

Assistant Headteacher with responsibilities for SEND and Behaviour

Application Pack

Location: Unity Primary School

REAch2 Registered address:

REAch2 Academy Trust

Enhurst Ridge Primary Academy

Enhurst Ridge

Branston

Burton Upon Trent

Staffordshire

DE13 9TQ

www.reach2.org



Contents

- Letter from Sir Steve Lancashire, Chief Executive
- The application process and timetable
- Background on REAch2
- Job Description
- Person Specification



Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

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 has academies based all across England and includes schools at various 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.

Teachers 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.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

The application process and timetable

You are invited to submit an application form, which is available together with this document.

Closing date for applications – Midday Friday 17th January 2020

Interviews – Friday 24th January 2020

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

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

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

To arrange an informal discussion please contact: *Mrs Ceri Stammers - School Business Manager*

Completed application forms should be sent to: *Mrs Ceri Stammers, School Business Manager, Unity Primary Academy, Hickory Avenue, Colchester, Essex. CO4 3QJ*

Equal Opportunities Monitoring forms should be sent to: *as above*



Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, 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. This underpins our approach to school improvement - including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

Our Clusters:

The trust consists of ten clusters covering:

- Staffordshire, Warwickshire, Birmingham and Telford
- North East Essex and Suffolk
- Croydon, Bexley, Kent and Sussex
- Reading, Hertfordshire, London

Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** - these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. 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.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual” .
- **Enjoyment:** 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 will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’ t make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately



and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org

Job Description

Assistant Headteacher with responsibilities for SEND and Behaviour

Grade:	Leadership 1
Reports to:	Headteacher/s
Liaison with:	Teaching Staff, Support Staff, Headteachers, Pupils, Contractors and Stakeholders

Professional duties

A person appointed as Assistant Headteacher in a school shall play a major role under the overall direction of the headteacher in;

- (a) formulating the aims and objectives of the school;
 - (b) establishing the policies through which they shall be achieved;
 - (c) managing staff and resources to that end; and
 - (d) monitoring progress towards their achievement;
- undertaking any professional duties of the headteacher reasonably delegated to him/her by the headteacher;
 - undertaking the professional duties of the headteacher in the event of his absence from the school;

Teaching and Planning

- Sharing/leading curriculum development throughout the school; maintaining an overview of work undertaken; ensuring that continuity and progression are achieved; ensuring there is evidence of progression through One Plan and EHCP target setting
- Developing and reviewing appropriate documentation in consultation with colleagues
- Ensuring that the culture, practise, management and deployment of resources are designed to ensure all children's needs are met
- To evaluate the quality of both teaching and learning by carrying out a range of monitoring techniques which might include:
 1. Looking at samples of work, lesson plans and records and providing evaluative comments
 2. Direct observations of colleagues teaching
 3. Talking to pupils, parents and colleagues
 4. Referring to reports, records and a range of tests (as appropriate)

Other activities

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to them;
- providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions;
- making relevant records and reports;
- making records of and reports on the personal and social needs of pupils;
- communicating and consulting with the parents of pupils;
- communicating and co-operating with persons or bodies outside the school;
- participating in meetings arranged for any of the purposes described above;

Assessments and reports

- providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;
- To develop a more comprehensive knowledge of special needs within school by applying quality assurance procedures and making use of internal and external validators.
- Liaising with parents of children with special needs through One Planning meetings and informal meetings
- Liaising with external agencies
- Ensuring manageable and informative arrangements are in place for any assessments
- Taking a lead in further assessments of a child's particular needs and planning future support in conjunction with colleagues

Performance management and staff development

- participating in arrangements made in accordance with regulations for the appraisal of his/her performance and that of other teachers;

- Identifying the needs of colleagues and the provision of the necessary support and guidance to ensure effective teaching within the context of the whole curriculum by:
- Working alongside and in partnership with colleagues
- Leading by example and acting as a role model for good practice
- Planning and delivering appropriate in-service training
- Ensuring staff are introduced to new developments and current thinking to enrich the learning opportunities in their class
- Disseminating information to colleagues and encouraging them to reflect on their own personal development

Review, induction, further training and development

- reviewing from time to time his/her methods of teaching and programmes of work;
- participating in arrangements for his/her further training and professional development as a teacher;

Educational methods

- advising and co-operating with the headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

Discipline, health and safety

- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;

Cover

- subject to the terms of the Teachers' Pay and Conditions document, supervising and so far as practicable teaching any pupils whose teacher is not available to teach them;

Management

- contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations;
- assisting the headteacher or an assessor in carrying out threshold assessments of other teachers for whom he/she has management responsibility;
- co-ordinating or managing the work of other teachers;
- taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;

Administration

- participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing



support for the teachers in the school and the ordering and allocation of equipment and materials; and attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

- To ensure the efficient and effective organisation and management of resources in order to enable materials to be easily available and accessible for all teachers and adults when they are needed.
- Managing learning support assistants

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