

Mottram St. Andrew Primary Academy

Headteacher candidate information





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Welcome!

Thank you for your interest in becoming the Headteacher of our Academy. This pack will provide you with information about the school, the job description, person specification and recruitment process.

This exciting opportunity has arisen due to the retirement next summer of our current Headteacher who has led the Academy successfully for the last 18 years. Governors are looking to replace her with an inspirational and innovative senior education leader who can build on the Academy's strengths and continue to provide the best possible environment in which to develop learning experiences and outcomes for all our children.

We are extremely proud of our Academy which is happy and vibrant with a strong family ethos that includes pupils, parents, staff and Governors.

We believe in a creative curriculum, which identifies the talents of each child and enables them to flourish. We value our external partnership relationships especially those with the Fallibroome Learning Community and Silk Teaching School Alliance.

This is an opportunity for someone with excellent communication skills, who can lead and develop the teaching and learning of a team of enthusiastic and talented staff to bring out the best in each and every pupil.

We would be delighted to give you a tour of the school, so please come and visit us. We are offering two dates: Tuesday 29th November and Monday 5th December. Please arrange a visit by contacting the school office on 01625 383000 or email: applications@mottramacademy.org.uk.

I look forward to meeting you and to receiving your completed application.

Rebecca Morgan, Chair of Governors



Our Academy and Community

About Our Academy:

Mottram St Andrew Primary Academy opened on its current site in 1908. We are a popular, rural primary academy situated in Cheshire East between Wilmslow and Macclesfield, close to the Peak District and within easy reach of Manchester. There is a supportive community and a strong relationship with the surrounding village.

We benefit from single-age classes and one form entry. The class size is small with no more than 24 in a class. We currently have 163 children on roll. We are over-subscribed for our reception intake and most year groups are full to capacity. Parents choose to travel from a wide area to allow their children to come here.

The Academy has a reputation for excellence and leads on innovative practice locally through its collaboration with the Fallibroome Learning Community and the Silk Teaching School Alliance. The Academy benefits from the advice of Mary Myatt, a nationally renowned educational thinker and Ofsted inspector, as our School Improvement Partner.

Governors have discussed the merits of joining a local Multi-Academy Trust but no decision was reached and we remain an independent stand-alone primary academy. Governors will review this option when a new headteacher is in post and can feed in to this debate.

Our Children:

Children join the reception class with knowledge and skills typical for their age and leave with attainment above local and national standards. We pride ourselves on our ability to nurture and provide for all pupils regardless of ability or social needs. Our children are articulate and enthusiastic learners who are keen to take up the opportunities on offer. The behaviour of our children is excellent.

Our Children cont:

There are a number of children with Special Educational Needs, a few with disabilities and others with social and emotional needs. The SENCO and Pastoral Teaching Assistant work closely with the headteacher and other staff to meet the needs of these children.

We have a number of children of high ability and staff ensure these children are challenged. Our aim is to ensure that there is no ceiling on achievement. Children of all abilities are keen to get on with open-ended problem solving tasks and extension activities.

The curriculum is broad, rich and creative. All classes work on a cross curricular class topic, often based around a novel, and as much learning as possible is linked to the text. Visits and residential trips enhance the curriculum. We are very strong in art, music and the performing arts. Sport and PE have a high focus in the school day with a range of after school sporting activities and competitive events.

Beyond the school day we offer a broad range of activity clubs as part of an enrichment programme introduced a year ago to enhance our children's school experience and extend their enjoyment of learning outside the classroom. This is hugely popular with nearly all children in the school taking part in at least one of the varied clubs on offer.

We offer Breakfast and After School Club and the school is open most holidays for Holiday Club.

Our Staff:

Our staff are a mix of long-standing experienced teachers and others who have joined more recently. There are five full time class teachers, four job-share class teachers and two part-time teachers who all take on leadership tasks and PPA cover. There are five teaching assistants.

All staff enjoy a wide range of opportunities for their professional growth and are a closely knit team who support and challenge each other. Leadership is widely distributed and experienced staff take on the role of project leaders for major pieces of school development work.

There is no deputy headteacher and instead, as part of developing leadership skills, experienced senior teachers take on this role for a term on a rota basis.

We have an experienced bursar who currently takes responsibility for finance, health and safety, office management and premises tasks. We also have a clerical officer, caretaker and catering manager, who runs our in-house catering service

Our Community:

We have a dedicated PTA, The Friends of Mottram, who are much appreciated and raise significant funds for the Academy.

The Governing Body is skilled and knowledgeable. They support and challenge the headteacher and other staff. They are enthusiastic and committed to the school.

