



Churchfields Infants' School, Nursery Unit & Language Facility
Headteacher Recruitment Pack

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Welcome to our School

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INTRODUCTION

Letter from the Chair of Governors

Dear Applicant

Thank you for your interest in the position of Headteacher at Churchfields Infants' School, Nursery School and Language Facility. This opportunity has arisen due to the our current Headteacher, Lynn Platt, relocating and so she will be leaving the school at the end of the summer term in 2018.

The Governing Board are looking for an inspirational leader for the school to ensure it continues to deliver an outstanding education, provide a healthy and happy environment in which children can thrive and think creatively about the physical environment of the school so that the children and staff can make the best use of the space.

We recognise the challenge of taking on a school that has been rated by Ofsted as outstanding and, quite rightly, our expectations will continue to be high. We are, however, a school that welcomes new ideas and philosophies, and we are proud that our colleagues are flexible and adaptable and relish the challenge that change brings. We foster an environment where everyone can get involved and make a difference and, as a team, we are continually striving for school improvement.

A key challenge for the new headteacher will be maintaining a high performing cohesive school community through this transition period.

You are welcome to visit the school to meet our children and the staff. You would be hosted by the outgoing Headteacher, and any such visit is, of course, not part of the selection process. Details of how to arrange a visit and more information about our school are contained in this pack, together with details of how to apply for the role of Headteacher. You will also find a wealth of information on the school's website at www.churchfieldsinfant.com.

We hope you find the information contained in this pack useful and that it will help you to decide whether you might be the right person to lead our school.

On behalf of the Governing Board, thank you again for your interest in Churchfields Infants' School.

Yours sincerely,

Matt Murphy
Chair of Governors

ABOUT OUR SCHOOL

School Information

Located in South Woodford, we are a school committed to achieving the highest standards in teaching and learning. We are a learning school where everyone is involved in the life of the school as an active learner. We believe in a rich and diverse curriculum that offers our children enjoyment and excellence. We were deemed to be “Outstanding” by Ofsted in September 2013. We are proud to be the first infant school in the country to receive the prestigious Exceptional Schools Award.

In addition, we have a nursery unit for 3-4 year olds and an ICAN accredited Language Facility to support nursery-aged children with expressive speech difficulties.

We are not affiliated to any particular religious denomination and we accept a maximum of 120 children in each year group. We have four classes in each year group and all our classes are mixed ability. At the start of each academic year the children are re-grouped into other mixed ability classes within their year to ensure they have the opportunity to mix and socialise with as broad a range of children as possible.

Our school is a multi-cultural school that reflects the local community. Like many London schools, a significant number of our children speak English as an Additional Language and we work hard to ensure this in no way holds them back. We welcome and celebrate all forms of diversity, including children with Special Educational Needs and Disabilities.

At our school every child matters. We have very high expectations of the children, and they continue to meet them. Our energies are focused on their development as critical thinkers as well as academic achievers. They respect each other, staff and visitors to the school and they are proud of Churchfields Infants. They recognise and value the place the school occupies in the local community, from singing in local residential care homes for the elderly, to maintaining the gardens in the local park.

The continuous professional development of our staff is extremely important to us, from NQTs to the experienced members of the Senior Leadership Team. We have a rich history of working with Universities to provide student placements for both PGCE and BEd students. We recognise the role this plays in ensuring our teaching continues to be of the highest standard and that we are constantly thinking of ways in which we can improve, and share good practice.

Staff work hard together to ensure they deliver a broad and balanced curriculum in each year group that stimulates the children, and broadens their understanding of the world and their place in it.

Our physical environment is also important to us. We follow a continuous programme of modest investment to ensure the school and its grounds provide the best environment for the children, from outdoor play areas to innovative creative spaces indoors.

Our strategic vision and direction for the school

This school aims to provide a calm, caring, purposeful and stimulating environment, where all pupils receive the highest quality education.

In partnership with parents, governors and the community we aim to ensure that our pupils:

- Develop lively and enquiring minds
- Achieve academically
- Are courteous and considerate to others
- Have the knowledge and skills needed for life in a fast-changing world
- Value other people, respect their beliefs and care for the environment

Our Values

The curriculum reflects our Values-based Education as well as priorities in our society that promote development, equality of opportunity, economic wellbeing, healthy democracies and a sustainable future.

