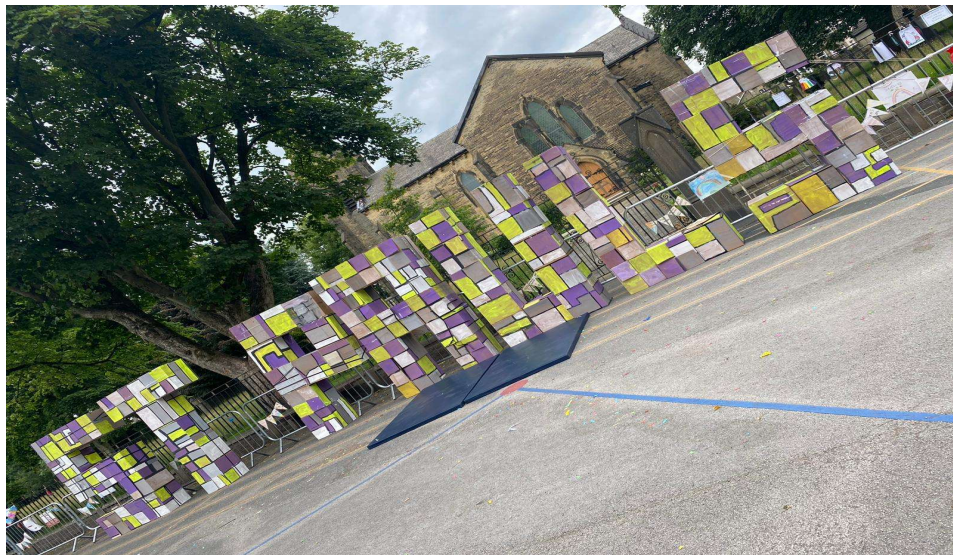




St Paul's C E Primary School  
Assistant Headteacher for Inclusion  
Recruitment



**Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventure.**



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## Welcome letter from the Headteacher

Dear Applicant,

We are delighted that you have shown an interest in the role of Assistant Head Teacher at St Paul's C. E. Primary School. St Paul's is a popular primary school with a reputation for high standards of behaviour and achievement. We pride ourselves on our fabulous children who are polite, enthusiastic and eager to learn and we strive to create a special place where all children, parents, carers, governors and staff feel valued and respected. It is our aim to nurture and promote achievement for all within a caring Christian environment. We want everyone in our school community to enjoy learning and coming to our school!

We are seeking to appoint a highly motivated and dynamic Assistant Head Teacher for Inclusion who will work in partnership with the senior leadership team and the whole school community to build on our strengths, whilst addressing our school improvement priorities. Our Assistant Head Teacher must be fully committed to raising the standards of achievement for all of our pupils whilst aiming for outstanding performance in all areas of school life. The successful candidate will teach a class and have release time to fulfil their management duties. They will also be responsible for leading a curriculum area and be our SENDCo.

St Paul's is brimming with potential and the pupils' participation in school life provides good spiritual, moral, social and cultural development. In our most recent Ofsted inspection (Feb 2020) the school was graded 'Good' and it was reported that *'There is an effective curriculum to support pupils' understanding of the wider world. This means they learn about different faiths and cultures. Tolerance, respect and kindness are values fostered well in the school'*. In September 2021 we were awarded the Positive Parental Engagement Mark of Excellence for the effective way that we work with our Parents, Carers and Families.

In our most recent SIAMS inspection (January 2023) it was reported that *St Paul's is a school with a big heart. Adults and pupils flourish because they are immersed in patient, kind love. The core Christian values are known and used by the youngest children and the vision is understood by all. The impact of this exemplifies the family culture that enables everyone to flourish. Parents report that the school has 'changed their and their children's lives'*.

The successful candidate will receive my full support, along with that of our dedicated staff team and committed Governing Body. They will have the opportunity to work closely with parents and carers who actively seek a strong and productive partnership with the school and fantastic children who are keen to learn.

Applicants are encouraged to visit our school and I will be more than happy to discuss any further details regarding this opportunity prior to application.

Further information about our school can be found on the website: [www.stpaulsceprimary.com](http://www.stpaulsceprimary.com)

Thank you for your interest, I look forward to receiving your completed application and to meeting you in due course.

Good luck!

Mrs Cath Palmer  
Head Teacher

Our pupils need someone who....





