



Information for Applicants

Assistant Headteacher

L1-5

Full-time / 1 Year Fixed Term

Starting in September 2020

South Milford Primary School
Sand Lane
South Milford
LS25 5AU

Telephone: 01977 682359

May 2020

Dear Colleague

Thank you very much for taking an interest in the post of Assistant Headteacher at South Milford Primary School.

We are looking to appoint an outstanding classroom practitioner with significant experience of teaching throughout the primary phase, and in particular Early Years and Key Stage 1. The successful applicant will join our teaching team as a classroom teacher as well as our Senior Leadership Team with initial responsibilities to include EYFS/KS1 Team Leader and leading a foundation subject from September 2020. We will provide support and CPD with a full day per week of dedicated leadership time, in addition to PPA.

This is an ideal opportunity for those with ambition to progress towards a Deputy Headteacher role, or develop their experience ready for Headship. This role will give you a unique opportunity to inspire the learning and development of children within a busy and successful primary school.

We are keen to receive applications from candidates who:

- Have a passion for creating a rich and exciting learning environment and a curriculum that is relevant, exciting and fun;
- Are committed to ensuring all pupils make sustained and accelerated progress to reach their true potential;
- Have high expectations for attainment and achievement;
- Have knowledge, skill and experience in evaluating the effectiveness of classroom provision;
- Have a proven track-history within school improvement, at classroom and leadership level; including the coaching and development of teachers and support staff;
- Demonstrate high skills in written and oral communication – with pupils, staff, parents and external agencies;
- Show a willingness to work beyond the school site, within our local community and with a wide-range of partners.

In return, we can offer you the opportunity to work in an environment with a wonderful ethos, with pupils who display impeccable behaviour and are highly motivated in wanting to be 'the best they can be'. You will have the opportunity to become an integral part of a committed team where your own professional development will be given a high priority.

You will be instrumental in shaping our School Improvement Plan as we aspire to be an 'outstanding school' within the next three years.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I would like to thank you again for your interest in the post. If you are excited by this opportunity, I look forward to receiving your application.

Yours faithfully

Mrs Melanie Lawrence
Headteacher

THE APPLICATION PROCESS

If you wish to apply for the post of Assistant Headteacher, then you should:

Pay particular attention to the following whilst assembling your application:

- The School Vision (Appendix 1)
- The 2019-22 School Improvement Plan Summary (Appendix 2)
- Job description and person specification for the role of Assistant Headteacher
- School Outcomes (Appendix 3)
- The school website <https://www.southmilfordprimary.co.uk/>
- THE STAR MAT website <https://web.starmat.uk/>

- Fully complete the application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with an email address for each). Do not enclose additional CVs.

- Support your application with a covering letter (no more than two sides of A4 Size 11 font) addressing the following:

How your leadership experience to date, fits you to the requirements of the person specification. Please use *relevant* examples and impact measures from your practice over the last 3 years.

Remember when addressing the above, ***less is sometimes more***.

Timeline for the selection process

Post advertised	Monday 18 May 2020
Closing time/date for applications	12 noon, Friday 22 May 2020
Interviews (via Google Hangout)	w/c 25 May 2020

Please address all return mail to:

Mrs M Lawrence
Headteacher
South Milford Primary School

headteacher@sm.starmat.uk

Appendices

1	The School Vision
2	The School Improvement Plan Summary
3	Job Description and Person Specification for the role of Assistant Headteacher

About the School

Our school motto is: 'Shining Together'. We believe that everyone has special skills and talents and here at our school we strive to provide every opportunity for every child to be the best they can be and truly grow in confidence and character.

Our school is an exciting and inspirational place to be. Our curriculum is important to us! Engaging, creative, and varied, it is enhanced with exciting theme days and weeks, visits and visitors, which create memorable experiences and help children develop a love of learning.

We aim to ensure that learning is fun, purposeful and challenging and recognise that the journey we make together provides us with a sense of pride and success, as much as the outcomes.

