Assistant Headteacher
(Safeguarding, Behaviour, Attitudes and Disadvantaged Pupils)
Information Pack
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WELCOME TO PRIORY SCHOOL

Priory School is a large 4 form entry Primary School with a Nursery situated in Burnham, Slough. The school has a very diverse catchment area and caters for children from a range of cultures and backgrounds. The school has a resource unit which caters for children with complex needs. There are currently 69 children funded through the Resource Base. These children currently work in resource base classrooms and integrate into mainstream classes depending on their cognitive ability and level of need.

After our recent successful Ofsted (March 2019), the focus for the school will be to improve the strategic overview of the behaviour in school, particularly exclusions, and to improve attendance in line with national statistics.

This is a truly fantastic opportunity for an Assistant Headteacher, responsible for Safeguarding, Behaviour, Attitudes and Disadvantaged Pupils, who is committed to raising standards and ensuring that all our pupils have the opportunity to progress, thrive and reach their potential.

“Throughout the school, relationships are warm and supportive. Classrooms are purposeful and there is a positive climate for learning.”

“As one parent commented, “The school takes such care with pupil’s wellbeing”

Ofsted March 2019

For more information about Priory School please visit: www.prioryschool.com
October 2019

Dear Candidate

Ref: Assistant Headteacher (Safeguarding, Behaviour, Attitudes and Disadvantaged Pupils)

Thank you for your interest in the position of Assistant Headteacher at Priory School. I hope the information provided in this application pack gives you a flavour of our school and helps you decide whether you would like to apply for the post. The appointed person will play a critical role in moving the school forward. The areas identified for development in the most recent inspection report are the strategic overview of behaviour, persistent absenteeism and the achievement of children in receipt of pupil premium. The job description and person specification are clear and provide breadth and depth of the task at hand which includes elements of strategic thinking, development of curriculum, improving teaching, learning and pupil progress and staff development.

Recruitment Timeline
The schedule for selection and recruitment is as follows:

- Friday 11th October 2019 – National advertisement.
- Week commencing Monday 14th October 2019 - Visits to the school.
- Monday 21st October 2019 - Closing date for applications/shortlisting.
- Wednesday 23rd and Thursday 24th October 2019 – Interviews.

Visits from prospective applicants are warmly welcomed and encouraged by arrangement during weeks commencing Monday 14th October 2019.

For an informal discussion on this role, to arrange a visit or request an application pack please contact Nicky Whitaker by emailing nicky.whitaker@prioryschool.com or telephone on 01628 600304.

If having researched the school and the post, you would like to apply, please complete the application form in full. Your application should be accompanied by a Personal Statement, which should not be more than 2 additional sides of A4 paper, and should clearly detail:

- Your motivation to be the Assistant Headteacher at Priory School.
- How you meet the selected criteria, person specification and what strengths you would bring to our school.
- How your past experience examples demonstrate impact on the school’s overall effectiveness.

Please note that CVs will not be accepted instead of, or in addition to, a completed application form. Please do not submit any documents other than the completed form and the Personal Statement. Please ensure that your application is sent to Nicky Whitaker by email by the designated closing date and time. All successful candidates will be contacted by email on Monday 21st October 2019 and any candidate who has not been contacted by this time should assume that their application has been unsuccessful on this occasion. I am well aware of the time taken to put an application together and feedback will be offered to all candidates whether or not shortlisted.

I look forward to hearing from you and welcoming you to our fantastic school.

Yours sincerely

Roy Barrett
Chair of Governors
# Job Description

## Assistant Headteacher
(Safeguarding, Behaviour, Attitudes and Disadvantaged Pupils)

**Responsible to:** Headteacher  
**Line Management:** Pastoral Manager, 3 Learning Mentors, 2 Family Support Workers, Mainstream SENDCo and Intervention HLTA

**Main purpose of the job:**
To have a strategic overview of all aspects of safeguarding, behaviour and attitude and to have joint responsibility, with the other members of SLT, for development, monitoring and evaluating of the School Improvement Plan.

