**A logo with people and text

Description automatically generated**

**Assistant**

**Assistant Headteacher**

**– Raising Standards Lead**

**Application Pack**

A blue and green logo with people

Description automatically generated

## Contents

[Contents 2](#_Toc157166941)

[Letter from Catherine Paine, Chief Executive 3](#_Toc157166942)

[Letter from Mr I W Owens, NSN Headteacher 4](#_Toc157166943)

[Our Cornerstones and Touchstones 5](#_Toc157166944)

[The application 6](#_Toc157166945)

[The application process and timetable 6](#_Toc157166946)

[Safeguarding, Safer Recruitment and Data Protection 7](#_Toc157166947)

[Job Description 8](#_Toc157166948)

[Person Specification 13](#_Toc157166949)

## Letter from Catherine Paine, Chief Executive

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

#### Catherine Paine

**Chief Executive, REAch2 Academy Tr**

## Letter from Mr I W Owens, Headteacher, Northfield St Nicholas

Dear applicant,

NSN serves a well-established community with wonderful pupils who are eager to learn and a strong team of great teachers keen to make the difference needed to achieve excellence for all. We need an exemplary practitioner who can model the high expectations of their practice to other staff and pupils across the school. We need our new colleague to have a passion for seeing great teaching and learning transfer to excellent outcomes and be strong to unpick the assessment data to quickly help identify where pupil progress can be most efficiently achieved through timely and effective action.

This role is for an **Assistant Headteacher, Raising Standards Lead.** This will be a non-class based role, however, there will still be plenty of opportunities to support and develop quality first teaching across KS1 & 2, with specific expectations to actively support with interventions when necessary, to support great Y6 outcomes. This post will be an ideal stepping stone for an ambitious professional who is looking for deputy headship in the next few years and potentially to progress to Headship. The essential aspect of the role is to be an exemplary role model to others in teaching and learning and developing strong practices that support teachers to use effective assessment and data analysis to make teaching focused and targeted to achieve the best outcomes possible for our pupils. This will include coaching and mentoring new colleagues to the profession as well as monitoring and supporting experienced colleague to embed QFT that maximises great pupil academic progress.

The role will involve working closely with the experienced SLT team and supporting various administrative and practical activities throughout the course of each week to ensure the safe and well ordered running of the school is maintained, the intentions of the SIP are met and that all staff and pupils feel empowered and supported to be the best they can be. If you see yourself as a future school leader, then this is the chance develop your own expertise and build new expertise in a supportive, progressive, collaborative and solution focused culture.

If you have experience of leading assessment, using systems like PIXL or similar, or have experience of leading English or Maths and can demonstrate impactful strategies that have raised standards and promoted great pupil outcomes then this could be the perfect next step of your career. A chance to help drive excellence as a school leader and as part of a supportive, compassionate, committed, and collaborative team. We

already have strong cultures developed around conduct and school ethos rooted on Restorative Practice. We have been recognised as a Centre of Excellence for Inclusion by the IQM, 2 years consecutively. We have a great recent OFSTED inspection recognising our Outstanding L&M. We now need to ensure we deliver the best academic outcomes for children who absolutely deserve to leave NSN high school ready.

Our friendly, spacious and well-resourced site is located close to the centre of Lowestoft.

Please do take the chance to come and visit us and find out more about the role and see why our team think NSN is a great place to work and help make the difference for children who absolutely deserve our commitment to excellence for all!

I.W. Owens

Headteacher

A computer screen shot of a website

Description automatically generated

## Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

## The application

You are invited to submit an application form to Mr I W Owens, Headteacher, via: [recruitment@reach2.org](mailto:recruitment@reach2.org)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal visit/tour & discussion please contactMr I W Owens, via the main school office on: 01502 563528.

