



Recruitment Pack – Assistant Headteacher

Contract type: Permanent appointment, subject to probation

Salary: Inner London (Leadership scale) L5-L9 (£66,935-£72,858)

Key Dates

Advertisement live: Thursday 16th October

Deadline for applications: Friday 7th November at 5pm

Shortlisting: week beginning 10th November

Interview dates: Friday 21st November

Visits to the Academy

We are holding visits at the Academy of the below times:

21st October - 9am

4th November - 4pm

To book onto a tour, contact Giovanni.Pillitu@kingscrossacademy.org.uk

Appointment Panel

Headteacher: Stephen Mitchell

Deputy Headteacher: Kay Baxter

Governor: Dame Jane Roberts, Vice-Chair of Governors

To apply

Complete a KCA application form ([click here](#)) and write a personal statement demonstrating how you meet the person specification for this role. Return these to bm@kingscrossacademy.org.uk by Friday 7th November at 5pm.

Love Learning Together

Recruitment Pack – Assistant Headteacher

Welcome to King's Cross Academy

Thank you for taking an interest in joining us at King's Cross Academy. Ours is a warm and caring community where we are passionate about bringing out the full potential of each of our pupils.

We are proud of the strength of our many achievements and work tirelessly to build on our tradition of excellence both in and out of the classroom.

We are passionate about making sure that every child leaves King's Cross Academy with the skills, passion and knowledge required to succeed in secondary education. As a team, we work hard to ensure our pupils know and appreciate what makes them a unique and special learner.

It is our hope to build a community of learners which fosters a culture where lifelong learning is truly embraced. You can see our infographic below which demonstrates the five pillars to our school vision – all the work we do is underpinned by these drivers.

We know that the successful candidate will love working with us. We look forward to hearing from you.

Kind Regards



Stephen Mitchell
Headteacher



Introduction

King's Cross Academy is seeking to recruit an outstanding Assistant Headteacher, with a track record of excellent teaching in all subjects. We are seeking enthusiastic and reflective candidates who are keen to work within a supportive, creative and committed learning environment. The successful candidates will participate fully in the forward-thinking and ambitious life of KCA, taking responsibility for the education and wellbeing of all pupils within their classes.



About King's Cross Academy

We aim to prepare children for the modern world by helping them to become highly successful life-long learners.

King's Cross Academy is a happy and friendly school where the children are safe, love learning, behave well and succeed, within a supportive, creative and exciting environment. We have and recruit qualified, inspirational and enthusiastic teachers and support staff who share this vision, to help children to develop their confidence, capacity, resilience and other learning skills.

Our motto, '**Love Learning Together**', embraces our pupils, parents and teachers and our partnership working with incredible neighbours. Frank Barnes School for Deaf Children (with whom we will share our building), Central Saint Martins, Waitrose, Google UK, Camley Street Natural Park and the Francis Crick Institute are all on our doorstep, offering opportunities to broaden children's experiences and raise their achievements and aspirations.

The historic guide frame of Gasholder No.8 is the inspiration for our school emblem. It encapsulates both the industrial past of King's Cross and its new, creative future. The Academy sits at the heart of the King's Cross community. This is a 21st Century school for 21st Century children and the Academy helps each and every one to become a highly successful learner and to make the most of his or her potential and talents.



King's Cross Academy opened in September 2015 as a 2 form entry (426 place) primary school with a 26 place nursery for 3-4 year olds. In 2015 the intake was restricted to the nursery and two Reception classes. The Academy expanded each year until 2021 when it had 446 children. The new premises have been designed with shared spaces for staff training and collaborative development and for children from both schools to play together. The schools' community celebrate bilingualism: English, British Sign Language (BSL) and other community languages. We will have a wonderful and cultural mix with all children feeling a deep sense of belonging in the schools.

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Our current priorities

You can learn about our current priorities on the school website:

<https://kingscrossacademy.org.uk/headteachers-welcome>

The below graphic gives a summary of our current aims and objectives:



Our current self-evaluation grades are below and give an indication of our areas of focus:

Curriculum and Teaching	Expected Standard
Achievement	Needs attention
Attendance and Behaviour	Expected Standard
Personal Development and wellbeing	Strong standard
Leadership and Governance	Expected Standard
Early Years Foundation Stage	Expected Standard
Inclusion	Expected Standard
Safeguarding	Met

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King's Cross Academy Trust

This is a Single Academy Trust which has been approved as a sponsor by the Department for Education. After an open competition by Camden Council, King's Cross Academy Trust was selected to sponsor King's Cross Academy. There are five members of King's Cross Academy Trust: Stephen Hubbard, Alexandra Woolmore, Robert Evans, Ross McCall and Coline McConville. You can find more about our trust members on the school website.



