

The Lantern Community Primary School  
Nene Road  
Ely  
Cambridgeshire  
CB6 2WL

Mr P Baddeley BA Hons - Headteacher



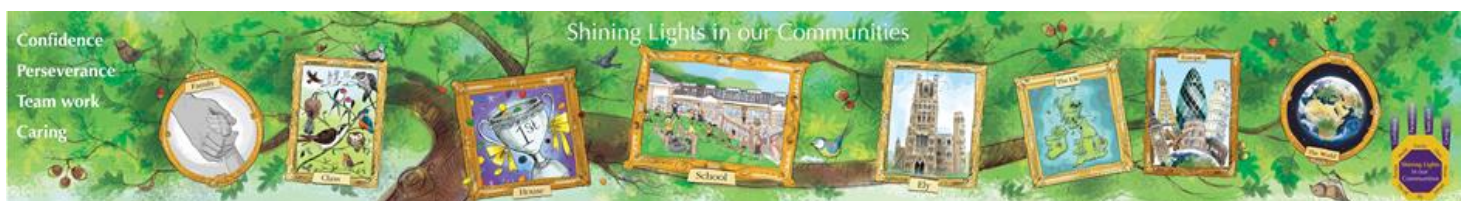
Dear Applicant,

Thank you for your interest in becoming Headteacher at our school. The Lantern Community Primary School is one of five schools offering Foundation and Primary education in Ely. It is just over ten years old. The City of Ely has excellent transport links to Cambridge, London and beyond through road and national rail service.

Our school caters for pupils from Reception to Year 6. It currently has 418 pupils and is two form entry. We have a pre school on site with 41 pupils and the majority of children from here enter our Reception classes. Approximately 11% of our pupils are supported by the Pupil Premium.

We are ambitious for our children; we aim to provide the very best education and to have high expectations for all. Our new Headteacher will lead a committed team who will ensure our pupils grow through excellent pastoral care and a rich curriculum. The school has recently redeveloped its vision and we now think of our children as Shining Lights in Our Community. We endeavour to follow this through in all aspects of school life.

The school is entering the next stage of its growth following a successful Ofsted in October 2017 and the recent decision to join Cambridge Meridian Academy Trust. Governors are looking for an ambitious candidate who can build on the progress and improvements made during the last few years and who will be prepared to work with CMAT as well as other schools in the local area. We believe there is opportunity for the successful candidate to make his/ her own mark by inspiring the school to achieve the next level of success.



In your letter of application we ask that you address the following points;

- What are your reasons for applying?
- Describe why you consider your ability, aptitude and experience are well suited for this post, supplying evidence which supports your case.
- Choose an area of major success in your current school for which you had responsibility.
- Explain what you did and why you did it and what impact your actions had on staff and pupils. Quantify your impact where possible.
- Explain how you motivate staff to set challenging targets for themselves and their pupils and how do you maintain that motivation?

This is an exciting opportunity for someone with excellent leadership skills and the right experience who can build on the good work of our Headteacher over the last three years, in order to move us from good to outstanding.

We look forward to interviewing candidates who are enthusiastic about the challenges and opportunities here at The Lantern.

Further information on our school can be found on the school's website  
<http://www.thelanternschool.net>

Yours faithfully,  
Nicola Harrison



# Leadership - Person Specification Headteacher

Education and Qualifications	Criteria	Assessment
1. Qualified teacher status	E	A
2. NPQH	D	A
3. Evidence of appropriate professional development	E	A
4. Current Designated Senior Person training	E	A

Experience	Criteria	Assessment
5. Experience of successfully leading whole school improvement	E	A/I
6. Experience of raising standards in key areas of the curriculum including clear understanding of mastery and greater depth teaching	E	A/I
7. Experience of leading and managing a team and monitoring of agreed practices	E	A/I
8. Experience of managing change effectively	D	A/I
9. Experience of and understanding of the importance of writing and implementing successfully, self evaluation and development plans to secure improvements	E	I
10. Experience of setting and monitoring performance management targets which support the development of the school and staff	E	I
11. Experience of working with school governance systems	E	A/I
12. Experience of supporting inclusive practices and strategies to engage and meet the needs of all learners	E	I
13. Experience of recruitment and retention and understanding of HR issues and processes	E	I
14. Experience of leading a primary school	D	A
15. Experience of how to set and manage a whole school budget, resources and facilities to the best effect in terms of school improvement	E	A/I

Knowledge and Understanding	Criteria	Assessment
16. Understanding of how assessment and data is used to inform development planning and practice	E	A/I
17. Understanding of and a commitment to effectively promoting the safeguarding and welfare of pupils	E	A/I
18. Knowledge of current trends in education development and management to include the latest research in Assessment for Learning techniques	E	I
19. Familiarity with current strategic local and national issues in education	E	I
20. Knowledge of the primary curriculum including early years provision	E	I