**St. Paul's  
C.E. Primary School**  
Together on life's great adventure

## Key Facts and Statistics

Type of School	C of E, Voluntary Aided
Age Range	4-11
Number of Children on roll	205
% of children on SEND register	17%
% of children with English as an additional language	4.4%
% of children eligible for free school meals	26%
% Pupil Premium (2021/22 budget)	26%

## School Location

### Our address:

St Paul's CE Primary  
School  
St Paul's Avenue  
Wibsey  
Bradford  
West Yorkshire  
BD6 1ST



## Statement of St Paul's ethos and values

### Vision Statement

Through the love of God, we protect our school community. Together we **trust, hope, persevere** and **flourish** on life's great adventure.

### Core Values

Our pupils have chosen our core values of **love, courage, community, forgiveness, honesty, determination** and **respect**. These are also the names of our school 'families' and each one is represented by a colour of the rainbow.

One of our values is chosen as the focus of our learning and behaviour each week and teaching staff select two pupils in each class that have shown this value in their learning or around the school. These pupils are presented with a coloured certificate that is taken home as a reminder of how they are showing that value in school.

Each pupil also has a 'values passport'. The booklets are where the children record their successes and commitment to our school values. There are special pages in the passports for each of our core values and each page has a Bible quote and a symbol that links to the value. Our pupils collect 'staff stamps' for demonstrating each value through both school life and through their learning; classes with the most stamps at the end of the week get a special mention in celebration assembly. We hope that our pupils will travel far with their 'passports' on their St Paul's 'values journey'

These values underpin all our policies and plans.



Copy of the advertisement

**Assistant Headteacher for Inclusion  
Salary Range L3– L7  
Start date September 2023**



*Through the love of God, we protect  
our school community. Together we  
trust, hope, persevere and flourish  
on life's great adventure.*

The Governors at St Paul's CE Primary are looking to recruit an Assistant Headteacher for inclusion. The role will be central to the school team, working with the Senior Leaders to accomplish the very best outcomes for our whole school community.

We are at a pivotal point in our school development journey and the Assistant Headteacher for Inclusion will play an integral part in driving us forwards; with this in mind, applications are welcome from candidates with experience of subject leadership and teaching in Key Stage 1, Key Stage 2 or EYFS. This post involves a teaching commitment that will be 0.7 initially, with management time allocated for the SENDCo role.

Are you:

- A **dynamic, creative** and **passionate** classroom practitioner, who will model **outstanding** practice?
- **Enthusiastic, motivated** and **proactive** in your approach to **school improvement**?
- **Committed** to achieving **success** through **partnership** and **team** work?
- Able to work on your own **initiative**?
- A **reflective** practitioner, **focused** on **solutions**?
- **Skilled** at **developing** and **maintaining positive relationships** with children, staff, governors and the wider community?

Do you:

- Have **strong, proven leadership** and **organisational** skills?
- **Maximise** opportunities for **collaboration** with the **Church** and **local community**?
- Have **high expectations** of yourself, staff and pupils and a **commitment** to **raising standards**?
- Have the **skills** to **lead** and **develop** colleagues to ensure the **highest standards** of **teaching** and **learning**?
- **Nurture potential**?
- Have a great sense of **humour**?

**If the answer to all of the above is  
YES...**

**OUR SCHOOL NEEDS YOU!**

We have:

- A **welcoming** school **community**
- A **dedicated** staff team **committed** to our **school** and our **children**
- A **supportive governing body** and **leadership** team
- **Pupils** with **fantastic behaviour** and **attitudes to learning**
- **Embarked on an exciting journey** and **would love you to join us.....**

We encourage all prospective candidates to find out about our thriving school by coming to see us. To arrange a visit please contact the School Business Manager, Louise Osborne, on 01274 679183.

**Closing date for applications: 5pm Wednesday 1st March 2023**

**Shortlisting: Friday 3<sup>rd</sup> March 2023**

**Interviews to be held: Friday 10<sup>th</sup> March and Monday 13<sup>th</sup> March 2023**



## **Job Description**

**Post: Assistant Headteacher, St Paul's Church of England,  
Voluntary Aided Primary School**

### **Summary of main duties and responsibilities**

#### **Main purpose**

The assistant Headteacher will support the Headteacher and Deputy Headteacher in:

- Communicating the school's vision compellingly and supporting the Headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Nurturing the distinctive Christian character of our school. Promoting and developing an ethos which reflects our Christian Values within a diverse faith environment, and in which an individual can freely explore their own faith and spiritually.

The assistant headteacher will also have a timetabled teaching commitment of 70%, complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the Headteacher.

