



Application Pack

Headteacher at Stoke Damarel Primary



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Letter from Dean Ashton, Chief Executive



Dean Candidate,

Thank you for expressing an interest in applying for the post of Headteacher at Stoke Damerel Primary Academy. Stoke Damerel Primary Academy is a larger than average, mixed gender, inner city primary school, in Plymouth, that caters for pupils aged 4-11. It has grown over the last few years, has the capacity for 420 pupils and is two form entry. The school is at the heart of the local community, in its wide and varied catchment area. The school consists of a wildlife area, three playground spaces, an Early Years outside play area and a large field for its pupils to access and use.

Teachers within Reach South Academy Trust belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

We are building this Trust on a clear set of values, behaviours and curriculum principles. At the heart of those values and principles is a belief in our young people and a determination to support them to develop the knowledge, skills and attitudes to become the successful citizens for today and all of their tomorrows. Our vision is to enable individual academies to flourish with curriculum autonomy, within a consistent framework of a metacognition focused pedagogy. As a Trust, we have adopted a 'Visible Learning' approach to developing our learners and our teachers.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Dean Ashton, Chief Executive

Peter Storey, Chair of Governors

Background on Reach South



Aspiration Beyond Expectation

Reach South is an academy trust that was set up as a Multi-Academy Trust for the South West. We share our core values with our sister trust, REAch2, and we draw strength from being linked to a wider family of schools. Our central mission is for Reach South pupils to aspire to achieve beyond any limiting expectations that others might place on them. Reach South Academy Trust exists to provide schools that serve their local community, offering parents and guardians access to the highest quality of local school for their children.

Our Core Values

- **Inclusivity.** Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.
- **Promoting social mobility.** This is a fundamental driver for Reach South. Although we recognise that each school's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:
 - high standards of educational achievement;
 - high standards of social skills and interpersonal skills;
 - high standards of communication skills;
 - high standards of critical thinking, problem solving and creativity; and
 - understanding of society, economy, environment and an appreciation of contribution and participation.
- **Serving our local communities.** Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful schools do; it is fundamental to

how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that the curriculum reflects the needs and uniqueness of its community.

- **Believing in the potential of our young people.** Aspiration is a precursor to self-improvement; it is not sufficient in itself but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious. We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.
- **Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development.** We educate children to improve their own life chances and opportunities, but we also educate them as trusted members of a community and a global society. Through education, we want to make a contribution to securing a society capable of developing, evolving, improving and being sustainable.

Our Curriculum Principles

- **High standards of educational achievement.** Education is about much more than formal test and examination grades. Assessment and examination is, however, a measure of each individual's mastery of skill, knowledge, attitudes and readiness to progress to the next stage of learning, work and life. Formal educational achievement provides young people with opportunities and choices. We have a duty to make sure that our young people are as well placed as they can be to access those opportunities and choices.
- **Broad, rich and experiential curriculum.** Our aim is not to provide a narrow education that simply provides examination grades. We want to equip young people to grow as healthy rounded individuals and citizens, who make a full contribution to community and society. Our curriculum is rich and experiential. It promotes autonomous and critical thinking skills, promoting creativity and entrepreneurship as well as social skills and communication skills.
- **Relevant learning pathways.** As our pupils move from primary to secondary school and on to further or higher education, we will ensure that they can access learning pathways that are relevant to their aspirations and developing talents. These pathways need to be relevant to both the individual and the needs of the wider community. Our secondary schools will engage closely with employers and Higher Education institutions to ensure that learning is truly relevant and best prepares young people for the world of work and social engagement.

- **Research based curriculum.** There is now significant international body of research evidence about what is effective in learning and how children's brains develop. Our views about curriculum and learning will always be rooted in verifiable and independent research evidence.
- **Teaching young people to be effective learners.** So they can engage fully with our curriculum, we are committed to teaching our children and young people how to be active learners; and how to embrace feedback and mistakes as the springboard for further learning and development.

Our Core Behaviours

- **Encouraging professional freedom.** We expect our school leaders and staff to develop a curriculum that is relevant to local context and is consistent with the values, principles and behaviours of Reach South. We require consistency but not conformity. We encourage professional freedom within boundaries.
- **Championing young people, not institutions.** We will always champion our young people, even if this conflicts with being the champion of our institutions. For example, where the most appropriate learning pathway for a young person is found in another institution, this would mean a loss of funding to the Trust. Under all circumstances, we are absolutely clear that we will always put the interests of the young person first.
- **Collaboration not competition.** As a charitable education trust, we will collaborate and work with other organisations to deliver positive outcomes for children. Reach South already has very close synergies and association with REAch2 and other Academy trusts. We also seek to collaborate with other organisations, Local Authorities and Government agencies where it brings benefits to our young people.
- **Integrity and Trust.** We behave with the highest integrity at all levels of the organisation. These behaviours are critical to our organisational growth and sustainability.
- **Developing our people.** Integrity without competence would do little to build confidence in our ability to deliver what we promise. We will build and maintain a reputation for expert organisational competence through the development of skills and capacity in our people and our organisation.

