



SCARCROFT
PRIMARY
SCHOOL

Headteacher Candidate Information



Scarcroft School

Scarcroft Primary School – Building on the past... foundations for the future



Required September 2018 – Headteacher Group ISR L18-L24 (salary negotiable for outstanding candidate)

Due to the forthcoming retirement of Anna Cornhill, our current Head Teacher, Governors are looking to appoint an inspirational, versatile and innovative leader who will preserve the caring, supportive ethos of our school whilst moving it to further success.

We are looking for a Headteacher who:

- will be an inspirational leader, who will work with all staff, and value their contributions to the life of the school, to achieve the best outcomes for children
- will value our children and take pride in their achievements, inspiring them to be passionate learners and realise their full potential;
- will strive for excellent attendance, attainment and progress for all our pupils;
- has the skills and vision to further develop Scarcroft Primary School as an outstanding school;
- will actively promote the school's strengths and ethos and build upon its role as a school for the whole community;
- will maintain and further develop the climate for exemplary pupil behaviour;
- will be committed to providing a safe, supportive school environment and have a passionate commitment to personal, social and cultural education.

We can offer:

- a happy, safe learning environment in which every child is nurtured to develop a love of learning;
- a supportive MAT that strongly believes in schools having earned autonomy;
- a supportive ethos built upon mutual respect, including support from other head teachers within the MAT;
- a highly-motivated, dedicated staff and a committed, active and supportive Governing Board;
- very supportive parents and carers;
- a thriving school which supports the whole child through a rich range of extra-curricular activities;
- a commitment to supporting our children's personal and emotional development.

We are forward thinking and require someone who can make an exciting and positive contribution to the life of this happy, effective and successful school.

We are committed to safeguarding and promoting the welfare of children. We will require successful applicants to undertake a criminal record check via the DBS.

Closing Date: Sunday 18th February 2018 at 12 midnight
Interviews: 8th/9th March 2018

Application packs are available from Scarcroft School website or South Bank Multi Academy Trust website
Please mark **FAO T. Kuhn Confidential HT Application** and return by email to scarcroft.primary@york.gov.uk
We encourage potential applicants to visit the school prior to completing an application.
Please telephone the school on 01904 653569 to arrange an appointment.



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Thank you for your interest in the post of Headteacher at Scarcroft Primary School.

Our school is at the heart of the community and our pupils and staff are hardworking and proud of their school. Our staff are committed to providing a safe, stimulating and nurturing environment in which all children achieve their goals. The school looks to provide a creative curriculum and offer students a wide variety of cross-curricular activities.

The Governing Body wishes to appoint a skilled and confident leader who possesses the qualities and skills necessary to further develop our school. The chosen candidate will have a commitment to achieving excellence in educational standards, the social and emotional development of our pupils, and an appreciation of the school's role in the wider community.

The school was rated as Outstanding by Ofsted in January 2009, and whilst we are extremely proud of this fact, we are also aware that we are, at present, close to being designated a "Coasting school", meaning that we would no longer meet the Ofsted criteria for a Good or Outstanding school.

We have strong plans in place to tackle this challenge and appreciate that there is still a lot of work to be done. We also see the recruitment of a new Headteacher as part of those plans and as an exciting opportunity for the right person to build on the school's strong foundation, moving it on to the next stage of our journey.

After 17 successful years, our current Headteacher is retiring at the end of the summer term 2018. She has consistently delivered success for the school and made it into what it is today. We are now looking for a new leader who can bring their own presence, drive and vision, and who has the confidence to embrace any necessary changes.

The successful candidate will be expected to work effectively with colleagues and continue to build relationships with all our stakeholders. They will need to lead from the front while also giving a voice to others, with the aim of building on the school's many successes.

You will be working with a committed Board of Governors from a variety of backgrounds as well as existing senior leaders. The school has faced many changes over the last few years, including forming a successful MAT with other local schools and expansion to two-form entry. The school has a supportive, proactive and knowledgeable governing body who are supportive of positive change and the new Headteacher can expect the same support.

We would very much like you to visit our school and see it for yourself. I look forward to receiving your application.

Tracy Kuhn

Chair of Governors



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Welcome to Scarcroft Primary School

We are a successful school with a good reputation in the York area. We pride ourselves on the stimulating and exciting environment we provide for our pupils. We have an excellent academic record and we also place a strong emphasis on the arts.

Our Ethos

Our school motto is "*Inspiring learners for tomorrow's world...today, through Quality, Creativity and Enjoyment.*" We are passionate about what we do and we want to nurture the uniqueness of every child in our care.

"Building on the past....foundations for the future."

We are proud of our Victorian heritage and believe that traditional values do have a place in the modern world. We want all our pupils to be polite, well-mannered and caring members of their local community.

We have a very strong team spirit, among pupils and among staff. We believe that **T.E.A.M.** stands for "***Together Everyone Achieves More.***"

Our School

Scarcroft is a Victorian 2-storey building in the centre of York. There are approximately 370 pupils on roll in 14 classes.

We are lucky enough to have space for a number of additional features:

- 32 Lenovo Ideapads, 32 Chromebooks, 16 iPads, flipcams and other hardware
- An interactive whiteboard in every classroom
- A Library
- 2 large halls as well as a Dining Room
- A Learning Centre providing additional school space
- Breakfast Club, After School Club and Holiday Club (Summer only)
- Facilities for community hire



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Person Specification

Our selection decision will be based on the criteria detailed in this document. At each stage of the process, the Governing Body panel will determine the extent to which candidates have met the criteria.

Please ensure when completing your application form that you address the relevant criteria as indicated below in the “how assessed” column. Your responses should include reference to your role, your actions, the decisions you took and the outcome or impact of your involvement.

