



Wyken Croft Primary School

Assistant Headteacher – KS1

Recruitment Pack



**Everyone matters, everyday
counts and every
achievement celebrated**

Wyken Croft Primary School

Assistant Headteacher

Recruitment Pack



Welcome from our Headteacher

On behalf of the staff, children and governors, I would like to welcome you to Wyken Croft Primary School. We are a very large Primary School in the North East of the city. As a four form entry school with a thriving Nursery and Wraparound provision, there are on average about a thousand children from 2-11 on our site every day. However we pride ourselves on knowing each child and their families individually.

I am extremely proud to be the Headteacher of our school. Our children are happy, kind and great learners. They embody our '7 Steps to Success' and work purposefully at all times. Our staff are enthusiastic and are committed to providing an exciting and educational experience for all learners. Together we make a great family!

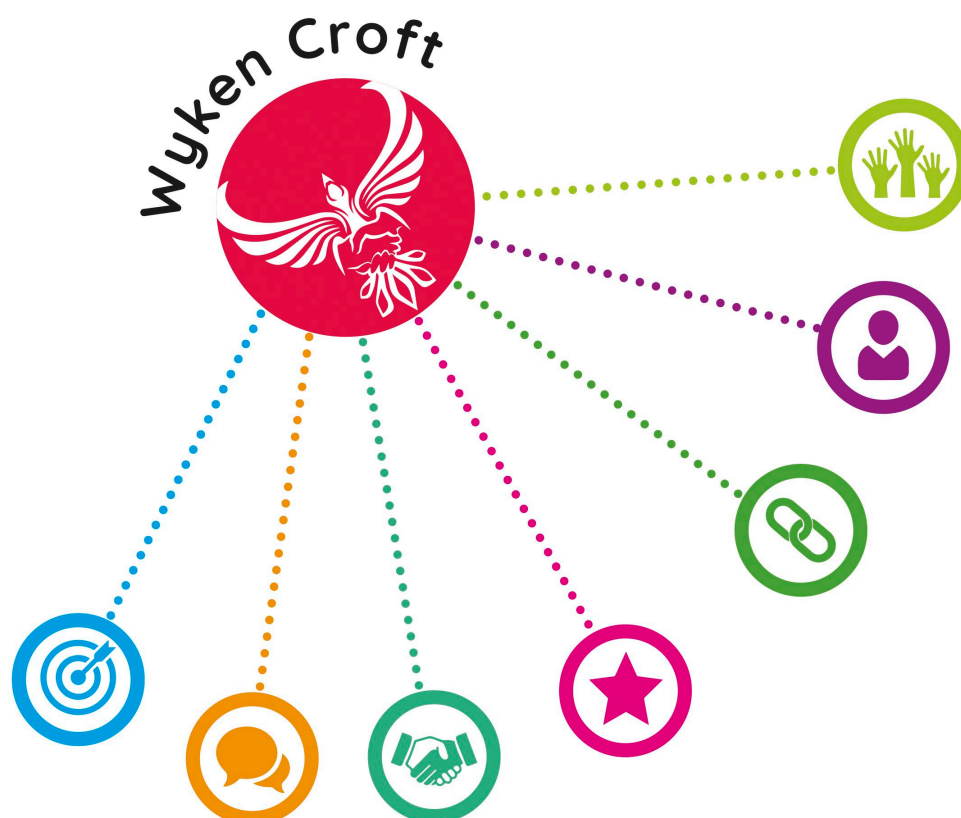
Our curriculum is designed, not only to ensure each child meets their academic potential but that they also develop other values that are essential for lifelong learning.

A New Assistant Headteacher

I hope you will consider visiting our school, most people who visit don't want to leave! We have an established leadership team ready to support the newly appointed Assistant Headteacher. Our staff are highly skilled and set high expectations for themselves and the children in their care. We are an outward facing school and we would be in a position to offer significant CPD. We have a highly effective Governing Body who will support and challenge. We are an inclusive school, where practice is strongly linked to wellbeing and pastoral support. We are open to new ideas and are constantly looking for ways to improve.

Please contact the school office to arrange a visit.