#### **Qualities**

The Assistant Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

#### **Duties and responsibilities**

##### **School Culture and behavior**

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Lead by example, holding and articulating clear values and moral purpose
- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- A clear understanding of and commitment to promoting and safeguarding the welfare of children

## **Teaching, curriculum and assessment**

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Establish and sustain high-quality teaching across all subjects based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Play a full part in the planning and organization of school activities, functions and events, including an active involvement in the extra-curricular life of the school
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Participate in national and school assessment procedures

## **Additional and special educational needs and disabilities**

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Ensure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Ensure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

## **Organisational management and school improvement**

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure school improvement strategies are effectively implemented

## **Staff management and professional development**

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Manage staff well with due attention to workload and wellbeing
- Performance manage staff, including carrying out appraisals and holding staff to account to their performance
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Seek training and continuing professional development to meet their own needs

### **Governance, accountability and working in partnership**

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Work with the governing board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain positive working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

### **Other areas of responsibility**

The assistant Headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is not a comprehensive list of all tasks that the assistant Headteacher will carry out, it is illustrative of the general nature and level of responsibility of the role. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

## Personnel Specification: Assistant Headteacher

Key for sources of evidence:

**A** = Assessed at **A**pplication, **I** = Assessed at **I**nterview, **S** = Assessed through **S**election task, **R**= Assessed from **R**eference



Criteria	Essential	Desirable	How identified
<b>Education and training</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>Evidence to commitment of relevant training and own continued professional development</li> </ul>	<ul style="list-style-type: none"> <li>Further relevant qualifications</li> <li>SENDCo award</li> <li>DSL training undertaken</li> </ul>	A
<b>Relevant experience</b>	<ul style="list-style-type: none"> <li>Proven and varied experience as an excellent classroom practitioner within the primary age range</li> <li>Substantial and successful leadership and management experience in a primary school</li> <li>Experience of using data to track and report on the progress of pupils to secure school improvement</li> <li>Experience of working effectively with parents and the community, fostering positive partnerships with all stakeholders</li> <li>Experience of promoting good behaviour and a positive school ethos</li> <li>Experience of leading staff meetings and Collective Worship/ assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Has led a core subject in a primary school</li> <li>Has experience of working in more than one primary school</li> <li>Has experience of coaching staff</li> </ul>	A, I, S, R
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>Ability to work with the leadership team to build a coherent vision of excellence for the school and work unwaveringly towards it.</li> <li>Committed to delivering and developing a broad, balanced and inclusive curriculum, which includes innovative approaches to enrich the spiritual, cultural, social, emotional and sporting experiences of all pupils</li> <li>Clear understanding of the SEN code of practice</li> <li>Excellent understanding of the National Curriculum and EYFS Framework as well as statutory assessment arrangements</li> <li>Understands the need to maintain a safe and healthy environment for all users of the school</li> <li>Understands the school's responsibilities for child protection and the safeguarding of all pupils</li> <li>Has excellent oral, written and listening skills</li> <li>Is skilled at making and maintaining positive relationships with pupils and staff</li> <li>Is able to support and develop our Christian ethos</li> </ul>	<ul style="list-style-type: none"> <li>Has some knowledge of managing a budget</li> <li>Willingness to run extra-curricular activities</li> </ul>	A, I, S, R

<b>Personal qualities</b>	<ul style="list-style-type: none"><li>• Dynamic</li><li>• Creative</li><li>• Passionate</li><li>• Enthusiastic</li><li>• Motivated</li><li>• Reflective</li><li>• Resilient</li><li>• Solution focused</li><li>• Nurtures potential</li><li>• Has a great sense of humour</li></ul>		I, S, R
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### **Curriculum**

Develop the curriculum further to ensure it is robust, progressive, ambitious, engaging and promotes a sense of belonging and community

### **Leadership and Management**

Develop 'staff as leaders', 'pupils as leaders' and governors to secure future development

### **Vision and Core Values**

Embed the Vision, Core Values and Christian ethos of St Paul's to enable the school community to flourish

### **Inclusion**

Refine practices and ensure that all pupils maximise their potential in a safe and nurturing environment

### **Core subjects**

Ensure all pupils make progress in maths and English in line with national expectations

### **Community**

Proactively manage and improve attendance and continue to develop and embed strategies to support the health and well-being of the St Paul's community

### **EYFS**

Embed the new EYFS framework and ensure a secure foundation to the pupils' learning journey at St Paul's



