



GREATFIELDS SCHOOL

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Great Careers

JOB PACK

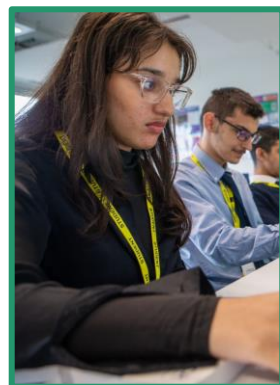
POST: Assistant Headteacher

START DATE: September 2024

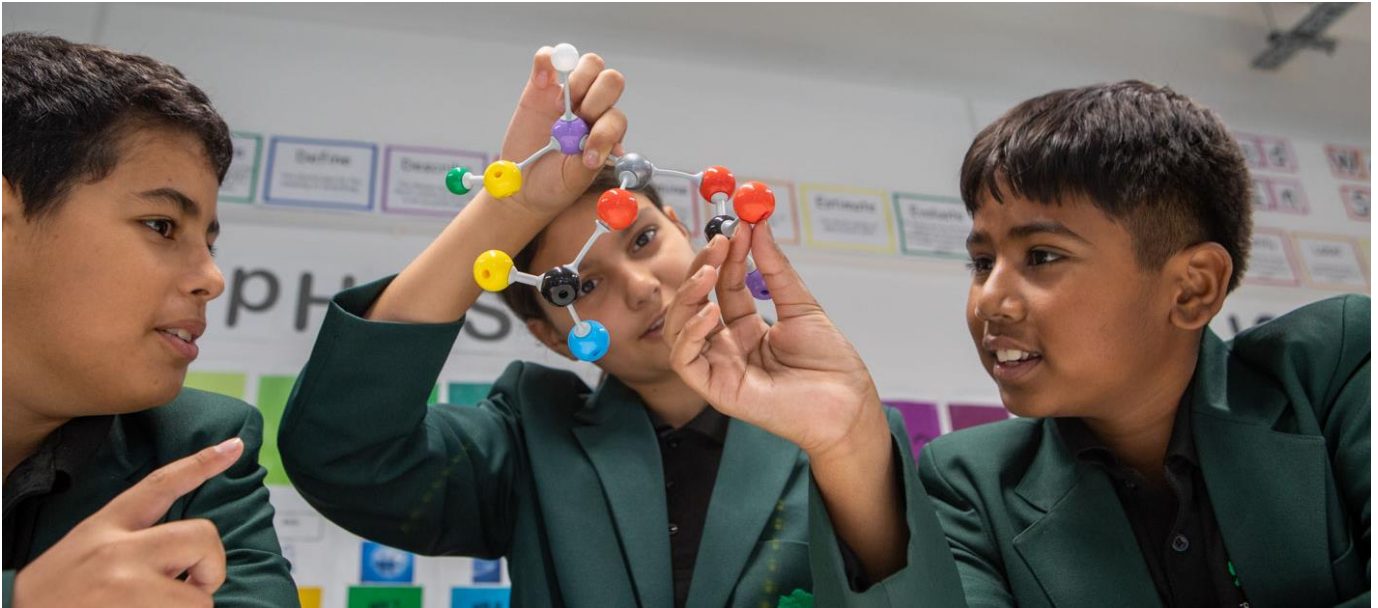
SALARY: L12-16

DEADLINE FOR APPLICATIONS: Monday 22nd April by 12pm

INTERVIEWS: Wednesday 1st May



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. An Enhanced DBS check will be carried out for the successful candidate.



The school

Greatfields School opened in September 2016. We are located in Barking, East London, and are proud to be the first secondary school to be built on the Gascoigne Estate. We have quickly established a positive reputation with our parents and local community, and are known for our excellent behavior and the high ambitions we have for the young people of this community. We currently have approximately 1160 students, including our Sixth Form which opened in September 2022.

We believe that our young people can compete with any other child in the country, despite the many challenges they face, and we do everything we can to ensure that they have the same opportunities as other young people across the country. It is incumbent upon us to give our students access to high quality teaching and learning; a broad, engaging and challenging curriculum; and to give them access to a wide range of activities, trips and clubs outside of the classroom to develop their cultural capital.

We passionately believe in ensuring our young people feel safe and happy in school. This is done through the establishment of high expectations and clear routines and by taking a positive approach to behavior at all times. This means that staff never shout at or demean our young people, and we understand the importance of mutual respect at all levels of the school.

We care deeply about and understand the responsibility we have towards our local community. This is a school embedded in the community and is one which we are proud to serve.

Our approach to Teaching and Learning is to challenge our students' thinking, celebrate mistakes as a way of learning and to develop a Growth Mindset approach to learning. We expect the students to work harder than the teacher in lessons and to be actively engaged throughout.



We run a three Key Stage 3 and offer a broad curriculum to all of our students at Key Stage 3, including Food Tech, music, art, Textile, PE, computing dance and drama alongside the core subjects. At Key Stage 4, we offer a wide range of subjects including Health and Social Care, Sociology, Business, IMedia, music, dance and drama. We also offer a broad range of subjects, both A Levels and BTEC, at Key Stage 5. The curriculum is constantly being reviewed and developed to ensure it is responding to the needs of our students.

Of equal importance is our extended curriculum offer, which provides our students with a wide range of clubs, trips and careers opportunities, which are free and accessible to all of our students. All staff are expected to support in the running of at least one club per week.

