**From the Chair of Governors**

Thank you for expressing an interest in our school, and we hope that you will be inspired to apply for the post of Teaching Head.

Our school has a fantastically friendly family atmosphere – a combination of the culture

created by our Head, staff, parents and, of course, our fabulous children.

We are, you will have noticed, a Church School. Our Christian values flow through the school and influence the culture - and our decision-making on occasions - ensuring that we remain focused on the success of our children. We don’t expect applicants to be regular Church-goers, but we do hope that they will share these values too.

We have a strong and enthusiastic Governing Body who will work with the new Head to carry on the work of making our school the best it can be: educationally, financially (always a challenge in a small school), and as a thriving community asset with strong pupil numbers.

We hope you enjoy reading about our school, and we look forward to hearing from you.

Martin Wiltshire, Chair of Governors

**School Description**

Sutton on the Forest is a Church of England Primary School in the centre of the village. Currently there are 75 children on roll (out of a maximum of 91), and the school has a staff of 6 part time teachers and 2 teaching assistants.

The school is divided into 4 classes in the morning (R/Y1, Y2/Y3, Y4, Y5/Y6) and 3 classes in the afternoon (R/Y1, Y2/Y3, Y4/ Y5/Y6). We aim to teach core subjects in the morning when the classes are smaller, and use the afternoons for Art, Drama, P.E. and Music.

We have great facilities, including a large school hall, outside play area, wooded wildlife

area including a new outdoor classroom, and a sports field. Much of this has been achieved through grants and the generous and successful support of our parents through the Friends of Sutton School (FOSS), who raise between £3k and £6k annually and, of course, help the school family atmosphere through the social events it organises.

There is a successful and busy before- and after-school club called Treetops. It is a very well run facility that our working parents really appreciate. There is also a local Playgroup operating daily out of the Village Hall, and we have a very strong relationship with them, as our success is very closely linked with theirs. Playgroup children come to the school on Monday afternoons in the spring and summer terms for “Rising 5s” lessons, run by Playgroup staff.

Children come to the school from a wide area. While many families are from the village and can walk to the school, we have attracted pupils from as far away as the northern suburbs of York, from Easingwold, and from other villages in the area. We recognise the importance of marketing the school to ensure this diversity of families continues.

**Teaching Responsibilities**

This position has a two days per week teaching requirement.

The school has a qualified SENCO, and other staff are working towards qualifications in Forest Schools and in Senior Management.

**Support**

The Governing Body is very aware that Headship can be a demanding and busy role, especially when it is combined with a teaching responsibility. The school has an Administrator, who is there to support from day to day. While not all Governors are available during the school day, we try to ensure that at least some of them are, so that any urgent or demanding issues can be shared and advice given. The Chair and the Vice Chair have historically met fortnightly with the Head to keep up to date and to ensure that support is given where necessary.

**Job Description**

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| **POST TITLE** | | **Headteacher** |
| **REPORTS TO** | | Governing Body, Local Authority |
| **SALARY RANGE** | | L6-11 |
| **JOB PURPOSE**  To fulfil the requirements and duties as set out in the School Teachers’ Pay & Conditions document relating to the Conditions of Employment of Headteachers, specifically: | | |
| To meet the National Standards of Excellence for Headteachers as published by the  Department for Education January 2015. | | |
| To provide professional leadership and management of the school, its pupils, its staff and its premises, which will promote a firm foundation from which to secure excellence in all areas of the school’s work. | | |
| To provide strategic leadership in consultation with the Governing Body. | | |
| To ensure the school is fully compliant with all current statutory requirements, local and national policies, and with particular reference to guidance on safeguarding and the promotion of the wellbeing of children. | | |
| To achieve the performance criteria, objectives and targets set by the Governing Body. | | |
| **KEY ACCOUNTABILITIES** | | |
| **1** | Manage the school, staff and resources in collaboration with the Governing Body. | |
| **2** | Lead and manage teaching and learning in the school, ensuring a broad, balanced and relevant curriculum leading to outstanding outcomes for pupils, with opportunities for creative learning. | |
| **3** | Promote and safeguard the welfare of all children and young people within the school, by ensuring that the school’s policies and procedures relating to safeguarding children and child protection are fully implemented. | |
| **4** | Consult, communicate and build effective relationships with the Governing Body, staff, pupils, parents and carers, and other key stakeholders to demonstrate and articulate high expectations for the whole school community. | |
| **5** | Develop, implement and evaluate the school’s policies, practices and procedures. | |
| **6** | Manage change, and embed continuous improvement within the school. | |
| **7** | Lead, manage and develop staff, including appraising and managing performance, facilitating continuing professional development as appropriate. | |
| **8** | Support and lead the effective management of the school’s financial planning and administration requirements. | |
| **9** | Ensure all relevant Health and Safety management systems are in place within the school. | |
| **10** | Implement quality assurance systems, including school review, Self-Evaluation and Performance Management. | |
| **11.** | Monitor, evaluate and review the effectiveness of the school, its priorities and policies in  consultation with staff and the Governing Body. | |
| **12.** | Promote and maintain the school’s inclusive environment, ensuring equality of opportunity for all regardless of gender, ethnicity, social background, physical or mental ability. | |
| **13.** | Develop and enhance collaborative working with other schools. | |
| **14.** | With the Governing Body, to shape a vision for the school and its place in the local cluster. | |
| **15.** | Develop and enhance relationships with the local community and businesses. | |
| **16.** | Uphold the Christian values of the school and ensure that its identity, character and personality as a Church school is promoted. | |
| **17.** | Undertake teaching as required (two days per week). | |
| **18.** | Any other duties commensurate with the post as required. | |

