



# CHRIST'S COLLEGE, SUNDERLAND

*Emmanuel Schools Foundation*

## Primary Lead

The mission of Emmanuel Schools Foundation is providing Christian-Ethos Schools of Character for the Whole Community. Reporting to the principal of this all-through school, the VP Primary will provide outstanding leadership and management to the primary phase; developing the provision to be at least "Good".

As the leader of the Primary phase, you will ensure even our very youngest students know they are 'made in God's image' and are therefore infinitely precious, morally responsible and gifted for a purpose.

Ensuring all our students have the very best educational start in life, in an environment where everyone is Valued, Challenged and Inspired, the post-holder will embed our vibrant, celebratory, and **inclusive** Christian ethos which runs as a "golden-thread" through the curriculum, our approach to behaviour management and personal development and in our dealings with parents and the wider community – many of whom may not be Christians themselves.

The post holder will be responsible for the day to day running of the primary phase. Supporting teachers to improve their practice, developing the curriculum, ensuring timely use of appropriate assessment, and raising standards.

There is an occupational requirement for the post-holder to be a practising Christian.

## Culture & Behaviour

**All our students and staff will feel valued challenged and inspired understanding that they are made in God's image through a cohesive strategy which links educational outcomes to personal development and articulating a strong Christian message of love and fairness:**

- Create a culture where pupils experience a positive and enriching school life including opportunities for vibrant and celebratory collective worship
- Uphold ambitious educational and personal standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Establish and sustain high expectations and standards of behaviour for all pupils, built upon relationships, mutual respect and rules and routines, which are understood clearly by all staff and pupils; implement consistent, fair and respectful approaches to managing behaviour consistent with our ethos and Virtues
- Leading staff devotions and ensuring that adults within the school model the ESF virtues and teach the behaviour of a good citizen and demonstrate high levels of professionalism
- Forge constructive, welcoming and effective working relationships with fellow professionals and colleagues across other public services as well as parents, carers and the local community for the benefit of all to improve educational outcomes for all pupils

## Teaching, Curriculum & Assessment

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment
- ensure a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities



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- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

## **Additional Needs and special educational needs and disabilities**

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate

## **Management & Governance**

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, and discharging our duty of care
- prioritise and allocate financial resources ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload as well as their professional responsibilities, and are held to account
- establishing and overseeing systems, processes and policies that enable the school to operate effectively and efficiently and supporting established governance frameworks
- maintain rigorous approaches to identifying, managing and mitigating risk
- ensure the school effectively and efficiently operates within the required regulatory frameworks and is able to meet all statutory duties as they arise

## **Continuous school improvement & Staff Development**

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- ensure staff have access to high-quality, sustained professional development opportunities that draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks which balances the priorities of whole-school improvement, and team and individual needs
- ensuring effective planning, delivery and evaluation of the same consistent with the approaches laid out in the standard for teachers' professional development



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## PERSON SPECIFICATION

ESSENTIAL	DESIRABLE	HOW MEASURED
<b>QUALIFICATIONS</b>		
Degree or equivalent		Application form and certificates
Teaching qualification (Primary)		Application form and certificates
Qualified Teacher Status (QTS)		Application form and certificates
Evidence of further professional development	NPQH or NPQSL	Application form and certificates
<b>KNOWLEDGE AND EXPERIENCE</b>		
Substantial teaching experience within the primary phase. Effective classroom practitioner.	Experience of strategically leading a team	Application form, personal statement, results and references
Experience of working as a member of a primary senior leadership team as a deputy or assistant head teacher.	Experience of leading maths or English across the Primary phase	Application form, personal statement, references
Demonstrable ability to articulate how a Christian ethos can contribute positively to school improvement and the knowledge and skill to lead on this across Primary years	Experience of working in a school with a distinctive Christian ethos	Application form, personal statement, interview
Experience of working strategically with data	Experience preparing data for stakeholders including governors.	Application form, personal statement, interview
Understands characteristics of effective teaching and learning strategies used to raise student attainment and progress engaging all students	Evidence of the development of policy or curriculum schemes of work	Application form, interview
Experience of leading on a school strategic priority with demonstrable impact.	Experience of timetabling.	
Sound technical understanding of school leadership issues and the Ofsted inspection framework; with some experience of school self-review and evaluation. Experience in contributing the school development plan.	Experience presenting to Ofsted	Application form, personal statement, interview
Experience of successfully holding staff to account for pupil outcomes.		Application form, interview
Demonstrable ability to lead successful Academy wide initiatives, developing innovative approaches to learning, teaching, mentoring and guidance – and aligning it to our ethos.		Application form, personal statement, interview
Track record for accelerating progress for disadvantaged pupils.		



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ATTITUDES		
There is an occupational requirement that the post holder be a practicing Christian		Personal statement, references, assessment process
A demonstrable commitment to the embedding our inclusive Christian ethos across all aspects of school life		Personal statement, references, assessment process
To support and develop students with a wide range of educational needs and personal backgrounds.		Personal statement, assessment process
Committed to continual professional development, in particular with regard to Academy leadership		Personal statement, assessment process
RELATIONSHIPS		
Strong and flexible interpersonal and communication skills that support students' (and parents') varying needs		Personal statement, assessment process
Ability to take an active role in developing subject targets		Personal statement, assessment process
A team player who seeks to have positive and mutually supportive relationships with colleagues		Personal statement, assessment process
SKILLS & WORK RELATED REQUIREMENTS		
A clear Enhanced DBS check		DBS Check, application papers
Strong communication and presentation skills both written and oral		Personal statement, assessment process
Self-motivated, resilient and tenacious		Personal statement, assessment process
Creative thinker and able to anticipate and work under pressure to meet deadlines & solve problems		Personal statement, assessment process
Strong leadership and management qualities – a demonstrated ability to inspire and motivate others, yet maintains a fair and inclusive personal style		Application form, interview, references, assessment process
Excellent ICT skills and use of appropriate technology		Personal statement, assessment process
A proactive approach		Personal statement, assessment process
Demonstrable commitment to inclusive practice		Interview and application
Good attendance and punctuality record		Application and reference
Ability to initiate and manage change		Personal statement, assessment process