



Crossley Hall Primary School

Part of Pennine Academies Yorkshire

Recruitment Pack

Assistant Headteacher 2023

KS2 Phase Leader with Curriculum Responsibility

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Letter from Our Headteacher:

Let us tell you more about our amazing school! We are a **thriving, energetic and vibrant** three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 6 schools. Here at Crossley Hall, our team of dedicated teachers bring our curriculum to life, in line with our school values of inclusion, aspiration and happiness.

'Crossley Hall is a safe haven for all our pupils. A place where pupils and staff alike feel at home welcomed and accepted. We embrace those quirky traits, nurture imperfections and value differences. Inclusion here is a mind-set, not an intervention, program or specific 'room' in school. It is a way of thinking, it is who we are!'

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and a bespoke writing curriculum. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and **wellbeing**. Every year, each year group has the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build **positive relationships** based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Primary School. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have **enthusiastic**, well behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. Our **inclusive ethos** resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We welcome you to come and visit and find out more!

Eleanor Monnery

Headteacher



Headteacher: Mrs E Monnery

OUR SCHOOL IS PART OF THE PENNINE ACADEMIES YORKSHIRE



Assistant Headteacher (L4 - L8) September 2023

KS2 Phase Leader and Curriculum Responsibility

We are looking for an inspirational leader to join us as an Assistant Headteacher. The successful candidate will have responsibility for the leadership of Key Stage 2 and specific Curriculum areas. Crossley Hall is a fast-paced exciting place to be and learn, with a track record of developing future school leaders.

Are you ready for the challenge?

As one of our Assistant Headteachers we will offer you:

- ✓ *Dedicated leadership time to drive and develop school improvement in KS2*
- ✓ *Enrolment in further development such as National Qualifications*
- ✓ *An established coaching environment with access to tailored CPD opportunities designed for career progression*
- ✓ *A straight talking, supportive and energetic leadership team with a great sense of humour, working alongside a team of other Assistant Heads*
- ✓ *The support of working as a leader in a great, forward thinking Multi-Academy Trust*

What Ofsted say (May 2016):

- ✓ *'Leaders are rightly proud of the inclusive culture they have created'*
- ✓ *'In lessons, pupils show good attitudes to learning'*
- ✓ *'Leaders have energised the staff'*
- ✓ *'The team demonstrates good capacity to lead further developments.'*

Visits to school are strongly recommended; please ring the school office to make an appointment.

For further information, interested candidates are requested to contact the Operations Manager – Danielle Clifford at d.clifford@chps.paymat.org or contact Danielle on 07805 449496

Closing date: 21st April 2023 Shortlisting: 21st April 2023 Interview: w/c 2nd May 2023

JOB DESCRIPTION – ASSISTANT HEADTEACHER

Job Title/Post: Assistant Headteacher

Date: September 2023

Salary: Leadership Scale L4 – 8

Responsible to: Headteacher

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

JOB PURPOSE:

- To act as a lead learner within school and promote excellence of teaching and learning through leading significant continued professional development within school and modelling practice
- To support the school in securing effective education for all pupils and the continuous improvement of teaching and learning in the school
- To make strategic evaluations of teaching, learning, and personnel issues as a supportive and well-motivated team member
- You are required to carry out the duties of a school teacher as set out in paragraphs 64 to 67 (inclusive) of the School Teachers' Pay and Conditions Document 2005 (hereafter called the Document) Part 2: Post -Assistant Headteacher Primary Group 2. Part 3: You are required to carry out such professional duties which form part of paragraph 60 of the Document which the Headteacher may reasonably ask you to undertake
- In addition, you are required to undertake the following responsibilities, which may or may not be included above.

