

Warden Park Primary Academy



Requires an **Assistant Headteacher**

with responsibility for leading Key Stage 2

for September 2019

NOR 440

L5-9

Warden Park Primary Academy

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Letter from the Headteacher

Dear Applicant,

Thank you for your interest in the post of Assistant Headteacher at Warden Park Primary Academy. Please find enclosed our information pack which includes information about our school, this position and the application process.

This is a very exciting opportunity for the right person. You will be joining our school at a crucial point, whereby we are embedding our current good practice and implementing innovative new strategies to help us continue to provide the best opportunities for our children in the pursuit of becoming an outstanding school. You will join the existing deputy headteacher and assistant headteacher in supporting myself and the governors to lead our staff, pupils and parents in establishing our aims, values and ways of working.

We're thrilled that you're interested in working for Sussex Learning Trust. We don't think it is right that a child's background should determine their chances in life and believe that every child, from the most privileged to the most disadvantaged, should have the same opportunities to succeed. The best way to make this a reality is to make sure that every child can go to a great school where, as well as achieving great results, they learn to aim high (Reach for the Stars), work hard and believe in themselves. That's what our work is all about; giving children from all backgrounds an excellent all-round education.

You will be responsible for teaching a Y5 or Y6 class for three days each week and for supporting the development of teaching and learning in Key Stage 2 and the wider school for the other two days. You will be working with a team of friendly, dedicated and hard-working staff, along with a supportive board of governors, who are all driven by a real desire to change children's lives for the better. We hope this is what drives you too. Our school is a happy and inclusive place, where everyone is valued and encouraged to excel and you will be encouraged and supported to develop professionally.

If you are an outstanding practitioner with leadership experience and have an established reputation for raising standards, coupled with relentless drive and resilience then we want to hear from you.

Visits to the school are essential and can be arranged by contacting Mrs Newman in the school office. If you wish to discuss the post or find out more about our schools do contact me via the WPPA School office.

Yours sincerely,

Steve Davis
Headteacher
Warden Park Primary Academy

Context

Warden Park Primary Academy is a good primary school, serving a relatively disadvantaged catchment area in the East of Haywards Heath. The school gained academy status in January 2012, as part of the Sussex Learning Trust, as it was judged to require transformational change.

The primary academy is thriving. The school was deemed by Ofsted to be an effective school and was judged to be 'Good' in all areas in June 2015. The school is not complacent and continues to develop and evolve. Teaching quality is good, pupil attainment is rising and the vast majority of children are making the expected, and often accelerated, progress. Staffing is now stable, pupil numbers are increasing and very strong links with the community have been developed.

Sussex Learning Trust has an exciting vision for primary education and is actively seeking expansion opportunities to create a network of academies committed to partnership working for the benefit of young people.

**Esther Gunter,
Chair of Governing Body**

The following values underpin everything we do at WPPA

Respect (value others)
Passion (enjoyment/love of learning)
Honesty/trust (integrity)
Responsibility (doing your bit)
Aspiration (reach for the stars)

We believe these values result in both an effective centre of learning and caring community.

Our Academy Priorities 2018 - 2019

1. Ensure that teaching and learning is at least consistently good across the school
 - a. Improve the use of formative assessment to improve the quality of teaching.

2. Improve outcomes for pupils who are both receiving SEND support **and** are entitled to PP funding.
 - a. Improve Wave 1 teaching for SEND pupils
 - b. Develop understanding of effective intervention in relation to a mastery approach
 - c. Ensure effective use of Pupil premium funding to support an effective ‘Kickstart’ strategy to accelerate the progress of eligible pupils.

