching and learning, ensuring exceptional pupil progress and effective interventions.;
- Lead on Reception baseline and phonics screening preparation;
- Oversee Reception to KS1 and KS1 to KS2 transition arrangements;
- Act as whole-school strategic lead for English ensuring the best possible curriculum offer, provision, progress and achievement for all children through careful monitoring and holding staff to account for the progress their pupils make.;

- Lead whole-school strategies for parental engagement and community links, including communication (ClassDojo), workshops, parent voice and feedback, and support for families.

Common Duties and responsibilities

Shaping the Future

- Support the Principal and Head of Primary in establishing a vision for the future of the primary phase, demonstrating inspirational leadership and creativity;
- Play a leading role in the school improvement planning process, taking account of the agreed priorities of the primary phase and how these link with national and local initiatives;
- Contribute to the identification of key areas of strength and weakness in the primary phase;
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues;
- Promote a culture of team work, in which views of all members of the school community are valued and taken into account;
- Contribute to the self-evaluation of the primary phase.

Leading Learning and Teaching

- Share responsibility for the analysis of key performance data, to ensure priorities are appropriate and improvement in standards is promoted;
- Take responsibility for the development of an effective timetable which meets the needs of pupils within the statutory frameworks and the resources available;
- Provide training for staff on effective teaching and learning;
- Promote the active involvement of pupils in their own learning;
- Contribute to target setting; including statutory procedures and targets for individuals and groups throughout the primary phase;
- Support strategies to promote high standards of behaviour;
- Contribute to the development of a broad and rich curriculum which meets the needs of the range of pupils in the primary phase;
- Support the development of an effective assessment framework;
- Promote the use of ICT to enhance and extend pupils learning;
- Monitor and evaluate classroom practice;
- Provide support for colleagues in improving their classroom practice.

Developing self and managing others

- Promote and safeguard the safety and welfare of children and young people;
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount;
- Support the development of collaborative approaches to learning within the primary phase;
- Support the induction of staff new to the primary phase;
- Set high expectations for your own performance and that of others;
- Engage in relevant professional development activity as necessary.

Managing the organisation

- Contribute to a regular review of the organisation of the school to ensure it meets statutory requirements;
- Develop action plans in specified areas of responsibility, in order to bring about improvements;
- Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities;
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money.

Securing Accountability

- Support leaders in meeting its responsibility to account for the performance of the school;
- Work alongside the Principal and Head of Primary to secure improvement through performance management and take responsibility for the performance management of identified staff;
- Support staff in understanding their own accountability and how to evaluate their performance;

- Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups and use this information to implement appropriate curriculum pathways and intervention programmes;
- Contribute to the reporting of the performance of the primary phase to parents, carers, governors and other key partners as necessary.

Strengthening Community

- Contribute to the development of the primary phase as a 'Hub' within the community; strengthening partnerships with other schools and services;
- Gain an understanding of the diversity of the school community;
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice;
- Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community;
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement.

Other Specific Duties

- To contribute to the day-to-day operations of the primary phase;
- To promote the Academy's values and ethos;
- To promote actively the Academy's policies;
- To comply with all Health and Safety policies and undertake risk assessments as appropriate;
- To attend relevant meetings as directed by leaders;
- To undertake any other duty as specified by the STCPD not mentioned in the above;
- To comply with the Academy's safeguarding procedures and to ensure that training is accessed.

Person specification for working at Langdon Academy

Langdon Academy seeks to appoint staff who will have the following proven qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- Evidence of highly effective teaching and learning, leading to high levels of progress for all students;
- Evidence of successful leadership of colleagues and students, including impact on outcomes;
- A clear vision for ensuring outstanding provision in all aspects of the primary phase;
- The energy, dynamism and stamina to contribute fully to the life of a busy aspirational inner city school;
- Capacity for industry and initiative in both independent work and as part of a team of colleagues;
- Profound and continuing interest in supporting the needs of all students;
- Empathy with students across the age and ability range;
- Awareness and understanding of matters relating to the personal, social, health and emotional development of students at Langdon Academy;
- General knowledge of child protection issues and good practice, particularly relating to professional obligations on safeguarding the welfare of each child and avoiding guarantees of confidentiality in any disclosure;
- Capacity to deal sensitively with problems raised by students, in line with Langdon's pastoral policies and sanctions system, working in partnership with Langdon's designated pastoral leaders and SLT;
- Ability to create an effective rapport and a sound relationship with students, earning their respect and trust, but maintaining proper professional boundaries;
- Willingness and ability to liaise effectively and professionally between students, staff and parents when required, making accurate records of these exchanges;
- Patience and thoughtfulness to see any issues that may arise with students, parents or colleagues from a variety of perspectives;
- The ability to de-escalate difficult situations using different strategies, in line with school policies;
- Retain a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.