

Amesbury Archer
Primary School

'Aim High'



Headteacher Recruitment Information Pack



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Introduction from Chair of Governors

Thank you for the interest you have shown in our school and the key post of Headteacher. Please read through our Recruitment pack which should provide you with everything you need in your application to become our Head Teacher.

About our school

Amesbury Archer Primary school is warm, friendly and has a positive atmosphere that is noticeable as soon as you enter the building. One of the most common things visitors comment on is how welcoming the school feels. We take great pride in everything we stand for. As a Governing Body, we are always striving for excellence and we work to our motto – “Aim High”. Our ethos is embedded throughout our school – just ask any member of our highly dedicated staff.

Our school has seen a sustained improvement in standards over the last few years and working towards a “Good” Ofsted rating is supported by external moderators and advisers. This is supported by our much improved data in progress and attainment which is now above the national average. Our school is at a significant stage in its development as it was judged as requiring improvement in February 2016, with positive subsequent HMI visit in July 2017. We are particularly proud of our reputation and Ofsted recognition of our Early Years provision, where we have been consistently above the national average and secured successive “Good” ratings from Ofsted over the years. Our journey of improvement continues and we now need someone with the vision, creativity and drive to take us forward to being a truly outstanding place for pupils and staff to be a part of.

About you

We believe that this is an exciting opportunity and that the successful applicant will be joining a happy and welcoming school. The Governing Body is seeking to appoint a Headteacher who will build on current good practice and also bring a fresh perspective.

You will lead a team of extremely hardworking and highly committed staff and work alongside a knowledgeable and dedicated Governing Body who will support you and provide you with as much as we can to make our school the best possible environment for all pupils and staff.

I enclose a job description and person specification, which provide more details about the role and the requirements. Candidates are invited to visit the school and meet the pupils either the week commencing 19th or 26th March by appointment. Please contact Mary Andrews, Business Manager, on 01980 625944.

When writing your letter of application, please address the priorities described in the information pack. Please also include:

- Your reasons for applying for the headship of this school
- Your experience and skills which would equip you for this role (with examples and evidence)
- Please plan your application around the Person Specification as it will be used in shortlisting

Your application form and accompanying letter should be returned to recruitment@wiltshire.gov.uk and marked for the attention of Simon Haugh, Chair of Governors. **The closing date for applications is 12 noon on 10th April 2018.**

Shortlisting of candidates for interview will take place on Friday, 13th April and **interviews will be held on 26th April 2018.**

I would like to thank you again for your interest in the post and I look forward to receiving your application.

Simon Haugh
Chair of Governors

Amesbury Archer in action



Our Vision and Values

At Amesbury Archer Primary we aim to provide a vibrantly creative and stimulating learning environment, which is safe, secure and welcoming to all its members – the “heart of the community” in the truest sense. We embrace inclusivity and diversity, wanting everyone to be mutually supportive of one another. We celebrate one another’s successes, challenge each other to “aim high” and all strive to be the best we can. We want our “Archers” to have a sense of belonging, taking pride in their school and the historical footprint of our “Amesbury Archer”. In addition, we will enable everyone to make a positive contribution to our community and beyond. Every member of our learning community is encouraged to participate wholeheartedly in all their endeavours, holding on to their dreams and ambitions, whilst enjoying the confidence boost and sense of satisfaction that comes with achievement through challenge. We are learning for the future, in an ever-changing world, but must remember our historical legacy and the lessons from the past.



To these ends, our philosophy is underpinned by six key learning words:

ADAPTABLE – At Amesbury Archer Primary School, we recognise that there may not be one answer for every situation and that we will face each new challenge and experience together with a positive attitude.

RESPECTFUL – At Amesbury Archer Primary School, we will make good choices to ensure that we take care of ourselves and each other, our belongings and our environment. We know that everyone has the right to enjoy their learning and to be listened to without being judged. We accept differences and treat everyone fairly and equally.

CURIOUS – At Amesbury Archer Primary School, we encourage both pupils and staff to ask questions and to push the boundaries of their learning. We endeavour to answer even the most inquisitive of questions from our pupils.