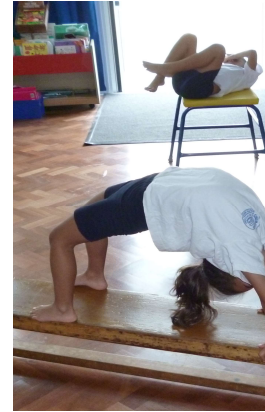
These values relate to:

- Ourselves, as individuals capable of spiritual, moral, social, intellectual and physical growth and development
- Our relationships, as fundamental to the development and fulfilment of happy and healthy lives, and to the good of the community
- Our society, which is shaped by the contributions of a diverse range of people, cultures and heritages
- Our environment, as the basis of life and a source of wonder and aspiration that needs to be protected



Curriculum

At Churchfields, we have developed a broad based approach to our curriculum. Whilst focused upon delivering high levels of academic achievement, it gives due care and attention to social and cultural development. Further supported by an extensive range of extra-curricular opportunities, it aims to strengthen each individual's personal development and self-confidence and incorporates the requirements as set out in the National Curriculum and the Early Years Foundation Stage.



Through the Curriculum we aim to:

- Provide a broad and balanced curriculum
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles
- Embed key skills in order to prepare children for real-life and everyday situations
- Provide opportunities to apply knowledge and learning in practical ways
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom

We also try to think creatively about *how* we offer our broad curriculum to the children as well as *what*. Staff are encouraged to be creative in delivering lessons in the outdoor space and with physical activities alongside more traditional methods of learning, to ensure the children are appropriately engaged and challenged.

At Churchfields we recognise the importance of physical activity for young children. All of our year groups do three PE sessions a week led by their class teachers. The activities are varied and stimulating, promoting the physical health and development of our children.

The children's learning and development is enhanced by focusing on topics across year groups. Children also engage in a range of activities during very successful 'Excellence and Enjoyment' Weeks. Recent opportunities the children have enjoyed include 'Art and Artists Week' inspired by a piece of art chosen from The Tate Modern; 'Super Science Week' and 'The Great Escape Week' focussing on outdoor learning.

Philosophy is an important part of our wider Curriculum and is used to ensure our children become active listeners and critical thinkers. Our approach to philosophy challenges pupils to ask difficult questions and to respond to probing questions such as "Are all humans connected in some way?" The children also consider a Philosophical question each week such as "Would you rather be a shark or a spider and why?" These fun but thought provoking activities encourage our children to think, to talk and to challenge assumptions.

Extra-Curricular activities

Because of the age of our children, we do not run after school clubs. However, a broad range of Extra Curricular activities are offered by staff during the lunch break and available to children in Years 1 and 2. Staff are encouraged to come up with their own ideas of what the children might enjoy. The current clubs on offer include:

Cooking – Part of the Healthy Schools initiative Churchfields follows, the club teaches the importance of healthy living. Children work with catering staff from the school kitchen to learn about kitchen hygiene and safe practices in cooking.



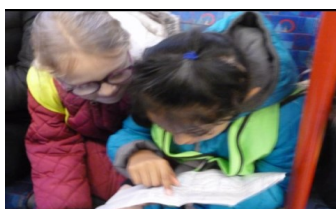
Running: Includes relays, team work, using a baton and a pedometer to record amount of running steps taken during the session.

Spanish: Learning facts about Spain, practicing Spanish numbers and learning the names of body parts and colours.

Tag Rugby: Learning to play Tag Rugby, practising skills such as running with and passing the ball and playing as a member of a team.

Lego: Focus is on sharing and being considerate to one another's needs for individual and joint projects whilst being encouraged to be creative and imaginative in their constructions.

Eco: This club seeks to develop an understanding of the environment the children live in and the importance of using resources wisely and recycling. Children are given responsibilities including "Litter Police", "Waste Watchers" and "Energy Inspectors".



