**Shapla Primary School**

**Headteacher Pack**



http://www.shaplaprimary.co.uk/

February 2018

Wellclose Square, London

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# Welcome from Chair of Governors

Dear Colleague,

Thank you for your interest in the position of Head Teacher at Shapla Primary School.

Shapla is a one form entry community school in Shadwell, Tower Hamlets, with a uniquely warm and welcoming atmosphere. Our current Head Teacher, Tim Barnes, has announced his retirement from the end of the summer term 2018 after 12 successful years as Head and the school community (children, parents, staff and governors) is looking forward to appointing a new leader who can take the school forward to the next level while maintaining the characteristics which have made it successful.

We are a one form entry school which enables the Head and staff to know the children as individuals and to form strong relationships with parents and the wider local community. As part of the St Katherines and Shadwell collaborative of schools we foster these links with the community through adult learning courses open to parents.

Many of our children have challenging backgrounds, but we aim to develop all of them as happy and confident individuals, both in their learning and in their relationships with others. We also look to broaden their horizons through partnerships with businesses and arts institutions and, in particular, by taking advantage of the many cultural opportunities on our doorstep across London.

We benefit from a dedicated and highly supportive staff and leadership team and an effective governing body and we look forward to interviewing candidates who have a passion for teaching and learning, have strong leadership and communication skills and who are committed to providing an excellent and broadly based educational experience for our pupils which will prepare them to be lifelong learners.

We believe that this is an exciting opportunity for a new Head to build on the existing success of the school and we look forward to hearing from you.

Please do come and visit us. You can arrange a visit by calling Alison Corner on 0207 480 5829.

Yours Sincerely

Mark Campbell

Chair of Governors

# Recruitment Process Details

**To start: September 2018**

**Salary range: L15 to L21 (£63,041 to £71,865)**

**Closing date for applications: 12 noon on 29th March 2018**

**Interview dates: 24th & 25th April 2018**

A visit is essential and can be booked through Alison Corner on 0207 480 5829.

The Headteacher Job Description and Person Specification can be found at the back of this pack.

To apply for this role please complete the Tower Hamlets Application form.

In addition to the Application Form you are required to respond to the Person Specification requirements for this role with evidence/examples, where possible, of your experience. You are not at this stage expected to respond to all points as many can only be established at interview. Your response to this should be no longer than 2 A4 sheets in Calibri 11 font. It is acceptable in portrait or landscape format.

You are also required to provide a Personal Statement (also no longer than 2 A4 sheets in Calibri 11 font) summarising the reasons why you would like to be the new Headteacher of this school, explaining your preferred leadership style and how you will approach being the new Headteacher of this school.

If you have any questions about the role or the process of application, please call Andrew Best on 07917 080201.

# About the School

At Shapla learning is at the heart of everything we do. We have high expectations of all our children and offer an inclusive learning culture within our school. We are a small school and we know children and families very well. This helps us to provide the right support and learning for all of our children.

Whilst progress and attainment of all children is always of the utmost importance to us, we also believe in a rich, broad, challenging and exciting curriculum. This ensures that our children are happy, highly motivated, engaged and purposeful learners. We learn through the International Primary Curriculum and study a range of imaginative and inspiring topics. We make the most of the vibrancy and opportunity that is available to us on our doorstep and use London as a hub for learning. We have built strong partnerships with a number of different organisations over the years, enriching our curriculum. We encourage the children to see themselves as global citizens and learn as much as they can about the world around them.

## Ethos

We aim to develop children who are happy and confident, not only in learning, but in their relationships with others. We offer a warm, welcoming environment where everyone is valued. We work in collaboration with our families and this has a very positive impact on children’s learning. We enjoy working with many organisations to enrich learning. We ensure that children learn the importance of respect for themselves and others and appreciate cultural diversity.

