



Yerbury
Primary School

**Assistant Headteacher
(Pastoral & EYFS/KS1)**

Recruitment Pack



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Yerbury Primary School



About the School

Yerbury is a two-form entry primary school in Islington with 460 pupils from 3-11 years old. We have a lovely, old Victorian building set amongst 3 playgrounds, and the school is nestled between Tufnell Park and Whittington Park in a residential area.

We have a high proportion of children from professional backgrounds, with 34 home languages and 15 different ethnic groups represented. We have a very engaged Parents Teacher Association, who organise wonderful community events and fundraise for the school. The PTA fund our fabulous Music and Dance provision for which we have specialist teachers for both. There is a very strong sense of school community.

There is a culture of collaboration and mutual support and respect which extends to everyone connected to the school. The school has an excellent, passionate and committed staff team, who have an enthusiasm and commitment to fostering the long-term development of every child, ensuring children develop strong learning behaviours. We obviously have high expectations for our children academically, with the content of our curriculum reflecting that, however we also ensure the development of the whole child is at the centre of 'The Yerbury Way'.

The most important aspect of the school, by far, is the children. They are caring, kind, and 'Work Hard, Play Well, Learn Lots and Have Fun!' Behaviour is excellent and we are an inclusive school, with a strong PHSE curriculum and offer.

Yerbury is a long-standing and founding member of The Future Zone, an education collaborative of 21 primary and secondary schools in Islington. It provides many high-quality CPD and networking opportunities for staff at all levels, and creative inter-school projects for children.

Yerbury Primary School



Letter from the Headteacher

Dear Prospective Assistant Headteacher,

Many thanks for expressing an interest in applying for the position of Assistant Headteacher at Yerbury Primary School.

Yerbury has a settled and stable staff team, so it is unusual to be advertising an Assistant Headship. Our current AHT recently married and is moving north to start the next chapter in her life. Therefore, there is now an exciting opportunity to become part of an experienced leadership team and to develop your skills and expertise further.

Yerbury is highly over-subscribed and has a strong sense of community. Most of our children live very nearby, walk to school and play in the local parks after home-time. Parents and staff alike are committed to providing the children with a broad and balanced curriculum, catering for their social and emotional needs, as well as creative and academic development.

We are continually seeking to improve, further developing our research-informed practices, and ensuring that all children are being offered the best possible provision. We trust our staff, who rise to our high expectations, and there is professional respect between us all. We have positive and nurturing relationships with our children, which

filters through to our behaviour approach which is built upon restorative justice. Within this context, I am looking for people with initiative and innovation, with high expectations of themselves and others, to help lead school developments and improvement within our lovely school.

Yerbury is in the heart of Islington, an extremely diverse borough with high levels of economic polarisation. Our school community is made up of children from many different backgrounds and cultures. This enriches the school and the children's experiences, and also presents on-going challenges as we strive to create an environment that best meets the needs of all of our pupils. We value our community, and work closely with families and the wider community to support and enhance the learning of our children.

The appointed Assistant Headteacher will work closely with myself and the leadership team, be in a position to draw on their areas of particular expertise, and develop professionally as a school leader, gaining breadth of experience and skills. At Yerbury we strongly value professional development and ensure staff are well-supported and developed, with a strong focus of maintaining an environment which sustains good mental health.

Kind regards,

Cassie Moss, Headteacher

Yerbury Primary School



Assistant Headteacher – Pastoral & EYFS/KS1

- Salary:** Range: L4-10 – (£63,017 to £71,614)
- Required for:** September 2025
- Contract:** Full-time, non-classed-based, permanent

Yerbury School is looking for an inspiring Assistant Headteacher to join our experienced and passionate Leadership Team. As well as positively impacting on school improvement and line-managing Phase Leaders in EYFS/KS1, this role comes with responsibility for Safeguarding and the Mental Health Lead role.