Job Description

Post:	Head Teacher, Stoke Damerel Primary Academy, Reach South Academy Trust
Responsible to:	Director of Primary Education
Salary:	Leadership Scale (£52,930 - £61,341 per annum) salary dependent on experience and qualification
Location:	Stoke Damerel Primary Academy, Plymouth

The Head Teacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Head Teacher and relevant education and employment legislation. He or she will endeavour at all times to meet the Department for Education's National Standards of Excellence for Head Teacher.

The job description may be amended at any time following discussions between the Head Teacher and the Director of Primary Education and will be reviewed annually as part of the Head Teacher's performance review.

Core Purpose

The core purpose of the Head Teacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

The Head Teacher will:

- effectively manage teaching and learning
- promote excellence, equality and high expectation for all pupils
- provide vision, leadership, inspiration and direction
- be the lead professional for safeguarding and child protection
- evaluate school performance and identify priorities for continuous improvement
- deploy resources effectively to achieve the school's aims
- carry out day-to-day management, organisation and administration
- secure the commitment of the wider community by maintaining and developing active partnerships
- create a safe and productive learning environment which is engaging and fulfilling for all pupils
- work effectively with the school's Governing Body.

To improve the life chances of children and young people

The Head Teacher will work with the Director of Primary Education, Governing Body and Trust to develop a staff that has the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes in order to promote the rights of children and young people. He or she will recognise the role that parents, carers and families play in helping children and young people to succeed and thrive through being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

The Head Teacher will ensure that staff:

- listen, question and respond to what is being communicated by children and those caring for them
- demonstrate knowledge of the physical, intellectual, linguistic, social and economic growth and development of babies, children and young people
- recognise when a child or young person may not be achieving their developmental potential or their health may be impaired and be able to identify sources of help for them and their families
- understand the impact on a young person of transitions they may be going through
- work successfully on a multi-agency basis and be clear about the role of the Head Teacher and the roles of other professionals
- adopt the right approach to information sharing by following the correct procedures and by ensuring that the child or young person, parent or carer understands the process

To shape the future

The Head Teacher will work with the Director of Primary Education, Governing Body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community and to develop the ethos of the school linked to its core aims and values.

The Head Teacher will:

- think strategically, build and communicate a coherent vision in a range of compelling ways
- inspire, challenge, motivate and empower others to carry the vision forward
- model the values and vision of the school.

To lead teaching and learning

The Head Teacher will take responsibility for raising the quality of teaching and learning and for pupils' achievements within a successful learning culture.

The Head Teacher will:

- demonstrate personal enthusiasm for, and commitment to, the learning process
- demonstrate the principles and practice of effective teaching and learning
- access, analyse and interpret information
- initiate and support research and debate about effective teaching and learning and develop relevant strategies for performance improvement

- acknowledge excellence and challenge poor performance across the school.

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To develop self and work with others

The Head Teacher will develop relationships and communication which underpin a professional learning community that enables everyone in the school to achieve.

The Head Teacher will:

- foster an open, fair, equitable culture and manage conflict
- develop, empower and sustain individuals and teams
- enable staff to manage their workload to achieve an appropriate work-life balance
- collaborate and network with others within and beyond the school and Trust
- challenge, influence and motivate others to attain high goals
- give and receive effective feedback and act to improve personal performance
- accept support from others including colleagues, governors, Trust and the Local Authority

To manage the organisation

The Head Teacher will provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Through effective collaboration with others, he or she will ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment for pupils, staff and members of the school community. This includes adhering to safe employment procedures which place the safety of children and young people at the heart of all practices.

The Head Teacher will:

- establish and sustain appropriate structures and systems
- manage the school efficiently and effectively on a day-to-day basis
- delegate management tasks and monitor their implementation
- prioritise, plan and organise his/her own work and that of others when appropriate
- make professional, managerial and organisational decisions based on informed judgements
- think creatively to anticipate and solve problems.

To secure accountability

The Head Teacher is legally and contractually accountable to the Trust and Governing Body for the school, its environment and all its work. The Head Teacher must also fulfil wider accountabilities in relation to pupils, parents, carers, the Trust, the Local Authority and other relevant groups.

The Head Teacher will:

- demonstrate awareness of national policy direction and anticipate educational trends
- engage the school community in systematic and rigorous self-evaluation of the work of the school and work closely with the Governing Body to ensure that effective self-evaluation informs school improvement priorities
- collect and use a rich set of data to understand the strengths and weaknesses of the school
- combine the outcomes of regular school self-review with external evaluations in order to develop the school.