Aspiration

A strong desire to set and achieve a goal or goals, now or in the future.




Communication

The sharing of thoughts, messages or information by speech, signals, writing or behaviour.




Collaboration

Working together to complete a task or achieve a shared goal.




Self belief

A confidence in your own ability, character or judgement.




Resilience

A person's capacity to cope with change and challenges and to bounce back during difficult times.




Independence

To be able to act for oneself in a range of situations.




Contribution

Participation in the many different aspects of classroom, school, home and community life.



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What our staff say

"The friendly, inclusive, nurturing environment is what stood out for me when I first started at Wyken Croft. Everyone has been incredibly welcoming and supportive since I joined last year, I have been enabled to grow and develop professionally and personally allowing me to make a difference to the pupils who choose to come here and be part of this lovely school community. The school has created a very happy and caring environment that I'm proud to be part of, it's a place where all children are encouraged to meet their full potential."

"I joined as a new Senior Leader two years ago, where I was soon made to feel right at home and a part of this wonderful Wyken family. The caring, nurturing, inclusive ethos of our school shines throughout, ensuring all our children make the necessary steps to achieve their full potential. Our Seven Steps provide our children with the necessary tools to succeed, be happy, safe and blossom as they learn and grow."

"CPD is an integral part in providing staff with a wealth of opportunities to grow and develop professionally, to further enhance their skillset and embed this throughout the school, collaborating together to drive school improvement and raise standards."

"One of my favourite things about Wyken Croft is that despite the size of the school, it feels like a family. All of the children are known by all of the adults and I know this makes the children feel very special and cared for."

Wyken Croft Primary School

Assistant Headteacher – KS1

Scale L7 – L11

Required September 2024

Governors wish to appoint a permanent Assistant Headteacher initially for KS1 to work in partnership with the Headteacher and current leadership team.

You will:

- **Be passionate about learning and be able to demonstrate outstanding teaching leadership.**
- **Be an outstanding classroom practitioner and have a clear vision for further development of the curriculum.**
- **Have a deep understanding of the needs of different children and be passionate about providing the very best for all children in our school.**
- **Have a clear understanding of Safeguarding and the role of a leader in this process.**
- **Play a role in organisation and school policy development.**
- **Have the personality, drive and energy to motivate and support everyone within our learning community.**

We are:

- **A large primary school with the heart of a small school where everyone matters, every day.**
- **Able to provide tailored Induction and on-going CPD.**
- **A supportive and welcoming school where children are excited to learn.**
- **Looking for a leader who is keen to join our experienced leadership team at an exciting time.**

Specific Roles and Responsibilities will be agreed with the successful candidate.

Applications to Mrs G Franklin, Headteacher by 29th April 2024
Wyken Croft Primary School, Wyken, Coventry, CV2 3AA – email:

info@wykencroft.coventry.sch.uk

Interviews to be held the week commencing the 6th May 2024

We welcome visits from prospective candidates or alternatively we are able to arrange a team's meeting if this is preferable. Please contact the school office to arrange.

Wyken Croft Primary School

Assistant Headteacher – KS1

Job Description

(Scale L7 – L11)

Required September 2024

WHOLE SCHOOL RESPONSIBILITIES

1. Strategic Development and Organisation

The successful candidate will:

- Be a member of the Senior Leadership Team
- Play an active role in leadership meetings – contributing information and communicating decisions and next steps effectively
- Undertake both formal and informal monitoring within KS1 using knowledge to contribute effectively to school self-evaluation
- Assist in the development of the 'Key Priorities' of the school
- Ensure effective and consistent internal communications
- Ensure that rotas and timetables operate effectively
- Deputise for Headteacher/Deputy Headteachers in their absence
- Liaise with governors including attendance at meetings where needed

2. Responsible for Year 1 and 2

The successful candidate will:

- Ensure the administration of the Phonic Screening Check and end of KS1 arrangements are completed in a timely and accurate manner
- Work closely with and develop the Year group leaders in Year 1 and 2
- Ensure transition from Year R to Year 1 is effective

PHASE BASED RESPONSIBILITIES

3. Leading and Managing Staff

The successful candidate will be:

- Responsible for the organisation and leadership within Year 1 and 2
- Responsible for the leadership and management of all staff within Year 1 and 2
- Be a role model for outstanding teaching and learning.
- Responsible for the Performance Management of defined teaching and non-teaching staff
- Responsible for the welfare and pastoral care of staff within Year 1 and 2

4. Children and the Curriculum

The successful candidate will be:

- Responsible for monitoring teaching and learning within Year 1 and 2
- Responsible for ensuring that all groups of children achieve to their potential
- Responsible for curriculum development and innovation
- Responsible for all assessment within the phase, including school based assessments
- Responsible for tracking and target setting within the phase ensuring clear targeted grouping in all years
- Responsible for the transition into and out of KS1

5. Accountability

The successful candidate will be:

- Responsible for reporting to the Head teacher and governors on the quality of teaching and learning, attendance and behaviour within KS1

6. Buildings and the Environment

The successful candidate will be:

- Responsible for the Health and Safety of all children and staff within KS1 areas of the building
- Proactive in addressing any Health and Safety issues that arise throughout the day
- Responsible for ensuring that those areas offer a high quality learning environment

7. Parents and the Community

The successful candidate will be:

- Responsible for developing high quality relations with parents and carers
- Responsible for forming good relationships with all groups of parents, including SEND and pupil premium children

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Personal Specification

1. QUALIFICATIONS/TRAINING

- Qualified teacher status
- Evidence of commitment to both school based and personal CPD
- Evidence of leading CPD or mentoring / developing staff

2. KNOWLEDGE AND UNDERSTANDING

- Knowledge and understanding of the principles and practice of primary education including current theories and practice.
- Up to date knowledge of curriculum management and development including the statutory requirements of the National Curriculum and the EYFS framework.
- Understanding of and commitment to the role of a Senior Leader within the school.
- Knowledge of a school's role in providing effectively for the needs of all pupils, including those with behavioural and/or special educational needs.
- An understanding of Strategic and School Development Planning.
- An understanding of the use of assessment data to set targets for improvement, to track individuals and groups and to use that knowledge as a means of successful intervention.
- Understanding and knowledge of opportunities and issues for a school serving its community and a desire to see it extended further.
- Understanding of and involvement in school self-evaluation and development.
- Up to date knowledge of educational developments and current good practice.

3. EXPERIENCE

- Experience of teaching within a Primary School, providing for educational needs across the full ability range, including Special Needs, Gifted and Talented and English as an Additional Language.
- A proven record of recent leadership and management experience in a school.
- Experience of participation in, and a commitment to, a team approach to management.
- Experience of leading an area of curriculum development and / or effective change with an ability to evidence the impact of this work.

4. SKILLS AND ABILITIES

Evidence of:

- Excellent teaching skills
- Vision, initiative and leadership
- Good interpersonal skills including an appreciation of the importance of confidentiality and the ability to listen to and respond sensitively to both adults and children
- An ability to motivate and support people, ensuring that morale remains high
- An understanding of the importance of working with all stakeholders and evidence of effective examples of this

- The ability to work as a member of a team, forming and maintaining good professional relationships with staff, parents, governors etc..
- The ability to communicate effectively, both orally and in a written form to a variety of audiences
- Effective participation in leadership of strategies supporting staff development
- A positive attitude to behaviour management
- A commitment to Equality of Opportunity
- An open, positive attitude to new initiatives/challenges and change.

5. WRITTEN APPLICATION

- Well-constructed with evidence of clear thinking
- Accurate use of Standard English and formal written language
- Evidence of a personal philosophy of education with issues addressed clearly and appropriately.

6. REFERENCES

- Excellent and unequivocal

Our Children would like

We would like our staff to be:

- Kind, sensible and patient
- Inspiring and creative
- Firm but fair
- Approachable
- Trustworthy and a good listener
- Someone who loves children and teaching
- Someone who knows our school rules
- Enthusiastic
- Someone who is positive and not grumpy!



Our School is a safe and happy place to learn where everyone is valued as a learner and as an individual. Through our aspirational curriculum, our children will develop the personal, social and academic skills that allow them to reach their potential and contribute to the community and the wider world around them.

