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**KING SOLOMON**  
ACADEMY

# Primary Year Lead

**April 2021**

Dear candidate,

Thank you for taking the time to find out more about King Solomon Academy and the possibility of joining us. Included in this information pack is information about the academy and the role of Primary Year Lead.

**King Solomon Academy's mission is to *provide a rigorous and transformational education which prepares our pupils for success at university and beyond.*** We are looking for an exceptional teacher ready to join our high-performing leadership team and contribute to our school's mission. This is a unique opportunity to be part of showing what education can achieve.

The role of Primary Year Lead combines excellent classroom teaching with a commitment to supporting the development of the character and self-belief of our pupils, and act as a role model to the year group and staff body more widely. It would suit an aspirational middle leader. You will join an immensely committed team who are working towards making incredible things happen for our pupils.

We are looking for an individual with a genuine passion for working at King Solomon Academy, a belief in the potential of every child and that through hard work all pupils can access and benefit from a university education, and the confidence and vision to lead others in making great things happen.

To apply, and to see more information about the school and this role please visit: <http://kingsolomonacademy.org/current-vacancies>.

The deadline is **11am on Thursday 13<sup>th</sup> May 2021.**

To discuss the role, please feel free to email the Principal's PA, Shaheen Riaz ([s.riaz@kingsolomonacademy.org](mailto:s.riaz@kingsolomonacademy.org)) or phone on 0207 563 6901.

We wish you the best with your application.

Yours sincerely,



**Max Haimendorf**  
Principal

## Job Description: Primary Year Lead

**Reports to:** Appropriate Senior Leader

**Start date:** September 2021

**Additional time out of class:** Equivalent to half a day a week

**Salary:** TLR 2a - £2,796 (or an increased TLR if already a post holder)

### The Role

To model excellence in the year group and lead the year team

### Key Responsibilities

1. Safety, attendance and behaviour of pupils in year group(s)
2. Positive culture for learning in year group(s)
3. Positive relationships with parents
4. Be an excellent leader

Priorities	Levers
<b><i>Lead on the safety, attendance and behaviour of pupils in the year group.</i></b>	<ul style="list-style-type: none"> <li>• Demonstrate high expectations of safety, attendance and behaviour, holding pupils to account for their actions at all times and implementing school policies consistently;</li> <li>• Ensure all safeguarding concerns are responded to in a timely manner, working with appropriate senior leaders to determine actions and working with parents and external agencies where appropriate;</li> <li>• When leading break or activity, make sure the playground is safe and fun for all pupils;</li> <li>• Ensure appropriate planning and preparation is in place for all group trips including residentials e.g. risk assessments, pupil packs;</li> <li>• Be the leader to whom behaviour is escalated to by other members of the Year Team before taking it to a Senior Leader;</li> <li>• Lead attendance and punctuality interventions for an identified group of pupils;</li> <li>• Lead behaviour meetings and investigations in the year group(s) for serious incidents;</li> <li>• Lead safeguarding interventions with specified pupils, at times including liaising with external agencies;</li> <li>• Analyse attendance and behaviour data to identify trends and act to address any issues;</li> <li>• Ensure all safeguarding and behaviour incidents are recorded accurately with all associated paperwork (e.g. adult and pupil statements) and uploaded into Bromcom/Edaware/Pupil file.</li> <li>• With support from Senior Leaders, generate data to inform the weekly Year Team Meeting identifying what is going well and what the areas for development for the team are and how to action improvements;</li> </ul>
<b><i>Drive positive culture for learning in the year group(s).</i></b>	<ul style="list-style-type: none"> <li>• Role model commitment to excellent teaching and set the standard for teaching in the year group;</li> <li>• Role model commitment to excellent planning and preparation for co-planning sessions;</li> <li>• Deputise for senior leaders by leading co-planning when required and/or contributing to elements of the performance review cycle;</li> <li>• Line manage, coach and mentor tutor fellows and/or trainees in your year group in consultation with Assistant Principal Line Manager;</li> <li>• Capitalise on opportunities to build pupils' character, including fostering and maintaining links with outside organisations;</li> </ul>