Beyond the lunch time clubs, time is invested in helping the children understand the community and area in which they live. Regular school trips are organised for each year group including visits to Epping Forest, the Cenotaph, Marsh Farm, Tropical Wings, the local fire station, local parks, and the Redbridge Drama Centre.

Voluntary contributions received from the parents are also used to provide enrichment activities for all the children to enjoy. Many of the activities take the form of visits to the school including: the science dome, Wizard Stories storytelling workshops and Circus Skills workshops. Others also regularly visit the school to broaden the children's understanding of the world, such as the road safety team, staff from South Woodford Library and representatives from local charities. The children are currently raising money for cancer charities.

Communication and relationships with our community

Being able to communicate with parents and others in our local community is really important to us. We produce a weekly newsletter which is published on the school website and on Fronter – the interactive online resource for the children, their parents, staff and governors. A hard copy is also posted on the notice board outside the school office. We want the parents and carers of the children to be fully informed about life inside school and welcome and value the contribution parents and carers are able to make towards their children's education, both at home and at school.



Parents and other family members are invited to come into school and over time we have facilitated this in a number of ways. Most recently we have invited parents to attend workshops to understand the school's teaching approaches. These were very well attended and gave parents the opportunity to learn more about what and how their children learn at school. We also try and involve the parents in school topics such as inviting them to share a musical talent with the children during Music Week, share foreign language expertise or share information about their faith during Diversity Week.



There are many other occasions where parents and carers are invited into school for events such as concerts when the children thoroughly enjoy the opportunity to show their families what they have been working on in school.

We appreciate parents' support for social and fund raising activities both for charity and for additional resources for the school. With the Junior school, we have a very effective Parent Teacher Association who arrange a range of regular fund-raising events.

Churchfields Infants' School also places a strong emphasis on a close relationship with the Junior School. We meet regularly to discuss the curriculum and plan joint events such as Philosophy Week. And we work hard to ensure the children enjoy a smooth transition to the Junior School at the end of Year 2.



Our Awards and Achievements

Recent external validations:

- Professional Development Mark (Gold) - Summer 2017
- Member of Creative Schools Symposium - Summer 2017
- LA EYFS moderation – June 2017
- Inclusion Quality Mark and Centre of Excellence Awards – Review Spring 2017 – working towards becoming a flagship school
- Forest Schools Accreditation - Summer 2016
- Basic Skills Quality Mark – 5th December 2015
- ICAN Early talk re-accreditation – 12th November 2015
- Sustainable Travel Accredited & Recognised – July 2015
- Healthy Schools Silver Award – June 2015
- Sapere Philosophy for Children Silver Award – Summer 2016
- Healthy Schools Bronze Award-January 2015
- Sapere Philosophy for Children Bronze Award-September 2014
- Winning Infant Choir-Stratford & East London Music Festival-2014, 2013, 2012
- Outstanding OFSTED inspection-July 2013
- Exceptional Schools Award-July 2013-1st Infant School in the country to achieve this
- Fronter Gold award-June 2013
- EYFSP moderation-May 2013
- Basic Skills Quality Mark 4-December 2012
- Renewal of ICT Mark-July 2012
- ICAN accreditation-April 25th 2012
- Artsmark Gold-March 15th 2012

SMSC is valued throughout with all children and parents engaging in innovative, philosophical thinking. SEAL practices are embedded with children able to reflect on this in every aspect of school life.

Performance

2017 Attainment

		PKF+	WTS+	EXS+	GDS
Reading	Entries	119	116	101	69
	School	100	97.5	84.9	58
	National	N/A	N/A	75.8	25.3
	Difference	N/A	N/A	9.1	32.7
Writing	Entries	119	114	91	26
	School	100	95.8	76.5	21.8
	National	N/A	N/A	68.4	15.7
	Difference	N/A	N/A	8.1	6.1
Maths	Entries	119	118	102	38
	School	100	99.2	85.7	31.9
	National	N/A	N/A	75.4	20.6
	Difference	N/A	N/A	10.3	11.3