## Our Vision for Learners

Every day at Shapla Primary School, the staff and governors are working to make sure that by the time our pupils leave us they will:

* Develop the necessary life skills that will enable all of them to become lifelong learners
* Be successful in their learning and enjoy challenge
* Be independent and motivated
* Be able to make friends and work well together
* Have respect for themselves and others
* Be able to make the right choices and keep themselves safe
* Understand that they are part of a global community

# Learning at Shapla

We aim to provide high-quality learning experiences that lead to a consistently high level of pupil achievement. We are inclusive and have high expectations of all children. We support pupils in developing knowledge, understanding and skills, preparing them to make a mature adult contribution to society.

## Shapla Definition of Learning

‘Learning is a lifelong journey where you acquire new skills, knowledge and understanding, then build on these and make connections over time as they become embedded. It is an active process and relies on engagement, motivation and attitude.’

## Approaches to Learning

We believe that children learn best when they:

* Are happy
* Are interested and motivated
* Are challenged and stimulated
* Are given tasks which match their ability
* Clearly understand their work and know how to improve it
* Are involved in choosing their own learning
* Achieve success and feel confident to try new learning
* Are aware of boundaries and expectations for good behaviour
* Feel safe and secure

We also believe that children learn best within a real and meaningful context. Therefore, we embed English and Maths within other subjects wherever appropriate.



## **English**

We follow the National Curriculum. Wherever possible, we link reading and writing to the International Primary Curriculum (IPC) and other curriculum areas. This provides a real context for learning.

Speaking and Listening

Speaking and listening are especially important because children access all areas of the curriculum in this way. Verbal communication is also essential for personal and social development. We provide a wealth of practical and structured learning opportunities for speaking and listening to develop confidence, vocabulary and self-expression.

Phonics

We follow the Tower Hamlets Letters and Sounds programme in Early Years and Key Stage 1. Phonics is taught daily and children learn a new sound each day. We follow a structured pattern of teaching and learning each new sound. Children apply their phonic knowledge when they are reading and writing throughout the day. Children are assessed at the end of each phase so that we can make sure that children make progress and can achieve the Phonics screening check at the end of year 1.

Early Years

In Nursery, children develop listening skills by hearing environmental sounds, instrumental sounds and making body percussion. They hear and learn rhymes, listen to voice sounds and begin to blend and segment sounds orally. Children are helped to tune into sounds, listen to and remember sounds and talk about different sounds.

In Reception, children learn to blend and segment sounds. They practice reading and writing the new letters and sounds. They begin to learn the spellings of tricky words.

Key Stage 1

In each lesson, children revise taught sounds, and learn a new sound every day by hearing, reading, writing and applying the sound. They learn the spellings of tricky words.

Reading

At Shapla we are committed to fostering a love of books and a lifelong passion for reading. All children are expected to read at home every day; this might be a picture book, newspaper article, web page, leaflet, an information book or a book of short stories. In EYFS and KS1 children learn to read using Letters & Sounds and by building their own repertoire of known and loved books that they can read independently. We teach through guided reading, using a range of decodable phonics books alongside imaginative and exciting real books. We also recognise the importance of reading aloud to children every day. This inspires an early love of reading and provides a pattern of rich language. In KS2 children learn to build stamina; read with increasing fluency and independence; read for pleasure; research information for different areas of the curriculum; discuss together and explain their understanding of a text; make appropriate book choices. Resources throughout the school include CLPE Core Books in each class, Book Power units, Pearson Phonics Bugs, Comics for Phonics and a variety of high-quality real books (including information texts for IPC research). We have a well-loved library which is filled with exciting stories, poetry and non-fiction books. We are part of the Tower Hamlets loans library, and this enriches our book provision across the school.

Writing

Wherever possible, we make writing purposeful, contextualised, engaging and fun. In this way, children are motivated to express ideas and communicate in written form.

We teach writing through Letters and Sounds, Book Power units, non-fiction units that link to the IPC or Book Power texts wherever possible, and book-making. We teach the National Curriculum objectives for Spelling, Grammar and Punctuation, which are frequently embedded in writing. Each class has a working wall that shows good models of vocabulary, sentence structure, planning and ideas for writing, linked to the current unit.

