



# Assistant Headteacher Recruitment Pack

The Devonshire Hill Nursery & Primary School  
★★★★★  
Successful Learners

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## Letter from the Headteacher

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Dear Applicant,

Thank you for expressing an interest in applying for the position of Assistant Headteacher at The Devonshire Hill Nursery and Primary School. This is an exciting and unique opportunity to work in a friendly and successful school, and to make a marked contribution to help shape its future and continue building on its successes.

In line with Haringey's Safer Recruitment policy, we ask that all parts of the application form are completed, and any gaps in employment history (with dates) clearly marked within Section 3.

Note that referees will be contacted, in advance, for those applicants selected for interview. Additionally, as this position involves close work with children, an enhanced DBS will be sought.

I look forward to receiving your completed application in due course. In the meantime, please note that visits to the school are welcomed and strongly advised.

Yours sincerely,

Julie D'Abreu  
Headteacher

## About The Devonshire Hill Nursery and Primary School

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We are a Haringey Council Community School, with children aged from 2 to 11, situated in Tottenham. The majority of our families live locally to the school, many in the White Hart Lane Ward. Our school is two form entry from Reception to Year 6. We have a nursery that offers part time places of 15 hours spread equally over the week of either morning or afternoon sessions for children age 2, 3 and 4. We also offer 30 hours spread equally over the week which includes the children's care across lunchtimes.

Devonshire Hill is a successful school, attaining Ofsted Good in October 2016. Our results in 2016/2017 put us in the Times Top 10 performing schools in Haringey. We were also commended by the Rt Hon Nick Gibbs for having progress from KS1 – KS2 in the top 2% of schools nationally.

The staff and Governors at our school are committed to providing the very best learning opportunities for our children in a safe, secure and friendly community environment. We provide very high quality education with a strong focus on teaching children key skills in English and maths. Alongside this we teach an exciting themed curriculum, including many learning experiences outside of the classroom through a range of school trips and by inviting experts into school.

During a child's time in our school, alongside the full statutory curriculum they will have the opportunity to learn to speak Mandarin, learn to play an instrument, learn to swim and to visit many places of interest including a residential to Pendarren House in Wales (Year 6).

We have a strong focus on using technology as a learning tool and the children have access to a range of technology including the use of netbooks and tablets.

We have our newly established 'STEAM Engine' which is a dedicated classroom for Science, Technology, Engineering, Maths and Art & Design work. This resource is equipped with the highest technologies to enable children to experience really exciting practical learning.

The school offers a range of extra-curricular activities before school, during lunchtimes and after school.

We work in partnership with Tottenham University, IntoUniversity and the Brilliant Club. This offers our children the opportunity to visit high achieving universities and to undertake assignments and projects at a high academic level.

The school works with a range of organisations to promote careers and every year we have a work/careers week whereby every child has an opportunity to experience a range of different work places such as banks in the city, being a 'Chef' for the day and what it would be like to be a Fire Fighter!

We have the highest expectations of all our children and we expect them to aim high and to achieve their full potential academically and with their personal social development both in and out of school. We have a strong belief in good behaviour and good manners with an emphasis on caring for each other and taking on responsibility, which is one of our eight school House Characteristics. All staff and children from Year 1 to Year 6 are placed into one of our four 'Houses' and will be in friendly competition each week to score individual and team House points!

We want all our children to go onto secondary school ready to further develop their lifelong love of learning, with a solid foundation in the core skills enabling them to build upon these skills, and to become confident, successful and responsible citizens for the future.

This website aims to give you a 'flavour' of our school, as well as providing regular updated information for the whole school community and the wider audience.

We hope that you enjoy your visit to our website and that you find it informative and helpful.

If you would like to find out more then I would be delighted to show you around.

Julie D'Abreu

Headteacher

# Assistant Headteacher

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<b>Responsible to</b>	: Headteacher
<b>Pay scale</b>	: Leadership Pay Range 8 - 12 (Inner London)
<b>Terms and conditions</b>	: Full-time, fixed term maternity cover/secondment opportunity.

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The school has an exciting maternity leave/secondment opportunity that would appeal to aspirational leaders who wish to experience working within Leadership Level as part of their progression into Headship. To find out more about this unique opportunity please contact the school to make an appointment to visit the school or to speak with the Headteacher and / or current post holder for more details. The current postholder is due to go on leave during May, therefore the post is available to start from then or as soon as thereafter, but is open for a September start.

