

# ASSOCIATE HEADTEACHER

## Information Pack

L18-L24 (up to £76,777 with the possibility of an additional enhancement dependent on experience.)



Recruiting for: September 2022  
Application Closing: 18th May 2022

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# Welcome Letter

**Dear Applicant,**

Thank you for your interest in the position of Associate Headteacher at Southwold Primary School. I hope that you will find this pack helpful. If you would like to learn more about Southwold or our schools partnership, I would be delighted to answer any questions that you may have and arrange a visit for you to see the school for yourself. My contact details are in this pack.

Southwold Primary School works in close partnership with two other Hackney schools, Hoxton Garden Primary School and Orchard Primary School, in a hard federation with a joint Governing Body. All three schools have their own leadership teams who work together with the common aim of giving children the very best. We have set an ambitious vision for the future and have very high expectations for what can be achieved with the benefits of shared expertise. The successful candidate would benefit from mentoring from an experienced Executive Headteacher as well as support from the Associate Headteachers at our partner schools, whilst retaining the autonomy to lead and grow the school to fit the needs of its local community. We are looking for a dynamic and confident leader who has the determination, energy and skill to make a difference.

Southwold Primary School is situated in Hackney with convenient transport links to the city and wider London. Despite its proximity to the City of London, it serves a community which offers challenge, with a wide range of community languages spoken and high levels of deprivation. In 2019 Southwold received an 'outstanding' Ofsted report and attainment at Key Stage 2 is consistently well above national averages. It is a happy school serving 376 pupils with a strong reputation amongst the local community. We are seeking someone who can inspire confidence and holds the ambition and know-how to take the school to the next stage in its journey.

We have a very skilled team of committed and professional teachers and leaders who work incredibly hard. However, there is always much to do. We need to continue to raise the standards and achievement for our children to ensure that they get the best start in life and further enhance and develop our curriculum opportunities. We take our role in improving the aspirations of our children and realising the ambitions of our staff very seriously. If you have a proven track record of leadership, are hardworking, hands-on, have the ability to develop an effective team and are able to quickly build effective working relationships with others then we would love to hear from you.

**Rachel Davie**  
Executive Headteacher

## What we can offer

- A genuine opportunity to lead and make a difference, with the autonomy to make the operational decisions that will enable the school to achieve the next stage in their journey of excellence.
- A supportive and experienced Federation leadership team including mentoring and support from the Executive Headteacher to ensure that you are successful.
- Opportunities to work with our partner schools and other Associate Headteachers as part of a wider team committed to ensuring the best outcomes for pupils and the best professional development for staff.
- A well-organised setting with a professional team of teaching and administration staff to support you.
- A fantastic community and children with exemplary learning behaviours who deserve the best.

## Who we are looking for

In particular we are looking for someone who is:

- 'Hands on' and committed to improving outcomes for children.
- Able to effectively deal with a diverse range of stakeholders and needs.
- A team builder and confident communicator.
- Aspirational and able to instil ambition for children in others.
- Systematic and able to hold others to account.
- Proactive rather than reactive with the ability to work to a longer term strategic view.
- Knowledgeable about effective teaching which inspires confidence and respect in those around them, with evidence of impact in previous roles.

# How to apply

- 1 Read the job description and person specification below carefully.
- 2 Complete the application form electronically.
- 3 Ensure your **supporting statement** relates to the competencies outlined in the job description and person specification.
- 4 Send your completed application to Ms Rachel Davie via email or post to:
  - Email - [communications@vs.hackney.sch.uk](mailto:communications@vs.hackney.sch.uk)
  - Post - HT Recruitment, c/o Southwold Primary School, Detmold Road, London E5 9NL

**i**

Our schools are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

**i**

Successful candidates will be required to complete an enhanced DBS check.

**i**

We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation, or age.

**i**

We recommend a visit to our school, please email Ms Rachel Davie at [communications@vs.hackney.sch.uk](mailto:communications@vs.hackney.sch.uk)

**We look forward to receiving your application!**

**Application Closing: 18th May 2022**

# Job Description & Person Specification

**Grade:** L18-L24 (up to £76,777 with the possibility of an additional enhancement dependent on experience.)

**Responsible to:** The Executive Headteacher & Governing Body.

The successful candidate will in conjunction with the Executive Headteacher, partner schools, the governing body, parents, schools and staff build on the current achievements and ensure the school continues to be successful and is an oasis of opportunity for its local community.

**To be considered for this role the candidate must:**

- Hold a Qualified Teaching Status
- Have A Degree (or equivalent)
- Have a minimum of 3 years senior leadership experience in a primary school

In addition to this, Governors are seeking to appoint a candidate who displays qualities and experience in line with the National Standards of Excellence for Headteachers (2020).

## School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

## Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

## Curriculum and assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

## Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

## Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

## Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

## Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

## Continuous school improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers that limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

## Working in partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

## Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

## Ethics and professional conduct

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways that exploit their position, pupils' vulnerability or might lead pupils to break the law.

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles. These form the basis of the ethical standards expected of public office holders: selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

## Contact Details



Website: [southwold.hackney.sch.uk](https://southwold.hackney.sch.uk)



Twitter: @SchoolSouthwold



Facebook: @SouthwoldSchool



Email: [communications@vs.hackney.sch.uk](mailto:communications@vs.hackney.sch.uk)



Post: Southwold Primary School,  
Detmold Road, London, E5 9NL



Please address all correspondence to  
the Executive Headteacher, Ms Rachel Davie