



Morningside Primary School
and Children's Centre



Application Pack
AHT with responsibility for EYFS

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Morningside Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.



Welcome Letter

Dear applicant,

Thank you very much for your interest in the role of **Assistant Head** at Morningside Primary School. I hope you will find this information a useful introduction to our school.

Morningside is an outstanding two-form entry primary school in the London borough of Hackney, located very close to Hackney Central in the heart of a diverse, vibrant and exciting community. The achievement of our children is at the heart of everything we do. Our aim is to raise attainment whilst developing and supporting the aspirations of all. Our staff work hard to secure excellent learning opportunities for all of our families.

We are seeking an Assistant Head who is highly motivated and talented to work alongside our dedicated staff to support our children and their families.

Our new Assistant Head will join a very committed and hard-working staff body who all want to ensure that every child has a great start to their journey through school. If you share this vision and are committed to helping children overcome barriers to learning in every session, every day, we would like to hear from you.

Please find further guidance on Morningside, the type of colleague we are seeking to appoint and details on how to apply for the post within this pack.

We welcome and encourage school visits. Please contact the school office on 020 8985 5382 to arrange a suitable date and time.

Kind regards,
Janet Taylor
Headteacher



About Us

Welcome to Morningside Primary School and Children's Centre. Morningside is a two-form entry primary school with a Children's Centre. Our community is culturally and ethnically diverse and we pride ourselves on being an inclusive school.

Our age range is from 2 to 11 years old and we have more than 470 pupils on roll.

There are two classes in each year group with 30 pupils in each class. We have two Nursery classes at the school and two in our Children's Centre with sessions in the morning and afternoon, with some children attending on a full-time basis.

Close to 50% of our pupils are eligible for free school meals.

65% of pupils speak English as an additional language.

Our on-site Children's Centre supports members of our community and is where the two year old nursery is situated.

Our vision is for the school to be:

- A place where children can achieve their full potential in academic, creative, personal, physical, moral and spiritual development;
- A caring place where children and adults feel they make a contribution and are valued as individuals; A place where everyone is aware of their rights and responsibilities and where children learn respect for themselves and others.
- A partnership between children, parents, staff and the community as a whole.



Working in Partnership



FEDERATION



PRIMARY ADVANTAGE FEDERATION

Morningside Primary School is a part of the Primary Advantage Federation.

We are a group of eight schools working together because we believe our schools can gain many benefits from working collaboratively and can achieve more by working together. We have made a commitment to a shared responsibility to the wider education community, the provision of good quality education and the improvement of life chances for pupils in the community beyond that of our own schools. Teachers, support staff, school leaders and Governors have added expertise in working alongside colleagues to improve provision and outcomes for pupils.

WHAT IS OUR APPROACH?

We work in partnership, pooling our expertise and resources in order to achieve collectively what we may not be able to achieve individually

We believe passionately in improving the life chances for our pupils.

We do not tolerate low expectations.

We match tried and tested strategies that we know work to the needs of the schools and use our experience of supporting schools in successfully implementing them.

We promote a collaborative approach whilst developing the capacity of each school to serve its own community and retain its distinct identity.

We recognise the importance of individuality, spontaneity and creativity in developing innovation.

WHAT OUTCOMES DO WE WANT?

- Every teacher is a good teacher; every school is a good school
- Teachers who use the most effective teaching methods to motivate learners and raise aspirations. As a result all pupils will make good or better progress
- Quality learning environments where pupils feel safe and secure, known and valued and motivated to learn. Robust teaching and application of ICT skills ensure our pupils are properly equipped for the next stage of learning
- Curriculum provision which inspires and motivates pupils and broadens their horizons. Our curriculum supports community cohesion through an international curriculum strand
- We work with precision and move incrementally towards achieving outstanding grades in the majority of aspects of each school's work
- Through pupil partnership work we continue to break down locally perceived boundaries and help pupils to work harmoniously with pupils from other areas of Hackney
- We seek to maximise the efficiency and effectiveness of each school by capitalising on centralised services and sharing systems

SCHOOLS ACHIEVING MORE TOGETHER...

