



*St. Gildas' Catholic  
Junior School*



**Assistant Head Teacher**  
*with responsibility for Inclusion*  
Candidate Information





## St. Gildas' Catholic Junior School

St. Gildas' School is a popular two-form entry Catholic Junior School situated in the heart of Crouch End in North London with excellent amenities and close to Harringay and Finsbury Park British Rail Stations and Turnpike Lane and Wood Green tube stations.

St. Gildas' is a thriving, successful school, judged by OFSTED (February 2015) to be good overall with outstanding behaviour and safety and by the Section 48 Inspection to be good in all aspects (March 2015).

The school benefits from experienced governors, supportive parents and strong links with our feeder Infant School and the Parish of St. Peter in Chains. Staff are highly motivated and committed to excellence, providing a rich and creative curriculum for enthusiastic children, keen to learn. There are high expectations of pupil attainment and behaviour. Throughout the school there is a culture of achievement with a focus on learning from and supporting each other. Each child's contribution is encouraged and valued by children and staff.

Professional development is a priority for all staff and extended opportunities are available through our partnership with the Institute of Education, LA professional development and training, close agency networking and "in house" training from experienced St. Gildas' teachers who have achieved Haringey "Leading Teacher" status.

There is a strong sense of community, collaborative working and sharing of expertise, which supports new appointments to the school and also promotes continued professional development for all staff.

St. Gildas' promotes positive, effective relationships linking home and school in a supportive working partnership.

### Extracts from St. Gildas' OFSTED Report February 2015

- The headteacher has a clear vision to improve the school and had developed a staff team with high aspirations for pupils.
- Governors are astute and committed to the school.
- Pupil's behaviour is excellent. They display great enthusiasm for learning, are very proud of their school and are unfailingly polite and well behaved.
- It is a very harmonious community and pupils are well prepared for life in modern Britain.
- The curriculum is engaging and exciting for pupils.
- The school is very outward looking and is involved in the community and supports and number of charities.
- Teaching assistants make an important contribution to the quality of learning, especially for disabled pupils and those with special educational needs.
- Pupils are very enthusiastic about their teachers.

*Further information about St. Gildas' curriculum enrichment and attainment at the end of KS2 can be accessed through the school website: [www.stgildas.co.uk](http://www.stgildas.co.uk)*

### St. Gildas' School Mission Statement

Our aim in St. Gildas' School is to provide an excellent education founded on Christian principles, recognising the needs of each individual and valuing the contributions of our whole community.

#### Our commitment is, therefore, to:

- Promote the development and practice of Catholic Christian values throughout the general life of the school;
- Provide an excellent education in which all children will have the opportunity to reach their full potential; spiritually, intellectually, emotionally and physically;
- Provide a sensitive and caring approach within a secure healthy environment in which all children will, through an enriched curriculum, be inspired to develop a wide range of talents and skills;
- Develop in our children, with the support of parents and the school community, a commitment to truth, justice and equality and an appreciation of different cultures and faith traditions;
- Foster positive relationships, self-esteem, acknowledgement of the gifts and needs of each individual, and the unique contribution each person can make to the community.
- The beliefs and values the Mission Statement communicates should inspire and draw together every aspect of the life of the school.

# Job description

## About the role

An exciting new post has been created for an Assistant Head Teacher. We need an inspirational non class-based assistant head teacher to join our team.

St. Gildas' School is a popular two-form entry Catholic Junior School in the heart of Crouch End. A successful community, it was judged to be 'good' by Ofsted in February 2015.

This is a fantastic opportunity for an experienced teacher to further develop classroom and leadership skills, working within an ethos of support and growth. Being a practising Catholic is not a pre-requisite, however, you will be willing to uphold our Catholic ethos.

Join our welcoming team and play a key role in leading a successful and inclusive school.