TEACHING AND LEARNING:

- Monitor and evaluate pupil achievement and attainment throughout the school
- Lead by example as a teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through effective teaching
- Support subject leaders in the development and implementation of curricular initiatives
- To monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of pupil's work
- To review long term planning to ensure coverage, progression and a range of learning experiences throughout the school
- To monitor the standards of behaviour and achievement within their year group and across their designated key stage
- Set appropriate expectations for staff and pupils in relation to standards of pupil's achievements and the quality of teaching, establishing clear targets for improving and sustaining pupil's achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines
- Supporting staff to meet personal and professional targets

- Ensure staff share the aims of the school in promoting a high quality of learning in the classroom

RECORDING AND ASSESSMENT:

- Update the Head Teacher, other senior managers and Trustees on the effectiveness of provision for pupils throughout the school to include an annual development plan
- Have input into the target setting process for raising achievement for pupils and feedback to the Head Teacher
- Monitor progress and ensure appropriate action plans are in place where issues are identified
- Ensure planning is effectively carried out and ensure individual needs are being met

LEADERSHIP:

- Support the Headteacher in providing a clear direction for the development of the school
- Contribute to establishing the core values of the leadership team and their practical expression
- Contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan
- Support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives
- Assume responsibility for the management of the school in the absence of the Head Teacher and the Deputy Head Teacher
- Attend SLT meetings as required, and report back to staff when necessary
- Establish good relationships, encourage good working practices, support and lead teachers
- Plan, organise and chair meetings as appropriate
- Lead, support, motivate and direct support staff working within a given key stage

STANDARDS AND QUALITY ASSURANCE:

Support the aims and ethos of the school

- Liaise with the Trustees, when appropriate, to facilitate their overview of school management
- Attend and participate in open/parent evenings
- Uphold the school's behaviour code/relationship policy and uniform regulations
- Participate in staff training
- Participate in Continuing Professional Development
- Attend team and staff meetings
- Develop links with Trust schools, LEAs and neighbouring schools

PEOPLE AND RELATIONSHIPS:

- Sustain effective, positive relationships with all staff, pupils, parents and governors and the local community
- Support Curriculum Co-ordinators within the context of school policies, in relation to working practices and relationships to be fostered with pupils, including those relating to behaviour, discipline and attitude
- Encouraging moral and spiritual growth and civic and social responsibility amongst pupils
- Manage and develop effective working relationships with Headteacher and senior managers in the school

HUMAN AND MATERIAL RESOURCES AND THEIR DEVELOPMENT AND DEPLOYMENT:

- Lead the professional development of all staff through example, coaching peer support and target setting
- Contribute to the audit of staffs' development and training needs and the provision of effective INSET
- Ensure support and training during the induction of new staff and for trainee teachers
- Support the establishment of priorities for expenditure across the whole school and within departments
- Maintain effective and efficient management and organisation of the accommodation and resources of the school
- Ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development

PERSONNEL SPECIFICATION

(E=Essential D=Desirable)

Education and Training:

Qualified Teacher Status	E
First Degree or Equivalent	E
Evidence of further professional development	E
Management Training	D
Undertaken NPQML or similar	D

Relevant Experience:

Knowledge and experience of teaching across at least two Key Stages.	E
Excellent classroom teacher with a proven commitment to improving the quality of children's learning	E
Knowledge and experience of School Development Planning and Curriculum Planning	E
Evidence of successful leadership of a Curriculum area.	E
Evidence of liaising collaboratively with colleagues	E
Experience and knowledge of implementing a consistent behaviour policy.	E
Experience of monitoring teaching and learning	E
Understanding the importance of using data to raise standards	E
Experience in two or more schools	D
Experience of having responsibility for a class in KS1/FS and KS2	D
Experience in organising and leading assemblies	D
Evidence of participating in and developing extra-curricular activities	D
Experience of Performance Management	D

Skills and Aptitudes:

Commitment to the safeguarding and promoting the welfare of children and young people	E
Ability to motivate and lead a team with sensitivity and energy	E
Ability to communicate effectively, both written and oral, with a wide range of people	E
Skill at managing change	E
A commitment to promoting high expectation of pupil outcomes at all times	E
Sense of humour	E
Stamina and resilience	E
Ability to foster excellent relationships with pupils	E
Ability to promote inclusion at all times	E
To be committed to the safeguarding of all pupils	E
Experience of effective working with governors	D
Experience and understanding of ICT as a management tool	D
Ability to foster links with local community and with other schools, locally, nationally and internationally	D
Ability to motivate commitment among all staff groups and to lead staff meetings	D