## **St Paul's School Development Priorities 2022-23**

## School Development Plan agreed priorities 2022- 2023



<p><b>Curriculum</b> Develop the curriculum further to ensure it is robust, progressive, ambitious, engaging and promotes a sense of belonging and community</p>	<p><b>Leadership and Management</b> Develop staff as leaders, pupils as leaders and governors to secure future development</p>	<p><b>Inclusion</b> Refine practices and ensure that all pupils maximise their potential in a safe and nurturing environment</p>	<p><b>English and maths</b> Ensure all pupils make progress in maths and English in line with national expectations</p>	<p><b>Community</b> Proactively manage and improve attendance and continue to develop and embed strategies to support the health and well-being of the St Paul's community</p>	<p><b>EYFS</b> Embed the new EYFS framework and ensure a secure foundation to the pupils' learning journey at St Paul's</p>	<p><b>Vision</b> Embed the Vision, Core Values and Christian ethos of St Paul's to enable the school community to flourish</p>
<p>Ensure the curriculum is taught to a high standard, informed by evidence-based approaches, and ensure there is challenge and high expectations for all pupils in all lessons</p> <p>Coherently plan the curriculum so it is progressive, ensuring lessons are sequenced carefully, resulting in children's acquisition of transferable knowledge</p> <p>Continue to develop the 'Our Bradford' curriculum</p> <p>Continue to embed a high quality reading curriculum that will spark hope, create a reading culture across the school which will foster a love of literature and enable children to access their learning across the curriculum</p> <p>Develop knowledge organisers as a communication tool for parents and a form of assessment for foundation subjects</p>	<p>Ensure the school vision and values are woven through every element of school life</p> <p>Develop subject leaders, to enable them to plan and develop a coherent and engaging curriculum.</p> <p>Develop the role of 'pupils as leaders' through the 'Bridge Builder' initiative</p> <p>Develop the roles and responsibilities of governors, linking these roles to areas of the curriculum</p> <p>Networking and training opportunities are available for all</p>	<p>Ensure safeguarding procedures continue to follow the current guidance and meet statutory requirements</p> <p>Embed new assessment systems to ensure that staff are confident to target pupils, plan effectively and accurately report to parents</p> <p>Develop our school environment to ensure comprehensive SEMH provision is in place for all pupils</p> <p>Networking and training opportunities are maximised for all staff with regard to SEND in it's widest sense</p>	<p>Additional staff recruited to support accelerated progress for targeted groups</p> <p>Implement Little Wandle phonics scheme across foundation stage, KS1 and lower KS2</p> <p>Bespoke INSET training provided -outstanding teaching and learning strategies and marking and feedback</p> <p>Make adaptations to and implement the Power of Reading programme</p> <p>Ensure the school-led tutoring programme offers targeted support to a wide range of pupils out of school time</p> <p>Robust monitoring cycle in place to enable trusting working relationships to impact positively on practice</p>	<p>Review attendance procedures and policies to support high attendance and punctual habits in the families of St Paul's</p> <p>Ensure relationships are maintained and strengthened with all stakeholders through targeted community cohesion work</p> <p>Networking and training opportunities are maximised for family support and behaviour support staff</p> <p>Continue to offer a wide range of well-being strategies in school to support staff</p> <p>Signpost a wide range of support for all stakeholders</p>	<p>Ensure that practice is child-led and includes a range of experiences that challenge and extend all learning</p> <p>Develop provision inside and outdoors to maximise learning opportunities for all pupils</p> <p>Develop strong links with parents and carers before and during pupils' Foundation Stage years</p> <p>Networking and training opportunities are maximised for leaders, teachers and support staff</p>	<p>To further embed Understanding Christianity and thus continue to develop children's skills in approaching an understanding of Christianity and faith informed by argument, objectivity, historical perspective and more detailed theology</p> <p>Give pupils regular opportunities to monitor and record their own spiritual development as they learn to apply the school Christian values to their lives and work.</p> <p>Ensure self-evaluation is in line with SIAMS framework and revised syllabus</p> <p>Networking and training opportunities are maximised for staff</p>



### Disclosure and Barring Service

This role will be subject to a satisfactory disclosure from the Disclosure and Barring Service. The Rehabilitation of Offenders Act 1974 helps rehabilitated ex-offenders back into work by allowing them not to declare criminal convictions and cautions to employers after a defined rehabilitation period has elapsed. During the rehabilitation period convictions and cautions must always be declared. Further, you should now include a statement in your recruitment materials for applicants, explaining that an online search will be completed for shortlisted candidates.

### Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to school's services.

### Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personal Specification. As an equal opportunities employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

### Job Sharing

Job share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement

### Key Dates Summary

Closing Date	Wednesday 1st March 2023 5pm
Visits to school	By Appointment- 01274 679183
Shortlisting Date	Friday 3 <sup>rd</sup> March 2023
Assessment & Interview Dates	Friday 10 <sup>th</sup> March and Monday 13 <sup>th</sup> March 2023
Start Date	1 <sup>st</sup> September 2023