Yerbury is a 2FE, over-subscribed, unique, friendly and successful school. The ethos of the school is built upon an enthusiasm for and commitment to the broad and balanced, long-term development of each child, and we are passionate about delivering an innovative and creative curriculum whilst ensuring the best outcomes for all our children. We have high expectations of and for all, children and staff, whilst also being aware that school has to be a happy place in order for everyone to be at their best.

We are looking for someone who:

- Is an excellent practitioner and experienced middle/senior-leader with a passion and commitment to raising standards and opportunities across the school for all
- Is experienced in school improvement at a whole school level and feels confident in empowering and developing others

- Demonstrates excellent leadership and management skills, and has the ability, energy and self-awareness to lead, inspire and support pupils, staff and the school community
- Is able to build strong relationships with our most vulnerable families, having strong emotional literacy and a good understanding of mental health
- Has excellent communication skills and is an innovative, independent and strategic thinker
- Is positive, approachable and a team-player with a good sense of humour, and enjoys working in a happy and collegiate workplace

We can offer:

- A lovely school community, with enthusiastic and happy children
- A dedicated and experienced leadership team
- An on-going commitment to learning for all
- A team approach with supportive and friendly staff
- Opportunities to innovate, excel and develop
- A team of dedicated and excellent teachers

Visits are strongly encouraged and can be organised by contacting Lorraine O'Keefe, School Business Manager, on **0207 272 6580** or via email: admin@yerbury.islington.sch.uk

Closing date: Midnight, Tuesday 13th May 2025
Shortlisting date: Wednesday 14th May 2025
Interview date: Monday 19th May 2025

To apply for this post please follow link to <https://jobs.islington.gov.uk>

In line with Safer Recruitment practices, please note that references will be taken up immediately after shortlisting before the interview. Candidates should ensure their referees are aware of the need to respond within the timescale set.

In line with KCSIE 2024 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Yerbury 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 our staff.

Yerbury Primary School



Yerbury Primary School

Job Description: Assistant Headteacher Pastoral & EYFS/KS1

'This job description should be read in conjunction with paragraphs 48 and 51 of the School Teachers Pay and Conditions Document 2024'.

Core Purpose

To assist the Headteacher in creating and maintaining an environment which promotes and secures outstanding provision, high standards of achievement and behaviour, and a safe and positive place of learning and working for all.

To support the headteacher in creating, developing and evaluating the aims of the school, in partnership with pupils, staff, governors and parents

Leadership

- To work in partnership with the Headteacher and Governors to develop and embed the vision, ethos and culture of the school, and its strategic direction.
- To demonstrate leadership by example: positivity, aspiration, commitment to learning, setting high standards, being solution-focussed, importance and impact of emotional wake.
- To work with the Headteacher and SLT to promote positive behaviour, a commitment to learning and achievement for all, and to promote and support inclusive practice.
- To work with the Headteacher and SLT to maintain a productive and inspiring learning environment which will enable all members of the school community to achieve their best.
- Support the Head Teacher and SLT in monitoring the quality of teaching and learning and children's achievements across the school, including the analysis of performance data, with a particular focus on engagement and inclusion of all children.
- To be able to use a range of evidence on the quality of teaching to support school self-evaluation and school improvement planning.
- To line-manage, support and hold to account teachers and staff in their work as appropriate within the phases or areas of responsibility, including appraisals
- To lead the development of teaching and learning, and hold staff to account for the quality of teaching and pupil outcomes.
- To promote excellence and enjoyment throughout the curriculum and take a leading role in the development of curriculum areas. This may include leading a core subject.

- To support the Headteacher in maintaining and developing high morale and confidence amongst all staff.
- To work with the Headteacher to ensure that Governors are kept fully informed, and to assist and advise them in the discharge of their duties through professional advice and support.
- To actively seek engagement with and work co-operatively with the staff of the local authority, outside agencies and other external partners.
- Be able to analyse pupil performance and teacher performance (using qualitative and quantitative evidence) and actively put plans in place to support and improve them.
- To have excellent interpersonal skills and be committed to a culture of challenge and support, evidence and feedback as the basis for school improvement.
- To lead or support colleagues with new initiatives as they arise, including leading on CPD as required.
- To have due regard to one's own professional and personal development in line with school priorities and expectations.