Find out more about Primary Advantage Federation by visiting www.primaryadvantage.co.uk

School Development Plan

Our key priorities are as follows:

Strategic Priorities

- To develop leaders at all levels
- To further develop oral communication so that all pupils can demonstrate understanding, express feelings and ask questions
- To devise and implement a whole school play strategy that supports social, physical and emotional wellbeing

Continuous School Improvement Priorities

- To continue to develop systems of coach / mentoring to support professional development
- To review and develop assessment and monitoring processes to ensure that support for learning and teaching is of the highest quality
- To further develop pedagogy through high quality professional development
- To carefully monitor the progress of disadvantaged pupils and those who are not on target to meet end of year expectations
- To further develop our provision and PPG strategy to ensure that disadvantaged pupils achieve well in all phases
- To review and further develop our provision in RE, PHSE and RSE
- To work with pupils and staff to eliminate labelling and bias
- To further improve our work with all families to ensure that parents and school staff working together to support and improve the learning, development and health of children
- To further improve our work with agencies and the wider community to ensure that the health and wellbeing of all pupils and families is a key focus
- To ensure that the EYFS curriculum supports progression, effective pitch and challenge



Job Description

AHT with responsibility for EYFS

Job Title: Assistant Headteacher
Salary: Leadership 6-11
Start Date: Spring Term 2023

Reference: Mside/AHTEYFS 1.23

Role Summary:

Key Accountabilities in addition to those of a Main Scale Teacher – Please also refer to the Job Description for Class Teacher.

The Assistant Headteacher is responsible for delivering learning in the Early Years overseeing the Pre-School. They are responsible for the ensuring high quality provision and good outcomes for all children.

Duties

1. The current School Teachers' Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.
2. This job description sets out the duties to be undertaken and performed to the satisfaction of the Executive Principal and governing board by the post holder. The duties set out below are in addition to the overall class teaching requirements.

Key Tasks and Activities

1. Undertake full responsibility for all matters relating to the school in the absence of the Headteacher.
2. Work flexibly in the presence of the Headteacher to assist the smooth day to day management of the school working closely with staff of all designations.
3. Effectively manage duties and responsibilities across the federated schools.
4. Teach in classes across the federated schools, providing targeted intervention for pupils, PPA cover for teachers and other cover as required, demonstrating excellence in professional classroom practice.
5. Assist the Headteacher and Executive Principal in monitoring and reviewing the quality of teaching and learning including assessment, recording, and reporting pupils' attainment to all statutory bodies.
6. Assist the Headteacher and Executive Principal in the whole school self evaluation processes
7. Effectively lead the areas of responsibility developing policy and practice and ensuring effective self evaluation.
8. Undertake responsibility for the selection of resources (including those related to ICT) for the areas of responsibility, accounting to the Executive Principal for the expenditure of the delegated budget allocation for the subject.
9. Undertake professional training for all aspects of school leadership and management and keep up to date with new initiatives across the curriculum.
10. Assist the Headteacher and Executive Principal in the performance management of staff of all designations.
11. Maintain good communications between staff of all designations.

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MAIN DUTIES AND RESPONSIBILITIES Continued:

1. Maintain a positive school ethos, be pro-active in the pastoral care of pupils and ensure the school's policy for behaviour and discipline is applied consistently and fairly by staff of all designations.
2. Play a significant part in promoting and facilitating good relationships with parents and other agencies.
3. Work pro-actively with outside agencies, community organisations, the churches of the federated schools and other schools and promote the sharing of good practice
4. Work with the Executive Principal and Headteacher and other members of the Leadership Group to ensure the school culture supports the church ethos.
5. Support and encourage all staff at the school to find and use opportunities to support and development of the whole child through spiritual, moral, social and cultural activities.
6. Advise other staff including ECTs and students on teaching practice, and to lead inset for staff and governors when required to do so.
7. Work with the Hackney Learning Trust (Hackney LA) on local and national initiatives.

Specific responsibilities for the role of Assistant Headteacher with responsibility for EYFS & Pre-School

Role Summary

To assist the Headteacher in the organisation, leadership and development of the EYFS and Pre-School.

Shaping the future

- Support the Headteacher and Governing Board in establishing a vision for the future of the EYFS and Pre-school.
- Play a leading role in ensuring that the quality of teaching and provision in EYFS and Pre-school is good or better.
- Contribute to the school's self-evaluation process.
- Lead whole school policy change in EYFS by modelling and supporting colleagues with direct proven impact.