21. Understanding of the issues to be considered in the development of whole school guidance and policies	E	A/I
22. Understanding of how to implement sound procedures to ensure good behaviour and discipline in the school with the engagement of all members of staff parents and pupils	E	A/I

Skills	Criteria	Assessment
23. Inspirational leadership and management skills with a leadership style based on consultation and involvement and valuing the achievement of others	E	A/I
24. High level of organisational and time management skills	E	I
25. Effective communication and interpersonal skills	E	A/I
26. Ability to model highly effective teaching	E	I
27. Ability to foster excellent working relationships with all members of the school community	E	A/I
28. Ability to be visionary in leading the future direction of the school	E	I
29. Ability to think and plan strategically and respond flexibly to change	E	A/I
30. Ability to strategically lead, organise and motivate staff	E	I
31. Ability to consider sensitively the importance and needs of the school in its community	E	I

Leadership	Criteria	Assessment
32. Ability to foster links within and beyond the school	E	A/I
33. Ability to motivate and develop commitment among staff, leading and managing people as individuals whilst developing the common goals of the team	E	A/I
34. Ability to be a role model for staff and pupils	E	I
35. Ability to propel the school's vision and values forward and promote its achievements to local and wider communities	E	I
36. Ability to make difficult decisions and carry through actions	E	I
37. Enthusiasm for contributing to the wider education agenda	E	I

Personal Qualities	Criteria	Assessment
38. Positive and enthusiastic approach towards work	E	I
39. Clear values and moral purpose	E	I
40. High expectations of self and others	E	I
41. Capacity to relate to all pupils whatever their background in order to motivate them and provide opportunities for them to achieve their potential	E	I
42. Integrity, commitment, enthusiasm and resilience to persevere and succeed	E	I

**Criteria Key**

- E Essential
- D Desirable

**Assessment Key**

- A Application Form
- I Interview

**Post title:**  
**School:**

**Headteacher**  
**The Lantern Community Primary School**

**Job description and purpose:**

- i. To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- ii. To meet the National Standards for Headteachers as published by the DfE.
- iii. To seek to achieve any performance criteria, objectives or targets agreed within the performance management process in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- iv. To 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 and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

**1. Qualities and knowledge**

- 1.1. Hold and articulate clear values, vision and moral purpose, focused on providing a world class education and as such leading and developing the school to enhance our good status and become outstanding.
- 1.2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents and members of the local community.
- 1.3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own intellect, expertise and skills, and that of those around them.
- 1.4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, to analyse and apply those systems that would best drive whole school improvement and pursue continuous professional development.
- 1.5. Work with political and financial astuteness, within the set of principles and structures centred on the school's vision.
- 1.6. Be able to translate local and national policy into the school's context to ensure that the school is equipped to respond to, and benefit from Local Authority and government change
- 1.7. Communicate the school's ethos, vision and values and drive the strategic leadership, empowering all pupils and staff to excel.

**2. Pupils and Staff**

- 2.1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes;
- 2.2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being;
- 2.3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- 2.4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- 2.5. Identify emerging talents, coaching current aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- 2.6. Hold all staff to account for their professional conduct and practice.
- 2.7. Monitor and evaluate the effectiveness of the curriculum to ensure it is providing the best opportunity for pupils to enjoy and achieve their potential, whilst providing financial value
- 2.8. Have a duty of care regarding staff welfare
- 2.9. Forge a culture of equality of opportunity, celebrating pupil achievements in all aspects of school life, and promoting high expectations.

**3. Systems and Processes**

- 3.1. Ensure the schools systems, organisation and processes are well considered, efficient, fit for purpose, upholding the principals of transparency, integrity and probity
- 3.2. Provide a calm, safe and well-ordered learning environment for pupils and staff, where all pupils can achieve, that is focused on safeguarding pupils and developing exemplary behaviour in school and in the wider society, and where pupils are expected to have high standards of attendance and engagement.
- 3.3. Establish rigorous, fair and transparent systems and measures for managing the performance of staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- 3.4. Welcome strong governance and actively support the governing board to create a shared vision and strategic plan.
- 3.5. Regularly monitor the budget and exercise effective strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school sustainability
- 3.6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
- 3.7. Manage and organise accommodation and resources so that health and safety needs are addressed and that resources are sustainably planned to meet present and future needs
- 3.8. Deliver rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice
- 3.9. Ensure that professional duties are fulfilled as specified in Teachers Pay & Conditions
- 4. Self-Improving School System**
  - 4.1. Create an forward thinking school, developing the partnership work with other schools - in a climate of mutual challenge and support- to champion best practice an secure excellent achievements for all pupils
  - 4.2. Develop effective relationships with fellow professionals and colleagues in other public services, including the Local Authority, to improve academic and social outcomes for all pupils;
  - 4.3. Challenge educational orthodoxies in the best interests of the achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools
  - 4.4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
  - 4.5. Model innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability
  - 4.6. Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and promote the value of education.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder ..... Date