Management

- To deputise for the Deputy Headteacher or Headteacher as required, including in safe-guarding duties.
- To help ensure the smooth running of the school on a day-to-day basis, in line with safe-guarding practices.
- To work closely and liaise with other members of the Leadership Team
- To promote the well being of all pupils and staff, through effective liaison with parents/carers/guardians and the wider school community.
- Demonstrate an awareness and understanding of all types of diversity and the challenges faced
- Support the Head Teacher and other members of the leadership team in establishing a learning environment that helps promote behaviour for learning and independence
- Take lead responsibility for ensuring the best possible wellbeing, progress and achievement outcomes for all children within area of responsibilities (phases/ subject), including those who may need additional or different provision, support and opportunities.
- Ensure that all children in phases of responsibility who are admitted to the school are appropriately inducted and supported, and that an early and accurate assessment of their levels of achievement and learning needs is obtained and shared with the class teacher, teaching assistant and other staff / adults as appropriate
- Collect and make available accurate and timely assessment data to track the progress of individuals and groups of children in order to plan and effect targeted, appropriate and timely support for individuals and groups of children according to their different needs and abilities
- To construct and monitor in consultation with the Leadership Team, timetables and rotas in advance of each academic year and term.
- To have a strategic responsibility in conjunction with the Leadership Team for the development of the planning, coverage and delivery of the National Curriculum and teaching, learning and assessment policies.

- To assist the Head and Leadership Team in ensuring that appropriate resources are available and effectively deployed.
- To manage assessment, data collection and data analysis as appropriate, and in response to analysis, identify patterns and/or areas for development, and subsequently plan for improvement in attainment and provision for all pupils.
- To lead on the effective provision and high attainment for Pupil Premium and ensure accountability for outcomes within the phases of responsibility, reporting back at school, Governor, borough and DfE level

Teaching and Learning

- To be an excellent, effective and efficient teacher to whom teachers and support staff look to as an example of good practice, role model and leader.
- To have a teaching timetable which will vary in length but will be designed to raise standards, coach other teachers and give support and advice.
- To support colleagues and ensure all staff new to the school are appropriately inducted, including liaising with other members of staff e.g. the Premises Manager regarding Health & Safety.
- To offer the highest level of professional teaching support for colleagues so that the highest educational outcomes are achieved for all children.

Responsibility for Safeguarding whole-school

- To act as the Designated Safeguarding Lead and undertake duties and responsibilities in line with this role
- To stay up-to-date with DSL training and best practice in safeguarding in schools
- To ensure all staff are kept fully up-to-date with their knowledge, behaviours and training in relation to safeguarding
- To lead safeguarding, with clear systems of identification, record-keeping, support and review to ensure the safety and well-being of all children
- To develop parental engagement within the school, and to liaise and communicate effectively with parents and carers
- To organise and chair TAC mtgs, multi-agency mtgs, parent mtgs and staff mtgs as necessary
- To create links with outside and specialist agencies, ensuring that the appropriate support agencies are consulted and used effectively as necessary for the safety and well-being of the children
- To ensure policies and statutory information on the website are reviewed and kept up-to-date and read as required
- To report to Governors as and when required, ensuring they have the information they need to fulfill their role effectively
- To liaise with Governors to ensure they have read the documents required and have had the training required in line with their responsibilities
- To support the Headteacher and Deputy Headteacher in auditing and developing the effectiveness of safe-guarding across the school

- To act as strategic Attendance Lead and undertake duties and responsibilities in line with this role

Role of the Senior Mental Health Lead (as defined by the DfE)