For more information please visit our website: mottramacademy.org.uk

Mottram St Andrew Primary Academy is committed to safeguarding and promoting the welfare of children. Appointments will be subject to DBS clearance, satisfactory references and a medical check.



Our Aims

To provide the highest standard of education which is creative, relevant and challenging for all.

To ensure that each member of the school community develops the skills, knowledge and understanding necessary for now and the future.

To promote mind friendly learning, developing higher order thinking skills, in a stimulating, fun and safe environment.

To encourage the whole community to become interdependent, co-operative learners, within a friendly and mutually respectful environment.

To engender self-discipline, responsibility and autonomy. To develop self-esteem, an optimistic outlook and a positive attitude to learning and to be aware of personal safety and well-being.

To ensure that children experience and value the richness of cultural, religious and racial diversity and to appreciate the world around them.

To maintain a culture of trust, welcoming and involving parents and the wider community into the daily life of the school.



Our Mission Statement

**Prepares us all for
lifelong learning
with
trust, respect,
optimism and
co-operation**



Job Description

The Governors would like to appoint a dedicated and inspiring school leader to work with staff and governors to build on and develop our Academy's success. We are looking for someone with proven senior management skills and experience of improving pupils progress and attainment.

Responsible for:

- Providing effective professional leadership and management to implement the strategic vision for the Academy, agreed with Governors.
- Inspiring teachers to deliver standards of teaching and learning to enable all children to reach their full potential academically, to develop as well-rounded individuals and have an enjoyable, rich and rewarding educational experience.

Responsible to: Mottram St Andrew Primary Academy Trustees and Governors

Pay scale: L10 - L16

Ethos

Promote a forward-thinking, happy culture through our core values of learning together with trust, respect, optimism and co-operation, caring for, nurturing and valuing each child regardless of ability or needs.

Learning, Teaching and Pupil Welfare

- Create a whole school environment that motivates children to learn successfully and behave positively.
- Develop a rich, broad, balanced and creative curriculum that enthuses, engages and inspires children.
- Ensure the curriculum is appropriate and effective and is continuously evaluated and reviewed.
- Develop consistent high quality teaching and learning across the Academy.
- Ensure the personal and welfare needs of all pupils are known and understood with appropriate and effective support provided where necessary.
- Develop a culture and processes to identify and respond effectively to children with special educational needs and disabilities.
- Be proactive in ensuring procedures are in place so that parents are well informed about their child's progress.
- Ensure safeguarding procedures are followed to maintain pupils' welfare.

Staff

- Deploy staff effectively.
- Ensure they are motivated and extend their knowledge and skills through supportive performance management.
- Provide continuous professional development including the development of leadership skills.
- Work with Governors to oversee a robust process for recruiting and selecting high quality staff.
- Work closely with the Silk Teaching School Alliance leading, or giving staff opportunities to lead, on aspects of the work.
- Ensure that all staff are on salaries and conditions of service consistent with statutory, National and local requirements.

Resources

- Maximise the funding and resources available to the Academy including attracting external funding.
- As accounting officer work with the bursar to oversee the preparation of the Academy's annual budget for approval by the Governing Body.
- Ensure that the Academy's funding and resources are used well and there is sound financial management with regular reports to the Governing Body.
- Make arrangements to ensure the Academy's buildings and grounds are secure, safe and clean.
- Ensure the Academy meets its requirements under health and safety legislation.

Innovation

- Develop a creative environment that enables innovative practice to flourish in a way that continuously improves the strategies and interventions used to support children, both individually and collectively.
- Maintain and develop the opportunities offered in the enrichment programme of after school and lunchtime clubs.
- Actively promote and market the Academy.

External environment

- Bring new ideas into the Academy through work with external individuals and organisations.
- Collaborate with local schools, particularly those in the Fallibroome Learning Community, to raise standards and enrich the school experience for all children.
- Develop and maintain good relations with parents and the community.

Governing Body: Strategic Direction and Development

- Prepare, review and implement the Academy's strategic vision, aims and policies agreed by the Governing Body.
- Lead the preparation of the Academy's self evaluation and school development plan (SDP) with clear actions and implementation processes that link clearly to school priorities. for approval by the Governing Body.
- Lead Governors in reviewing and evaluating the SDP and in making recommendations for future priorities.
- Provide the Governing Body with relevant information, objective advice and support to enable them to make informed decisions and fulfil its' responsibilities effectively.
- Ensure children, parents, staff, governors and external partners are fully engaged in the Academy's development and planning for the future.