HELPFUL – At Amesbury Archer Primary School, we always try and support one another on our learning journeys. We look out for one another and understand that we can achieve so much more when we work together, using all our different skills and experiences to reach the same goal.

ENTHUSIASTIC – At Amesbury Archer Primary School, we celebrate the ambition to learn and make the most of our time at school. Our enthusiastic teachers welcome the passion to learn from our pupils and replicate this eagerness to get the most out of school.

RESPONSIBLE – At Amesbury Archer Primary School, we take ownership of all our learning and behaviour within our community. We accept responsibility for the choices that we make and for the environment around us.

Everything above is part of the “DNA” of Amesbury Archer Primary School.

We have a wealth of further information about our school on our website. Please take time to look at this – www.amesburyarcher.wilts.sch.uk

Our History

On 3rd May 2002, the digging of the foundations for our school was suddenly brought to a halt. The unexpected discovery of the riches found within the earliest bronze-age grave in this country delayed the start of building by two years and made headline news world-wide.

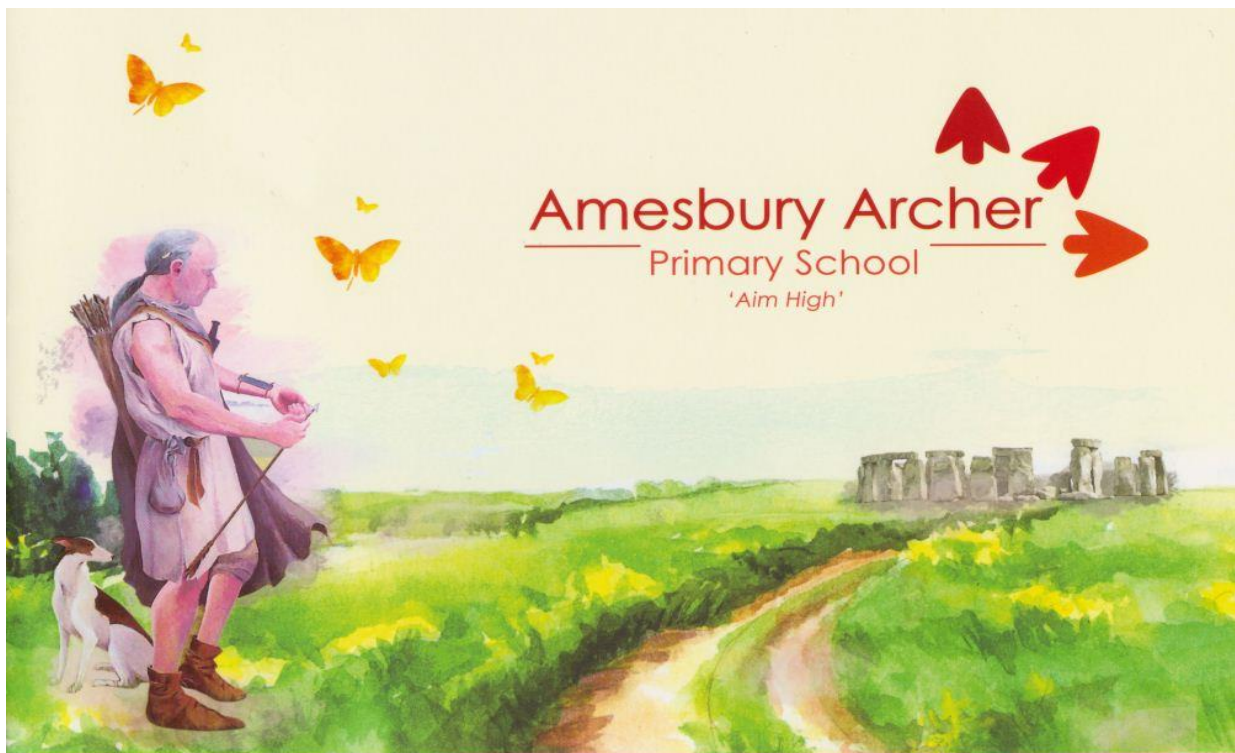


The grave contents, which included the oldest gold and copper ever found in Britain and a wealth of flint arrowheads and beakers, signify that the man buried within was of high status, courage and importance. This man, named "The Amesbury Archer" by the media, lived 4500 years ago and scientists have traced his childhood home to the Alps of Southern Europe.