- Leadership and management that champions efforts to promote and support mental health and wellbeing, and that brings about strategic change to deliver an effective whole school or college approach in settings.
- Identifying need and monitoring impact of interventions to understand and plan appropriate responses to pupils' and students' mental health and wellbeing needs.
- Targeted support and appropriate referrals to ensure children and young people can get timely and appropriate support.
- Staff development to support their own mental wellbeing, and that of pupils and students.
- Enabling the student voice so that the voice of every learner is heard and valued, and influences decisions.
- Working with parents, families and carers so that everyone works as a genuine team around pupils and students, with a consistency of approach and shared aims and strategies.
- Curriculum, teaching and learning to promote resilience and support social and emotional learning.

Professional

- To keep-up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings
- To participate in national or local arrangements for appraisal of staff performance.
- To undertake other reasonable duties at the request of the Headteacher.

School Community

- To take part in the wider life of the school by, for example, taking part in fundraising events, attending after-school PTA or school events etc.

Cover

- To supervise, and so far as practicable to teach, any pupils whose teacher is absent as and when required

Equality policies

- To help ensure that subject-matter and learning resources reflect Borough and school policies on equal opportunities.

Safeguarding & Health and Safety

- To take responsibility for safeguarding and promoting the welfare of children.
- To actively follow and ensure Health & Safety policies and procedures are adhered to by others

Signed ----- Date -----

Appendix: National Standards for School Leadership

Introduction

The National Standards for School Leadership form part of a wider framework of standards for the whole school workforce and have been drawn up by the Social Partnership, working with the National College for School Leadership.

Given the strong relationship between the quality of school leadership and the outcomes for pupils, the Standards for School Leadership recognise the key role school leaders play in providing professional leadership and management in order to improve outcomes for all pupils.

These standards identify the knowledge and understanding, skills and professional attributes needed by the school's leadership in order to ensure the school builds leadership sustainability that is rooted in promotion of excellence, equity and high expectations for all pupils.

Professional Attributes

In the context of National Standards for School Leadership professional attributes are behaviours arising from professional characteristics or qualities. The professional attributes within these standards are relevant across the framework and all five areas. Effective leaders demonstrate these attributes appropriately in their day-to-day work and across a range of contexts, both within and beyond the school. These leaders show:

- Positive, enthusiastic outlook, embracing risk and innovation
- Commitment and dedication to social justice, equality and excellence
- Engagement in collaborative partnership working, within and beyond the school
- Integrity in relation to their own and the school's practice
- Courage and conviction to achieve the best outcomes
- Respect and empathy towards others
- Resilience, perseverance and optimism in the face of difficulties and challenges
- Decisive, consistent and focused on solutions
- Drive for improvement and challenging underperformance
- Capacity to be flexible, adaptable and creative

Values

Values are clearly important within professional standards and these have been embedded through the Standards for School Leadership rather than appearing as a separate list.

Key Areas of the National Standards for School Leadership

Leading Strategically

Creating and delivering a shared, corporate strategic vision, which motivates and inspires pupils, staff, governors and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, moral purpose and principles of sustainability. It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all pupils.

Knowledge and understanding of:

developments in education at local, national and global levels
models of effective leadership and organisational structures
new technologies and their potential impact
strategic planning processes, tools and techniques
ways of achieving stakeholder and community engagement
leading change, creativity and innovation
ways of achieving social inclusion, diversity and access

Skills:

think strategically, analytically and creatively
build capacity and achieve sustainability
deal with complexity and uncertainty
build a vision and communicate clear purpose and sense of direction
model the vision and values of the school
anticipate, lead & manage change
use research to support and challenge practice
inspire, challenge, motivate & empower others to attain challenging outcomes
work strategically with governing body
celebrate achievement and acknowledge excellence
demonstrate political acumen

Leading Teaching and Learning

With the whole school workforce, school leaders play a central role in raising standards of teaching and learning. School leaders have a responsibility to set high expectations, create the conditions for effective teaching and learning to flourish and to evaluate the effectiveness of learning outcomes. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a learning culture which enables pupils to become effective, enthusiastic and independent, life-long learners.