3. Improve the physical and mental health of pupils
 - a. Embed character education program, with an on-going focus on self-discipline.
 - b. Implement mindfulness strategies for all children
 - c. Continue to improve attendance by reducing the proportion of persistent absentees even further, as well as reducing the number of children whose attendance is less than 96%
 - d. Ensure our teaching around E-safety meets the needs of a rapidly changing society, focusing particularly on social media, texting and gaming platforms

4. Embed excellent quality Nursery provision
 - a. Continue to develop the Early Years unit to fully incorporate the Nursery provision to provide ‘stage-appropriate’ provision for all children in Reception and Nursery classes
 - b. Ensure consistently effective deployment of teaching assistants

Key Actions

Ensure that teaching and learning is at least consistently good across the school	Improve outcomes for pupils who are both receiving SEND support and are entitled to PP funding
<ul style="list-style-type: none"> • WPPA ladder/Cycle of success training - focus on AFL, differentiation, questioning • Metacognition and self-regulation training • PDP/Appraisal/CPD program • English action plan - focus on vocabulary learning, • Maths action plan 	<ul style="list-style-type: none"> • WPPA ladder/Cycle of success training - focus on AFL, differentiation, questioning • Develop effective interventions in relation to a mastery approach - continued monitoring of the structure, organisation and assessment of interventions, use of AFL to identify the focus of effective intervention, ongoing CPD for TAs, • PDP/Appraisal/CPD program • Kick start initiative focused on Yr 5-6 • Speech and Language Training - developing vocabulary & parent sessions
Improve the physical and mental health of pupils	Embed excellent quality Nursery provision
<ul style="list-style-type: none"> • Embed character education program, with an on-going focus on self-discipline. • Zones of Regulation training • Further CPD on mindfulness strategies for all children, monitoring of how this is being used across the school • Introduce the Daily Mile and Weekly exercise classes for all • All children accessing Forest School • Audit of packed lunches, healthy guidelines shared with children and families 	<ul style="list-style-type: none"> • Teach across the setting focusing on stage not age - access for the children in both settings so their needs are being met more successfully • Develop resources that are age specific i.e. 2 years and 4 years link to developmental milestones and progression of skills • Moderate between Reception and nursery to ensure judgements are consistently robust and accurate and next • steps planned to ensure effective transition and rapid progress • Develop the Nursery outdoor area

Person Specification

	Essential	Desirable	
Qualification	Educated to degree level	NCSL (NCfTL) Middle Leadership qualification	
	Has qualified teacher status as defined by the DfE		
	Evidence of recent relevant professional development		
	Current enhanced CRB/DBS clearance		
Experience	Successful and varied teaching and learning experience, minimum of 5 years	Taught in at least two schools	
	Recent, relevant and successful subject/phase leadership experience	Recent and successful senior leadership experience	
	Experience of being an innovator and catalyst for new ideas	Experience of working collaboratively with senior leaders in other schools, such as through a network or locality	
	Curriculum subject development and leadership leading to high pupil standards		
	Experience of managing budget allocation in curriculum area or other responsibility		
	Experience of leading, motivating and developing staff		
	Experience of the effective use of assessment, data and analysis in raising standards		
	Experience of school self-evaluation and first-hand experience of helping to develop and implement a school improvement plan		
	Experience of monitoring, evaluation and review processes leading to improved standards		
Strategic direction and development	Awareness of current developments in education and the implications of these		Understanding of spiritual, moral, social and cultural development
	Knowledge and understanding of the implications of equality and inclusion issues, and the new SEND Code of Practice		Knowledge of strategic financial planning, resourcing and budgetary management
	Thorough knowledge of effective curriculum provision and skills based learning		
	Knowledge and understanding of strategies for school improvement and raising standards		
	Experience of translating vision and values into practice		
	Ability to lead, provide clear vision and command respect from all stakeholders		
	Ability to communicate clearly to a wide audience, including disaffected parents		