We follow the Continuous Cursive handwriting scheme.

## **Maths**

At Shapla we follow the White Rose planning structure to support Teaching for Mastery. We also follow the Collins Busy Ants online maths scheme, which allows teachers to plan for fluency, reasoning and problem solving.  In addition, teachers use the National Centre for Excellence in the Teaching of Maths (NCETM) materials to strengthen planning and teaching for mastery.  Objectives are taught in blocks so that children have opportunities to learn, consolidate and apply new skills.

# SEN Policy

Shapla Primary School is an inclusive one form entry School. We work hard to identify and remove all barriers to learning. We promote high aspirations for all children through high quality first teaching and specific use of targeted support. Don Jacobs is the school’s SENCO (LA support 1 day per week).

Our Aims:

* To have high aspirations and expectations for all children with SEN at Shapla.
* To ensure children with SEN have access to a broad and balanced curriculum which is suitably adapted to meet their needs
* To have clear outcomes for each stage of transition
* To ensure that all Shapla staff are successful and confident teachers of children with SEN
* For children with SEN to be able to express their own needs and opinions. Our objectives
* We will work within the guidance provided in the SEND Code of Practice 2014
* We will work closely with families and professionals to ensure the very best outcomes for children with SEN.
* Shapla Primary School will provide a safe, secure and stimulating environment for children with SEN.
* All staff will ensure that children with SEN are identified and supported as early as possible.
* All staff at Shapla will follow a ‘whole child, whole school’ approach to the management and provision of support for special educational needs
* The Access and Inclusion Coordinator will oversee the management of the SEN policy.
* Staff at Shapla Primary school will receive training, support and advice.
* Children with SEND at Shapla will take part in all school activities.



# Ofsted Results

Inspection dates 10-11 October 2017

## Summary of key findings for parents and pupils

This is a good school because:

* Leadership and management are good. Leaders work together well as a team and have a clear vision for the future of the school.
* Leaders and governors know how well the school is doing and know what to do next to make it even better. They are having a good impact on teaching and pupils’ outcomes and, as a result, these are improving.
* Teaching, learning and assessment are effective. Teachers use precise questioning and give clear instructions that support the pupils’ learning.
* Pupils’ personal development, behaviour and welfare are good. Pupils behave well and are polite and friendly. They are confident because they feel safe at school and know how to stay safe.
* Pupils’ outcomes are good. Attainment is rising, and progress is good across the curriculum. Pupils do especially well in writing.
* Children receive a good start to their education in the early years provision. Activities are planned well and excite and motivate the children.
* Teachers do not consistently provide pupils with enough challenge, especially in mathematics. In addition, opportunities are missed for pupils to explain their reasoning in this subject.
* The new subject leaders have not had time to ensure that learning opportunities are maximised and remaining weaknesses in teaching are tackled swiftly.

What does the school need to do to improve further?

* Ensure that teachers consistently challenge pupils, especially in mathematics, and give them sufficient opportunities to explain their reasoning.
* Strengthen the role of the new subject leaders so that they tackle remaining minor weaknesses in teaching as they arise, in order to maximise the pupils’ learning.

# Pupil Premium

At Shapla Primary School, the Pupil Premium allocation for 2015/6 was £133,320 and for 2017/8 it is £121,697. It is used strategically to ensure maximum impact on attainment, as follows:

* Learning Mentor support for children in Key Stage 2. The Learning Mentor identifies and removes individual barriers to learning to enable positive attitudes to learning, and good progress.
* Additional Teaching Assistant support for individuals in class, and in small groups where there is an identified additional learning need (e.g. handwriting/ Wordshark, Direct Phonics, Speech and Language, maths catch up).
* Attendance and Welfare officer monitors attendance and works with families to improve this.