We have high expectations in all we do; behaviour, presentation, personal and academic progress, and we work hard to fulfill our ambitions. Whether working together in lessons, putting on amazing productions, or taking part in clubs and sporting events, team work is important to us.

At our school you will find a community of people – children, staff, governors and parents -who are respectful and supportive of each other. We know that working hard together helps us to achieve our goals and provides us all with amazing and enjoyable moments along the way.

Curriculum Outline

We believe that children's experiences at primary school create the foundations for life. Here at South Milford Primary School, we encourage our children to make the most of every day and each experience.

We endeavour to provide a curriculum that enables our children to grow in knowledge and skills – while making happy memories along the way.

We believe every child should be given the chance to develop their own talents and a platform on which to shine.

Our children are given the opportunity to nurture a sense of self-worth, confidence, responsibility and respect.

Our '5 a day' rules enable them to develop kindness and compassion for others.

Using the National Curriculum as a base to offer a breadth of learning, the curriculum at South Milford is tailored to provide our children with knowledge and skills which are progressive – both over the year and throughout their time at the school.

This allows all our children to embed their learning and to demonstrate what they know and remember.

Our curriculum is ambitious: we strive to attain consistently high standards in all subjects. Children's depth of knowledge and understanding is developed in individual subjects which are linked through common themes. These are built upon over time.

Our approaches to teaching allow the children to develop inquisitive and questioning minds, alongside a love of learning and a passion to know more.

Our curriculum is enhanced by techniques of metacognition and collaborative learning structures to deepen understanding.

We want our children: to have a love of learning; to appreciate the arts; to be good sportsmen and women; and to develop a keen understanding of the world around them.

We believe it is important that our children have a clear understanding of themselves and their place in the world. This includes understanding the past in order to be responsible citizens in the future, as well as developing respect and tolerance for others.

Our sense of community and togetherness is essential to all we do. A number of whole-school events and theme days contribute to uniting our school and helping to promote a shared sense of responsibility, togetherness and fun.

We love to sing and dance – our whole school productions are amazing and encapsulate the qualities of teamwork, ambition, nurturing talent and hard work that we value so deeply.

At South Milford Primary School we are constantly seeking opportunities for our children to develop and shine.

Extra-Curricular Opportunities

We offer a variety of extra-curricular clubs, which run at lunchtimes and after school. They are changed on a termly basis and include:

Arts and Crafts
Football
Girls' Football
Musical Theatre
Netball

Ofsted

In our OFSTED visit in June 2015, the school was awarded an 'Outstanding' grading in Early Years provision and a 'Good' grading in all other areas of the current OFSTED framework.

OFSTED acknowledged how, as a team, we consistently set high expectations for all pupils' achievement and behaviour. As a result, the lead OFSTED inspector, said: "Pupils are making rapid progress in reading, writing and mathematics."

Please see our website for links to the full report.

The STAR Multi-Academy Trust (MAT)

We are very proud that South Milford Primary School is a member of the STAR Multi-Academy Trust which was established on 1 May 2018.

Our Schools

- Appleton Roebuck Primary
- Brayton CE Primary
- Kellington Primary
- Kirk Fenton CE Primary
- Monk Fryston CE Primary
- Riverside Primary
- Saxton CE Primary
- Sherburn High School
- Sherburn Hungate Primary
- South Milford Primary
- Tadcaster Grammar School

Our Mission

To develop outstanding education in all our schools, which will enable every young person to flourish and realise their full potential.

Our Aims

We will:

- Ensure that our children achieve the best possible outcomes
- Develop the whole child; personally, culturally and spiritually
- Be inclusive; have a particular commitment to our most vulnerable children
- Teach our children to live well together and to make wise choices
- Ensure that our children are safe from harm
- Work to ensure that our schools are enjoyable places for children to learn.