- Children are outperforming their peers at the expected level for almost all areas of learning and 75% are performing at a Good Level of Development compared to 70% of their peers nationally.
- EYFSP performance indicators which have been consistently above national figures over the last five years.
- KS1 attainment has achieved 58% Greater Depth in Reading compared to national levels of 25%. Children performing at Greater Depth in Writing are 22% compared to national of 16%. In Maths, this figure is 32% compared to national of 21%. The trend is consistently being maintained and outstanding.
- Girls and boys are certainly outperforming girls and boys nationally in Reading, Writing & Maths. Substantial numbers of boys continue to do well throughout the school.
- The majority of EAL children are performing above their peers in all subjects and particularly excel in Reading and Maths.
- The Year 1 Phonics Screening Check has increased from 83.5% to 84.2% this year and 98.3% of all Year 2 children left the Infants' School having passed the check compared to 91.8% of their peers nationally.
- Data indicates that the school's attainment in all subjects has been significantly above the national for the past five years with an overwhelming majority of pupils performing excellently.
- Progress throughout KS1 could also be considered outstanding. Pupils' current work indicates that attainment remains high with most groups of pupils performing to ambitious expectations and achieving their targets.

Diversity of the School Population

South Woodford is a mixed community. In recent years we have seen an increasing cultural diversity in our school population.

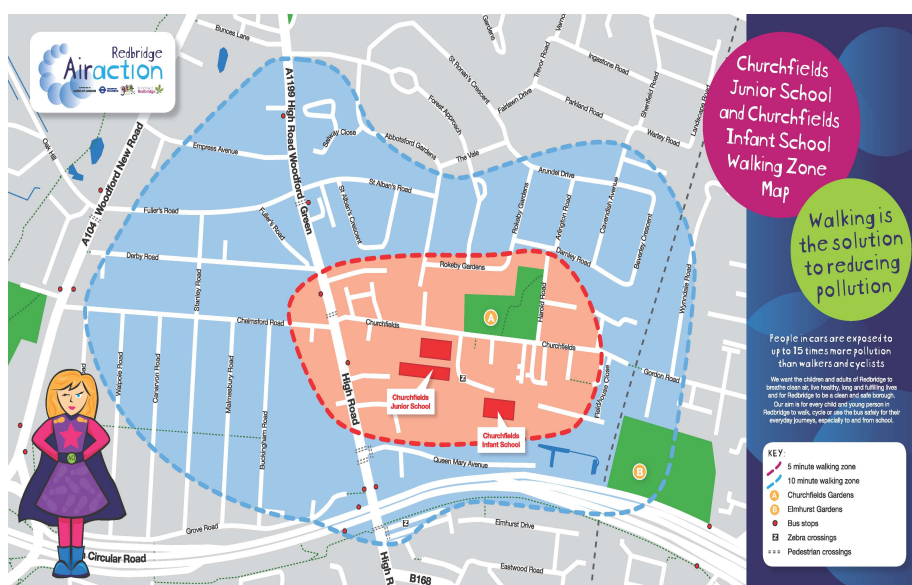
We are lucky enough to have families from all over the world represented at our school and over 39 languages are spoken, such as Bulgarian, Polish, Bengali, Urdu and Spanish. In 2017 our Reception intake included 39.1% of children with English as an additional language (EAL).

Local Authority Context

There are now in excess of 30,000 children in Redbridge primary schools. Similar to most other London boroughs, the continued increase in the capital's population has resulted in extreme pressure on school places, particularly at the primary level. Numbers are expected to continue to rise over the next five years.

Redbridge contains one of the wealthiest dynamic economies in London but at the same time there are areas of relative deprivation and need. The borough is a multi-cultural society and includes large Bangladeshi, Chinese, Indian, Black Caribbean and Black African communities.

Educational achievements at the end of Key Stage assessments and at GCSE level are above the national average, but there remain areas of relative underachievement.



Information about South Woodford

South Woodford is a vibrant suburb of north east London in the London Borough of Redbridge, situated approximately four miles north-west of Stratford and about 9 miles from Central London.

Benefitting from an area with excellent transport connections, the school is equidistant (10 minute walk in either direction) between South Woodford and Woodford tube stations in travel zone 4 on the Central line. Travelling from South Woodford on the underground, Stratford Westfield Shopping Centre and the Queen Elizabeth Olympic Park are only about 10 minutes away with Liverpool Street mainline station 20 minutes. Heading eastwards on the Central Line within 5 to 20 minutes are the smaller towns of Buckhurst Hill, Loughton and Epping.