## **Our school can offer you:**

- An opportunity for you to make a real difference in the lives of children.
- A supportive school community.
- A welcoming and enthusiastic environment with a talented and dedicated staff team.

## **The successful candidates will need to have:**

- Successful middle/senior leadership experience
- Track record of outstanding impact in current role
- Experience of successfully leading and managing a team of people to markedly improve pupil outcomes
- Experience of working in partnership with external agencies
- A passion for teaching and investing in the development of the profession
- Fantastic resilience with a real 'can do attitude'
- A willingness to go over and above 'the call of duty'
- Strong evidence of professional development
- A great sense of humour.

The Devonshire Hill Nursery and Primary School is committed to safeguarding and promoting the welfare of children. Rigorous checks will be made of the successful applicant's background credentials, including enhanced DBS checks.

Visits to Devonshire Hill are warmly encouraged and can be organised by contacting Ihesha Blackman, Receptionist, on 020 8808 2053 or by emailing [admin@devonshirehill.haringey.sch.uk](mailto:admin@devonshirehill.haringey.sch.uk).

Please visit [www.devonshirehill.com/vacancies](http://www.devonshirehill.com/vacancies) for further application documentation.

**Closing date:** Friday 18<sup>th</sup> March 2018 (noon)

**Interview date:** Week commencing 21st May 2018

**Start date:** September 2018

The Devonshire Hill Nursery and Primary School is an equal opportunities employer. Our environment is diverse in character and in its student population and we aspire to reflect this diversity in our staff. We positively welcome applications from minority groups. We are committed to safeguarding and promoting the welfare of children. This is reflected in our rigorous approach to the recruitment and professional development of staff. The successful applicant will be subject to an enhanced DBS check.

# Job Description

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<b>JOB TITLE</b>	: Assistant Headteacher - Whole School Curriculum & Assessment
<b>RESPONSIBLE TO</b>	: Headteacher
<b>PAY RANGE</b>	: Leadership Pay Range 8 - 12 (Inner London)
<b>TERMS &amp; CONDITIONS</b>	: Full-time, fixed term maternity cover/secondment opportunity.

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## MAIN PURPOSE AND OBJECTIVE

The Assistant Head roles at Devonshire Hill Nursery and Primary School are an integral part of the School's Leadership Team and provide professional direction for the School in leading the strategic development of the School Improvement Plan. The Assistant Head Team comprises of three roles;

- Inclusion & Pastoral Care
- Teaching & Learning
- Curriculum & Assessment

The Leadership Team work closely to ensure collaborative working, professional dialogue and debate and promote a shared sense of ownership of leading the School under the direction of the Headteacher & Governing Body.

This role: Curriculum & Assessment is summarised by the following statements.

- The Leadership Team work very closely together and support each other so roles overlap and team work is crucial.
- Having responsibility for the delivery of the National Curriculum and the EYFS curriculum to a very high standard.
- Administration and reporting of the school's assessment procedures and reporting arrangements
- Responsible for the accurate assessment of all pupils, setting whole school and individual pupil targets.
- Ensuring that the school meets all assessment requirements as set by the DfE and the LA
- Promote an inclusive practice so that all pupils, including disadvantaged pupils and those with special or additional needs, receive their full educational entitlement and have access to a rich broad and balanced curriculum
- Lead on termly Pupils Progress Review meetings across the school.
- Lead the School's intervention programmes by identifying children for intervention, putting this in place and monitoring pupil progress and attainment.
- Initiating and carrying out assessments.
- Tracking pupil progress using all available data and evidence.
- Analysing data to ensure that the teaching and learning is effectively moving pupils on and enabling progress at a range of levels.
- Strategic leadership and line management of Phase Leaders and Teachers including timetabling, delegation of tasks, supporting and monitoring.
- Teaching, in some cases whole classes but in many cases small groups, one-to-one and modelling /team teaching demonstrating outstanding teaching.
- Coaching and mentoring teachers and support staff as appropriate.
- Offering Supervision as and when needed.