Our Core Principles

We:

- Expect our schools to actively support each other and to share best practice for the benefit of all
- Are committed to providing services that will keep our schools compliant, financially robust and continuously improving
- Want all of our schools to retain and celebrate their distinctive identity.

We are:

- Open, honest, fair and straightforward
- Receptive to change and challenge
- Pioneering and outward facing
- Trusting, respectful and supportive of each other
- Prepared to listen to advice
- Empowering of others.

We want our pupils and students to have a consistently excellent school experience and to achieve strong outcomes. The culture of our Trust is very much one where our schools retain their own distinctiveness. Our Headteachers remain empowered to make decisions about what happens in their schools but, in addition, benefit from high levels of collaboration and sharing of best practice.

As a Trust we aim to provide greater opportunities for recruiting new staff, to retain our existing staff, facilitate leadership development and enhance staff professional development. At a time of reduced funding in schools, our partnership strives to achieve 'better value' and financial stability by providing business support which allows schools greater capacity to develop the curriculum and to support pupils and students. As a Trust of over 4000 pupils and students, and 11 schools, we have access to the School Condition Allocation (SCA) which enables us to access significant capital funding for our school buildings. This amounted to £1.2m for 2019-2020.

All STAR MAT partner schools offer their pupils and students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> ● Physically and mentally healthy ● Informed risk takers, problem solvers and critical thinkers ● Articulate communicators ● Reflective, resilient and able to self-regulate 	<ul style="list-style-type: none"> ● Tolerant and respectful of others: different people, places and cultures ● Responsible, aware and engaged citizens: locally, nationally and globally ● Able to develop appropriate and successful relationships 	<ul style="list-style-type: none"> ● Develop mathematical fluency and essential literacy skills ● Be taught a broad, rich and age appropriate programme of study in every subject ● Stimulating and exciting learning experiences both within and beyond the 'classroom' ● Opportunities to take part in sport, performance and other creative activities ● Careers education and guidance

Living and working in North Yorkshire

Within the county of North Yorkshire are the Yorkshire Dales and North York Moors National Parks, three Areas of Outstanding Natural Beauty, the Pennines and a stunning coastline around Scarborough and Whitby. The area hosted the opening stages of the Tour de France in 2014, and due to its success, has created the Tour de Yorkshire with global recognition, which will be contested for the fifth time over three days in 2019. There are ruined castles and abbeys, serene gardens, unique breweries, thrilling rides and industrial heritage. Something for everyone!

For outdoor enthusiasts North Yorkshire has plenty to offer. From the hard gritstone of Almscliff and Brimham Rocks to the limestone of Malham, Gordale and Kilnsey climbing venues are in abundance. The Yorkshire Dales is a premier area for caving while for mountain biking there are the bridleways of the Dales and North York Moors as well as the renowned trail centre at Dalby Forest. Further afield, the Lake District and the fells, crags and coast of Northumberland are all easily accessible for days and weekends away.

There are a small number of sailing clubs on reservoirs around the county and fantastic, if chilly, surfspot venues and sea kayaking on the east coast.

While the county is rightly known for its wide open spaces, it also incorporates attractive market towns including Malton, Helmsley, Northallerton and Skipton - judged the best place to live in Britain by the Sunday Times in 2014 - the traditional seaside towns of Whitby and Scarborough, the Spa town of Harrogate, as well as the ancient city of York, the most visited city outside of London. With a wide range of shopping, leisure and cultural facilities as well as excellent schools, universities, road and rail links, there really is everything to offer you and your family as a place to work, live and enjoy.

Travelling further afield we have convenient connectivity, with close proximity to metropolitan cities of Leeds and Newcastle and a journey time of under two hours by rail from York to London. We border the Lake District, Lancashire, County Durham, and Yorkshire & Humber regions with all they have to offer.

Useful Links:

www.yorkshire.com

www.inspireleadteach.co.uk

Appendix 1: The School Vision

At South Milford Primary School we have high expectations in everything we do: including academic progress, behaviour, presentation and personal development. We work hard to fulfil our ambitions.