Knowledge and understanding of;

curriculum design and management
principles of quality learning, teaching and assessment including school review and self evaluation
ways of applying effective practice and research evidence to improve outcomes
use of external support and expertise
behaviour and attendance management
new technologies to support learning and teaching
political impact of external, community or family factors on learning
strategies for improving outcomes and achieving excellence for all
tools for data collection and analysis

Skills

design, develop and deliver the curriculum
demonstrate equality and diversity in teaching and learning
achieve the best possible learning outcomes for all
use developmental models for teaching and learning
engage parents in children's teaching and learning
manage and use performance data
develop whole school culture of best practice in teaching and learning
create flexible and comprehensive learning opportunities for all pupils
capitalise on appropriate sources of external support and expertise
deploy technology to support teaching and learning
develop and use effective assessment and moderation systems
evaluate, review and develop systems and structures

Leading the Organisation

School leaders should ensure that the school, with the people and resources in it, are organised and managed to provide an efficient, effective and safe learning environment. Using self evaluation and problem solving approaches, school leaders should also seek to improve organisational structures and functions so the school remains fit for purpose. School leaders should build successful organisations by working collaboratively with others, building capacity across the whole workforce and ensuring resources are effectively and efficiently deployed.

Knowledge and understanding of:

legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
development of and access to school buildings and facilities
strategic financial planning, budget management and principles of best value
organisational development, planning and implementing change
employment market, effective recruitment, deployment and management of staff
technology to enhance organisational effectiveness
strategies to maximise contributions from the whole workforce
accountability frameworks
project management techniques

Skills:

manage the school's financial, human and physical resources
seek expertise and advice from within and outside the school
establish structures and systems so operational decisions are based on informed discussion
delegate, collaborate and distribute leadership
manage others within an accountability framework
create an environment which enables people to perform at their best and underpins effective employee relations
develop and sustain a safe, secure and healthy school environment
create a working environment which takes account of workload and work-life balance
manage industrial relations

Leading People

As school leaders work with and through others, building and sustaining effective relationships and communication strategies are important. School leaders seek to improve their own performance through professional development. To enable others to develop and improve by creating a professional learning culture within the school. Through performance management and effective professional development practice, school leaders support all staff to achieve high standards. School leaders take account of issues surrounding work-life balance and recognise and value all staff and teams in the school.

Knowledge and understanding of:

significance of interpersonal relationships, including impact on teacher performance and pupil learning
performance management, continuous professional development and sustained school improvement
building motivation, including the importance of celebrating achievement
building and sustaining a learning community within a diverse workforce
own performance, ways of obtaining feedback and how to improve
support and development systems for individuals and teams

Skills:

create a culture which encourages ideas and contributions from others
develop self awareness, self-management and self confidence and use effectively
listen, reflect and communicate effectively
negotiate and manage conflict, providing appropriate support
give feedback and provide support to improve performance
hold people to account and challenge under performance
develop a culture of learning and continuous professional development
receive and act on feedback to build on strengths and improve personal performance
foster an open, fair and equitable culture
motivate, develop, empower and sustain individuals and teams

Leading in the Community

With schools at the centre of their communities, school leadership has a crucial role to play in working with the community and other services to improve outcomes for, and the well being of, all children. Placing families at the centre of services, schools and leaders should work with others to tackle all the barriers to learning, health and happiness of every child. School leaders share responsibility for the leadership of the wider educational system and should be aware that school improvement, community development and community cohesion are interdependent.