- Enhance the extra curricula activities across the school to promote a rich curricular experience for the children.
- Lead the development of STEM and the school's newly formed STEAM Engine resource base.
- Drive forward the IT curriculum and oversee the school's recent investment in this.
- Support the many curriculum projects across the school, giving guidance and advice to the project leads.
- Keeping the Headteacher & Governing Body up to date on latest developments in Assessment & Primary /EYFS Curriculum requirements.

## **MAIN DUTIES AND RESPONSIBILITIES**

### **STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL**

1. Support the vision, ethos and policies of the school and promote high levels of achievement.
2. Support the creation and implementation of the school improvement plan and to take responsibility for appropriately delegated aspects of it.
3. Support all staff in achieving the priorities and targets which the school sets for itself and to provide them with support and guidance in implementing schemes of work.
4. Support the evaluation of the effectiveness of the school's policies and developments.
5. Ensure the parents are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement.

### **TEACHING AND LEARNING**

6. Develop a classroom environment and teaching practice which secures effective learning across the breadth of the National Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and classroom display. Always expecting high standards of achievement behavior and discipline.
7. Take responsibility for development and monitoring of the curriculum.
8. Support the Headteacher in the monitoring of the quality of teaching and children's achievements including the analysis of performance data.
9. Support the Headteacher in developing links with parents, other schools and educational institutions and the wider community, including business and industry, in order to enhance the experience for staff and pupils.

### **LEADING AND MANAGING STAFF**

10. Support the Headteacher in developing positive working relationships with and between all staff and provide and sustain motivation.
11. Oversee the INSET needs of the staff related to their Performance Management objectives.
12. Lead groups of staff in development activities, delegate appropriately and evaluate outcomes.
13. Support the Headteacher in the implementation of the school's Performance Management policy and the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
14. Model outstanding teaching and lead on professional debate and dialogues between staff.

## GENERAL RESPONSIBILITIES

15. Manage the school effectively in the absence of the Headteacher.
16. Support the Headteacher in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met.
17. To carry out duties as may be required from time to time commensurate with the overall responsibility of the post.
18. To comply and actively promote school policies, including Behaviour for Learning, Equal Opportunities and Health and Safety.
19. To promote positive pupil conduct. To confront negative pupil conduct and take appropriate steps to deal with it.
20. To deal with all telephone and personal enquiries efficiently and effectively, in a way that promotes a positive image of the school.
21. To be smartly dressed, establish a business-like' environment and promote excellent relationships and a positive ethos when communicating with pupils, staff, parents and external contacts.
22. To undertake training and development relevant to the post.

# Person Specification

<b>JOB TITLE</b>	: Assistant Headteacher
<b>RESPONSIBLE TO</b>	: Headteacher
<b>PAY RANGE</b>	: L8 to L12
<b>TERMS &amp; CONDITIONS</b>	: Full-time, fixed term maternity cover/secondment opportunity.

<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>- Good honours degree or equivalent</li> <li>- Qualified teacher status</li> <li>- Evidence of further professional development</li> <li>- Additional post-graduate qualification (desirable)</li> <li>- NPQSL and/or Specialist Leader in Education (achieved or looking to achieve)</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- Successful middle/senior leadership experience</li> <li>- Track record of outstanding impact in current role</li> <li>- Experience of successfully leading and managing a team of people to markedly improve pupil outcomes</li> <li>- Successful experience in a leadership role</li> <li>- Experience of working successfully in partnership with external agencies</li> <li>- Strong evidence of professional development.</li> </ul>
<b>KNOWLEDGE &amp; UNDERSTANDING OF:</b>	<ul style="list-style-type: none"> <li>- Leadership management strategies</li> <li>- Barriers to learning and strategies to remove them</li> <li>- Pupil Assessment</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>- Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups</li> <li>- Ability to think and act strategically</li> <li>- Ability to analyse, problem solve and prioritise</li> </ul>