We make sure all our children reach their highest academic potential by delivering an engaging curriculum that offers inspirational and exciting learning experiences along with opportunities to shine in a wide variety of areas.

Our school is at the heart of our village and the children are the next generation of this thriving community. In order to be the best they can be, and to equip them for life in the wider world, we enable our children to develop the right attitude to learning. We encourage them to develop their talents and take a sense of pride in all their achievements.

Our school is a safe, happy and nurturing place in which children show tolerance and respect for all. The children, staff, governors and parents create a supportive and united community. We believe working together helps us achieve our common goals, providing us with fantastic outcomes and enjoyable moments along the way.

That's why our motto is 'Shining Together'.

Appendix 2: The 2019-22 School Improvement Plan Summary

Priority 1:		
Focus	Action	Success Criteria
<p>INTENT For there to be a clear progression of knowledge and skills from EYFS to year 6 across the curriculum</p> <p>IMPLEMENTATION For all subject leaders to have a clear knowledge of the curriculum intent for their subject</p>	<p>Following regular CPD, all subject leaders, in collaboration with staff, will have produced the following action plans for their leadership file:</p> <ul style="list-style-type: none"> • Long term plan showing knowledge & skills progression in each year group • Medium term plans for each year group • Vocabulary development through their subject • Reading links within their subject • How long-term memory will be developed through their subject • How SMSC & British Values are taught through their subject <p>Curriculum plans will be shared with all teachers & TAs and implemented.</p>	<p>All subject leaders have successfully adapted, designed and developed an ambitious curriculum, with clear endpoints defined in all year groups and by the end of each Key Stage - what pupils need to know and understand in order to reach those endpoints.</p>
	<p>Opportunities for teachers to improve their knowledge across a range of subjects will be provided through:</p> <ul style="list-style-type: none"> • Support & guidance from subject leaders • In-house CPD delivered by subject leaders • External subject-specific CPD • Links with local schools (MAT/TSA schools) • Use of online resources and networks • Professional reading <p>There will be a particular focus on developing a consistency of approach through the sharing of good practice and discussions at key stage & whole school staff meetings.</p>	<p>All teachers have good subject knowledge and they use this to present subject matter clearly, promoting opportunities for discussion and check pupils' understanding routinely and systematically in all lessons through high quality questioning and feedback.</p>
	<p>Maths subject leaders to develop consistent approach to mastery teaching at SMPS, all staff to be confident in delivery</p>	<p>All teachers have agreed the core principles of Mastery of Maths Teaching</p>

	<p>and impact to be monitored.</p> <ul style="list-style-type: none"> • Attend TRG • In-house CPD delivered to all staff • External subject-specific CPD • Links with local schools (MAT/TSA/TRG) • Use of online resources and networks <p>There will be a particular focus on developing a consistency of approach through the sharing of good practice and discussions at key stage & whole school staff meetings.</p>	
	<p>English and phonics lead to develop a consistent approach to the teaching of early reading in EYFS and KS 1, which enables all children to read at the expected level.</p> <ul style="list-style-type: none"> • Engage with English hubs • CDP delivered to all staff to ensure highly effective teaching • Tracking and assessment in place • Catch up interventions planned to target children falling behind • Resources/ books to link to phonic phase being taught <p>develop a consistent approach to reading across KS1</p>	<p>All children are provided with opportunities to develop a love of reading and most children are able to access age appropriate texts.</p> <p>Most children are fluent readers and communicators by the end of KS1 so that they are fully prepared for to access the reading opportunities across a broad and balanced curriculum in Ks2</p>

Priority 2:

Focus	Action	Success Criteria
<p>IMPACT To raise attainment and progress in maths and GDS writing to ensure it is in line with reading and writing outcomes, so that all subject outcomes are in line with national data including for SEND and disadvantaged pupils.</p>	<p>English subject lead to develop a consistent approach to writing with a focus on developing GDS writers across the school</p> <ul style="list-style-type: none"> • Attend CPD to develop approach to GDS writing • In- house CPD delivered to all staff • Regular and focused moderation of children who are predicted GDS • Links with local schools (MAT/TSA/TRG) • Use of online resources and networks <p>There will be a particular focus on developing a consistency of approach through the sharing of good practice and discussions at key stage & whole school staff meetings.</p>	<p>All pupils identified as GDS in writing at EYFS/KS1 will achieve their greater depth in writing target in all year groups as a result of high levels of challenge & planned opportunities for mastery.</p>

	<p>Leaders will ensure that all teachers take full responsibility for the planning of appropriate activities for the SEND pupils in their class.</p> <p>Monitoring activities will have a focus on SEND provision across the curriculum and its impact on progress and independence.</p>	<p>All teachers have high expectations of all pupils and ensure that work for the most and the least able is challenging & suitably demanding, so that a very large majority of pupils achieve expected standards and that between 20% of pupils achieve GD – R/W/M.</p>
	<p>Phonics leader will review current practice to ensure consistency and good progress and attainment for all children including SEND and DAG.</p> <ul style="list-style-type: none"> • Review current teaching methods and assessment • Audit resources including reading books to support phonics • Research and observe good practice including visiting English hubs • Targeted support for children falling behind the expected level • All staff to be secure in their teaching of phonics and application across the curriculum <p>Support parents in helping their children at home – phonics works shops and stay and learn sessions</p>	<p>At the end of Year 1 in 2020 between 90-93% of pupils reach the expected level in phonics and 100% of pupils in Year 2 achieve expected phonic standards.</p>
	<p>CPD will be provided to enable teachers and support staff to implement the draft MAT Assessment policy including:</p> <ul style="list-style-type: none"> • Developing knowledge of NMM, PiRA and Puma tests • Research tracking systems to link with Assembly Analytics • Core subject and phase leaders to be trained in use of FFT • In-house CPD to carry out gap analysis of tests • Regular moderation of judgements <p>Attend Star TSA writing moderation sessions</p>	<p>All teachers' assessment is accurate in all subjects as evidenced by moderation within and beyond the school.</p>

Priority 3:

Focus	Action	Success Criteria
<p>Further improve all pupils' attitudes to learning and behaviour, to enable them to become autonomous in their approach to learning and behaviour</p>	<p>Review Antibullying policy and approaches to teaching:</p> <ul style="list-style-type: none"> • all staff to ensure that they understand and know how to manage incidents of bullying. • Raise status of policy with in school community – parents especially • Monitoring teaching of PSHE to include review of antibullying • Anti-bullying week • Review e-safety policy and acceptable use documentation • Speak to pupils <p>Monitor use and impact of Shine leaders (Peer mediators)</p>	<p>All pupils will have a clear understanding of what constitutes bullying in all its forms following the implementation of an age-appropriate, knowledge and skills-focused PSHE/RSE curriculum. (July 2020)</p>
	<p>Review the Positive Behaviour policy with all staff to ensure that they understand rewards & consequences must be consistently applied and that children should know that they are valued.</p>	<p>All staff are consistent in their expectations and approaches to behaviour management, ensuring that no learning time is lost in almost all cases.</p> <p>All staff to take ownership of all children's behaviour both within and outside the classroom and in doing so always adopt the school's use of zone boards.</p>
	<p>Ensure that pupil engagement & levels of independence are a focus for all monitoring activities, including those carried out by governors</p>	<p>All pupils will demonstrate resilience in their learning, through the application of metacognitive strategies such as a growth mind-set, reflection and independence.</p>
	<p>Revisit the expectations for presentation & handwriting during a staff meeting. The teachers will then pass these onto the children through:</p> <ul style="list-style-type: none"> • Regular handwriting practice • Consistent modelling of good presentation during whole class input • Rewards for rapid improvements • Interventions for those children who don't meet the expectations 	<p>Ensure that all pupils take pride in their work and meet the school's expectations in the standard and presentation of their work in all subjects.</p>