We have embraced the story of his journey from the mountains to the plains of Stonehenge as a learning model for our school. We are proud to be called **Amesbury Archer Primary School** and to follow in his unique historical footprint.

Read more about the history of the Amesbury Archer:

- [BBC News](#)
- [Wessex Archaeology](#)
- [Wikipedia](#)



HMI Monitoring Report & Most Recent Ofsted Inspection



Our last full Ofsted report in February 2016 can be [found on our school website here](#).

Since our last full Ofsted inspection, we received a HMI monitoring visit in June 2017. The main findings in the HMI visit gave a very positive picture on how the school has addressed the issues in the original report:

"You have an astute awareness of the areas that need to improve and a detailed plan is in place to make sure that all are acted on quickly. This includes more rigour and regularity in the monitoring of pupils' progress and the quality of teaching, learning and assessment. This is undertaken by senior and middle leaders. To support this you have appointed leaders of the different key stages, since the last inspection, to add capacity to the leadership team. This adds an extra layer of accountability. The leader of the early year's foundation stage is one of these middle leaders. The success of this area of the school was commented on in the last inspection report. The same high standards are being maintained and this sets the bar for the leaders of the other two key stages."

"As leaders, you have high expectations and are ambitious to improve the outcomes for pupils throughout the school. There have been several long-term absences but you have managed the situation well. Outcomes continue to improve despite there being several temporary staff employed."

"The tracking of pupils' progress is far more efficient and is used effectively to evaluate the success of teaching in different classes and subjects. As a result, when pupils underachieve, interventions are undertaken swiftly and purposefully. This has led to much-improved outcomes for disadvantaged pupils as well as others. There is further work to do to ensure that pupils who have special educational needs and/or disabilities are as successful."

"The audit undertaken to evaluate the use of pupil premium funding has recognised that much effective practice has been put in place. You have adopted the actions suggested and worked hard to ensure that teachers adapt their teaching to support the disadvantaged pupils more proficiently. This has had a positive impact. You and your staff have diminished the differences between disadvantaged pupils and others considerably. In several year groups and across the subjects of English and mathematics, there is no difference. In some cases, disadvantaged pupils are achieving higher outcomes."

"There are several new governors who have the skills necessary to monitor the impact of the work of the school. Your drive and ambition are recognised and this is a significant reason why local people wish to step up to this important role."

"Visits to lessons showed that pupils are engaged in their learning and keen to do well. This is significant as there had been issues with behaviour previously, but by using skilful teaching assistants with the most vulnerable pupils, you are managing the situation within school. There is some variability in teaching across phases and this needs to be addressed swiftly so that pupils experience consistency when learning, especially with regard to the challenges offered."

Pupil & Staffing Profile

To give a snapshot of our school, there are currently 396 children on roll of which:

- 33 are entitled to free school meals
- 137 are from military families
- 187 receive Pupil Premium Grant
- 1 child uses the Local Authority Taxi Service
- 6 on EHCP

The following is a breakdown of our staff

- Non class-based Deputy Head
- Full-Time SENCo
- 14 Full-Time Teaching Staff
- Business Manager
- 2 Office Staff
- 1 Family Support Worker
- 20 NPTAs/TAs/SETAs
- Pastoral Manager
- 2 ELSAs
- 1 x HLTA
- 8 MDSAs
- 1 Caretaker
- 3 Cleaners
- 1 Pet Therapy Dog



Job Description for the post of Headteacher

Job Title: **Headteacher**

Grade: **NOR 396 Group 3 ISR L17 -24**

The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and the School Government Regulations.

‘This job description summarises the responsibilities and duties of the Headteacher. Full details of statutory professional duties and tasks are set out in the School Teachers’ Pay and Conditions Document, Part 9, paragraphs 56 to 63 inclusive.

The Headteacher will be responsible to the Governors for the conduct, management and administration of the school, subject to any policies which the Department for Education and the Governors may make. The job description is subject to annual review.

Core Purpose

To provide a professional leadership and management of the school that will promote a secure foundation from which to achieve high standards in all areas of the school’s work.