	Essential	Desirable
Leading Teaching and Learning	Knowledge of curriculum subject development and leadership leading to high pupil standards	
	Knowledge and understanding of strategies for improving the quality of learning and teaching, including regular monitoring of teaching	
	Practical understanding of effective learning, teaching and assessment strategies and how they apply to the progress of pupils	
	Ability to identify and promote innovative and effective teaching strategies from within and beyond the school	
	Knowledge of how to maintain high expectations of behaviour, standards of attainment and achievement	
	Knowledge of effective behaviour management in all key stages and how behaviour impacts on learning	
	A commitment to inclusive education and willingness to respond to the needs of individual learners	
	A willingness to challenge underperformance at all levels, and knowing how to provide sensitive support	
Leading and Managing staff	Ability to lead, motivate and develop staff	
	Is an innovator and catalyst for new ideas	
	Have a good understanding of whole school management, including appraisal (performance management) and other staff development procedures	
	Ability to work independently as well as collaboratively, manage initiatives and lead by example	
	Ability to analyse, prioritise and meet deadlines	
Efficient and effective deployment of staff and resources	Able to identify own needs and demonstrate effective personal and professional development	
	Create a climate which enables staff to develop, challenge and support each other, resulting in positive professional growth	
	Communicate effectively and with professional integrity within and beyond the school community	
	Know what action to take to build and maintain effective teamwork and high expectations of outcomes	
	Able to mentor and coach staff, NQTs and students	
	Able to deal with difficult people or challenging situations	
	Essential	Desirable
Securing accountability	Able to use assessment information, data analysis and the target setting process to effectively raise standards	Knowledge of DfE expectations in relation to statutory reporting, such as Pupil Premium.
	Able to use monitoring, evaluation and review processes to improve teaching and learning standards	
	A knowledge of how to hold others to account sensitively and constructively	Knowledge of how a school is held to account (to parents & carers, the LA & Ofsted.)
	A knowledge of the role of Governors/Directors or experience of working with a governing body/board of directors	
Pastoral Care	Able to form good relationships with all stakeholders	
	Ability to listen to and respond sensitively and constructively	

	Knows how to, and is able to, be aware of staff concerns and worries	
	Knows the appropriate steps to take to manage a situation, keep the headteacher informed and know when to delegate or seek advice	
Personal qualities, skills and attributes	A positive and resilient individual with drive, integrity, independence, and an approachable disposition	
	An ambitious and diligent professional who can motivate and inspire others including pupils, teachers, parents and Directors	
	Commitment to high standards, equality of opportunity and continuous improvement	
	Commitment to safeguarding and promoting the welfare of children	
	Ability to reflect on own practice as a teacher and as a leader	
	Commitment to developing skills and experience as a senior leader	
References	Positive recommendation in professional references	

Job Description

Job Description: Assistant Headteacher
Pay Range: Leadership Spine Points L5 – L9
Responsible to: The Headteacher and the Governors

The Assistant Headteacher fulfils the duties of the Assistant Headteacher in accordance with the provisions of the current edition of the Trusts' Teachers' Pay and Conditions Document, and in addition supports the Headteacher in school leadership and management as defined in the National Standards for Headteachers.

The Assistant Headteacher will demonstrate essential professional characteristics (as in Pre-threshold and Post-threshold teachers' job description), and in addition will be responsible for the following areas and tasks.

Job Purpose

The Assistant Headteacher works with the Headteacher and the leadership team to provide vision, leadership and direction for the academy and ensures that the school is managed and organised to meet the aims and values which have been established by all stakeholders.

To achieve this the Assistant Headteacher will:

- Work alongside the Headteacher and the leadership team to provide professional leadership and management of the academy.
- Work alongside the Headteacher and the leadership team to evaluate academy performance and identify priorities for continuous improvement.
- Work alongside the Headteacher and the leadership team to improve the quality of learning and teaching and raise standards and improve pupil achievement.
- Develop a successful learning culture that promotes excellence, equality and high expectations to enable every child to achieve their potential.
- Act as a leading professional in and beyond the classroom who leads by example, modelling excellent practice, exhibiting high standards of professional conduct and encouraging the professional development of others.
- Be an active participant in all aspects of school life.
- Work alongside the Headteacher and the leadership team to ensure that the school provide a safe environment that promotes the welfare of the children and the whole community.
- Undertake any professional duties of the Headteacher reasonably delegated by the Headteacher or Governing Body.

Strategic direction and development of the Academy

Support the Headteacher and the Board of Directors in developing a strategic view for the academy, planning for its future needs, further development and improvement.