	Progress will be assessed through a whole staff book scrutiny at a staff meeting each half term.	
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Priority 4:

Focus	Action	Success Criteria
Further develop all aspects of SMSC & British Values across all areas of our revised curriculum, through CPD and high-quality monitoring & evaluation.	Teachers will embed the use of the PSHE scheme into the curriculum. They will be supported by the PSHE subject leader, who will monitor the quality of provision and its impact on pupil outcomes each term.	All learning of PSHE will be at least good as a result of high quality CPD and as evidenced through subject leadership monitoring.
	Staff will work together to develop an overview of how and when British Values fit into to our curriculum (both taught and hidden).	Almost all children will be able to explain & demonstrate how British Values affect how they behave & interact with others.
	As part of their curriculum planning CPD, subject leaders will support staff in the further integration of SMSC into all subject areas of the revised curriculum.	Subject leader monitoring demonstrates that SMSC is being taught progressively in all year groups and across all subjects , as evidenced by monitoring of pupil voice; work in lessons and in workbooks over time.

Priority 5:

Focus	Action	Success Criteria
Ensure all leaders, including subject leaders are accountable for and have a consistent understanding and approach to developing their subject/responsibility, so that the impact can be seen in improved outcomes for pupils	<p>Following regular Curriculum Development CPD, teachers will plan and deliver a curriculum which provides evidence of:</p> <ul style="list-style-type: none"> • Clear progression of knowledge & skills in a broad, balanced curriculum • Links with reading & vocabulary development • How long-term memory is being developed • How SMSC & British Values are taught through each subject • How the curriculum has been adapted to suit the needs of different learners, including those pupils with SEND • Good subject knowledge in all areas • Evidence of the impact of initiatives e.g. Arts mark/ 	All teachers will have the subject-specific knowledge necessary to teach all NC subjects to at least a good standard so that all pupils will be able to achieve the agreed outcomes by the end of the academic year .

	<p>Sports mark/ Eco school's status/ JLT/ Shine leaders</p> <p>This will be the focus of subject leader monitoring over the year.</p>	
	<p>Data analysis, alongside findings from other monitoring activities, will be used prior to and during Pupil Progress Meetings, so that challenging & realistic targets are set.</p> <p>Teachers will plan and deliver activities which will support the children in meeting these targets.</p>	<p>The accuracy and use of teacher assessment (summative and formative) in all year groups is robust and triangulated in all subjects taking into account learning over time in pupils' books, pupil voice and tracking data systems.</p>
	<p>A range of strategies will be used to encourage parents to support their children in their learning, including:</p> <ul style="list-style-type: none"> • Reading workshops –e.g. modelling of how to read with their child at home • Simplified information for parents in home/school reading records • Model lessons in reading, grammar & maths • Training in the use of online resources • Use of school website & Twitter to post relevant information • Curriculum projects • Curriculum Presentations • Revisit Homework Policy so that there is a greater focus on the practise of basic skills (e.g. times tables; HFW; practice of prior learning) <p>My support plans and provision maps for SEND pupils</p>	<p>Further promote parental engagement so that most parents say that they have the knowledge & tools to support their children's learning.</p>
	<p>Governors will continue to support and challenge staff by:</p> <ul style="list-style-type: none"> • Undertaking termly monitoring activities, including learning walks for EYFS, English, Maths, RE & the Wider Curriculum – governors will produce their own written reports • Asking challenging questions at all governor meetings, including the termly RAG meeting <p>Developing a deep understanding of pupil achievement and the quality of education, through using the detailed information provided to formulate challenging questions and lines of enquiry</p>	<p>All governors having a clear, accurate and up to date understanding of the strengths and areas for development and partake in a range of monitoring and quality assurance activities at a strategic level.</p> <p>All governors hold senior and middle leaders to account developing their support and challenge roles effectively, consequently, impact plans are on track to achieve their end points.</p>