##  Pupil Premium Data Impact 2016-2017

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 6 | READING | WRITING | MATHS |
| PP | 77% | 84.6% | 77% |
| ALL | 76% | 84% | 76% |

The pupils in Year 6 who receive Pupil Premium funding attain higher than all other pupils.

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 5 | READING | WRITING | MATHS |
| PP | 68.7% | 56% | 75% |
| ALL | 78% | 67% | 78% |

Pupils in Year 5 who receive Pupil Premium funding attain lower than all other pupils. These pupils will be targeted for intensive support during Year 6.

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 4 | READING | WRITING | MATHS |
| PP | 78% | 86% | 97% |
| ALL | 77% | 77% | 82% |

Pupils in Year 4 who receive Pupil Premium funding attain higher than all other pupils.

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 3 | READING | WRITING | MATHS |
| PP | 87% | 70% | 89% |
| ALL | 69% | 54% | 81% |
|  |  |  |  |

Pupils in Year 3 who receive Pupil Premium funding attain higher than all other pupils.

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 2 | READING | WRITING | MATHS |
| PP | 77.7% | 88.9% | 88.9% |
| ALL | 78% | 80% | 76% |

Pupils in Year 2 who receive Pupil Premium funding attain the same in reading as all other pupils. Pupil Premium pupils attain higher in writing and maths than all other pupils.

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR1 | READING | WRITING | MATHS |
| PP | 62.5% | 75% | 87% |
| ALL | 64% | 75% | 76% |

Pupils in Year 1 who receive Pupil Premium funding attain slightly lower in reading, are matched in writing and are higher in maths than all other pupils.

Attendance across the school for Pupil Premium pupils has increased from 95.07% in 2015-2016 to 95.42% in 2016-2017

# Exam and Assessment Results 2017

## Key Stage 2

Average Progress Scores:

|  |  |  |  |
| --- | --- | --- | --- |
| Value added | Reading | Writing | Maths |
| Shapla (25) | +2.9 | +3.7 | +1.6 |
| National | 0 | 0 | 0 |

Percentage of pupils who achieved the expected standard or above:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Key Stage 1 | Reading | Writing | Maths | RWM | EGPS |
| **Expected+** |  |  |  |  |  |
| Shapla (25) | 76% | 84% | 76% | 68% | 84% |
| National | 72% | 76% | 75% | 61% | 77% |
| **High/Greater Depth** |  |  |  |  |  |
| Shapla (25) | 20% | 20% | 24% | 16% | 52% |
| National | 25% | 18% | 23% | 9% | 31% |

Average Scaled Scores:

|  |  |  |  |
| --- | --- | --- | --- |
| Scaled Score | Reading | Maths | EGPS |
| Shapla (25) | 104 | 103 | 110 |
| National | 104 | 104 | 106 |

## Key Stage 1

Average Progress Scores:

|  |  |  |  |
| --- | --- | --- | --- |
| Key Stage 1 | Reading | Writing | Maths |
| **Expected+** |  |  |  |
| Shapla (25) | 88% | 80% | 76% |
| National | 76% | 68% | 75% |
| **Greater Depth** |  |  |  |
| Shapla (25) | 32% | 20% | 24% |
| National | 25% | 16% | 21% |

## Phonics

|  |  |  |
| --- | --- | --- |
| Phonics | % | % |
| Shapla | 89% | 88% |
| National | 81% | 92% |

# School Development Plan Priorities

**Priority 1: Effectiveness of leadership and management leads to high standards across the school and positive engagement from learners

Priority 2: Our aims, ethos and values promote an inclusive school and a commitment to raising achievement**

**Priority 3: To raise progress and attainment at the end of key stages in writing, reading and maths in the context of a rich and varied curriculum

Priority 4: To ensure that our teaching and learning provision supports excellent achievement and progress for all children in the EYFS**

**Priority 5: For children to build on their personal, social and emotional skills and develop spiritual awareness in order to prepare them for life in Britain

Priority 6: To ensure that the premises are fit for purpose providing a stimulating learning environment**

# Governors at Shapla Primary School

Shapla Primary School is a successful community school with a uniquely warm and welcoming atmosphere. The staff work hard to provide a safe, stimulating and happy environment in which children develop confidence and a respect for themselves and others which will enable them to become independent learners and collaborative and motivated citizens.