**Responsibilities. The post holder will effectively:**

- Carry out the duties of this post in line with the remit outlined in the School Teachers’ Pay and Conditions Document.
- Promote the effective safeguarding and welfare of children and young people within the school at all times and demonstrate vigilance in respect of the same.
- Under the overall leadership of the Headteacher, have and promote a clear understanding of the vision, aims, and ethos of the School, and an awareness of its role within the community.
- Promote the School’s Mission and Vision Statements and adhere to the Priory Values.
- Respond to legislative and regulatory changes in your area, always ensuring that the School leads the way in the innovative solutions where appropriate.
- Lead meetings with relevant pupils and families, including information events and school tours.
- In partnership with the Headteacher and other stakeholders, organise and lead assemblies and celebratory, fundraising and PR events, as required. These may at times, be outside of the school day/week/term.
- Act as the Headteacher’s representative in dealing with pupil or parental enquiries and/or complaints when related to this area of responsibility.
- In partnership with the Headteacher manage school resources effectively.
- Promote and protect the health, safety, and welfare of all pupils and staff.
- Develop and maintain effective contact with all specialist support services as appropriate.
- Undertake any other duties and responsibilities commensurate with the grade of the post as required by the Headteacher.
- Concerns regarding breach of duty, bribery, whistleblowing or any other unethical or unlawful practice by any person to be brought to Headteacher’s attention without delay.
- Leading Safeguarding.
- To be the Designated Safeguarding Lead (DSL) with responsibility for all aspects of Safeguarding, including policy and procedure, multi-agency working and training.
- As the DSL, be the first point of contact for all matters of Safeguarding.
- To have a sound knowledge and understanding of local and national safeguarding procedures in order to ensure that all school practices, policies and procedures meet legal requirements and all children and adults are safe at all times.
- To act as a source of support, advice and expertise to staff on matters of safeguarding.
- To liaise effectively with parents as necessary.
- To liaise effectively with the Pastoral Manager and in a timely fashion to make decisions about referrals to relevant agencies.
• To ensure that all staff are appropriately trained in all relevant aspects of safeguarding within statutory
timescales and training is updated at the appropriate juncture.
   To refer to the Local Authority Designated Officer in line with school policy, relevant guidance and where it
   is appropriate to do so.

**Leading Behaviour and Attitudes**

**Actions:**

• To have a strategic overview of all aspects of positive behaviour management throughout the School and
  line manage the inclusion team to ensure that they meet their targets.
• To promote and champion the School’s policies and practice for effective behaviour leadership.
• To make appropriate decisions regarding suitable sanctions and deal with parents where necessary when
  children are involved in serious incidents. Should exclusion be a possibility then to liaise with the Head
  Teacher in a timely fashion.
• To deploy strategic leadership to support families of pupils deemed vulnerable or at risk of exclusion.
• To use external agencies to support children to remain in mainstream education as appropriate and
  necessary.
• To provide strategic support to classroom teachers to assist them to deal with children with challenging
  behaviour.
• To liaise with the relevant staff where attendance and punctuality is a barrier to a child’s learning and
  progress.
• To be the senior lead for mental health illness.
• To liaise with the Designated Teacher for Looked After Children to ensure that the Personal Education
  Plan is effective and that these children achieve the best possible outcomes.

**Leading Pupil Premium**

**Actions:**

• To monitor the pupil premium plan and report to SLT on progress made.
• To monitor the progress of disadvantaged pupils through pupil progress meetings and ensure that
  interventions are in place and that these pupils make progress in line with starting points.
• To work with SLT to close the attainment gap for disadvantaged pupils.

**Developing Self and Working with Others**

To recognise that effective relationships and communication are important in work with and through
others. Effective Senior Leadership Team members manage themselves and their professional
relationships well. Leadership is about building a professional learning community, which enables others
to achieve. Through effective performance management and effective continuing professional
development practice, the Senior Leadership Team supports all staff to achieve high standards. The
Senior Leadership Team members are expected to be committed to their own continuing professional
development in order to develop the capacity to deal with the complexity of the role and the range of
leadership skills and actions required of them.

**Actions:**

• To treat all individuals fairly, equitably and with dignity and respect.
• To create and maintain a positive school culture.
• To build a collaborative learning culture within the School and actively engage with other schools to build
effective learning communities.
• To effectively implement the School’s strategies and procedures in respect of staff induction, professional
development and performance review.
• To ensure effective planning, allocation, support and evaluation of work undertaken by teams and
  individuals, ensuring clear delegation of tasks and devolution of responsibilities.
• To acknowledge the responsibilities and celebrate the achievements of individuals and teams.
• To develop and maintain a culture of high expectation for self and for others and take appropriate action when performance is unsatisfactory.
• To regularly review own practice, set personal targets and take responsibility for own personal development.
• To manage own workload and that of others to allow an appropriate work/life balance.

**Securing Accountability**

To ensure values are at the heart of leadership, with responsibility to the whole school community. The Senior Leadership Team is accountable to a wide range of groups, particularly pupils, parents, carers and Governors. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility the whole school community.

**Actions:**

• To contribute to a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
• To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
• To work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
• To develop and present a coherent, understandable and accurate account of the School’s performance to a range of audiences including governors, parents and carers.
• To reflect on personal contribution to school achievements and take account of feedback from others.

**Confidentiality**

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Priory School or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so.

**Data Protection**

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the General Data Protection Regulations (GDPR) 2018. This includes your responsibilities as a member of staff to process personal and sensitive data in an appropriate manner.

**Safeguarding Children**

In accordance with the School’s commitment to follow and adhere to the latest update of the Department for Education’s guidance entitled “Safeguarding Children and Safer Recruitment in Education” and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the School. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the School community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the school.

You are also required to know and comply with the latest update of DfE document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People’ and ‘Keeping Children Safe in Education’. You are required to have satisfactory Enhanced DBS clearance. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the School and uphold public trust and confidence at all times.
**Freedom of Information**

The post holder must be aware that any information held by the School in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the School’s policies and procedures.

