



Samuel Allsopp
Primary & Nursery School

JOB APPLICATION PACK

Assistant Headteacher

Starting Date: 1st September 2026

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27th April 2026

Dear Applicant,

Thank you for your interest in the post of Assistant Headteacher at Samuel Allsopp Primary & Nursery School. We are seeking to appoint a talented classroom practitioner and one who has a real skill in developing others around them, to take on the role of Assistant Headteacher from September 2026,

Our school has made significant progress over recent years and under its new name, vision and values is really moving forward at pace. The successful person will be an integral member of the school's leadership team and play a vital role in leading staff through the next phase of its journey. They will be a consistent presence around school to support the day-to-day operational running and will possess essential people management skills to coach, guide and positively influence others around them, from a position of credibility, whilst having the professional courage to challenge if standards fall short of expectations.

Our school is a very special place, and a really good environment to develop as a practitioner. Many previous staff members have progressed onto other positions of leadership as a result of the rich and diverse experiences they have gained at our school. Based over two sites, our is a hub for the local community. Over the years, the school has formed a close bond with parents and worked with many stakeholders to get the best for the children. The children are happy, resilient and well-behaved – they appreciate everything that we do to support them. When they step outside of school, the children represent our school in exemplary fashion, in spite of many coming from a diverse range of home backgrounds and challenges. If you are looking for a rewarding and uplifting career opportunity then this is for you.

Visits to our school are warmly welcomed and we have a number of dates available, to give all candidates a tour of both sites and the time to chat with myself about the work we've already started. There will be plenty of time to ask questions and share a brew! Please note - Our school is committed to the protection and safety of its pupils. On interview applicants will be asked to produce two forms of identity, one of which must be photo identification (driving licence or passport). Interviewees must also bring original documentation of the required qualifications. We will ask to see the certificates that verify qualifications cited in your application. If originals cannot be produced, written confirmation of the qualification(s) should be obtained from the awarding body. Successful applicants will be subject to enhanced DBS checks.

Applications need to be sent by email to office@samuelallsopp.staffs.sch.uk by 9am on Wednesday 13th May 2026. Interviews will be held on Wednesday 8th May 2024.

We look forward to hearing from you.

Yours faithfully,



Mr L Smith
Headteacher



Samuel Allsopp

Primary & Nursery School

INFORMATION – April 2026

Our community

We are a two site, two form entry school with our Nursery and Reception to Year 2 classes plus the Speech and Language Centre based at our Lower Site and our Year 3 to Year 6 classes based at our Upper Site

We currently have around 370 pupils across our two sites and Speech & Language Centre. The majority of our families are from a minority ethnic community where over 90% of our pupils are bilingual or multilingual. More recently we have admitted a number of pupils with a variety of cultural and linguistic backgrounds including families from Eastern Europe. We are very proud of our children's cultural heritage and take every opportunity to promote and celebrate our diversity. Since September, we have had over 50 new arrival children from abroad, join our school and experience English schooling for the first time.

Accommodation

The Victoria Road site is housed in a Victorian building 152 years old containing a new purpose-built Early Years Centre for our Nursery children. The accommodation consists of spacious well-equipped classrooms as well as a hall, gym, library and our Speech and Language unit. The Speech and Language Centre is a County funded resource for 20 pupils with Developmental Language Disorder and/or Speech Sound Disorders who experience a wide range of difficulties with communication and any associated problems. The Centre functions as part of the school and as such staff and pupils participate in all aspects of school life.

The Upper Site which opened in September 2015 is based on Belvoir Road in Burton upon Trent and comprises of a fifty-year-old refurbished building with a large playing field. Currently Year 3, Year 4, Year 5 and Year 6 are based at this site.

Staffing

The school has recruited both experienced and newly qualified staff. We currently have 17 teaching staff and 21 support staff plus our pastoral team, administration, lunchtime, catering and premises teams. We have strong links with local schools, colleges and universities and welcome into school a number of students following a variety of courses.

The school attracts additional funding to support our pupils learning needs including EAL and Minority Achievement Funding as well as a delegated budget to support mainstream pupils with learning difficulties.

Classroom Organisation

Children are organised in classes of up to 30 pupils in Key Stage 1 and Key Stage 2 except for our Speech and Language Centre. Additional teaching assistant support is provided in every year group. Staff are firmly committed to a team approach to facilitate children's learning and we are constantly reviewing and developing school policies and practices. Class teachers and support staff have regular planning meetings to ensure all staff are deployed effectively to ensure maximum benefit to children's learning through a differentiated curriculum.