- Improve the standards of achievement and progress of all pupils
- Provide vision, leadership and direction
- Effectively manage teaching and learning
- Create a safe and productive learning environment which engages and inspires all pupils
- Actively promote safeguarding procedures and policies within the school
- Promote excellence, equality and high expectations for all pupils
- Evaluate school performance and identify priorities for continuous improvement
- Carry out day-to-day management organisation and administration
- Deploy resources to achieve the school’s aims
- Work effectively with the school’s Governing Body
- Develop strong community links

Key Responsibilities

Shaping the future:

- To work with the Governing Body and other key stakeholders to maintain a shared vision for the future which will inspire and motivate pupils, staff, parents and the wider community.
- Continue to establish an effective School Improvement Plan, underpinned by sound financial planning, that identifies priorities and targets to ensure pupils achieve high standards and make progress.
- Continue the school's innovative approach to curriculum design with children at the centre.
- Actively seek to be aware of political, economic, technical and social developments, trends and changes in the medium to long-term future, both locally and nationally, that could have an impact on the school.

Leadership:

- Provide inspiration, passion and strong leadership to those who work in the school to ensure that it continues to deliver the highest standards of learning.
- Ensure the vision and strategic planning for the school is clearly articulated, understood and acted upon effectively by all.
- Lead by example and embody the school's vision and values for the pupils, staff, governors and parents of the school.
- Keep staff, parents, governors and the local community informed of progress and key developments.

Learning and Teaching:

- Create and maintain an environment which promotes and secures outstanding teaching and effective learning
- Continue to raise the quality of teaching and learning for pupils' achievements within a successful, inspirational, inclusive and creative learning culture.
- Ensure a consistent and continuous school-wide focus on pupils' achievement using data, benchmarks and feedback to monitor progress in every child's learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success beyond any limiting expectations and become engaged in their own learning.
- Assess, monitor and evaluate the quality of teaching standards and the delivery of the curriculum throughout the school.
- To acknowledge and celebrate the successes and achievements of all at Archer Primary School.

Safeguarding

- To be accountable for child protection and ensuring that the welfare and safety of children is promoted and safeguarded
- Initiate appropriate management of cases, working alongside other agencies as required
- Be fully aware of and update staff on current legislation and policies on best practice
- Ensure that adults working with pupils are appropriately recruited and vetted

- Ensure that information relevant to safeguarding concerns are recorded clearly and accurately and that concerns are referred promptly to the relevant agencies
- Ensure that appropriate adults teaching EYFS have up to date relevant paediatric first aid training

Staff Management and Development:

- Develop effective relationships and communication strategies which underpin a professional learning community that enables everyone in the school to achieve.
- Create an organisational structure that reflects the school's values and enables the management systems, structures and processes to work effectively in line with key priorities.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Provide opportunities for growth and continuing professional development of the teaching team by creating an inspiring, professional work environment and modelling behaviour consistent with the values and aspirations of Archer Primary School.
- Ensure that all staff receive regular performance reviews and have individual professional development plans to address skills gaps.
- Enhance the existing team communication mechanisms which ensure that all staff are involved in the SEF, School Improvement Plan, and kept informed of key priorities and developments.

Working with the Governors of Archer Primary School

- To maintain and further develop the positive working relationship with the Governing Body.
- To support and advise the Governing Body on future recruitment and retention of high quality leadership, teaching and support staff.
- Working with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.

Organisation – managing systems and resources

- Seek to develop the current effective organisation and management of the school, working with the school's management and leadership teams and the Governing Body.
- Agree and set appropriate priorities for expenditure, allocate funds and ensure systems are in place for the effective administration and control of school budgets.
- Manage the school's financial, technological and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Manage and organise accommodation efficiently and effectively, to ensure that all school buildings meet the needs of the curriculum and health and safety regulations.

Accountability

- Continue to foster an organisation in which all staff recognise that they are accountable for the success of the school and proud of its achievements.

- Ensure that parents and pupils are well informed about the school's direction, priorities, curriculum and pupils' attainment and progress.
- Combine the outcomes of regular school self-evaluation with external evaluations in order to develop the school.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences.