The Governors include parents, staff and members of the local community and are committed to maintaining and improving the ethos and standards of the school. The full Governing Body meets at least once a term and we have Resources and Standards Committees which also meet at least termly. We welcome input from parents and organise regular opportunities for parents to meet Governors.

Chair of Governors - Mark Campbell (Inclusion)

Vice Chair of Governors – Leonie Fleming: Chair of Resources Committee

Headteacher – Tim Barnes: Ex Officio

Ian Standfast – PE

Jill Hankey – Chair of Standards Committee (English, EYFS and Safeguarding)

Mohammed Sanaullah – Parent (Maths)

John Lovett – ICT

Dawn Pritchard – Staff

Tushita Ranchan – (PHSE)

In addition, two new parent governors are due to join the Governing Body shortly.

# Staff at Shapla Primary School

|  |  |
| --- | --- |
| Headteacher | **Tim Barnes - Safeguarding Lead**(Child Protection, Standards, Assessment, Excellence and Enjoyment, Pupil Premium, partnerships, students) |
| Assistant Heads | **Dawn Pritchard (Deputy Safeguarding Lead)****Kieran Baker** |
| Class Teachers | Kieran Baker (Maths Coordinator / Phase leader) - Yr 6 Green ClassCorinna Foster (Literacy Coordinator) - Yr 5 Purple ClassNick Crane - Yr 4   Orange ClassJosephine Thompson - Yr 3   Pink ClassLucy Fyffe (PE Coordinator) - Yr 2   Blue ClassHannah Brassil (Music Coordinator) - Yr 1   Red ClassPersia Cassell (IPC / PHSEE Coordinator) – Reception   Mauve ClassDawn Pritchard (EYFS / Phase leader) – Nursery   Yellow Class |
| Support Teachers | Don Jacobs - SENCo (LA Support)Stephen Oswald – Years 3 - 6Carla Kuchel - Nurs - Year 2 |
| Office Staff | Alison Corner - School Business ManagerFatima Miah - Clerical Assistant |
| ****Support Staff**** | Chris Jones - Resources ManagerDebbie Lovett - Learning MentorSaeedha Anjum - Early Years Educator - maternity leaveJanice Kocoglu - Family Learning CoordinatorShopna Begum - Parent Support PartnerCatherine Williams - ICT (Clever ICT) |
| Learning Support Assistants: SEN | Asia Begum-HussainNazma BegumFahana Hussain - maternity leaveLanie Pascal-MillingtonLila IslamLovely Chowdhury - maternity leaveMaria AlbadalejosShipa BegumTahera ChowdhuryKona Bibi |
| Teaching Assistants | EYFS Gulshana Khanom - E.Y.E. - covering maternityLovely Chowdhury - maternity leaveShabnom SultanaHajera AliYear 1 Asia Begum Year 2 Ruxana Begum & Sadhia ParbinYear 4Rehana ParveenYear 5 & 6Imad Uddin |
| Midday Meals Supervisors | Chris Jones - Senior Midday Meals SupervisorTohura KhatunShaheda AkterSilpi BegumNaznin SulthanaSahena KhatunMuna Hassan |
| Premises Staff | John Lovett - Premises ManagerIan Laane - CleanerTina Jones - CleanerJohn Thomas - CleanerMilka Krasteva - CleanerWill Millington – Grounds Maintenance |
| Kitchen Staff | Sue Mahon - CookMabel Turkson - Kitchen AssistantMaria Caruana - Kitchen AssistantJulia Evans - Kitchen Assistant |

