



Believe Learn Achieve



Stockingford Primary School Headteacher Recruitment Pack

Autumn 2016

www.stockingfordprimary.co.uk

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Are you the STAR we are looking for?

This isn't just any headteacher role. It's a role about people. We need a headteacher who understands our challenging community, and who has the heart to make us the best we can be.

We are a large primary school, growing to a maximum of 840 children, in a culturally and socially diverse community. We value and nurture every individual whatever their needs, and provide an inclusive environment so that everyone can shine.

You'll be an experienced headteacher, or an exceptional deputy, looking for exciting new challenges. Either way, your energy, drive and passion will guide us on our journey of improvement to become an 'outstanding' school.

If you are that STAR, you will get your satisfaction by knowing that your work - day in, day out- will improve the life chances of all our children and set the direction of their futures.



Studious

Teamwork

Aspiration

Respect

Safety



Stockingford Primary is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check, satisfactory references and a check against the barred list for children is required for this post.

Letter from our Chair of Governors

November 2016

Dear Applicant,

Thank you for expressing an interest in the post of Head Teacher at Stockingford Primary School.

As a result of the retirement of our long-serving and successful Headteacher we are looking for someone to join us and lead our committed staff as we strive to become an outstanding school.

Stockingford Primary School is a large primary school (one of the largest in Warwickshire) at the heart of the local multicultural community with a variety of backgrounds. There are currently approximately 700 pupils on roll, which could increase to approximately 840 by September 2018 – we are four-form entry at reception. We are financially sound and run a healthy budget.

Stockingford Primary has been in existence for just over 4 years following the combining of Stockingford Infants School and Stockingford Junior School, which were both on the same site. The school also has a small specialist Speech and Language unit for up to 10 children at Key Stage 1, which is currently managed by the local authority. Over the next eighteen months the scope of this unit is being expanded to include children up to Key Stage 2 and also to include children with wider communication difficulties. The management of this unit will also be transferred to the school with support from the local authority.

Although the school does not have a nursery of its own there is an independently run nursery (Applegrove) on the site and the Stockingford early years centre is next door, with another independent nursery also very close by. We have extensive grounds around the school with plenty of opportunity for outside learning (weather permitting!)

Some of our school's facilities include:

- Nurture group
- Lego Room with 3D printer
- Music Room
- Art Room
- ICT Rooms
- Well stocked library (which has been awarded the County schools library service Gold award – The only primary school in Warwickshire to receive this award)
- School Minibus
- Variety of after school clubs

Continued...

As well as the School's library award we have received, amongst others, the following awards:

- 360 E-Safety Bronze Award
- Young Carers Gold Award (We are only the second school in Warwickshire to receive this award and the first in Nuneaton)
- Marjorie Boxall Quality Mark Award for Nurture

The school motto is **Believe Achieve Learn** and everyone at the school is committed to ensure that the children achieve their best.

The governing body is committed to supporting the school in any way it can and governors visit the school regularly.

The governing body and the school believe that collaboration is important and the school takes an active role in the Nuneaton primary school consortium and also the local Primary Learning Community for both moderation and professional development. Stockingford are also a strategic partner in the Gateway Alliance (www.gatewayalliance.co.uk), Warwickshire's first school company, and the alliance offices are currently based in school.

If you share our passion and are up for a challenge then we would be delighted to receive your application form. You are more than welcome to visit our school, please phone the school to make an appointment.

I look forward to receiving your application

Kind regards

Phil Goode

Chair of Governors

Stockingford Primary School



Nuneaton - Historic Market Town



Nuneaton is the largest town in Warwickshire. It boasts an historic market, vibrant town centre and an array of recreational and leisure facilities.

Nuneaton can trace its history back to the 12th century when a nunnery, which remains visible today, was first founded.

The town is ideally placed for commuters within easy reach of the M6, M42 and the M69, the A5 and A46 also run close by. It is also served by two train stations, with the opportunity to get into central London in less than one hour.