Curriculum Development

The staff are working hard to refocus the curriculum to improve our standards and we have embraced many new schemes and ideas e.g. Power Maths & Little Wandle.

Leadership and Management

We have a supportive Leadership Team consisting of Headteacher, Mr Lee Smith, who joined our school in January 2022, a Deputy Headteacher and another existing Assistant Headteacher. Our Teachers and Teaching Assistants play an important role in all aspects of the school and work incredibly hard for our children.

Extra-Curricular Activities

Our pupils are involved in a range of activities including football, cricket, dance, netball and games clubs, and after school clubs. We receive support from external groups such as Burton Albion who support lunchtimes and after school sports clubs for our pupils.

Inclusion

We use a variety of approaches to support children and families who may be encountering difficulties including nurturing and mentoring. We have a rigorous approach to screening pupils who may be finding learning more difficult. Our Special Needs Co-ordinator meets regularly with class teachers and we have a strong team of staff who directly support the teaching of SEND pupils across the school.

We hope this information will have been helpful to you. Should you require any further information please do not hesitate to contact us on **01283 247420** and ask for **Mr Lee Smith**.

In the interests of promoting a Healthy School we operate a no smoking policy.

This School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

Samuel Allsopp Primary and Nursery School		
Post Title	Salary	Start Date
Assistant Headteacher	Leadership Spine: 2 - 5	September 2026

The school is committed to safeguarding children and young people. All successful candidates are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.

Person Specification for the post of Assistant Headteacher

Prepared By: The Headteacher

Start Date: September 2026

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, Current Education Acts, the required standards for Qualified Teacher Status, other current educational legislation. The job description may be amended at any time following discussions between the Headteacher

Areas for responsibility and key tasks:

a) Main Purpose

The Assistant Headteacher under the direction of the headteacher, will:

- Assist in ensuring that the school runs smoothly and act in a management capacity as the need arises. This includes: drawing up timetables and rotas to ensure the efficient use of premises, responding to staff and parent queries, the efficient deployment of staff to support needs and conducting assemblies as required
- Deputise for the Deputy Headteacher when needed, with duties around school
- Hold the Headteacher's counsel and remain a confidential sounding board when needed
- Support the Headteacher and Deputy Headteacher in the leading of the school through information sharing and feedback at leadership meetings and in between meetings when needed
- Lead by example and model those professional standards asked of all staff around school
- Teach to the highest standards when needed and be an example of best practice for other staff at all times
- Support the school's vision, its ethos and behave in a way that is complicit with whole school policies and procedures
- Handle parental queries with sensitivity and in line with the school's supportive vision – being mindful of the school's image in the local community
- Support the school with keeping pupils, parents and staff safe at all times
- Safeguard pupils from harm and potential risk, ensuring that all staff follow policies and procedures in this regard
- To take an active part in all aspects of school life and attend events that extend beyond the school day when important.
- To provide information and advice to the Headteacher and governing body as required and support proper accountability processes throughout the school.
- To take on specific tasks related to the day-to-day administration and organisation of the school as required.
- Support the Headteacher (and Deputy Headteacher) in developing and maintaining effective communication across two sites to fellow staff and parents/children. Echoing key messages from the Headteacher and enforcing agreed expectations around school

- To take on any additional responsibilities from time to time, be determined by the Headteacher.

b) Specific Duties and Responsibilities

- Attend school senior leadership team meetings, contributing to decisions at a whole school level and supporting the Headteacher in the long-term vision for the school
- Model excellent teaching and learning around school when needed, that is supportive to the needs of all vulnerable groups and demonstrates high expectations for all pupils, irrespective of ability
- Team teach and coach staff at all levels, when required. to support them deliver the best provision possible
- Analyse data routinely and use this to produce and implement action plans for improvement
- Implement policies to support positive pupil behaviour around school and model, coach and advise staff accordingly
- Set up systems and procedures to ensure consistency among teachers and all support staff in dealing with behaviour
- Carry out essential monitoring tasks under the direction of the Headteacher and alongside other school staff and external partners when needed
- Contribute to school self-evaluation and the School Improvement Plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Contribute to the school's curriculum design over time, ensuring it is inclusive for all learning needs
- Support provision for all vulnerable groups within each classroom over time, in conjunction with other senior leaders/subject leaders
- Line Manage staff members under the direction, and with the support, of the Headteacher – carry out appraisal
- Provide guidance and training to colleagues on teaching pupils
- Provide professional challenge to staff to support future growth and development or to uphold high standards continually
- Ensure that all staff carry out their statutory responsibility for supporting the well-being and welfare of the children in their care and that essential documentation is in place and then followed
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- Maintain effective contact with parents through email, phone conversations and meetings
- Provide regular reports and information for governor meetings and liaise with the Link Governor
- Ensure confidential records are maintained and kept up to date.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.
- Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Identify training needs for staff and how to meet these needs.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability.