# Headteacher Job Description

|  |  |
| --- | --- |
| **Reports to** | The Governing Body/The Local Education Authority |
| The Headteacher is required to carry out the professional duties identified below, subject to the conditions of employment as set out in School Teachers’ Pay and Conditions Document. This job description should be read in conjunction with the National Standard for Headteachers (2015) which defines the high standards for all Headteachers within a self-improving school system. |
| **Main Purpose** | The Head Teacher will have overall responsibility for the organization, management and conduct of the school, providing professional leadership, vision and strategic direction in order to build upon its successes and ensure achievement of the highest possible standards in all areas of the school’s work, placing its pupils at the centre of all decisions.The Head teacher will actively involve the community in the life and development of the school, developing a partnership with parents and the wider community, drawing from its richness and diversity to develop a vibrant school life. |
| **Key Responsibilities** |
| **Leadership** | The Headteacher will:* Communicate compellingly a shared vision and ethos which inspires all members of the school community to excel.
* Provide professional and inspirational leadership to motivate, manage and develop staff, including appraising and managing performance.
* Maintain an enabled culture, with distributed leadership and responsibility, which recognizes and celebrates success.
 |
| **Strategic Direction** | The Headteacher will:* Work with the Governing Body and staff to clearly articulate and implement a shared vision and strategic plan which is understood and acted upon effectively by all.
* Work within the school community to translate the vision into agreed objectives and operational plans, underpinned by sound financial planning, which will drive and sustain school improvement.
* Work with staff and the Governing Body to maintain the school development plan and identify priorities and targets based on robust school self –evaluation that ensures that pupils achieve high standards and make progress.
* Demonstrate vision and values in everyday work and practice.
* Motivate and work with others to maintain a shared culture and a positive climate.
* Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
* Ensure that strategic planning and the school culture and curriculum take account of the diversity, values, experience and aspirations of the school and wider community.
 |
| **Leading and Managing Staff** | The Headteacher will:* Develop, motivate and lead all staff to achieve the highest professional standards.
* Maintain an organizational structure which reflects the school’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
* Delegate the responsibilities of the Senior Leadership Team to ensure the effective running of the school.
* Produce and implement clear policies and ensure that 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.
* Ensure job descriptions and performance management for all staff are based on clear roles and responsibilities, reviewed at least annually and consistent with current conditions of employment.
* Produce effective induction, CPD and robust performance management systems for all staff.
* Manage change effectively, drawing on expertise from both internal and external sources where needed.
 |
| **Teaching and Learning** | The Headteacher will:* Ensure that children’s learning is at the heart of every decision; learning and teaching is central to all we do.
* Be actively involved in learning and teaching.
* Maintain an environment in which pupils are given the opportunity to expand their horizons beyond their previous experience, ensuring the highest standards of enjoyment and achievement for all pupils.
* Promote and maintain a successful learning culture that will enable pupils to become effective, enthusiastic, independent learners committed to lifelong learning.
* Promote a learning community which provides and values continuous professional development for all staff.
* Ensure the regular review of a broad, balanced, flexible, creative, engaging, relevant and differentiated curriculum for every child, designed to involve, challenge, stimulate and enthuse.
* Ensure that children are well-informed about their targets and progress.
* Promote and celebrate the positive benefits of living within a culturally and ethnically diverse society.
* Promote and maintain a culture of continuous improvement using comparative data and benchmarks to evaluate and improve performance based upon a sound process of effective planning and assessment for every child.
* Maintain creative, responsive and effective approaches to teaching and learning, promoting high expectations of teaching and monitor and evaluate its effectiveness on learning outcomes.
* Ensure that the early years ethos of learning through play is fostered and strengthened.
* Maintain strategies which are seen as consistent, firm and fair and that secure high standards of good behaviour, punctuality and attendance.
* Monitor, evaluate and review classroom practice and promote continuous improvement strategies, providing constructive feedback and relevant support.
* Challenge under-performance at all levels and ensure action is taken to secure improvement.
* Provide a curriculum and ethos in which children feel safe, recognise risks and know how to keep themselves safe.
* Provide opportunities to engage parents in their child’s learning, equipping them to be their child’s first teacher and champions of the school.
* Take a strategic role in the development of emerging technologies to enhance and extend the learning experience of pupils.
 |
| **Managing Resources** | The Headteacher will:* 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 are 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.
* Agree, set and monitor budgets and ensure systems are in place for effective administration and control of the budget.
* Ensure that the school meets its financial obligations and is in a sound financial position to achieve its objectives, working closely with Governors and proactively seek further funding opportunities as required.
 |
| **Premises** | The Headteacher will:* Ensure the school premises are fit for purpose for current and future needs.
* Maintain sound procedures for the security, supervision and maintenance of the School environment ensuring that all health and safety regulations are met.
 |
| **Partnerships** | The Headteacher will:* Maintain and encourage an ‘open door’ policy.
* Maintain the school ethos, which takes account of the richness and diversity of the school community.
* Listen to, reflect and act on community feedback.
* Maintain effective relationships with parents, carers, partners and the community to support and improve pupils’ achievement and personal development.
* Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
* Seek opportunities to invite parents and carers, community figures, businesses or other organizations into the school to enhance and enrich the school and its value to the wider community.
* Collaborate with other agencies when providing for the academic, moral, social, emotional, spiritual and cultural well-being of children and their families.
* Work effectively with local schools and the local authority to deliver excellent outcomes for children.
 |
| **Communication and Consultation** | The Headteacher will:* Build effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice.
* Consistently use and develop information systems to ensure exemplary communication links with all stakeholders.
* Co-ordinate the school’s work with Nursery schools and playgroups, as well as with secondary schools to ensure smooth transitions and continuity of learning.
* Regularly and effectively communicate the progress of every child’s learning to the relevant stakeholder.