What our children want our new
Headteacher to be...



What our staff want our new Headteacher to be...



Quotes from our current Headteacher...

"I have thoroughly enjoyed every one of my years at Stockingford and especially seeing the school on its improvement journey in recent years."

"...wonderful children who engage me every day with their amazing contributions, good humour and achievements."

"...a warm, friendly and very 'special' place for pupils to thrive, flourish and excel."

"It has been exciting and very rewarding, with the support of a happy, committed and highly professional staff, and an outstanding leadership team."

Headteacher - Job Description

Job Summary:

Post Title:	Headteacher
Salary Range:	L20 to L27 (£62,240 - £73,786)
Contract:	Full Time, Permanent
Responsible to:	The Governing Body and Local Authority
Responsible for:	All staff within school

Core Purpose of the Headteacher:

The core purpose of the Headteacher 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. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures it is managed and organised to meet the aims and targets. The headteacher working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day to day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.



General Duties and Responsibilities:

To carry out the duties of the Headteacher as set out in the current School Teachers' Pay & Conditions Document.

Key Areas of Responsibility



1. Shaping the Future

Working with the governing body to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and oral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Actions:

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.



2. Leading Learning and Teaching

The Headteacher has the central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Actions:

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to learning and teaching.
- Ensure a culture and ethos challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.



3. Developing Self and Working with Others

Effective relationships and communication are important in headship as the headteacher works with and through others. As an effective headteacher you will manage yourself and your relationships well. You will build a professional learning community that enables others to achieve. Through performance management and effective continuing professional development practice, you will support all staff to achieve high standards. To equip yourself with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of you, you should be committed to your own continuing professional development.

Actions:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.



4. Managing the Organisation

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the reexamination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.

Actions:

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school, implement successful performance management processes with all staff.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.



5. Securing Accountability

With values at the heart of their leadership, headteachers have a responsibility to the whole school community. In carrying out this responsibility, headteachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors and the LA. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are legally and contractually accountable to the governing body for the school, its environment and all its work.

Actions:

- Fulfil commitments arising from contractual accountability to the governing body.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

6. Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Actions:

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Ensure a range of community-based learning experiences
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.



Collaborate with other schools and academies to support achieving the above.

This job description may be amended at any time following consultation between the Headteacher and Governing Body and will be reviewed annually.

Headteacher - Person Specification

Measured by:

A = written application

I = interview/tests

D = documentary evidence, including Ofsted reports and references

Measured by:

	Essential	Desirable	A	I	D
Qualifications:					
Qualified teacher status.	E		X		X
NPQH or working towards qualification.		D	X		X
Further qualification in a related area e.g. MED; MA; MBA.		D	X		X
Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning.	E		X	X	
Experience:					
Relevant and recent experience as a successful Headteacher, Deputy Headteacher or Assistant Headteacher, with a proven track record.	E		X	X	X
Evidence of successful improvement planning across all phases of the school.	E		X	X	
Evidence of successful implementation of strategies to improve teaching and learning and the raising of standards of achievement for all pupils.	E		X	X	X
Successful experience of working with parents and the community as partners in learning.	E		X	X	
Successful experience of working with pupils with SEN and disadvantaged pupils.	E		X	X	
Successful experience of working with pupils with English as an additional language.	E		X	X	
Successful experience of working with pupils with additional speech, language and communication needs.		D	X	X	
Successful experience of working in collaboration with other schools to realise improvement and raise standards.	E		X	X	X
Successful experience of working within an ethnically diverse school.	E		X	X	
Successful experience of working effectively with school Governors.	E		X	X	X
Successful experience of creating staffing models which develop the organisation, encourage individual staff to grow and realise the potential for all pupils.	E		X	X	



Person Specification cont...