Community

- Maintain effective partnerships with parents, local employers, the governors, town council and local authority to support and improve pupils' achievements and personal development.
- Develop effective links with the community to extend the curriculum, enhance teaching and broaden learning opportunities.
- Seek to broaden pupils' understanding and experiences of a diverse and expanding new community which exists within a historic landscape.
- Actively promote the school as a centre of excellence for education and families in the local community.
- Enhance and maintain links with other local schools.

PERSON SPECIFICATION - HEAD TEACHER OF AMESBURY ARCHER PRIMARY SCHOOL

The following is a summary of some of the main attributes that the Governing Body would wish to see in the successful candidate. Our new Head Teacher will exemplify and lead best professional and management practice in our community and so raise standards and aspirations for all our pupils.

The interview panel will take into account the qualifications, skills, experience and personal attributes of each candidate.

QUALIFICATIONS, SKILLS, EXPERIENCE AND PERSONAL ATTRIBUTES

	QUALIFICATIONS, SKILLS, EXPERIENCE AND PERSONAL ATTRIBUTES	Essential (E) Desirable (D)	Identified by
	QUALIFICATIONS		
1.	National Professional Qualification for Headship (NPQH) for those new to headship	D	Application
2.	Teaching qualification and qualified teacher status	E	Application
3.	Proven skills as an outstanding classroom teacher	E	Application
4.	Recent professional development relevant to senior management / headship	E	Application
	SKILLS		
5.	Proven skills as a good/outstanding teacher	E	Application/interview
6.	Proven leadership skills <ul style="list-style-type: none"> ability to inspire, challenge, motivate and empower others 	E	Application/interview
7.	Proven skills in strategic management <ul style="list-style-type: none"> strategic thinking to build and communicate a coherent vision ability to delegate management tasks and roles and monitor their implementation 	E	Application/interview

	QUALIFICATIONS, SKILLS, EXPERIENCE AND PERSONAL ATTRIBUTES	Essential (E) Desirable (D)	Identified by
	<ul style="list-style-type: none"> Experience of using whole school self evaluation to raise standards and bring about school improvement. 		
	EXPERIENCE		
8.	Significant and successful experience as a Head Teacher, Deputy Head Teacher or school leader	D	Application/interview
9.	Recent leadership development to include safeguarding	E	Application
10.	Be fully aware of and update staff on current legislation and policies on best practice	E	Application /interview
11.	To be accountable for child protection and ensuring that the welfare and safety of children is promoted and safeguarded	E	Application/interview
	PERSONAL ATTRIBUTES		
12.	The ability to inspire trust and commitment from a community which is undergoing rapid change.	E	Application/interview
13.	Passion for learning that extends beyond the classroom	E	Application/interview
14.	Ability to lead a fully inclusive school	E	Application/interview

KNOWLEDGE AND UNDERSTANDING

	KNOWLEDGE AND UNDERSTANDING	Essential (E) / Desirable (D)	Identified by
	SHAPING THE FUTURE Ability to work with the governing body, staff, parents, pupils and partners to develop a collaborative school vision which embraces excellence, high standards and inclusion.	E	Interview/ task
15.	LEADING LEARNING AND TEACHING Proven ability to demonstrate flexible and effective approaches to learning and teaching which will lead to high standards.	E	Application/interview
16.	DEVELOPING SELF AND WORKING WITH OTHERS	E	Application/interview

	KNOWLEDGE AND UNDERSTANDING	Essential (E) / Desirable (D)	Identified by
	Proven ability to develop all members of staff in order to ensure an effectively led and managed school.		
17.	MANAGING THE ORGANISATION Experience of setting and managing budgets to support school improvement.	E	Application/interview
18.	SECURING ACCOUNTABILITY Ability to develop school self-evaluation and accountability to ensure the school is working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils.	E	Application/interview
19.	UNDERSTANDING COMMUNITY Awareness of the distinctive character of Amesbury Archer School and a commitment to uphold and develop its values	E	Application/interview
20.	STRENGTHENING COMMUNITY Proven ability to work effectively with parents, external partners, other agencies and schools to support the learning of children and to define and realise the school's vision.	E	Application/interview