Priority 6:

Focus	Action	Success Criteria
<p>To ensure that all aspects of the EYFS are effective and support children to make the best progress</p>	<p>Teacher to attend TRG Maths Mastery Training Mastery information to be shared with support team Resources in place to deliver effective maths lessons Planning to be adapted Maths lead to work with Reception Team Same day maths interventions- children identified during whole class input and misconceptions and understanding addressed immediately</p>	<p>Exceeding Writers are targeted early and independent work demonstrates accurate assessment of exceeding the ELG</p>
	<p>Exceeding Writing - children highlighted during moderation and pupil progress meetings. Provision adapted to meet the needs of the children and provide opportunities for writing Teacher and teaching assistants to access CPD</p>	<p>English lead, to review EYFS reading scheme, ensuring that reading books directly link to and support the teaching and learning of Letters and sounds, and by doing so 87% of children reach expected in ELG in reading and 20% reach ELG 3</p>
	<p>Same day phonics intervention to be in place Phonics scheme of work to be looked at/enhanced Rich vocabulary to be visible in all areas of provision Home books to be appropriately matched to the phonics level Reading questionnaires for staff - CPD for all staff teaching phonics</p>	<p>Phonics - all children leave EYFS with secure knowledge of phase 3 phonics -most children leave with secure knowledge and skills of phase 4 phonics</p>
	<p>Reading, Writing and Maths available in every area Provision regularly changed to suit current theme and learning focus Resources available to children at one time are limited appropriately to suit learning focus and labelled so that children can take responsibility for tidying away properly and respectfully.</p>	<p>Outdoor Learning is as strong and as effective as indoor learning</p>

Appendix 3a: Job Description

Job Title: Assistant Headteacher: South Milford Primary School

Date Effective: September 2020

Responsible to: Headteacher

Job Purpose: promote effective learning, appropriate achievement and educational, social and personal progress of all pupils for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual. To be fully included in all stages of planning relevant to the children in the year group to which they have been appointed.

Responsibilities: EYFS and KS1

Key Responsibilities of a Class Teacher

- Support the aims and ethos of the school/STAR MAT, including following all the agreed policies.
- Make an active contribution to the policies and aspirations of the school/STAR MAT.
- To promote equal opportunities within the school/STAR MAT and to seek to ensure the implementation of the schools equalities scheme.
- To teach, according to their educational needs, pupils assigned to the allocated class – using differentiation, focussed teaching groups etc.
- Plan work with relevant teaching assistants to meet the learning needs of allocated pupils in a consistent and effective way.
- Use appropriate teaching and classroom management strategies to motivate pupils and enable each to progress. To maintain discipline in accordance with the rules and disciplinary systems of the school.
- Monitor the progress of pupils for whom the post holder is responsible to set expectations and give constructive feedback, including reporting to parents as appropriate.
- Maintain appropriate records to demonstrate progress made by pupils
- Participate fully in professional development activities to develop practice further, implementing and sharing the learning from these as appropriate.
- Aim to achieve any performance criteria or targets arising from the School's Performance Management arrangements.
- Fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.

Key Responsibilities of a Subject Leader

- Establish and lead the strategic development of the subject consistent with the agreed aims and policies of the school/STAR MAT
- Advise the Headteacher and governors with regard to preparation of the School Improvement Plan
- Secure and sustain effective learning for pupils through leading the well-planned and effectively organised teaching within the responsibility area, including the professional development of staff
- Lead, manage and support staff and pupils within the subject to sustain motivation and commitment to high standards of learning and care
- Coordinate the requisition of appropriate subject resources. Be accountable for the effective deployment of resources and facilities to secure high quality learning experiences
- Assist in the development of assessment procedures in school, including management of pupil self-assessment systems
- Monitor the implementation of the National Curriculum requirements and promote high quality teaching and learning in EYFS and Key stage 1;