- Work with the Headteacher, the leadership team and the Trust to analyse and plan for the academy's future needs and further development within the local, national and international context.
- Work with the Headteacher and the leadership team to develop a shared vision and strategic plan for the academy in its community, which inspires and motivates pupils, staff and all other

members of the schools' community. The vision will express core educational values, moral purpose and be inclusive of stakeholders' values and beliefs.

- Demonstrate the school vision and values in everyday work and practice, and encourage children and colleagues to do the same.
- Publicly support all decisions of the Headteacher and Directors.
- Demonstrate high standards of personal integrity, loyalty, discretion and professionalism.
- Promote a culture of teamwork and inclusion within the school community, where all views are valued and taken into account and trust maintained between all.

Leading Teaching and Learning across the academy

Support the Headteacher and Governing Body in securing and sustaining effective learning and teaching throughout the schools, setting targets for improvement.

- Monitor and evaluate the standards of pupils' attainment and achievement, using benchmarks and set targets for improvement, reporting to the Headteacher and Board of Directors.
- Ensure a consistent and continuous academy-wide focus on pupils' achievement.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become effective, creative, curious, resilient and independent learners.
- Demonstrate and articulate high expectations of the whole school community.
- Work alongside the Headteacher and the leadership team to monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up is taken.
- Maintain the support of parents and the local community to enhance learning and teaching across the academy.
- Be responsible for area(s) of the curriculum, as negotiated with the Headteacher.

Leading and Managing staff

With the Headteacher, motivate, inspire, support, challenge and develop staff to secure improvement and to create a professional learning community.

- Treat people fairly, equally, with dignity and respect to create and maintain a positive culture.
- Actively engage with other schools and academies to build effective learning communities.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individual, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Support the Headteacher in reporting to Governors and Trustees.
- Regularly review own practice, set personal targets and take responsibility for own personal development by participating in arrangements made for appraisal.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Promote partnerships between home, school, trust, locality settings and the wider community.

Efficient and effective deployment of staff and resources across the academy and Trust

- Work with the Headteacher and the leadership team to create an organisational structure that reflects the Trust's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and the financial context.
- Work with the Headteacher and the leadership team to produce and implement clear, evidence-based improvement plans and policies for the development of the academy and its facilities.
- Work with the Headteacher to recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals for the academy.

Securing accountability

Work closely with the Headteacher and directors in drawing up Academy Development Plan, develop policies and practices, following DfE guidelines, that secures accountability to all stakeholders.

- Take a leading and active role in monitoring and evaluating the impact of policies, practices and targets to ensure continuous development.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Governors and Trustees to enable the academy to meet its responsibilities.
- Work with the Headteacher and the leadership team to develop and present a coherent, understandable and accurate account of the schools' performance to a range of audiences including governors, parents and carers, Ofsted and the Local Authority.

Pastoral Care

- Assist the Headteacher and the leadership team in informing parents about the curriculum, achievements and daily life and activities.
- Assist the Headteacher and the leadership team in providing a welcoming environment for all.
- Being willing to share other roles as and when required with the Headteacher.

Specific responsibilities (reviewed annually)

These will be negotiated with the Headteacher and may include items such as subject leadership and leading on school improvement priorities.

Application Procedure

Visits to the school

There will be five opportunities to visit the school and see it in action, prior to applying:

Wednesday 13th February – 10:45

Friday 15th February – 13:10

Wednesday 27th February – 16:00

Friday 1st March – 11:00

Thursday 7th March – 13:10

Applications

Candidates should complete the application form and return it so that it is received no later than **12pm on Friday 8th March 2019**:

Warden Park Primary Academy

New England Road,

Haywards Heath,

West Sussex

RH16 3JS

Tel: 01444 451264

Fax: 01444 414636

Email: office@wardenparkprimary.co.uk

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

Selection Procedure

The shortlist will be drawn up on **Friday 8th March 2019** and the interview process will take place on **Tuesday 12th March 2019**. Further details will be sent to those candidates called for interview.

Applicants will be advised on the shortlisting date whether they have been successful or not via email or telephone. Please ensure your application includes current contact details.

Failure to send your application to the above address may invalidate your application.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact **Beverly Newman, School Office manager** immediately on the number above.

Safer Recruitment

Warden Park Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.