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | Midday, Friday 26 April 2024 |
| **Interviews:** | Thursday 2 May 2024 |
| **Contract Details:** | Full time, permanent. |
| **Salary:** | L1 - 5 |
| **Start date:** | Immediate start available or 1st September 2024 |

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

## Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant’s abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf)

## Job Description

**Post: Assistant Headteacher**

**Salary:** L 1 - 5

**Responsible to: Headteacher**

**Core Purpose**

To work with the Headship Team and as part of the Senior Leadership Team to take responsibility for managing and developing great learning and teaching. Specifically leading on Pupil Progress and Assessment as Raising Standards Lead.

**General Responsibilities**

* To take a central role in assisting the Headteacher, Deputy Headteacher, and Governing Body to develop our academy in accordance with its shared values and our school development plans, procedures, policies and distinctive approaches.
* The Assistant Headteacher will be an outstanding practitioner, an experienced curriculum and team leader, a leader in assessment for learning and assessing pupils’ progress and a key person in the senior leadership team.
* The Assistant Headteacher will fulfil the role of Raising Standards Leader, to support, hold accountable, develop, and lead the teaching team in order to secure high quality teaching, the effective use of resources and high standards of learning and achievement for all pupils with specific focus on ensuring that great Y6 outcomes are a goal for all.
* The Assistant Headteacher will also take lead responsibility for leading and managing assessment, leading and challenging colleagues in pupil progress meetings, supporting and developing new talent within school to drive for higher standards. Coach and mentor subject leaders to use assessment data and effective monitoring strategies to evidence impact of their hard work.
* Complete and support Headteacher to complete a variety of administrative tasks to include collecting and analysing assessment data. Providing reports for governors. Completing a weekly cover rota. Coaching and mentoring cover staff/HLTAs to have maximum educational outcomes. Ensure teachers follow Trust assessment calendar. Promote and support use of PIXL resources and Trust wide progress tracker O Track.

The functions and specific responsibilities below are to be undertaken in conjunction with the duties of an Assistant Headteacher as defined in the most recent Teachers’ Pay and Conditions Document.

**Specific Responsibilities**

* The Assistant Headteacher will need to be well organised and highly motivated to drive for the highest outcomes possible for all children.
* The Assistant Headteacher will ensure that all teaching demonstrates best practice, develops relationships, supports training and development, and ensures ‘quality teaching first’, uses quality assessment to drive for more precise teaching and thus ensuring all children make excellent progress across the school.
* The Assistant Headteacher will take lead responsibility for ensuring the best possible curriculum offer, provision, well-being, progress and achievement for all children especially through enrichment, creative learning, extended services, partnerships and collaboration with within REAch2 Academy Trust.
* The Assistant Headteacher will be a model professional setting an excellent example to teaching and support staff. They will actively and demonstrably promote achievement through building and implementing agreed school policies.
* The Assistant Headteacher will lead by example in their own teaching and learning expertise, and by positively encouraging and supporting all members of staff.
* The Assistant Headteacher will work to ensure that the school offers a high quality, exciting, engaging, well resourced, scaffolded curriculum and well-matched learning opportunities for all pupils at the school through use of the newly adopted CUSP curriculum. [More Information | CUSP (unity-curriculum.co.uk)](https://www.unity-curriculum.co.uk/more-information/)
* The Assistant Headteacher will work closely with the Safeguarding & Inclusion DHT so that they can ensure those pupils with Special Educational Needs/Disabilities and those under-served pupils receive the highest quality provision and are making good progress.

In particular, the Assistant Headteacher will be required to:

**Leadership and Management:**

* Work in very close partnership with and support the Headteacher and Deputy Headteacher in the effective day to day management of the school and school community including recruiting and inducting staff, volunteers and students; developing and implementing health and safety policies; leading assemblies and staff meetings; hosting and organising whole school events such as open days and parents evening and responding to the views, needs and requests of children, staff, parents, governors and visitors.
* Work with the SLT, staff and governors in the development, implementation and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision.
* Supporting school governance by attending meetings where appropriate and ensuring that all governors are able to play an active and informed part in school leadership and development
* Work with the whole staff and phase to develop a strong learning environment that has at its centre high expectations of learning, creativity, well-being, academic achievement and behaviour.
* Work with the Headteacher and Deputy Headteacher in the school’s pupil progress meetings and target setting processes within the phase by taking a major role in assessment and actively supporting and securing the school's success in national tests including those at the end of each key stage.
* Take a leading role in the senior leadership team as Raising Standards Lead, and subsequently leading the existing team of subject leaders across the school.
* Take responsibility for collating evidence for specific sections of the school’s Self Evaluation Form.
* Lead teachers and team leaders / post-holders to ensure that all policies and protocols are in place and up to date and where possible recognised and validated quality assurance awards are secured.
* Lead curriculum team leaders /post-holders to ensure that the curriculum learning is fit for purpose, effectively assessed and enables children to make maximum progress. That high quality teaching & learning is consistent across the school and is reviewed on a regular basis.
* Assist in the line management of classroom-based personnel where necessary, including timetabling, managing and developing roles to ensure the provision of high quality interventions and support for children’s progress, achievement, wellbeing and good learning behaviour.
* Manage CPD within the phase around assessment practises and the curriculum for classroom-based staff ensuring their needs are identified and met through quality training opportunities within available resources. This includes assisting in managing the INSET program and providing / sourcing training opportunities for whole, groups of and individual staff.
* Work with the SLT in setting, nurturing, promoting and maintaining a very high standard of behaviour and mutual respect throughout the school ensuring that all staff play an active role in the pursuit of these standards.
* Ensure that there is a very safe, secure, effective and pleasing environment for all users. With the Headteacher and Deputy Headteacher, be aware of Health and Safety regulations, carry out regular risk assessments and keep the school’s Health and Safety policy at all times current, under review and accessible to and used by all staff.
* Ensure safeguarding procedures are fully upheld at all times.
* Evaluate performance, create improvement plans, build capacity in staff and analyse quality of assessment, interventions and curriculum development improvement plans.
* Support the continued implementation of the CUSP curriculum within all phases and as part of the whole-school curriculum intent, and implement an effective assessment framework using by using the latest research in best practice.
* Ensure that assessment is at the centre of strategic planning and resource management and lead and support the teaching and learning of all children within the school providing and promoting models of excellent classroom practice through whole class and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff.
* Establish creative, responsive and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where all pupils can have a voice , achieve success and become highly engaged in their own learning and be enabled to actively support the learning of others with Restorative Practice at the heart of all we do.
* Design, develop and implement systems for the collection of useful, timely, and accurate assessment data to track the progress of individual and groups of children in order to inform planning, evaluate performance, track progress and secure raised achievement across the phase. This will include agreeing and articulating high expectations and setting stretching targets for the whole community.
* Liaise with our partnership and local schools and other service providers including extended service providers and community resources to enrich and expand our provision and secure partnerships, collaborations, enrichment opportunities and expertise which bring benefits to all children and our school community
* Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and promote and support the academy’s ‘Digital Transformation’ strategy.
* To deal with the data analysis of cohorts and your respective subject and phase area/s.
* To lead by example in ensuring that all aspects of planning are in place in order to deliver lessons appropriate to the needs and abilities of pupils in each class in the year group to include those with additional needs e.g., pupils with special needs, EAL and those in receipt of pupil premium.
* To ensure that year group teachers share planning to maximise expertise and consistency of provision for children of all abilities in the specified classes.
* Lead and co-ordinate the work of the existing phase leaders, being responsible for the quality of learning, pupil progress and standards.
* To monitor teaching and learning, planning, pupils’ work, progress and behaviour in order to raise standards.
* Ensure that all staff in assigned year groups understand the curriculum and school policies and follow them accordingly.
* Ensure the appropriate induction of pupils into the assigned year group.
* Ensure that regular PPA meetings are held.
* Prepare pupil progress meetings and reports as appropriate.
* To be a visible presence around the school to provide encouragement and support for staff and pupils, leading assemblies and contributing to the supervision of pupils during lunchtime and breaktimes and before and after school as required with other members of the SLT.
* With the exsiting phase leaders, ensure and quality assuring weekly class timetables and weekly planning for Reading, Writing and Maths are in place each week and that these are fit for purpose.
* Oversee and quality assure the curriculum overviews for each term.
* Prepare, cascade and communciate cover rota each week and ammend according to any absences.
* With exisiting phase leaders, ensure that all classroom enviornments in each phase are of a high standard and take action where there is need for improvement.
* Ensure exisiting phase leaders are organiging class cover and setting work in the absence of one of your team/phase;
* Lead and organise any meetings and moderations that take place under your role as Raising Standards Leade and ensure these are planned and minuted.
* Support the DHT & HT, if necessary, to deal with any higher level behaviour incidents within the school and ensure behaviour is logged on CPOMS and that parents are communicated with, and appropriate documentation completed.