Please note that this is illustrative of the general nature and level of responsibility of the role. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Deputy Headteacher.

PERSON SPECIFICATION

Attributes	Requirements		Measure.
	Essential	Desirable	
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • A track record as a consistently good or better practitioner • Qualified to teach and work in the UK • Evidence of continued training and contribution to their wider professional development 	<ul style="list-style-type: none"> • NPQSL or similar leadership qualification 	APP
Experience	<ul style="list-style-type: none"> • Successful primary teaching experience of more than 5 years • Working in a school undergoing a period of rapid change or innovation • Working as part of a team • Successful teaching experience in more than one year group and maintaining of high classroom standards over time • Successful Coaching and mentoring of classroom practice • Monitoring and evaluation of standards across school • Providing verbal and written feedback to staff on their practice • Holding difficult conversations with a range of stakeholders • Handling confidential and sensitive information • Successful leadership of a specific area of school improvement or a core curriculum subject • Working at a school with a nursery facility 	<ul style="list-style-type: none"> • Working in a school that has high levels of pupil mobility and international new arrivals • Working in more than one key stage • Experience of working in a school containing mixed aged classes • Working strategically over more than one site at a time or being deployed to support in other schools (in addition to your own) • Providing training to support the professional development of colleagues outside of their own school • Working with wider stakeholders including governors and outside professionals • Line management and carrying out appraisal 	APP,F/I,R
Knowledge and understanding	<ul style="list-style-type: none"> • Primary curriculum expectations and standards 	<ul style="list-style-type: none"> • Knowledge of the Early Years' curriculum • Experience in statutory national test administration 	APP, AA, F/I

	<p>at EYFS, end of KS1 and end of KS2</p> <ul style="list-style-type: none"> • Latest principles of current educational research • Can demonstrate knowledge of effective and up to date teaching and learning strategies and toolkit approaches to facilitate high quality learning and pupil interaction in the classroom • Effective strategies for how children learn to read • Restorative strategies for supporting pupils with their behavior and to support them to identify and manage their emotions • Strategies to support change management and challenging personalities • Up to date safeguarding training and understanding of effective practices 	<ul style="list-style-type: none"> • Knowledge of new Ofsted toolkit • Little Wandle Phonics • Power Maths 	
<p>Wider Responsibilities & Professional attributes</p>	<ul style="list-style-type: none"> • Commitment to the school's vision and ethos – A place where children can! Can demonstrate ambition for all pupils, regardless of need and high expectations • Commitment to the inclusion of all learners (including SEND, EAL and New arrivals) within the mainstream school environment • Meeting deadlines effectively and organising workflow • Exceptional standards of professionalism towards all pupils, parents and staff and maintains this in all situations • Able to hold the Headteacher's counsel (As a member of the SLT) and adhere to impeccable standards of confidentiality around school, handling information with absolute discretion • Foster effective professional relationships with all staff around school, maintaining suitable levels 		<p>F/I, AA, R</p>

	<p>of professional distance for the role without compromise</p> <ul style="list-style-type: none"> • Ability to uphold and visibly support team decisions around school • Commitment to own ongoing professional development • Maintain a positive disposition at all times, and calm under pressure • Thinks at a whole school level and shows a willingness to get involved with the day to day running of the school. 		
Other attributes	<ul style="list-style-type: none"> • Pragmatic and professionally agile • Solution focused • Communicates with clarity and purpose • Resilient and consistent in the face of challenges 		F/I, AA

MEASURED BY KEY:

APP = Application

R = Reference

AA = Assessment activities

F/I = Formal Interview

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people