Love Learning Together



We are committed to safeguarding children and any appointment is subject to satisfactory checks and references. The position will require an Enhanced DBS check including barred list check. The post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (as amended in 2013 & 2020). This means that applicants are not required to disclose details of any youth cautions or 'protected' criminal convictions, adult cautions or bind-overs they may have incurred.

In line with KCSIE 2025 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.

The Academy safeguarding policy is included with the application pack and we ask you to read this before applying for a post.

JOB DESCRIPTION			
Post Title:	Assistant Headteacher	Grade:	L5 to L9
Contract:	Full time, permanent (subject to probation)	Salary Range	£66,935-£72,858
Responsible to: Headteacher			

This job description should be read alongside the range of duties of teachers set out in Part XI of the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the Academy's Policy statements to fulfill the general aims and objectives of the School Development/Improvement Plan.

The post holder will agree their major objectives with the Headteacher. These objectives will include:

- Achieving the highest possible standard of education for pupils in the allocated class
- Supporting the creation and development of whole school policies, programs and practice to meet the needs of pupils and to improve the level of achievement within an allocated class and across the Academy.

PURPOSE OF THE JOB

- To work with the Headteacher and Deputy Headteacher in all aspects of leadership and management and to take responsibility for managing and developing learning and teaching across the school.
- To take a central role in assisting the Headteacher, Deputy Headteacher, and Governing Body to develop our school in accordance with its shared values and our school development plans, procedures, policies and distinctive approaches.
- The Assistant Headteacher will be an outstanding practitioner, an experienced curriculum and team leader, a leader in assessment for learning and assessing pupils' progress and a key person in the senior management team.
- The Assistant Head will fulfil the role of Leader of Learning and Teaching which will include a role as challenge champion in order to ensure all pupils reach their fullest potential.
- The Assistant Headteacher may also take lead responsibility for a core subject across the school, lead a phase and be an ECT mentor.
- The functions and specific responsibilities below are to be undertaken in conjunction with the duties of an Assistant Headteacher as defined in the most recent Teachers' Pay and Conditions Document.

KEY RESPONSIBILITIES – Assistant Headteacher

SPECIFIC RESPONSIBILITIES	• The Assistant Headteacher will be non-class based but will contain some teaching responsibilities to help develop successful practice across the school. • The Assistant Headteacher will ensure that all teaching demonstrates best practice, develops relationships, supports training and development and ensures 'quality teaching first', and thus ensuring all children make excellent progress across the Academy. • The Assistant Headteacher will take lead responsibility for ensuring the best possible curriculum offer, provision, well-being, progress and achievement for all children especially through enrichment, creative learning, extended services, partnerships and collaboration with the King's Cross estate and wider London. • The Assistant Headteacher will be a model professional setting an excellent example to teaching and support staff. They will actively and demonstrably promote achievement through building and implementing agreed school policies. • The Assistant Headteacher will lead by example in their own teaching practice, and by positively encouraging and supporting all members of staff. • The Assistant Headteacher will work to ensure that the school offers a high quality, exciting, engaging, well resourced, differentiated and well-matched learning opportunities for all pupils at the Academy.
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LEADERSHIP AND MANAGEMENT

Work in very close partnership with and support the Headteacher in the effective day to day management of the school and school community including:

- recruiting and inducting staff
- developing and implementing health and safety policies
- leading assemblies and staff meetings
- arranging cover for absent staff or staff on PPA / training
- hosting and organising whole school events such as open days and parents evening and responding to the views, needs and requests of children, staff, parents, governors and visitors.
- Work with the Headteacher and Deputy Headteacher, staff and governors in the development, implementation and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision.
- Support school governance by attending meetings where appropriate and ensuring that all governors are able to play an active and informed part in school management and development
- Work with the whole staff to develop a strong learning environment that has at its centre high expectations of learning, work, performance, academic achievement and behaviour.
- Work with the Headteacher and Deputy Headteacher in the school's achievement reviews and target setting processes by taking a major role in assessment and actively supporting and securing the school's success in national tests including those at the end of each key stage.
- The Assistant Headteacher will be responsible for collating evidence for specific sections of the school's Self Evaluation Form especially those relating to standards and attainment.
- Lead teachers and team leaders / post-holders to ensure that all teaching and learning policies and protocols are in place and up to date and where possible recognised and validated quality assurance awards are secured.
- Provide leadership in the development and management of all teaching and learning and in the creation and maintenance of high quality, stimulating, organized, tidy, well resourced, and child friendly learning environments.
- Assist in the line management of classroom based personnel including timetabling, managing and developing roles to ensure the provision of high quality interventions and support for children's progress, achievement, well-being and good behaviour.
- Manage CPD for classroom based staff ensuring their needs are identified and met through quality training opportunities within available resources. This includes assisting in managing the inset program and providing / sourcing training opportunities for whole, groups of and individual staff.