## Core Purpose of the role

The core purpose of the AHT is to work in partnership with the Head teacher and support the leadership of the school with key responsibility to lead, manage, develop and maintain high quality provision which enables quality teaching, excellent learning outcomes and success for all pupil groups. Groups include: SEND, Gifted & Talented, Pupil Premium, EAL. To model effective teaching, to coach and train colleagues and to teach across the school and to keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate. This will be achieved through:

## Teaching and Learning:

- To lead and coordinate inclusive provision throughout the school including: Pupils with special educational needs/disabilities (SEND), More able, gifted and talented (MAGT), Pupils for whom pupil premium funding is applicable (PP), Children who are subject to Child in Need (CIN) or Child Protection Plans (CPP), Children with English as an additional language (EAL).
- Support the identification of, and disseminate the most effective teaching approaches for pupils as outlined above
- Collect and interpret specialist assessment data on SEN to inform practice
- Work with pupils, class teacher and Senior Leadership Team to ensure realistic and challenging expectations for different groups of pupils, as outlined above
- Monitor the use of resources, teaching and learning activities and target setting
- Develop and maintain a recording system for progress of pupils with SEND
- Deliver support to small groups, as required
- Monitor teaching and learning activities to meet the needs of all pupils
- To fulfil the professional responsibilities of an assistant head teacher

## Management

- Develop effective relationships with members of staff to enable them to recognise and fulfil their statutory responsibilities to pupils with SEN, including the requirement for teachers to review the needs, progress and targets of pupils with SEN
- To be responsible for performance management of Teaching Assistants.
- Maximise the use of teaching bases through effective timetabling for Teaching Assistants
- Provide regular information to Senior Leadership Team (SLT) and governors on the effectiveness of SEN provision/provision for other groups and outcomes, as outlined in 1
- Advise and contribute to all aspects of SEN training to ensure the professional development of all staff.
- Disseminate good practice in SEN across the School
- Identify resources needed to meet the needs of pupils with SEN and other groups and advise the Head teacher of the priorities of expenditure
- Further develop effective liaison with external agencies in order to provide maximum support for children with SEN
- Ensure the SEN Code of Practice is properly embedded across the school
- To assist and contribute to the planning, monitoring and evaluation of the School Improvement Plan.
- Support the Catholic ethos of the school.



### **Reporting, Recording and Assessment**

- Raise achievement of SEN pupils through appropriate target setting
- Set up systems to identify, assess, review, analyse and report on specialist assessment data for all groups
- Provide regular reports to the Head teacher and Governing Body on the effectiveness of provision for pupils with SEN through the provision map, termly progress reports and pupil tracking data.
- Develop understanding of learning needs and the importance of raising achievement among pupils with SEN
- Attend consultation evenings / IEP meetings and keep parents informed about their child's progress
- Ensure all records and relevant paperwork is kept up to date

### **Other**

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues
- Where appropriate, occasionally cover for absent colleagues



## *Person specification*

Criteria	Essential	Desirable
<b>Qualifications</b>		
Qualified Teacher Status	✓	
National Qualification for Special Educational Needs Co-ordination (or willing to undertake this training)		✓
Evidence of continuing professional development	✓	
Safer Recruitment Training		✓

<b>Knowledge and Experience</b>		
Successful teaching experience within the primary age range	✓	
Proven outstanding classroom practitioner with experience of raising standards for all groups of pupils with high expectations of self, other staff and pupils	✓	
Successful proven experience as Middle leader within a primary school environment	✓	
Thorough knowledge and understanding of the new National Curriculum	✓	
Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care	✓	
Knowledge of the range and types of interventions	✓	
Analysis and tracking of data, setting challenging targets for improvement to raise attainment and achievement for all pupils	✓	
Curriculum development, monitoring and assessment	✓	
Working closely and in partnership with staff and Governors in the development of the school's ethos, values and objectives		✓
An understanding of the barriers to learning and the ability to implement strategies to ensure all groups of pupils achieve their potential	✓	



Criteria	Essential	Desirable
<b>Skills and Qualities</b>		
Be approachable and personable	✓	
Evidence of the ability to provide a clear educational direction and to lead by example to raise teaching standards and ensure pupil progress	✓	
The ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills	✓	
Ability to deal sensitively with people	✓	
Produce and update CAF forms, EHC plans and other statutory documents	✓	
Ability to use performance data to inform provision mapping and planning	✓	
A willingness to develop the strong Catholic ethos of St Gildas'	✓	
Ability to offer extra-curricular activities		✓
Able to plan, allocate, delegate and evaluate the work undertaken by groups, teams and individuals	✓	
Demonstrate a commitment to the performance management process	✓	
Able to work effectively with different stakeholders involved with the school, including pupils	✓	
<b>Professional Knowledge and Understanding</b>		
Understanding of and commitment to the requirements of safeguarding children and young people	✓	
Understanding and awareness of SEN including new SEN reforms	✓	
Understanding of all key Ofsted requirements	✓	
Experience of recruiting, selecting and deploying staff		✓



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*Oakington Way, London. N8 9EP*

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