South Woodford sits at the junction of the A406 North Circular Road with the start of the M11 motorway to Cambridge. There are many bus routes, nearly all of which serve George Lane and South Woodford Station and connect South Woodford to other parts of London, including a night bus from central London.

Many parents attended the school as children and the school is very much at the heart of this thriving community. In recent years, the population has become more culturally diverse. Many residents commute into work in central London.

South Woodford's retail and business area is centered on George Lane - the main high street for the district - and Woodford Green High Road. There are a number of well-known chain store shops, such as Sainsbury's, Waitrose, Boots and Marks & Spencer as well as a very good selection of smaller shops, and plenty of restaurants, cafes and pubs to suit all tastes and budgets. There is an Odeon cinema on the High Road, which is the only cinema in the area.

There are numerous churches and chapels representing many Christian denominations as well as several synagogues and a mosque. There is also the Redbridge Drama Centre, situated next to Churchfields Junior School which provides workshops for all ages as well as education to local schools and brings culture to the surrounding area. It has an in-house theatre company and regularly hosts shows from touring companies.

South Woodford also has a health centre, a number of other doctors' surgeries, dentists, library, gym and a variety of community halls.

For school age children there are popular Cubs, Scouts, Beavers, Brownies, Guides and Rainbows groups.

Other amenities include a number of green areas as South Woodford is very lucky to have wildlife on the doorstep. In addition to Epping Forest there are two parks nearby (Churchfields and Elmhurst Gardens), as well as several allotment sites in addition to the one owned by the school!

Headteacher Job Description

Job Title:	Headteacher
Responsible to:	The Governing Board of the School
Responsible for:	<p>The Headteacher carries out duties in line with the conditions of employment as set out in the current <i>School Teacher's Pay and Conditions</i> document, the <i>National Standards for Headteachers</i> and the policies and procedures of the Governing Board.</p> <p>This job description will be subject to annual review as part of the performance management cycle.</p>

Core Purpose

The Headteacher's core purpose 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 success, a Headteacher will be able to:

- Manage learning and teaching effectively
- Promote excellence, equality and high expectation for all pupils
- Provide vision, leadership and direction
- Evaluate school performance and identify priorities for continuous improvement
- Deploy resources to achieve the school's aims
- Carry out day-to-day management, organisation and administration
- Secure the commitment of the wider community
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils
- Work effectively with the school's Governing Board

In accordance with National Standards, the successful candidate will be expected to provide leadership in the following core areas:

Job Description continued

Shaping the Future

The Headteacher will work with the Governing Board and others to create a shared vision and strategic plan for the school. This plan should inspire and motivate pupils, staff and all other members of the school community and develop the ethos of the school linked to its core aims and values.

Some typical activities might include:

- Developing a clear vision and ethos for the school
- Formulating the aims and objectives of the school
- Developing policies and strategies for implementing the aims and objectives
- Formulating the School Development Plan
- Encouraging others within the school community to share in developing and delivering the vision for the school
- Advising the governors on developments in educational thinking and local and national initiatives that might benefit the school

Job Description continued

Leading Learning and Teaching

The Headteacher will be responsible for raising the quality of teaching and learning and for ensuring pupil achievement within the school. Working with the Governing Board, the Headteacher will develop staff with the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes in order to promote the rights of children and young people.

Some typical activities might include:

- Demonstrating personal enthusiasm for and commitment to the learning process
- Determining, organising and implementing an appropriate curriculum for the school
- Identifying the needs, experience, interests, aptitudes and stage of development of the pupils through listening and responding to children and those caring for them
- Utilising the resources available to the school in order to best meet the needs of the pupils
- Developing an ethos that supports an inclusive approach for all members of the school community
- Ensuring that all members of the school community promote excellence, equality and high expectations for all pupils
- Ensuring that the school has an effective behaviour policy which promotes pupils' self-discipline, proper regard for authority and encourages good behaviour
- Initiating and supporting research and debate about effective learning and teaching and develop relevant strategies for performance improvement
- Acknowledging excellence and challenging poor performance across the school

Job Description continued

Developing Self and Working with Others

The Headteacher is responsible for developing effective relationships and communication, which underpin a professional learning community that enables everyone in the school to achieve. This will involve building a successful organisation through effective collaboration with others.