To strengthen community

The Head Teacher will engage with the internal and external school community to secure equity entitlement. This includes collaborating with other schools and with parents and carers and other agencies for the well-being of all children and developing extended services to meet the needs of the community.

The Head Teacher will:

- recognise and take account of the richness and diversity of the school's communities
- engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
- listen to, reflect and act on community feedback
- build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils.

Job Descriptions are not exclusive or exhaustive and the nature of the Head Teacher's position entails that the post holder may be required to carry out additional duties as reasonably required.

Person Specification

Applicants should describe in their application how they meet these criteria.
Assessment Method Key: A – application form, I – interview, R - reference

Qualifications	Essential	Desirable	Assessment method	
Qualified teacher status	x		A	
Degree or equivalent	x		A	
NPQH		x	A	
Professional Development	Essential	Desirable	Assessment method	
Evidence of appropriate professional development for the role of Head Teacher (leadership & management)	x		A / I	
Attendance at a range of training dealing with current educational issues	x		A	
Contribution to staff development across the primary range (e.g. coaching, mentoring, INSET for staff)	x		A	
Completion of safer recruitment training	x		A	
Completion of appropriate Child Protection training	x		A / I	
Completion of designated senior leader training		x	A / I	

School leadership and management experience	Essential	Desirable	Assessment method	
Recent successful leadership as a Headteacher / Principal or Deputy/Assistant Headteacher	x		A/I/ R	
Able to demonstrate successful/effective leadership in a school.	x		A/I/ R	
Experience of leading whole school improvement	x		A / I	
Experience of policy development and implementation	x		A / I	
Experience in school self-evaluation and development planning. Understanding and experience of the importance of critical self-evaluation to improve outcomes.	x		A/I/ R	
Possess an awareness of the financial management of a primary school / experience with any aspect of the budgeting process.	x		A/I/ R	
Experience of working with the governing body.		x	A / I	

Teaching and Learning knowledge and experience	Essential	Desirable	Assessment method	
Experience of teaching in more than one school		x	A / I	
Experience of teaching in a school in similar circumstances or serving a similar community.		x	A / I	
Significant teaching experience within the primary phase with proven skills as a class teacher with an ability to demonstrate and share outstanding practice.	x		A / I / R	
Possess a current knowledge and understanding of all primary phases: EYFS, KS1 and KS2	x		A / I	
Experience of providing professional challenge and support to others through the performance management process	x		A / I	
Ability to use data effectively, utilising assessment and target setting to raise standards	x		A / I / R	
Able to exemplify how the needs of all pupils have been met through high quality teaching including effective provision for pupils in receipt of PPG, SEND and vulnerable cohorts.	x		A / I	
Possess and demonstrate understanding of strategies to promote positive behaviour management and evidence effective implementation of a range of behaviour management strategies.	x		A / I / R	

Professional Skills	Essential	Desirable	Assessment method	
Clear vision and leadership skills: ability to lead and manage people as individuals and to develop the common goals of a team. Able to challenge, motivate and inspire others.	x		A / I / R	
Able to think analytically and creatively and demonstrate initiative in solving problems	x		A / I	
Excellent written and verbal communication skills (this will be assessed at all stages of the process).	x		A / I	
Possess the skills to lead child protection and safeguarding with up to date knowledge of relevant legislation and guidance.	x		A / I	
Demonstrate innovative and creative approaches to teaching and learning.	x		A / I / R	
Ability to think and plan strategically and to respond flexibly to change	x		A / I / R	
Competent with the use of ICT.	x		A / I	
Ability to organise work, prioritise tasks, make decisions and manage time effectively, recognising the importance of work/life balance.	x		A / I / R	

Philosophy and Commitment	Essential	Desirable	Assessment method	
Clear personal philosophy of education and enthusiasm in promoting aims, objectives and ethos of the school.	x		A / I	
Committed to the promotion of well-being and pastoral care to all staff and children.	x		A / I / R	
Able to relate to all pupils from whatever background in order to motivate them to achieve their potential.	x		A / I / R	
Committed to the objective of 'diminishing the difference' for disadvantaged children	x		A / I	
Committed to promoting links with the Trust and Other Trust Schools, parents, governors, community and developing parent / carer engagement in learning.	x		A / I	

Personal Qualities	Essential	Desirable	Assessment method	
Ability to demonstrate personal and professional integrity including modelling values and vision	x		A / I / R	
Outstanding inter-personal relationships including the ability to manage and resolve conflict	x		A / I / R	
Ability to build and maintain quality relationships through effective interpersonal skills and communication	x		A / I / R	
Awareness of the personal strengths and areas for development of others; listen to reflect on and respond to their views	x		A / I	
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	x		A / I	