Work with the Governing Body providing information, objective advice and support to enable it to meet its responsibilities. |
| **Accountability and Governance** | The Headteacher will* Have overall responsibility for safeguarding including safer recruitment and vetting and barring of staff, ensuring robust arrangements are in place for safeguarding and promoting the welfare of children.
* Enable the Governing Body to continue to be as effective and knowledgeable about the school and to be able to fulfil its role of both challenging and supporting leadership.
* Advise and assist the Governing Body (and its committees) and attend all their meetings. Meet regularly with the Chair of Governors as required.
* Ensure individual staff and team accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
* Present a coherent and accurate record of the school’s performance in a form suitable to a range of audiences including pupils, parents, governors and others.
* Promote the positive and mutually supportive relationship linking home and school in a working partnership, ensuring parents and carers are fully informed about all matters relating to the education of their children and are well-informed about their targets and progress.
* Maintain a culture in which all staff recognise that they are accountable for the success of the school and its reputation.
* Engage the school community in the systematic and rigorous self-evaluation of the work of the school and work closely with the Governing Body to ensure that effective school self-evaluation informs school improvement priorities.
* Be an excellent communicator and listener, considering the views of others.
 |
| **Professional Development** | The Headteacher will* Promote and maintain a learning community which provides and values continuous professional development for all staff.
* Build on and further develop the collaborative learning culture which positively embraces change and progression through staff empowerment and team work, as well as through the development of research based approaches.
* Lead by example and create a shared commitment and responsibility for the school through team work, distributed leadership and professional reflection.
* Develop leadership at all levels through leading and inspiring a team of staff and to promote the development of teamwork and collective responsibility to enable pupils to achieve their full potential.
* Continually improve and maintain effective strategies and procedures for staff induction, professional development and performance review.
* Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
* Treat people fairly, equitably and with dignity and respect.
* Regularly review own practice, set personal targets and take responsibility for own personal development.
* Manage own workload and that of others to encourage an appropriate work/life balance.
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**This school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.**

**Review**

This job description will be reviewed annually and may be amended to ensure that the needs of the pupils in school are being met or to reflect any changes in the role.

