

R A Butler Infant & Junior Academy

South Road, Saffron Walden CB11 3DG

01799 523651

admin@rab.academy

www.rab.academy



Executive Headteacher: Mrs Emma Vincent

Information for the posts of:

- **Assistant Headteacher 1.0 FTE (Teaching & Learning)**
- **Assistant Headteacher 0.6FTE (Pastoral and Inclusion)**

Thank you for your interest in the Assistant Head posts that we are currently recruiting for. We are very excited to be advertising for these roles. Our leadership structure has been very stable for the past seven years and due to staff retirement, we have the opportunity to slightly change the leadership structure of the school to reflect our current needs. We are replacing one of our current deputy head posts with two Assistant Head posts with slightly different foci.

We have a very strong leadership team in school and we are looking forward to appointing two people to come and join our team to help us to continue to ensure that children and families at R A Butler have the best educational opportunities possible. Both roles are non-class based, but there will be an element of teaching required. Both of these roles will play a vital strategic role in the future of the school.

The 0.6FTE Assistant head post will work closely alongside our Deputy Head for Inclusion and Safeguarding (SENCO) to support the pastoral and behavioural needs of the children in the school to ensure they are ready for learning. They will support teachers to ensure the provision for SEN pupils in their class is excellent. This role will involve working closely with families of children with SEMH and SEN needs. Working days for this post can be negotiated, but we would prefer Monday, Friday and one other.

The 1.0FTE Assistant head post will work closely alongside our Deputy Head for Curriculum and Assessment. This role will be vital in ensuring all teachers are providing the highest quality of education for all children, providing coaching and improvement support as needed. This role will include daily teaching. This role also has a pastoral and behaviour remit.

Please see the job descriptions and person specification below for more information.

These posts are suitable for experienced teachers who are ready to take the step into school leadership and who would relish the opportunity to work at a forward-thinking school with excellent career progression opportunities. (see SAT Career Pathways document)

About the school:

R A Butler Academy is a fantastic and vibrant place to work. Being three form entry, we are the largest primary school in Saffron Walden. As a large school, our teachers really benefit from working as a team. Each year group has three classes, so planning is shared and collaboration is high. We monitor teacher workload carefully and this is reflected in our working practices. We also employ a school counsellor, specialist PE & music teachers, learning mentor and school nurse.

We maintain a strong family ethos across the school and really value every single child and the contributions that they make. We are a Gold (Junior) and Silver (Infant) Unicef Rights Respecting School meaning that we ensure that our children have a right to a good education, to develop talents, to have a voice, to have friends and to feel safe and play. Under-pinning these we also base everything we do in school on our values:

- Respect
- Resilience
- Relationships
- Reflectiveness
- Resourcefulness
- Risk-taking
- articulate

Our exciting and engaging curriculum has a strong pedagogical base. Aspects of the curriculum that we deliver throughout the school are; a strong focus on the teaching of reading and reading for pleasure, high profile work on vocabulary, active learning techniques, carefully sequenced learning experiences, high expectations and securing learning in the long-term memory supported by retrieval practice.

R A Butler is a core school of the Saffron Academy Trust, working closely alongside local schools Katherine Semar School and Saffron Walden County High School (as well as other Trust schools) to provide the best educational experiences for our children. Staff CPD is highly valued at the school and our staff are able to take advantage of the many opportunities available to them through collaborative working with local schools. We are an active part of the Saffron Teaching Hub which enables us to be very outward looking. We support many members of staff to engage with National Professional Qualifications and research projects through the Hub, Cambridge University and the Maths Hub. We are also active members of a Computing Hub and Science Learning Partnership.

Our children come from the town of Saffron Walden and also from the local villages. The majority of our children are white British, but we have an increasing number of EAL children across the school. The number of disadvantaged children on roll is below the national average, but is growing. We are a Trauma Perceptive Practice (TPP) school and all of our policies and practice reflect this approach. We have a very good reputation for inclusion and often attract families and children with additional needs from out of our catchment.

Children at this school achieve very well. They consistently achieve above the national average in all areas. They enjoy challenge in their learning and have a great attitude. Our children have a wide range of opportunities to develop their achievements in sport, music, and singing to a national standard.