**Strengthening the community:**

* Promote and model good relationships with parents and carers, which are based on partnerships to support and improve pupils’ learning and achievement. Develop and enhance parental partnerships across the school, support parents and work to support and promote the ethos and values of our school across our community.
* Contribute to the development of the school as a community within the community, strengthening partnerships with families, neighbours, our local and wider community, other schools, services and the local authority.
* Seek opportunities to invite parents, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
* Build our understanding of the diversity of the school community and support community cohesion.
* Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff well-being and work-life balance and help to ensure we provide access to opportunities for growth, achievement and success for all adults and children in school.
* Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community; to achieve economic well-being and to make an active contribution.

**Other duties and responsibilities**

Any other reasonable duties that the Headteacher or Deputy Headteacher may from time to time ask the postholder to perform.

**Equalities**

Be aware of and support difference and ensure that the school’s equalities and diversity policies are followed and championed.

**Health and Safety**

Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

**Additional Information**

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools’ policies and practices.

***\*\* The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.***

## Person Specification

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Essential (for the job)** | **DESIRABLE (for development)** |
| **Qualifications** | * Qualified Teacher Status (QTS) * Degree or equivalent | * Evidence of recent additional educational qualifications (e.g., NPQML/ NPQSL or MA) |
| **Experience** | * Proven highly successful teaching experience in specific phase * Leadership experience (leading a team or leading a wider-school initiative) in the primary phase * Experience of leading a core-subject | * Experience of teaching in different phases * Experience in providing school-to-school support and leading/supporting in different contexts * Experience of effective involvement with parents and governors |
| **Knowledge and understanding** | * Experience of assessment, curriculum planning, implementation, assessing and recording * Understanding of the key characteristics of an effective learning environment across all phases * Knowledge of statutory requirements for all phases and have experience of working within, and ideally across, the Primary setting | * Year 6 experience |
| **Skills and Ability** | * Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning and active assessment techniques (including adaptive teaching) across KS1 & 2 specifically. * Evidence of successfully mentoring or coaching teachers and ECTs * Ability to influence the quality of teaching and learning through use of focused assessment technics. * Good communication skills at all levels * Ability to inspire, lead and motivate children and staff, being an exemplary practitioner who leads by example with high standards of all and working in strategic partnership with all stakeholders lead and raise the quality of learning and teaching. * Good organisational and time-management skill * Demonstrate a positive and professional attitude at all times * Commitment to extra-curricular activities * Ability to delegate, monitor and support effectively * Ability to delegate, monitor and support effectively | * Confident skills in ICT * Experience in leading continuing professional development for staff * Ability to travel and work across different settings within the trust within Cluster 5 to support school improvement support * PIXL experienced. * CUSP experienced |
| **Personal Qualities** | * Positive, caring attitude, enthusiasm and sense of humour * Humility * Resilience * Eye for detail and be able to dig into the detail! * Ability to maintain confidentiality * Commitment to personal and professional development * Excellent interpersonal skills |  |
| **Safeguarding** | * Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people * Commitment to the protection and safeguarding of children and young people * Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children | * Has received Designated Safeguarding Leader training. |