MINIMUM ESSENTIAL REQUIREMENTS	HOW ASSESSED
Qualifications and Experience <ol style="list-style-type: none"> 1. Qualified teacher status 2. NPQH or relevant further professional qualification, or evidence of recent & relevant CPD 3. Significant and successful experience as a leader in a primary school 4. Experience of working in a diverse setting and a strong commitment to ensuring equality of opportunity 	<p>Application Form</p> <p>Application Form</p> <p>Application Form</p> <p>Application Form & Interview/Assessment</p>
Staff Management <ol style="list-style-type: none"> 5. A strong leader with excellent organisational skills and the vision to inspire staff and pupils 6. Is able to coach, mentor, support and develop staff and leaders 7. Is able to ensure the smooth running of the school, manage and resolve conflict and deal effectively with underperformance 8. Is able to maintain a culture of high expectations and set high standards across the school 	<p>Interview/Assessment</p> <p>Application Form</p> <p>Interview/Assessment</p> <p>Application Form & Interview/Assessment</p>



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Teaching and Learning <p>9. Has up-to-date knowledge of statutory requirements, including recent changes in education and expectations of schools</p> <p>10. Recognises good and outstanding teaching with proven experience of supporting staff to achieve this</p> <p>11. Passionate about all aspects of teaching and learning, and keen to develop teachers through high quality CPD and effective appraisals</p> <p>12. Skilled in identifying and removing barriers to learning</p> <p>13. Has a comprehensive understanding of the National Curriculum, how to deliver this and use it as a vehicle for promoting pupils' spiritual, moral social, emotional and cultural development effectively</p> <p>14. Skilled in using data and other evidence to monitor and evaluate the school's performance and set priorities</p>	<p>Interview/Assessment</p> <p>Interview/Assessment</p> <p>Application Form</p> <p>Application Form & Interview/Assessment</p> <p>Interview/Assessment</p> <p>Application Form & Interview/Assessment</p>
Resource Management <p>15. Has the ability to set, monitor and manage a budget, making best use of all available resources and ensuring best value for pupils and the school</p>	<p>Application Form & Interview/Assessment</p>
Safeguarding and Children Welfare <p>16. Has a thorough knowledge and understanding of safeguarding and proven experience of effectively implementing this</p>	<p>Application Form & Interview/Assessment</p>
Personal Qualities/Skills <p>17. The ability to work and operate calmly under pressure and in stressful situations, demonstrating resilience and determination in remaining focussed on the key priorities of the school</p> <p>18. Excellent communication skills with the ability to engage all stakeholders, displaying a democratic and reflective approach to their involvement and contribution</p> <p>19. The ability to lead the school with energy, passion, imagination and drive</p>	<p>Application Form & Interview/Assessment</p> <p>Application Form & Interview/Assessment</p> <p>Interview/Assessment</p>





Job Description

This job description reflects the National Standards of Excellence for Headteachers (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation, including that of the Department for Education.

In carrying out his/her duties, the headteacher shall consult, where appropriate, with South Bank Multi Academy Trust, the governing body, the staff of the school, its pupils and the parents of its pupils.

The 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 should establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the lead professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and 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. Through these partnerships and other activities, the headteacher plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally. The successful candidate will be expected to represent the school at all meetings of these partners.

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.



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The Four Domains of Headship

Domain One: Qualities and knowledge.

1. Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two: Pupils and staff.

1. Demand ambitious standards of achievement and attendance 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. 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.
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.
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.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Domain 3 – Systems and Processes

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish 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.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
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.

Domain Four: The self-improving school system

1. Create outward-facing schools which work with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education.



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Dear Candidate,

Thank you for your interest in becoming Scarcroft's new Headteacher. By joining the school, you will also be joining the South Bank Multi Academy Trust. As Chair of Trustees, I wanted to let you know a little more about how the Trust works, and some of the wider opportunities the Trust gives its headteachers.

The Trust operates on the principle of Earned Autonomy, that schools which can demonstrate they are Good or Outstanding are given as much freedom as possible to determine their curriculum, staffing, teaching and budgets. As Headteacher of Scarcroft, you will enjoy this freedom, but you and your staff will also work closely with colleagues in other schools to share best practice and develop innovative solutions to new challenges. You will find support when you need it, and in turn support other schools when they need it.

In our Trust, all Headteachers are full and equal members of the Headteacher Group (HTG), collectively responsible for managing the Trust. As part of the HTG, you will play a vital role in establishing the Trust's overall direction. Through peer review and data sharing, you will improve your practice and help your colleagues extend theirs. You will work closely with Trustees to set the Trust's strategic goals, and take on responsibility for ensuring they are achieved. At this early stage in the Trust's development, the decisions you make will have a lasting impact in shaping it for the future.

Our Trust was founded on the principle that outstanding leaders, working together with rigour and respect, can deliver the best possible education to all our pupils. It is an exciting place to work.

I look forward to welcoming you to the South Bank Trust.

Sincerely,



Edwin Thomas
Chair of Trustees



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Great schools working together



Our ethos and values

As a MAT, we are committed to:

◆ Equality

All academies are equal partners and there is no lead school.

◆ Collaboration

We work together to meet the school improvement challenges faced across our academies.

◆ Autonomy

Successful Local Governing Boards (LGBs) are given the maximum possible freedom in running their schools.

◆ Transparency

We are open with each other to provide peer challenge and support for leaders at all levels.

◆ Excellence

Our staff get the best out of our pupils, and we get the best out of our staff by improving recruitment and development opportunities across all our schools.

◆ Efficiency

Our lean central staffing team provides best value for shared services through excellent procurement and economies of scale.

◆ Inclusivity

All academies in our Trust remain inclusive organisations that welcome and support students of all abilities including those with Special Educational Needs and Disabilities.



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