The role

This is a key role in the continued growth of the school and is an excellent opportunity for an existing senior leader or someone looking for their first senior position looking to make a genuine impact on the community. The successful candidate for this role will oversee an area of whole school behaviour or inclusion; line manage at least three non-core/Ebacc departments; and have responsibility for a key area of the school's personal development programme.



Job description

Main purpose of the job:

- Carry out the duties of this post in line with the remit outlined in the School Teachers' Pay and Conditions Document including the conditions of employment for deputy head teachers and the school's own policy
- Under the overall direction of the headteacher play a lead role:
 - in formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
 - be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement
 - proactively manage staff and resources
- Carry out the professional duties of a teacher as required
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities:

SHAPING THE FUTURE

- In partnership with the headteacher and governors establish and implement an ambitious vision and ethos for the future of the school
- Play a leading role in the school improvement and school self-evaluation planning process.
- Devise, implement and monitor action plans and other policy developments.
- Lead by example to motivate and work with others.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.

LEADING ON SAFEGUARDING, BEHAVIOUR AND PERSONAL DEVELOPMENT:

- Be an excellent role model, by showing mutual respect and high expectations for all members of the school community at all times.



- Raise standards through staff professional development.
- Lead the development and delivery of training and support for staff where required.
- Work in partnership with the headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented.
- Play a leading role in the processes involved in monitoring, evaluation and improvement of aspects of whole school inclusion, including behaviour, attendance and SEND provision.
- Play a leading role in the processes involved in monitoring, evaluation and improvement of an area of personal development.
- Play a leading role in the monitoring, evaluation and improvement of the vocational and extended curriculum offer within the school.

DEVELOPING SELF AND OTHERS:

- Support the development of collaborative approaches to learning within the school and beyond.
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the headteacher.
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting.
- Deliver an appropriate programme of professional development for all staff where appropriate.
- Lead the annual appraisal process for all identified support and teaching staff.

MANAGING THE ORGANISATION:

- Lead regular reviews of school systems to ensure statutory requirements are being met and improved on where appropriate.
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication.
- Undertake key activities related to professional, personnel/HR issues.
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school.
- Be a proactive and effective member of the senior leadership team.
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate.
- To undertake any professional duties, reasonably delegated by the headteacher.

SECURING ACCOUNTABILITY:

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards.
- Promote and protect the health and safety welfare of pupils and staff



- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

STRENGTHENING COMMUNITY:

- Play a leading role in the development of the policies and practice, which promote inclusion, equality and the extended services that the school offers.
- Develop and maintain contact with all specialist support services as appropriate.
- Promote the positive involvement of parents/carers in school life.
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.
- Strengthen partnership and community working.
- Promote positive relationships and work with colleagues in other schools and external agencies.

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.



Person Specification

ESSENTIAL

Qualifications

- Qualified Teacher status
- Good degree or equivalent

Experience

- Significant experience of successful teaching at secondary age range.
- Evidence of raising attendance and behavior levels across the Key Stages at secondary school.
- Evidence of raising attainment of disadvantaged students.
- Extensive leadership experience at the secondary age range.
- Experience of leading at least one curriculum area.

Knowledge & Understanding

- Confident use of ICT communication skills.
- Knowledge and understanding of data analysis and the ability to use data to set targets for improvement across the school.
- Confident in whole school self-evaluation.
- Up to date knowledge & understanding of the current national education agenda.
- Understanding of how children & adults learn and effectively apply their learning.
- Understanding of how to support children with additional educational needs across the school, measuring interventions effectively and using the pupil premium to good effect re pupil progress.



Leadership Skills

- Experience of assisting the leadership team in expanding the secondary school which is already successful but with ambition for further improvement
- Ability to:
 - Lead the schools Creative Curriculum.
 - Lead and manage people to work both individually and in teams.
 - Delegate and monitor effectively.
 - Aid the Head to initiate and manage change.
 - Motivate and inspire by setting and following high standards.
 - Seek advice and support when necessary.
 - Deal sensitively with people and resolve conflicts.

Decision-making Skills

- Ability to investigate, resolve problems and make decisions.
- This will include an ability to:
 - Collect and weigh evidence, make judgements and take decisions in line with good educational practice.
 - Think creatively and imaginatively to solve problems and identify opportunities.

Communication Skills

- Ability to communicate clearly and take into account, where appropriate, the views of others
- Communicate professionally both orally and in writing to a range of audiences.
- Negotiate, consult and capacity to influence.

Self Management Skills/Professional Development

- Evidence of continuing professional development and being able to demonstrate the impact of this.
- Evidence of working collaboratively with other schools, organisations and agencies.
- Ability to plan time and organise work effectively.
- This will include an ability to:
 - Prioritise and manage time.
 - Work under pressure and meet deadlines.
 - Be self motivating and set personal goals.

School Ethos

- An ability & commitment to develop and maintain the ethos of the school in partnership with the Headteacher.
- Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development.
- Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education.



Personal Attributes

- Adaptability to changing circumstances & ideas.
- Energy and enthusiasm.
- Reliability and integrity.
- Outstanding interpersonal skills.

DESIRABLE

Qualifications

- Evidence of additional further educational qualifications

Experience

- Experience of working with and involving school Governors.
- Experience of working with and developing links with the community.
- Experience of working across Key Stages 3, 4 and 5.

Leadership Skills

- Evidence of successful school improvement planning and delivery.
- Evidence of successful performance management of staff.