About the role:

We welcome visits to the school before short-listing. Please contact Wendy Zych on admin@rab.academy to arrange an appointment. Being situated on the edge of Essex, we are easily accessible from Cambridgeshire, Suffolk and Hertfordshire

Both posts are permanent and due to commence on 1st September 2023.

Applications by noon 17th April

Interviews – 21st and 24th April

R A Butler Academy is committed to the safeguarding, protection and welfare of children and young people and we expect all staff and volunteers to share this commitment. Following safer recruitment procedures, the successful applicant will be subject to satisfactory references, medical checks and successful Disclosure and Barring (DBS) checks.

R A Butler Assistant Headteacher Person Specification

Highlighted criteria are specifically for the full-time Assistant head post (Teaching & Learning)

The successful candidate will be able to demonstrate Qualifications & Professional Development	Essential	Desirable
Qualified Teacher Status	Yes	
NPQ Leadership Qualification (or similar)		Yes
Strong evidence of further professional development	Yes	
Experience	Essential	Desirable
Experience of successful leadership as a key subject leader or in a school development role	Yes	
The impact of working collaboratively with other colleagues	Yes	
Knowledge and experience of a range of best practice inclusive teaching and learning strategies.	Yes	
Experience of successfully coaching/mentoring colleagues to improve teaching and learning practice	Yes	
Substantial, successful, and varied teaching across the primary range and at EYFS over eight years		Yes
Effective involvement and communication with families, carers, governors, and other agencies	Yes	
Competent ICT skills and knowledge	Yes	
Effective data analysis skills to support target setting, monitoring and teaching focus		Yes
Experience of developing and implementing improvement plans, which have resulted in whole school/subject/key stage improvement.	Yes	.
Leadership and Management	Essential	Desirable
Supportive of our school values, ethos and high aspirations for our school	Yes	
The ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	Yes	
A commitment to the protection and safeguarding of young people and an up-to-date knowledge of Child Protection procedures	Yes	
The ability to effectively line manage adults in various roles, showing empathy communicating clearly and calmly	Yes	
The ability to manage and resolve conflict	Yes	
A visible commitment to the personal achievement of all children	Yes	
Evidence of raising of standards of achievement at whole school level		Yes
Commitment to the TPP approach to school policies and practice.	Yes	
Clear knowledge and understanding of assessments and monitoring procedures, use of assessment to drive improved outcomes for each child and ability to implement these	Yes	
The successful impact of leading whole school innovation, creativity, and change		Yes
A commitment to the wider aspects of school life eg, supporting PTA events, clubs etc.	Yes	
Teaching and Learning	Essential	Desirable
A clear understanding of how to develop and sustain a learning culture that has high expectations and standards of achievement for all at its core	Yes	
A clear understanding of the strategies for improving the quality of learning and teaching, including promoting excellence and challenging poor performance	Yes	

Commitment to effective and consistent behaviour management strategies and an understanding of successful learning environments	Yes	
Personal Qualities	Essential	Desirable
Highly motivated, well organised and able to manage time effectively and meet deadlines using delegation when needed	Yes	
Ability to build and maintain quality relationships with all staff	Yes	
Demonstrate personal and professional integrity	Yes	
Ability to be reflective and self-aware	Yes	
Show commitment to sustaining good attendance at work	Yes	
Ability to think analytically and creatively and demonstrate initiative in solving problems	Yes	
Ability to relate to all children and to demonstrate a warm and caring approach to children, families, and staff	Yes	
Enjoys interests outside of school, able to achieve an appropriate work/life balance for self as well as to value and promote that for staff as part of ensuring own and others wellbeing	Yes	
Demonstrate a significant presence and be confident and able to inspire and motivate our children, staff and wider community	Yes	
Ability to deal with the unexpected and re-prioritise quickly to meet changing needs	Yes	
Ability to initiate and manage change effectively and sensitively in pursuit of strategic objectives.	Yes	
Safeguarding	Essential	Desirable
Demonstrates a clear knowledge of and commitment to safeguarding responsibilities.	Yes	