This Job Description may be amended at any time after consultation with the post-holder and Governing Body - this will be reviewed annually.

**Person Specification: Headteacher (E=Essential, D=Desirable)**

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| *Education, Training and Qualifications* | Qualified Teacher Status | E |
| Can evidence a significant commitment to continued professional development for self and others | E |
| NPQH or other postgraduate qualification | D |
| *Relevant Experience* | Minimum of 2 years’ recent, successful experience as a member of the school leadership team, as a Headteacher or senior school leader | E |
| Substantial and varied teaching experience across all key stages in primary education | D |
| Experience of promoting the professional development of school staff | E |
| Experience of managing staff performance | E |
| Competence in the use of IT | E |
| Experience of finance and budget management | D |
| Thorough knowledge of National Curriculum | E |
| Experience of working effectively with a Governing Body | D |
| Experience of participating in OFSTED, SIAMS, Local Authority, and other inspections | D |
| Experience of teaching in more than one school | D |
| *Safeguarding* | Can demonstrate a commitment to safeguarding and the welfare of children and young people | E |
| Emotional resilience in working with challenging behaviours | E |
| *Shaping the future* | Has the ability, working with all stakeholders, to build, communicate and implement a shared vision | E |
| Optimistic and enthusiastic | E |
| Has a collaborative vision of excellence and equity that sets high standards for every pupil and reflects the school’s character | E |
| Able to think strategically | E |
| Brings new ideas and able to lead change, creativity and innovation | E |
| Aware of local and national education trends | E |
| Awareness of new technologies, their use and impact | E |
| *Leadership* | Demonstrates the clear purpose necessary to ensuring the success of our school | E |
| Has a consistency of approach, and exhibits drive and determination | E |
| Exhibits a belief in people and their potential | E |
| Has the courage and conviction to take difficult decisions and necessary risks | E |
| Approachable, with excellent communication skills | E |
| *Leading Learning and teaching* | Has a proven track record of monitoring, evaluating and improving the quality of teaching and learning, with high standards and clear expectations | E |
| Can demonstrate the ability to use data, benchmarks and progress against targets to formulate successful improvement plans and improve outcomes for each child individually and across the school as a whole | E |
| Understands the importance of enabling disadvantaged children and children with special education needs; and of nurturing our more able and all other children to meet their full potential | E |
| Has experience of developing a broad and enriching curriculum, in which all pupils are engaged in their own learning and each can personally excel | E |
| Through observation and analysis of teaching and learning activities, is able to identify strengths and weaknesses and act on them | E |
| *Developing Self and Working with others* | Has proven experience of developing, inspiring and supporting a successful team | E |
| Develops and maintains a culture of high expectations for self and others | E |
| Experience of networking with other schools | D |
| *Managing the*  *Organisation* | Experience of effective financial management | E |
| Ability to develop and sustain a safe, secure and healthy school environment | E |
| Has experience of rigorous performance management processes | E |
| Is able to take personal accountability for effective and professional management of the school | E |
| Has up-to-date knowledge of the legislation and requirements relating to the safeguarding of children and related legal issues | E |
| Can plan for the future | E |
| Is analytical, with strong problem-solving skills | E |
| *Strengthening Community* | Can engage positively with parents and the wider community | E |
| Is able to demonstrate evidence of working with feeder pre-schools, secondary schools and others to ensure effective relationships and transitions | D |
| *Securing Accountability* | Able to work collaboratively with the Governing Body to enable it to meet its statutory requirements | E |
| Can demonstrate an awareness of new initiatives | E |
| Is able to present a coherent, understandable and accurate account of the school’s performance to stakeholders | E |