# Person Specification

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| **Category** | **Essential** | **Desirable** |
| Skills, Personal Qualities and Behaviours | * Effective personal management style, balancing clear leadership with good humour and warmth.
* Emotional intelligence
* Intellectual rigour
* Confidence and resilience, energy and commitment
* High expectations of themselves and of others around them
* Commitment to children’s wellbeing and learning being at the centre of all key decision-making.
* Strong presentation, public speaking and writing skills, effective listening and negotiation skills
* The ability to tackle difficult issues, take hard decisions and convey outcomes clearly and sensitively
* Be able to be calm and organised under pressure, to prioritise, and demonstrate and share values by example
* Demonstrate and inspire loyalty: high standards and high care for the whole school community
* The ability to prioritise tasks, make informed decisions and implement them in a flexible manner. Evidence of the ability to delegate work where appropriate, building effective teams and monitoring implementation and impact.
* Excellent ICT skills and an understanding of the role of ICT in effective administration, management and teaching and learning.
* Proven suitability to work with children and commitment to safeguarding and promoting the welfare of children and young people
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| Qualifications | * Degree
* Qualified Teacher Status (QTS)
* Evidence of relevant continuing professional development which has an impact on school improvement
 | * NPQH
* Masters Degree
* Other professional/management qualification
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| Experience | * Proven successful leadership at senior level in a primary school
* An excellent practitioner, experienced across the primary phase, with a clear understanding of what being an outstanding practitioner entails.
* Experience of analysing pupil performance information and data to identify trends to inform teaching and learning outcomes.
* Experience of developing, implementing and evaluating strategies for raising standards and improving outcomes for all children.
* Experience of developing a consistently high quality of teaching and learning through rigorous assessment, monitoring, evaluation and feedback.
* Experience of developing a differentiated and creative curriculum for pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.
* Experience of successful staff recruitment and selection and in conducting all aspects of staff performance management.
* Experience of successful financial planning and budget and resource management.
 | * Experience of having worked in a range of educational settings with children from diverse backgrounds.
* Proven experience of building mutually beneficial and supportive relationships with other schools, agencies and groups to enhance opportunities and outcomes for children and staff.
* Responsibility for transition of pupils e.g. EYFS, KS1 and KS2.
* Experience and understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles.
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| Leadership / Strategic Direction | * Ability to innovate and find creative solutions and communicate and implement clear and strategic educational vision and direction, in consultation with all stakeholders, leading by example.
* Ability to accurately evaluate the performance of the school and plan effectively for school improvement.
* Ability to formulate objectives, policies and plans and monitor, evaluate and review the impact of these.
* Ability to create and develop a stimulating environment which promotes good behaviour and independent learning, and celebrates success.
* Excellent knowledge of the current major curriculum issues and recent educational developments and legislative changes, together with their significance for the leadership of a primary school.
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| Leadership and Management | * A track record of success in team work, distributed leadership, staff development, coaching, recruitment and retention.
* The ability to use performance management and line management to secure accountability and improve performance.
* Ability and willingness to challenge underperformance thereby improving outcomes for pupils.
* Success in improving attendance and punctuality.
* Ability to set and achieve challenging targets.
 | * Success in implementing change to staffing structures.
* Providing a culture of leadership opportunities for children, taking account of the pupil voice.
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| Teaching and Learning | * Knowledge and understanding of how to raise standards of learning across the school and a proven track record in doing so.
* Successful experience of promoting the personal, social, cultural and spiritual development of pupils.
* A commitment to providing an enriched curriculum throughout the school, over and above the day to day running of the school.
* Knowledge of and commitment to the Early Years curriculum and the commitment to play based learning.
 | * A commitment to research based approaches and the development of practitioner research in school.
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| Relationships with Parents, Carers and the Wider Community | * Successful experience of creating and maintaining productive partnerships with pupils, parents, governors and other organisations in the wider community.
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Appointment to this post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.