Person Specification

	Specification	Essential	Desirable
Qualifications and Training	Degree and Qualified Teacher Status	E	
	Evidence of Continuous Professional Development (CPD)	E	
	NPQH or equivalent		D
	Successful experience of senior leadership at deputy level or higher (serving HT, deputy HT or equivalent)	E	
	Proven successful track record as an excellent teacher across the primary phases	E	
Management Experience	Experience of financial planning and budget management		D
	Demonstrable track record of raising and sustaining standards in achievement and progress	E	
	Recruitment and selection of staff		D
	Confident use of IT as an effective tool for school management	E	
	Significant experience of managing staff and leading whole-school initiatives.	E	
	Evidence of partnership working both within school, with other schools and with external individuals and organisations including governors	E	
	Safeguarding experience as Designated Safeguarding Lead or deputy		D

Leadership Skills and Knowledge	Maintenance of high standards of discipline, attendance and behaviour	E	
	A commitment to school improvement through the pursuit of excellence	E	
	A proven track record of strategic and innovative thinking with effective operational output	E	
	Knowledge of legislation, policy and developments in relation to Ofsted requirements, curriculum, assessment, governance, safeguarding, employment and health and safety	E	
	Clear understanding of what constitutes good and outstanding teaching and learning across the whole primary school age range and how this is secured	E	
	Evidence of analytical skills and knowledge in relation to the evaluation of school data	E	
	Experience of Performance Management of staff and the support of CPD	E	
	Up to date with developments within the education sector and articulating the implications for the management and leadership of the school and advising governors accordingly	E	
	A working understanding of safeguarding children policies and practices both in regard to individual cases and the whole school	E	
	A working understanding of the social and emotional needs of individual children and how this can best be met through a whole school approach	E	
Personal Qualities	Demonstrates energy, resilience, optimism, integrity and has a good sense of humour	E	
	Confident effective leadership skills: decisive, analytical, motivating, inspirational and empowering	E	
	Excellent communication and negotiating skills, both oral and written, for effective and professional communication with staff, pupils, parents, governors and the wider community	E	
	A child centred approach	E	
	Committed to equality, diversity and inclusion	E	
	Ability to build and lead effective teams	E	
	Ability to nurture pupils, staff and parents with understanding and compassion	E	
	Able to recognise and use the skills and abilities of staff and governors to optimise the school's success	E	
	Exceptional organisational skills and ability to work to tight deadlines and under pressure	E	

We will assess how you meet the person specification from the following:

Your letter of application; the application form; assessment tasks; observation; presentation; interview; references and qualification certificates.



2016 Performance Data

Please note each of our children is worth almost 6% this year as there were 18 children in Y6

* Cheshire East is one of 12 Local Authorities criticised for applying the assessment guidelines for writing too harshly and has the biggest gap Nationally between its reading and writing scores.

<u>KeyStage 2</u>	Children reaching the Expected Standard (set at 100 in the scaled scoring system)			Children reaching the Higher Standard (over 110 in the scaled score)	
	Mottram	National	Cheshire East	Mottram	National
Combined Reading, Writing and Maths	66%	53%	52%	11%	5%
Reading	78%	66%	70%	33%	19%
Writing*	72%	74%	63%	11%	15%
Maths	72%	70%	72%	22%	17%
Grammar, punctuation and spelling	78%	72%	75%	22%	23%

<u>KeyStage 1</u>	Children reaching the Expected Standard			Children at Greater Depth	
	Mottram	National	Cheshire East	Mottram	National
Reading	82%	74%	75%	32%	24%
Writing*	73%	66%	58%	18%	13%
Maths	78%	73%	71%	23%	18%

Phonics check

95% of Y1 children passed the phonics check. National pass rate is 81% and Cheshire East's is 83%.

EYFS data

79% achieved the Good Level of Development for the end of the Reception class. National results are 69% with Cheshire East at 71%.



Recruitment & Selection Timescale

The Governing Body has appointed a Recruitment Panel to oversee the selection of a new Headteacher. We warmly welcome and encourage you to arrange a visit to our school on one of the two dates offered. To apply please download an application form from our website or contact Christine Miri in our school office (applications@mottramacademy.org.uk or 01625 383000). Once applications have been received the panel will shortlist candidates for assessment and interview.

Post Advertised	18th November 2016
Dates when candidates may arrange to visit the Academy	29th November 2016 & 5th December 2016
Deadline for Applications	16th December 2016
Short-listing by Governors	w/c 19th December 2016
Assessment day	w/c 16th January 2017
Interviews	w/c 16th January 2017
Recommendation by Recruitment Panel to the Full Governing Body (evening of interview)	