Person Specification cont...		Measured by:			
	Essential	Desirable	A	I	D
Professional Knowledge and Understanding of:					
Effective teaching, assessment, data analysis and target setting across the primary age range.	E		X	X	X
Developing and sustain systems for school self-evaluation and effective monitoring.	E		X	X	X
A range of innovative strategies to improve the quality of teaching and learning for all pupils.	E		X	X	
The issues relating to the particular needs of a diverse community with relatively high levels of social disadvantage and mobility.	E		X	X	X
Strategies to motivate and engage pupils to maximise learning opportunities and outcomes.	E		X	X	
Local and national priorities.	E		X	X	
How to promote inclusion and implement equal opportunities for all.	E		X	X	X
The safeguarding and wellbeing of pupils to ensure their welfare is prioritised including child protection procedures and the role of the Designated Senior Person.	E		X	X	X
Effective financial management planning and budget monitoring.		D	X	X	
Leadership Skills:					
Evidence of managing or making a substantial contribution to the effective management of change.	E		X	X	X
Evidence of highly developed skills in performance management, recognising high performance, tackling underperformance through to resolution and supporting continuous professional development of staff.	E		X	X	X
Build on a clear vision for the future development of the school and empowering others to carry the vision forward.	E		X	X	X
Build upon our current good practice by supporting and developing effective teamwork across the whole school community.	E		X	X	X
Manage, motivate and inspire staff to achieve the highest standards in all aspects of school life within the resources available.	E		X	X	X
Embrace the nurturing aims and inclusive ethos of the school.	E		X	X	X
Devolve responsibilities and delegate tasks.	E		X	X	



Person Specification cont...

Measured by:

	Essential	Desirable	A	I	D
Leading Teaching and Learning:					
A proven track record of ensuring the highest possible standards in teaching and learning with the ability to model excellent classroom practice.	E		X	X	X
Sustained experience of managing, monitoring and evaluating pupils progress through robust data analysis to translate information into assessment for learning and effective intervention strategies.	E		X	X	X
Successful experience of positive behaviour management, through the implementation of pupil focused, inclusive and effective learning environment so that behaviour and attendance are outstanding.	E		X	X	X
Experience of sustaining positive outcomes and improved life chances for all pupils.	E		X	X	X
Successful involvement in staff recruitment, appointment, induction and retaining staff.	E		X	X	
Experience of delivering excellence through a broad and balanced curriculum within a primary setting.	E		X	X	X
Personal Qualities:					
Is passionate about creating a rich inclusive learning environment where every individual member of the school community is known and valued.	E		X	X	X
Is articulate and approachable with excellent interpersonal communication skills both in conversation and in writing.	E		X	X	X
Can articulate the vision to inspire, motivate, encourage and support staff by creating a culture of aspiration and high expectation.	E		X	X	X
Is able to prioritise and demonstrate personal organisation, time management and strong leadership skills especially under pressure.	E		X	X	X
Is an outstanding, reflective practitioner who demonstrates evidence of learning from experience.	E		X	X	X
Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas.	E		X	X	X
Distinctive School Ethos:					
Can demonstrate and evidence the specific skills and qualities needed to lead a large, multi-faith primary school.	E		X	X	
Ability to sustain an ethos of respect, empathy and mutual support, promoting high achievement and continuous improvement	E		X	X	
Ability to articulate a vision that promotes the spiritual, moral, social and cultural development of all pupils.	E		X	X	
Ability to ensure that parents/carers feel welcome and are encouraged to participate in and support their children's learning and the life of the school.	E		X	X	



Application Information

Thank you for showing an interest in the post of Headteacher at Stockingford Primary School, Nuneaton.

Closing date: 5th January 2017

Interviews: 25th and 26th January 2017

Start date: 24th April 2017

School Visits:

Candidates are encouraged to make an informal visit to the school prior to making an application. The available dates to visit are Monday 5th December and Friday 9th December.

Please contact Gwyn Evans on tel: 024 7638 2277 or email: head2121@welearn365.com, to make arrangements.

Stockingford Primary is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check, satisfactory references and a check against the barred list for children is required for this post.