Leading Teaching and Learning

- Be an excellent role model, exemplifying a high standard of EYFS provision, and promoting high expectations for all members of the EYFS community, with proven impact on pupil progress.
- Work with Headteacher to raise standards in EYFS.
- Lead on development of actions plans for EYFS and Pre-School.
- Lead development of EYFS and Pre-school with proven impact on improving outcomes.
- Assist the Headteacher in leading the school through strategic planning and the formulation of policy for EYFS.
- With the Headteacher, be responsible for implementing robust systems for monitoring and evaluating outcomes in EYFS and Pre-school.

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Specific responsibilities for the role of Assistant Headteacher with responsibility for EYFS & Pre-School Continued:

Developing Self and Working with Others

- Ensure the health, safety and welfare of pupils and staff in EYFS.
- Work closely with the Headteacher to ensure an appropriate programme of professional development for all EYFS staff, to ensure improved outcomes.

Leading and Managing

- With the Headteacher, ensure that their school meets the statutory requirements for EYFS and Pre-school.
- To oversee members of staff across the EYFS and Pre-School, including ensuring adequate ratio – children to staff and rotas for members of staff for the Pre-School.

Securing Accountability

- Through lesson observations and use of EYFS data, hold EYFS and Pre-School teams to account for the quality of provision in EYFS.
- Use data to understand strengths and weaknesses of EYFS and Pre-School, including planning actions.

Other Responsibilities

Note

The duties and responsibilities of the subject element of the post may vary from time to time according to the changing needs of the school. The subject leader section of the job description may be reviewed at the discretion of the Executive Principal in the light of those changing requirements and in consultation with the post holder and the governing body.

Person Specification

AHT with responsibility for EYFS



Qualifications	Degree level qualification	Essential
	Postgraduate professional qualification e.g. PGCE	Essential
Communication	<ul style="list-style-type: none">Applies effective verbal communication skills.Presents information and ideas clearly, by using language appropriate to the audience.Positively influences the opinions of others through factual discussion.Adapts personal style to suit individual situation and needs.Creates an environment of trust by delivering on promises.Utilises report-writing skills to accurately reflect a situation through positive language.Confident in leading staff meetings as appropriate.	
Other skills required	<ul style="list-style-type: none">Demonstrates excellent classroom practiceExercises flexibility in order to accommodate changes in work priorities.Balances tasks and resources in the organisation of a wide range of activities.Provides contingencies to deal with the unexpected.Thinks clearly and logically in working through a problem making referrals as appropriate.Anticipates workload and plans ahead.Monitors progress against key performance indicators.Enthusiastic and positive attitude.Awareness of the needs of children who have a variety of needs.	

Person Specification

AHT with responsibility for EYFS



Leadership and Management	Ability to lead school based projects or developments
Accountability and Freedom to Act	Able to make routine decisions based upon guidelines and procedures laid down within established frameworks.
	Leads by example in standards of behaviour in the work environment.
Other	Displays a commitment to the protection and safeguarding of children and young people.
	Willingness to partake in continuous professional development.

How to Apply



1



Job Description & Personal Specification

Please read the job description and person specification carefully

2



Application Form

Complete the Primary Advantage application form either electronically or print it off and hand write it

3



Supporting Statement

Ensure your supporting statement relates to the competencies outlined in the person specification

4



Employment History

Candidates are advised that when completing the references section on the application form to please ensure that:

- Your first referee is your current, or most recent, employer
- You provide a referee who can confirm your ability for the role

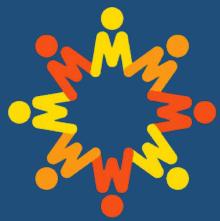
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Send Application Form

Completed application forms must be received by Wednesday 8th February 2023 at 12pm (noon) and emailed to: data@morningside.hackney.sch.uk

Candidates must ensure that if they are successful at interview, that they are able to provide evidence of their Right to Work and Remain in the UK. The school is not able to employ any person who cannot validate their Right to Work and Remain in the UK in the line with the Asylum, Immigration and Nationality Act 2000. Successful candidates will be required to apply for an enhanced Criminal Record Check via the DBS. We are committed to safeguarding and promoting the welfare of our children and expect all members of staff to share this commitment.



Information

If there is any other information that you would like please get in touch. We will get back to you as soon as possible.

Contact Information



Morningside Primary School and Children's Centre
Chatham Place
London
E9 6LL



020 8985 5382



data@morningside.hackney.sch.uk



www.morningside.hackney.sch.uk



Executive Principal: Sian Davies



Headteacher: Janet Taylor



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Code to
launch
school
website



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