- to provide support to colleagues in the teaching of the primary curriculum;
- co-ordinate, plan and lead in-service training relevant to this, and participate in meetings designed to integrate the work of the co-ordinator into the management of the school as a whole;
- to assist the Headteacher in the preparation of reports relating to the teaching of EYFS and Key stage 1 if these are requested by the LA, Ofsted or the school's governing body;

Key Responsibilities of a Member of the Leadership Team

- Assist the Headteacher in the day-to-day organisation of the school, including dissemination of information and responsive management when and where necessary.
- Ensure the school is maintained during short-term absences of the Headteacher;
- Work in partnership with the Headteacher, carrying out such other associated duties as are reasonably assigned by the Headteacher;
- Be a Pro-active member of Leadership Team contributing to the strategic leadership of the school at all levels. Actively contributing to leadership discussions where relevant.
- Researching and preparing appropriate information relevant to agenda items.
- Take a lead in trialling and actioning appropriate school initiatives.
- As Key Stage Leader – organise and lead relevant meetings; ensure meeting agendas and minutes are available and that agendas are linked to the School Development Plan; ensure that all logistical, pastoral, curricular and management requirements are fulfilled with your relevant Key Stage.

This job description and allocation of responsibilities may be amended, after consultation from time to time and will be reviewed annually. It should be viewed alongside the relevant sections of the School Teachers' Pay and Conditions Order. These will be reviewed annually in consultation with representatives of recognised Teaching Associations.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other such reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

Appendix 3b: Person Specification

Job Title: Assistant Headteacher: EYFS and KS1 lead plus another foundation subject

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria:

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training	QTS or teaching certificate	Degree
Experience	<ul style="list-style-type: none"> ● Recent and substantial experience teaching relevant age groups ● Experience of planning and delivering curriculum at EYFS/KS1 ● Substantial experience of leadership and management, whether curriculum or other whole school areas ● Evidence of substantial and successful work toward school improvement ● Evidence of leadership and management work within EYFS/KS1– making a significant contribution to provision and development ● Ability and experience implementing policies and practice for school development 	<ul style="list-style-type: none"> ● Experience of teaching in more than one school ● Experience of teaching in more than one key stage ● To have worked as foundation subject leader
Skills & Knowledge	<ul style="list-style-type: none"> ● Thorough knowledge & understanding of all relevant aspects of national curriculum in relation to the post ● Ability to teach a wide range of subjects ● To be able to use a variety of teaching styles and ICT effectively ● Up to date knowledge of best practice ● Understands and is familiar with types of provision and appropriate teaching and learning strategies ● Evidence of training within EYFS and KS1 and general teaching and learning; commitment to ongoing professional development ● To demonstrate an understanding of all cultural and social diversity and its impact on teaching and learning ● The ability to monitor pupil progress, use results to inform planning and foster high expectations for pupil achievement ● The ability to evaluate intervention plans 	<ul style="list-style-type: none"> ● Knowledge and understanding of national curriculum and assessment frameworks ● Ability to contribute to school level curricular developments ● Evidence of leading training with others including coaching and mentoring

	to address underachievement	
Personal Qualities	<ul style="list-style-type: none"> ● Ability to relate to and build relationships with pupils, parents, staff and other members of school community ● Enthusiasm and commitment to the mission statement and aims of the school; ability to communicate a deep commitment to inclusion which motivates others ● To be able to think and act strategically, identifying opportunities for future developments and improvements ● Good communication skills: <ul style="list-style-type: none"> ● Written and oral ● Presentational and ICT ● Clear and effective in meetings and 1:1 discussions ● Skilled in conflict resolution ● Have flexibility, sensitivity and tact ● Respond effectively to day-to-day challenges; ability to work under pressure ● Be enthusiastic and determined 	<ul style="list-style-type: none"> ● Willingness to participate fully in school activities