Knowledge and understanding of:

multi-agency work (including the team around the child), benefits and risks of multi-agency working
extended service provision, commissioning and contracting
the diversity of professional cultures and ways of working
diversity and community cohesion issues
collaboration and partnership working (including school, home, community and business partnerships)
strengths, capabilities and objectives of other schools, services and agencies
wider curriculum beyond the school and opportunities it provides

Skills:

establish and engage in partnerships, including working with multi-agency teams
collaborate and work within and across the community
engage the community in systematic evaluation of the school's work and act on outcomes
take a leadership role within and across the community
consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
engage in cross phase working and transition issues
engage in school-to-school collaboration and contribute to leadership in the wider education system
contribute to achievement of community cohesion
broker and commission services



Person Specification – AHT (Pastoral & EYFS/KS1)

Qualifications and Experience

1	Qualified Teacher Status and evidence of appropriate subsequent in-service training	Essential
2	At least 2 years of successful middle or senior leadership experience within a primary school	Essential
3	Recent experience of working in at least one inner-city/multicultural school in UK	Essential
4	Knowledge and experience of Early Years and KS1	Desirable
5	Recent record of consistently outstanding classroom practice in a UK school	Essential
6	Hold Designated Safeguarding Lead training or be willing to complete it before being appointed	Essential
7	Experience of effectively managing and developing a staff team/ group over time	Essential

Strategic Leadership

8	Proven experience of effectively and sensitively leading and managing change at middle/ senior-leadership level	Essential
9	Experience of strategic planning, review, evaluation of impact and reporting back	Essential
10	Ability to critically evaluate and identify priorities for school improvement	Essential
11	Ability to analyse comparative data and information, including benchmarking, to help improve standards	Essential
12	Good knowledge of how to maintain good mental health, with an understanding of leadership styles/ approaches/ behaviours which positively impact staff well-being	Essential

Leading Teaching and Learning

13	An outstanding teacher, with high expectations for all pupils, who is able to influence and improve the quality of teaching and learning throughout the school	Essential
14	Evidence of a commitment to excellence and maximising academic and social & emotional achievement for all pupils	Essential

15	Excellent understanding of how children learn and implication for effective provision to meet the needs of all	Essential
16	Experience of assessing, monitoring and evaluating the quality of teaching and learning and the delivery of the curriculum	Essential
17	Knowledge and understanding of effective assessment and the ability to use it to enhance progress in children's learning	Essential
18	Good knowledge of current developments in education generally, and more specifically within areas of responsibility and linked to teaching and learning	Essential
19	Ability to demonstrate previous use and integration of a range of current technologies to enhance provision and learning	Essential
Organisational Leadership		
20	Is well-organised, with the ability to develop, implement and maintain systems and procedures	Essential
21	Ability to prioritise effectively and manage own workload, working well independently and also as part of a team	Essential
Leading People		
22	Ability to follow all school policies and always act as a role model, especially in areas such as behaviour, health & safety, safeguarding	Essential
23	Possesses strong interpersonal skills, including the social and emotional qualities required, to bring people with them whilst also achieving the desired outcomes (various stakeholders)	Essential
24	Able to work as a member of a team, and develop and maintain productive relationships with all members of the school community	Essential
25	Is approachable and can demonstrate excellent communication skills, both orally and in writing, with children, parents, staff, governors as needed	Essential
26	Is a reflective and self-aware practitioner and manager/ leader, who is able to ask for help when needed	Essential
27	Able to develop others through delivery of effective CPD and support	Essential
28	Commitment to professional development of self and others	Essential
Leading in the Community		
29	Proven ability to actively and positively engage with parents and other stakeholders	Essential
30	Respect the views of parents and have a commitment to the involvement of parents in the learning process	Essential
31	Experience of building and maintaining purposeful links with other agencies	Desirable
32	Commitment to the active promotion of equality and diversity across the school	Essential
33	Evidence of an understanding of and commitment to safe-guarding and promoting the welfare of children	Essential

Yerbury Primary School



School Address:

Yerbury Primary School
Foxham Road
Islington
London
N19 4RR

Website:

www.yerbury.islington.sch.uk

Nearby stations:

Upper Holloway (Overground)
Archway (Northern line)
Tufnell Park (Northern line)

Buses:

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