	<ul style="list-style-type: none"> <li>- Ability to lead and manage people</li> <li>- Ability to self-evaluate</li> <li>- Ability to self-organise and multi-task</li> <li>- Ability to learn from experience</li> <li>- Ability to respond calmly under pressure</li> <li>- Ability to resolve conflicts with pupils.</li> </ul>
<b>OTHER</b>	<ul style="list-style-type: none"> <li>- A passion for teaching and investing in the development of the profession</li> <li>- A great sense of humor</li> <li>- Team motivator</li> <li>- Fantastic resilience with a real 'can do attitude'</li> <li>- A wiliness to go over and above 'the call of duty'</li> <li>- Model a highly professional approach to education</li> <li>- Ability to lead strategies successfully</li> <li>- Ability to collaborate effectively as part of a team</li> <li>- Absolute commitment to the safety and welfare of all students</li> <li>- Ambition to learn in post and aspire to Leadership Roles</li> <li>- Willingness and ability to attend meetings/events outside normal School day.</li> </ul>

**As a member of the School staff the post holder will be required to:**

- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety, whistle-blowing, security, confidentiality and data protection. Reporting all concerns to the appropriate person.
- Give a high profile to equality of opportunity in all areas of activity, including compliance with the Equal Opportunity Policy.
- Ensure compliance with the Disability Statement, including the need to notify Personnel of any changes in circumstances.
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development
- Carry out all duties with due regard to Health and Safety Regulations. Under the Health and Safety at Work Act 1974 all staff have a duty to assure reasonable care for the Health and Safety of themselves and others affected by their acts or omissions at work and co-operate in meeting statutory requirements
- The post-holder is required to respect the confidentiality of matters relating to pupils and other members of staff
- The post holder must be aware of and comply with the requirements of the Data Protection Act (DPA), details of which will be made available
- The post holder must be aware of and comply with the school's code of conduct including the school's dress code
- Actively participate in House activities; all members of staff are allocated to one of four Houses
- Support Parent Staff Association activities.

# Guidance Notes to completing your application form

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## APPLICATION DEADLINE

Completed application forms must be received by **noon, Friday 18<sup>th</sup> May 2018**. There are three available channels for application documents submission.

- Email your Application Form, Declaration of Criminal Record and other supporting documents to: [recruitment@devonshirehill.haringey.sch.uk](mailto:recruitment@devonshirehill.haringey.sch.uk) with your initial, Surname and the position you're applying for in the subject line; e.g. JBloggs – Teaching Assistant;
- Post Application Form, Declaration of Criminal Record and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB**;
- Hand deliver Application form, Declaration of Criminal Record and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB**.

## HOW TO COMPLETE YOUR APPLICATION FORM

The application form plays an essential part in choosing the right person for a job. It is the information contained in your application and supporting statement that will decide whether or not you are invited for an interview or to the next stage in the selection process.

### 1. PERSONAL DETAILS

Where it says 'known as', this is for example if your official documentation shows you as 'Elizabeth', but you like to be known as 'Liz'.

### WORKING IN THE UK

Under the Asylum & Immigration Act 1996, you will be required to provide proof of your eligibility to work in the UK.

We always need to see original documents. You will only be able to work for us once we are sure that you are eligible to work in the UK. If you are unsure about your status, then you should contact the Home Office.

### 2 to 3. PRESENT OR MOST RECENT EMPLOYMENT/ PREVIOUS EMPLOYMENT

We need you to provide us with your complete employment history, and any gaps in your employment history of more than one month should be explained – for example, carers and childcare responsibilities. \*We may ask for references to cover a full five-year history, which may include time spent at school/further education. For this five-year history please provide full postal addresses, including postcodes.

If you were employed by an agency during that time we need to know the agency details and the companies that you were placed at.

If you have been self-employed during the last five years, this means that we will need to see your tax returns for that period if you are successful.

If you have been claiming benefits in the past five years we may contact the Benefits Office to verify this if you are successful.

### 4. QUALIFICATIONS & TRAINING/ PROFESSIONAL QUALIFICATIONS

Please give details of your education, qualifications and training, starting with secondary school.

## PROFESSIONAL QUALIFICATIONS

If we have requested that you have a professional qualification for this job (like QTS, HLTA status), you will need to provide us with the relevant original certificates/registration documents.

## 5. TRAINING COURSES ATTENDED IF RELEVANT

Mention any short courses that you have attended, including dates, that are particularly relevant to the job you are applying for.

## 6. SUPPORTING STATEMENT & ACHIEVEMENTS

This section is your opportunity to tell us how you meet the criteria in the person specification. Take each relevant item and tell us about your skills, experience, knowledge and achievements.