Some typical activities might include:

- Advising and assisting the Governing Board in carrying out their duties
- Acting as a key professional adviser to the Governing Board
- Reporting to the Governing Board on performance management and the professional development of all staff
- Fostering an open, fair, equitable culture and managing conflict
- Developing, empowering and sustaining individuals and teams
- Collaborating and networking with others within and beyond the school
- Challenging, influencing and motivating others to fulfil their potential
- Giving and receiving effective feedback and acting to improve own Performance
- Accepting support from others including colleagues, governors and the Local Authority
- Maintaining effective working relationships with the school community and staff representatives
- Ensuring there are appropriate continuing professional development opportunities for all staff that feed into both personal development and school improvement

Job Description continued

Managing the Organisation

The Headteacher is responsible for providing effective organisation and management of the school, seeking ways to improve outcomes and performance based on rigorous self-evaluation. This includes ensuring a safe learning environment, which sets the safety of children, young people and the whole school community at the heart of its working practices.

Some typical activities might include:

- Leading the school in raising standards and school improvement
- Creating a positive culture in which everyone is valued and respected
- Establishing and sustaining appropriate structures and systems
- Preparing plans and policies for consideration by the Governing Board
- Delegating management tasks and monitoring their implementation
- Prioritising, planning and organising themselves and others
- Ensuring the collection of a detailed and accurate set of data to review and understand the strengths and weaknesses of the school
- Ensuring that the outcomes of performance review feeds into the School's Development Plan (SDP)
- Making professional decisions based on informed judgements
- Thinking creatively to anticipate and solve problems
- Ensuring that child safeguarding practices are fully embedded
- Maintaining good order and discipline among the pupils and safeguarding their health, safety and well-being.
- Ensuring effective people management practices are in place and fully utilised
- Ensuring effective financial management, monitoring, planning and reporting is in place

Job Description continued

Securing Accountability

The Headteacher is legally accountable to the Governing Board for the School, its environment and all its work. The Headteacher must also fulfil wider accountabilities in relation to pupils, parents, carers, the Local Authority and other relevant groups.

Some typical activities might include:

- Demonstrating through action and behaviour the ethos of the school and encouraging others to act as positive role models
- Ensuring that the whole school community is engaged in systematic, rigorous self-evaluation of the work of the school
- Providing relevant information to the Governing Board to support governors in carrying out their statutory duties
- Working closely with the Governing Board, and others to ensure that effective school self-evaluation informs school improvement priorities
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school
- Communicating with children, parents and carers on their general progress and well-being
- Consulting children, parents, carers and other members of the wider community on the future direction of the school
- Ensuring the school is well prepared and able to respond positively to external inspection and review e.g. by Ofsted and the local authority
- Developing the pupil voice e.g. through the School Council

Job Description continued

Strengthening the community through collaboration and partnership

The Headteacher will engage with the internal and external school community to secure equity and entitlement. This includes collaborating with other schools, parents and carers, and other organisations to improve the life chances of all children and young people. This will include developing extended services to meet the needs of the community.

Some typical activities might include:

- Recognising and championing opportunities for developing a rich and diverse school community, which respects the rights, responsibilities and dignity of all
- Engaging in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
- Listening to, reflecting and acting on community feedback
- Building and maintaining effective relationships with parents, carers, partners and the community to enhance the education of all pupils
- Looking for opportunities to foster collaboration with other schools and organisations for the benefit of enhancing teaching and learning
- As a community leader, contributing to building a strong, cohesive and sustainable community.

The Governing Board and Redbridge Local Authority are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Headteacher Person Specification

Churchfields Infants' School is a vibrant and happy school with a dedicated staff team.