	<ul style="list-style-type: none"> <li>• Be a champion of why PSHE is important and brilliant to all stakeholders;</li> <li>• Plan and support the teaching of high quality PSHE curriculum and guide other year group staff in its delivery;</li> <li>• Plan and deliver regular year group assemblies and ensure class group assemblies are high quality;</li> <li>• Analyse pupil attainment and progress outcomes and use this analysis to construct, evaluate and improve the effectiveness of year group pupil progress action plans, most specifically the effectiveness of interventions and, in collaboration with Senior Leaders, give feedback to other staff in the year team (live feedback, modelling, coaching conversation) to ensure progress is rapid and sustained.</li> </ul>
<b>Positive relationships with parents</b>	<ul style="list-style-type: none"> <li>• Seek out opportunities to build and maintain excellent relationships with parents especially those who have been hardest to reach;</li> <li>• Be a point of contact for parents across the year group; role model excellent relationships with parents and coach staff from the year team on how to improve relationships with parents;</li> <li>• Take every opportunity to share good news with parents;</li> <li>• Ensure excellent attendance at parent events e.g. Home Learning Workshop – 100%;</li> <li>• Lead Home Learning Workshops, Open School events and Parents’ afternoons</li> <li>• Ensure all parent meetings in the year group are purposeful and outcomes-focussed with follow up planned appropriate</li> </ul>
<b>Be an excellent leader.</b>	<ul style="list-style-type: none"> <li>• Plan for the smooth running of the school day for your year group(s), including planning morning meeting and dismissal and communal times such as play time/activity and lunch; giving other staff members feedback on what they are doing well and how to improve;</li> <li>• Set reasonable and achievable deadlines which are clearly communicated to all stakeholders;</li> <li>• In collaboration with Senior Leaders, give feedback to other staff in the year team (live feedback, modelling, coaching conversation) to reach the same high standards;</li> <li>• Lead on Pastoral Reviews within the Year Team with support from Senior Leaders including 1:1 check ins with class teachers and feedback on strengths and areas for development;</li> <li>• Lead the weekly Year Team Meeting, facilitating planning, practice and preparation and/or training;</li> <li>• Lead PD in collaboration with Senior Leaders;</li> <li>• Contribute to newsletters, the website and other communications about the Year group both internally and externally.</li> <li>• Work collaboratively with Senior Leader Line Manager, taking feed back and acting on areas for development;</li> <li>• Be a visible leader and set the tone for staff, pupils and parents in the playground, corridors and in classrooms as well as in key cultural parts of the day including breaks/lunches/reflections/assemblies/events.</li> </ul>

## Person Specification: Primary Year Lead

### Qualification criteria

- Qualified to degree level and above

- Qualified to teach in the UK
- Right to work in the UK

## Experience

- Experience of raising attainment in a challenging school
- Evidence of continually improving the teaching and learning of their subject through schemes coaching of staff
- Evidence of leading and teaching successfully in relevant year group

## Skills and attributes

We are looking for alignment to our KSA values or at the very least, a candidate's clear, demonstrable capacity to develop them:

### “Aiming high”

- Evidence of sustained impact in middle leadership
- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

### “Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

### “Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

### “Leading the way”

- Has a passion for working with children
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

## Other

- This post is subject to an enhanced DBS disclosure.



## Principal

Max Haimendorf graduated from Oxford and joined the first cohort of the Teach First programme, teaching Science in West London. Following work at Teach First central office he joined the consultants Oliver Wyman where he worked in finance strategy. Whilst there he wrote about the importance of small schools in Teach First's first Policy Paper, Lessons from the Front. In 2008 he was appointed as Secondary Headteacher of King Solomon Academy, starting the Secondary part of the school in September 2009. He has now led KSA through two outstanding Ofsted inspections and to achieve the highest GCSE results in the country for a non-selective school in 2015. He became all-through Principal of KSA and Executive Principal of Ark Paddington Green Primary Academy in September 2016. He was awarded an OBE for services to education in the Queen's Birthday Honours of 2020.



*“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”*

## Head of KSA Primary and Leader of Curriculum (currently on Maternity Leave)

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA in 2012 and was formerly Deputy Head of Secondary, leading on curriculum and professional development. She is a passionate teacher of English and loves nothing better than seeing young people reading, writing and talking. Ms Humphreys took on the role of All-through Vice Principal in September 2016, Head of Primary in January 2017 and Associate Principal in January 2019.



## Head of School



Katarine Deeks has been a primary school teacher in disadvantaged inner London communities for twenty years. The thirteen years in senior leadership positions have been dedicated to moving underperforming schools out of Ofsted categories and creating learning environments and cultures that are safe and inclusive with increased aspirations. She joined Paddington Green in 2009 as a Deputy Headteacher; a member of the team securing a move to a good Ofsted inspection in 2012. Katarine was the Acting Headteacher from September 2014 and was appointed Head of School when the school became Ark Paddington Green in September 2016. She is proud to be a leader in a school with a strong collaborative team commitment and a consistently positive vision.

*“Transforming our school to realise the potential and drive the prospects of our children is at the heart of everything we do, every day.”*

## About being a Year Lead at KSA

We began to experiment with the model of year group leadership roles as a two-form entry primary and the role really flourished when KSA merged with Ark Paddington Green to become three-form entry. The Year Lead is the crucial lever between the classroom and the day to day experiences of pupils and their parents and the more senior strategic leadership of the whole school.

Our Year Leads to date have proven themselves as excellent teachers and are ready to take on more leadership whilst continuing to be a class teacher. The role gives a great teacher their first taste of influencing a wider team of teachers and support staff as well as developing relationships with pupils and parents beyond your own classroom, leading assemblies, trips and special events to build a positive culture for that particular community of pupils within the wider community of the rest of the school.

A fortnightly Year Leads meeting brings together all eight Year Leads and the senior team to learn from each other's successes and to build on each other's strengths across the whole primary school. Three Assistant Principals were former Year Leads who gained valuable knowledge, skills and experience of middle leadership which set them up to be successful senior leaders in time too. On the other hand, we also have very successful Year Leads who do not want to go into senior leadership and are delighted by the opportunity of responsibility beyond their own classroom but limited only to their own year group.



## Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

## Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 37 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offers teachers and support staff a comprehensive range of school-based first class professional development opportunities.

## Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

### Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

## **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.