Give specific examples of what you have done which prove your ability. If the person specification says, 'able to organise activities', you must do more than say, 'I am an organised person'. Give an example by describing something that you have done which tells us about the skills that you used and the steps that you took.

You can use examples from your home life, time spent in education, voluntary work or from your hobbies/interests if you do not have any formal experience.

## 7. REFEREES

You should provide the names and the addresses of two people who know you and who are able to comment on your suitability for the post. One of these should be your current or most recent employer. If you are a school or college leaver, give your head-teacher's or your tutor's name. It is always advisable to make sure that your referees know you have used their names before we contact them. The appropriateness and accuracy of references will be checked. You are also advised that any previous employer may be contacted to verify the details you provide.

## 8. REHABILITATION OF OFFENDERS ACT / DECLARATION

Please read this carefully before completion.

The DBS an Executive Agency of the Home Office, provides wider access to criminal record information through its Disclosure service. This service enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involving children or vulnerable adults. The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

Our borough's DBS & Rehabilitation of Offenders Policy is available upon request.

You can get more information about the DBS at [DBS Online](#)

Please make sure that you read and sign/positively tick the declaration.

All applicants are required to complete the online DBS form even if you do not have a criminal record.

We do not exclude people who are related to, or have a close personal relationship with our councillors, employees or school governors. We will make sure that they do not take part in the selection for this post.

## MONITORING

This Authority has an Equal Opportunity in Employment Policy, which we ensure that we monitor to ensure that our employees reflect the community that we serve. The information provided will be treated in strictest confidence, is never available to the recruiting manager and will only be used for monitoring purposes.

# Equality Statement

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We at The Devonshire Hill Nursery and Primary School understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with the House Captains and House Representatives to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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**The school's full Equality Policy can be found at [www.devonshirehill.com/policies](http://www.devonshirehill.com/policies). This policy was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Wednesday 9<sup>th</sup> December 2015.**

# Safeguarding Written Statement

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The Devonshire Hill Nursery and Primary School is a safe place for children, where our responsibilities for safeguarding children are taken seriously.

Through our curriculum we teach the children about personal safety, and how to keep themselves safe from harm. There is a strong anti-bullying ethos evident throughout the school. We teach our children how to recognise bullying, how to keep themselves safe from bullying behaviour and how to report it. We listen to our children.

Our curriculum includes opportunities to discuss feelings and emotions, and helps children to think about their own personal safety and their rights as individuals to be kept safe from harm.

We teach our children about the uses and misuses of drugs, at an age-appropriate time and level.

Our sex education program teaches children about keeping themselves safe from harm, at an age appropriate level.

We have clear guidance to help children to use the Internet safely.

Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked after children all comply with the recommendations of safeguarding children at school. We have a trained and designated child protection officer and deputy officer, and a designated governor with responsibility for child protection practices at the school.

We have policies to manage potential allegations against staff, whistleblowing and the use of physical intervention.

Our staff recruitment policies and practices are rigorous and comply with safe recruitment and selection requirements. We always pursue identity checks and qualification checks and we take up and scrutinise written references before employment.

We require evidence of enhanced Disclosure and Barring Services (DBS) clearance before employing any staff, in addition to pursuing List 99 checks.

All governors, voluntary helpers, supply teachers, agency staff, and outside club and coaching staff are required to provide evidence of enhanced DBS clearance.

The governing body is regularly updated about child protection, bullying and safeguarding policies and practices by the Headteacher.

It is the responsibility of every adult in the school to ensure that we maintain the highest level of awareness about possible unsafe practices and deal with any issues immediately and appropriately.

This Safeguarding Statement should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy and Principles;
- Health and Safety Policy;
- Online Safety Policy;
- Disclosure and Barring Services Checks Policy;
- Anti-Bullying Policy;
- Supporting Pupils with Medical Conditions Policy;
- Lettings Policy.
- Sex Education and Relationships Policy;
- Attendance and Truancy Policy;
- Drugs;
- Safer Recruitment Policy;
- Whistleblowing Policy;
- Pupil Behaviour and Discipline Policy;
- Staff Handbook;

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**This written statement was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Wednesday 9<sup>th</sup> December 2015.**