The Governing Board is looking to appoint a Headteacher who will:

- provide the strategic vision to ensure that the school continues to maintain its outstanding Ofsted rating
- secure success and continued ongoing improvement for the school
- ensure high quality education and personalised learning for all its pupils
- ensure high standards and achievement in all areas of the school's work
- uphold, promote and nurture the distinctive character of our community Nursery and Infants' School

The Governing Board will expect the Headteacher to lead by personal example in demonstrating a full and professional commitment to excellence in Nursery and Infants' education from 3 to 7.

The jobholder will carry out the duties of a Headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document and will fully meet the national standards for Headteachers.

Job Description Attributes Sought	Assessment Method
	A = assessed at application I = assessed at interview P = assessed through presentation at interview and / or selection test / task
1. Professional Qualifications and Continuing Professional Development	
Is a qualified teacher with a DfE reference number	A
Holds a degree and / or masters in education related field;	A
Has leadership experience including significant impact of leadership in current post	A & I
Significant evidence of continued career development	A & I
2. Leading Teaching and Learning	
Has a proven record as an excellent teacher in a nursery and / or infants setting	A
Experience of teaching in a multi-cultural primary school community and appreciation of its impact on teaching and learning	A & I
Experience of monitoring and developing high quality teaching and learning	A & I
Experience of working at senior management level managing teaching and non-teaching staff in a primary school that includes infants	A & I
Has a clear philosophy on how children learn best and how the curriculum can meet their individual needs	A & I
Expects and has the ability to secure high standards of behaviour and attendance	A & I
Understanding of equal opportunities and inclusion in a multicultural environment, committed to the school working effectively and efficiently towards academic achievement and the spiritual, moral, emotional, social and cultural development of all pupils – including those with special educational needs	A & I
Experience of school administration	A,I,P
Up to date knowledge of the national curriculum; in particular a thorough understanding of latest developments including Government legislation and policy relating to early years and Key Stage 1 and its likely impact on schools	A,I & P
Experience of financial management	A, I & P

Experience of personnel management	A, I & P
Experience of buildings management issues	A, I & P
Ability to provide inspirational leadership driving forward change and innovation	A, I & P
Excellent oral and written communication skills – ability to present and produce information suitable for a variety of audiences (e.g. parents / carers, staff, LEA, peers, leaders in the wider community and governors)	A, I & P
Has a clear understanding of the school's values, vision and aims and how they provide the context for school improvement	A, I & P
Values the views of stakeholders	A & I
Ability to work with senior leadership team and governors in setting and monitoring targets and priorities	I
5. Developing Self and Working with Others	
Ability to manage, inspire, encourage and empower staff	I
Commitment to individual, team and whole-school accountability for pupil learning outcomes	A & I
Understands the relationship between managing performance, CPD and sustained school improvement	A & I
Ability to foster an open, fair, equitable culture and manage conflict	I
Able to work flexibly and to prioritise own workload and that of others so as to ensure an appropriate work / life balance	A & I
Experience of resolving parental complaints	A & I
Commitment to developing and sustaining a safe, secure, happy and healthy school environment	A & I
Experience of working with the governing body to enable it to meet its responsibilities	A & I
Ability to manage the school efficiently and effectively on a day to day basis	A, I & P
Ability to manage the financial and human resources effectively and efficiently to achieve the school's educational goals and priorities	A, I & P
Experience of planning, evaluating, leading, negotiating and effective teamworking involving senior leadership team and governors in key decisions	A, I & P
Experience of drafting and regularly reviewing school policies	I
Commitment to partnership working with parents / carers and the local community to raise standards by supporting the learning of children and helping to realise the distinctive vision and values of the school	A & I
Has a clear view of the place of the school within the local community, together with an ability to reflect and act upon community feedback and be representative of the local community served, responsive to changing needs or characteristics	A & I
Commitment to collaboration and networking with other schools and universities / colleges to improve outcomes and learn from / share good practice	A & I
Ability to build and maintain effective relationships with parents, carers, peers, colleagues, Local Authority, other partners, and the wider community in order to enhance the education of all members of the school community	A & I
Prepared to attend evening meetings on regular basis and, in exceptional circumstances should the need arise, during weekends or school holidays.	I

Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

This School is committed to safeguarding and promoting the safety and welfare of children and expects all staff and volunteers to share this commitment.