	• With the Headteacher and Deputy Headteacher, share responsibility for the induction and deployment of new staff, voluntary help, work experience students, trainee teachers/ students and parents working in classrooms and throughout the school ensuring all safeguarding requirements are met and that their work in school supports the learning and well-being of all children. • Work with the leadership team in setting, nurturing, promoting and maintaining a very high standard of behaviour and mutual respect throughout the school ensuring that all staff play an active role in the pursuit of these standards. • Ensure that there is a very safe, secure, effective and pleasing environment for all users. With the Headteacher and Deputy Headteacher, be aware of Health and Safety regulations, carry out regular risk assessments and keep the school's Health and Safety policy at all times current, under review and accessible to and used by all staff. • Ensure safeguarding procedures are fully upheld at all times. • Evaluate performance, create improvement plans, build capacity in staff and analyse quality of interventions and subject improvement plans.
STRENGTHENING THE KCA COMMUNITY	• Promote and model good relationships with parents and carers, which are based on partnerships to support and improve pupils' learning and achievement. Develop and enhance parental partnerships across the school, support parents and work as the key lead with complaints across the school. • Contribute to the development of the school as a community within the community; strengthening partnerships with families, neighbours, our local and wider community, other schools, services and the local authority • Seek opportunities to invite parents, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives • Build our understanding of the diversity of the school community and support community Cohesion. • Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff well-being and work-life balance and help to ensure we provide access to opportunities for growth, achievement and success for all adults and children in school. • Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community; to achieve economic well-being and to make an active contribution.

TEACHING AND LEARNING LEAD	• Ensure that learning is at the centre of strategic planning and resource management and lead and support the teaching and learning of all children within the school providing and promoting models of excellent classroom practice through whole class and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff • Establish creative, responsive and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where all pupils can have a voice , achieve success and become highly engaged in their own learning and be enabled to actively support the learning of others. • Monitor the effectiveness of teaching and learning including teachers' planning, monitoring planning, work sampling and scrutiny, lesson observations, supporting auditing and reporting outcomes, successful or otherwise and planning next steps and future actions. • Liaise with our partnership and local schools and other service providers including extended service providers and community resources to enrich and expand our provision and secure partnerships, collaborations, enrichment opportunities and expertise which bring benefits to all children and our school community.
OTHER DUTIES AND RESPONSIBILITIES	• Any other reasonable duties that the Headteacher or Deputy Headteacher may from time to time ask the postholder to perform.
PERSONAL AND PROFESSIONAL CONDUCT AND SAFEGUARDING	• Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school • Have proper and professional regards for the ethos, policies and practices of the school and maintain high standards of attendance and punctuality • Understand and act within the statutory frameworks setting out their professional duties and responsibilities <i>Safeguarding</i> • Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies • Work with the designated lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary • Promote the safeguarding of the all pupils in the school

Note: Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the employee will carry out. The

postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

PERSON SPECIFICATION

Post Title:

ASSISTANT HEADTEACHER

You must demonstrate on your application form and during the selection process that you meet the following essential criteria: -

EDUCATION AND EXPERIENCE

Qualifications

- Qualified Teacher Status and evidence of appropriate subsequent in-service training.

Experience

- Minimum of 5 years' recent successful teaching experience preferably across EYFS and both Key Stages 1 and 2 and in at least one inner city multi-cultural school.
- Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a primary school.
- Proven experience of high standards of primary classroom practice and of teaching area of responsibility.
- Experience in developing and managing the implementation of the school's inclusion policy.
- Experience in leading a phase across the school to make sustained academic improvements

Personal Qualities

- Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.
- Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.

Commitment to Excellence

- Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.

SKILLS, KNOWLEDGE & ABILITIES

Leading and Managing Change

- Evidence of knowledge and understanding of the Academy's approach to change. Evidence of a clear view about how to develop learning, teaching and the curriculum in the relevant Phase Group and an ability to manage change.

- Evidence of the skills and abilities required to advise teachers in their planning, teaching, assessment and day-to-day issues.

Educational and Curriculum Matters

- An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.
- Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.
- A thorough knowledge of learning strategies for children of all abilities.
- Evidence of good general knowledge of the requirements of the National Curriculum.
- Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment and to support others in doing so.

Performance Review

- Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.

Leadership

- Understanding of and commitment to developing the Academy.

Behaviour and Ethos

- Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well ordered and self disciplined behaviour throughout the school. Capacity to support colleagues in effective behaviour management.
- Commitment and willingness to meet the needs of the ethos and flexible working arrangements of the Academy

Needs of Young Children

- Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.

Interpersonal Skills

- Evidence of good interpersonal skills and the ability to work effectively as leader of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff and relevant external agencies as required.

Communication

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| | <ul style="list-style-type: none">• Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues. |
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Health and Safety.

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| | <ul style="list-style-type: none">• An understanding of the responsibility of the class teacher and Assistant Headteacher with regard to the health and safety of pupils in their care. |
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Equal Opportunities

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| | <ul style="list-style-type: none">• Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way. |
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