**No Smoking/Intoxicants Policy**

No smoking or intoxicants are permitted in any part of the premises or grounds managed, leased or owned by Priory School. No smoking or intoxicants are permitted in School vehicles or in any vehicle parked on School premises. Smoking of any product and the consumption of alcohol are strictly forbidden.

<table>
<thead>
<tr>
<th>Employee’s Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Line Manager’s Signature</td>
<td>Date</td>
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</table>
You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find on the last page of the application form. Candidates who are shortlisted for interview will also be required to demonstrate their ability to meet the remaining criteria outlined on this Person Specification during the selection process, with the exception of their qualifications. These will be evidenced from the application form and your production of any original relevant certificates at interview.

<table>
<thead>
<tr>
<th>Key</th>
<th>E (Essential)</th>
<th>D (Desirable)</th>
<th>A (Application Form)</th>
<th>I (Interview)</th>
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<tr>
<td>Qualifications</td>
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<tr>
<td>1</td>
<td>Qualified Teacher Status.</td>
<td>✓</td>
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<td>Successful experience</td>
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<td>2</td>
<td>To have demonstrable experience and robust knowledge of all aspects of Safeguarding, behaviour management and pupil well-being.</td>
<td>✓</td>
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<td>3</td>
<td>Substantial relevant experience in more than one school and a minimum of three years teaching experience across the Primary age range.</td>
<td>✓</td>
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<td>4</td>
<td>Evidence of a wide range of continuing relevant professional development.</td>
<td>✓</td>
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<td>5</td>
<td>Experience of school development, planning and implementing the vision to take the school forward.</td>
<td>✓</td>
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<td>6</td>
<td>Evidence of successful leadership and management through monitoring and evaluation strategies to raise the standards of the quality of teaching and learning and children’s outcomes.</td>
<td>✓</td>
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<td>7</td>
<td>Specific evidence of successful classroom teaching.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>8</td>
<td>The ability to initiate, develop and implement policy and practice which reflects the school’s commitment to high achievement and to achieve challenging professional targets/objectives.</td>
<td>✓</td>
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<tr>
<td>Professional knowledge and understanding, skills and attributes</td>
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<td>9</td>
<td>An extensive knowledge of all statutory requirements for safeguarding.</td>
<td>✓</td>
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<tr>
<td>10</td>
<td>An extensive knowledge of behaviour management strategies and proven experience in this area together with an ability to lead in this area.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>11</td>
<td>An understanding of how to support and develop pupils well – being and ability to develop a whole school approach.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>12</td>
<td>The ability to build and lead teams efficiently and effectively using skills of motivation, delegation and time management.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>13</td>
<td>To be able to judge when to make a decision, when to consult and when to defer to the Headteacher as well as the capacity to deputise for the Deputy Headteacher.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>14</td>
<td>The ability to prioritise own time effectively, work under pressure and to set and meet deadlines with a sense of balance and perspective.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>15</td>
<td>Effective administrative and organisational skills.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>16</td>
<td>The ability to apply an excellent knowledge of ICT for teaching and administration.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>17</td>
<td>An understanding of the implications of equal opportunities and inclusion issues and an understanding of safeguarding and promoting the welfare of children, and apply such understanding throughout one’s professional practice.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>18</td>
<td>An understanding and application of appropriate strategies for managing pupil’s behaviour.</td>
<td>✓</td>
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### Personal skills and attributes

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<tbody>
<tr>
<td>19</td>
<td>Professional, neat and well-groomed personal appearance.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>20</td>
<td>Leadership skills – lead and manage people to work towards common goals and use appropriate leadership styles in different situations as appropriate.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>21</td>
<td>Decision making skills – ability to investigate effectively, solve problems and make robust decisions.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>22</td>
<td>Communication skills (both orally and in writing) – ability to make points clearly and concisely and understand the views of all others, including colleagues and parents.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>Ability to initiate and develop new ideas that impact effectively upon teaching and learning outcomes and pupil progress and successfully manage change.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>24</td>
<td>A genuine motivation to secure the educational progress of pupils irrespective of their ability, ethnic, cultural or social background.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>25</td>
<td>Personal impact, self-confidence and presence that enables you to drive initiatives.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>26</td>
<td>Positive energy, determination and perseverance.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>27</td>
<td>An enthusiasm for and commitment for the involvement with pupils, parents, staff and Governors.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>28</td>
<td>Reliability and integrity.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>29</td>
<td>Recent participation in relevant professional development activities and a willingness to undertake other relevant training.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>30</td>
<td>Maintain confidentiality, be discreet and handle sensitive information in accordance with General Data Protection Regulations (GDPR) 2018.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>31</td>
<td>Suitable to work with children. Be committed to and be able to actively demonstrate safeguarding and promoting the welfare of children. Demonstrate the ability to uphold public trust and confidence and maintain appropriate positive professional boundaries in relationships with both children and adults at all times.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>32</td>
<td>Successful Enhanced DBS status.</td>
<td>✓</td>
<td>✓</td>
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