Hemingford Grey
SCHOOL



Headteacher
Applicant Pack

www.hemingfordgrey.cambs.sch.uk

Letter from Co-Chairs of the Governing Body

Dear Applicant

Thank you for your interest in the position of Headteacher at Hemingford Grey Primary School, a school where we are proud of our innovative approach to primary education and where we put learning for all firmly at the heart of everything we do.

We are seeking to replace our current Headteacher, Kate Fox, who is retiring at Christmas 2018. Kate has been in post for 13 years and under her leadership our school has undergone a considerable transformation in the approach to teaching and learning to establish our distinctive learning model - the learning zones. This approach is the culmination of a deep understanding of the learning habits and behaviours of young children and a willingness to think beyond the bounds of the traditional classroom.

We are looking for a new leader who can embrace the innovative approach at Hemingford and continue to develop and improve our school. We require someone with vision and an outward-looking approach to education who will build relationships and learn from the best in the sector to continue to make our school an exemplar in learning for all.

Life at Hemingford is underpinned by the phrase Together Everyone Achieves More. Children, staff, parents, carers, governors and members of the community work together to provide an environment in which every child can flourish socially, emotionally and academically. There is palpable enthusiasm among all members of staff and a passion to strive for continual improvement. We have very strong relationships with parents and carers and we value the significant part we play in our active village community. Having been adapted for our unique approach to learning, our school buildings are attractive and vibrant and we are also very fortunate to have wonderfully spacious grounds that enable us to maximise the opportunity for outdoor learning as part of our rich and varied curriculum.

We hope you feel inspired by the opportunity to lead our school and strongly recommend that you visit us to see for yourself what life and learning are like at Hemingford. You can also watch the video on our website **www.hemingfordgrey.cambs.sch.uk** or at **https://vimeo.com/168016777**.

Please contact the school office (01480 375040) to make arrangements for visits. The closing date for applications is 9.00am on 30 April 2018 and we will be inviting those on the shortlist to interview on 22 and 23 May 2018.

Thank you again for your interest in leading our school.

Yours sincerely

Helen Peat and Rachel Brown
Co-Chairs of the Governing Body

Our Vision

"Stop teaching me, help me to learn"

A long-term strategy approach to developing successful, life-long learners at Hemingford Grey Primary School.

Our strategy is based on close monitoring over time of how children at our school learn best and what they say about learning, a range of research into studies about teaching and learning, particularly the work of Guy Claxton, Barry Hymer, Carol Dweck and Stephen Heppell, and work undertaken with consultants and professionals from other educational settings across the country to produce learning systems relevant to our school and our context.

At our school children learn in environments which are spacious, open and vibrant. They learn inside and outside of the classroom and are encouraged to be curious in all areas of the curriculum. Learning is based on the National Curriculum as well as being tailored to the needs of our children at our school. We have an ethos of ambition and achievement and strive for the maximum achievement for every learner. Our aim is to continue building a vibrant, progressive school culture for the 21st century.

At our school we have:

- **A commitment to ensuring that every child is challenged appropriately and given the opportunity to develop the attitudes, skills and knowledge that will enable them to thrive in the present and prepare them for the future.**
- **Teachers who 'put themselves into the shoes of children who come here' and having done this, entice them to learn.**
- **Continued rigorous monitoring of teaching and learning to ensure that every child meets the high expectations set for them.**



The key drivers for our curriculum are:

Independence - Developing independent learners who understand and can apply the principles of our 6Rs of learning to maximise their potential.

Diversity - Developing our learners' understanding of spiritual and cultural diversity in local, national and global societies.

Communication and Language - Developing fit for purpose communication and language skills in our learners.

Locality - Developing our learners' understanding of the local area and the community that sits within this area.

Enquiry and Activity - Developing curious and engaged learners through an active curriculum.

Together Everyone Achieves More

Our Learning Zones

One of the reasons that learning is irresistible at Hemingford Grey Primary School is the concept of the Learning Zones.



Built around the model of practice in the Early Years Foundation Stage, where children are taught in smaller groups while the rest of the class engage in enquiry-based independent learning opportunities, the Zones are now well embedded in Years 1/2, Years 3/4 and Years 5/6, and are much loved by children, parents and staff.

Through tracking children holistically, we recognised that their independence, curiosity, self-motivation and imagination were inhibited by the constraints of a conventional Key Stage One classroom and the associated pedagogy that ran alongside. Children's learning behaviour reflected the frustration they felt within the confines of a class of 30 where there were reduced opportunities for high quality verbal interaction and freedom to be actively engaged. Subsequent research using the findings of educationalists such as Stephen Heppell, Guy Claxton and Barry Hymer, as well as visits to other academic settings across the country, has resulted in an approach to learning for which the characteristics and impact are outlined below.

Every morning, staff teach the basic skills to groups of no more than 15 in targeted, assessment driven 'focus groups'. These sessions are pacy, focused and intensive; they facilitate purposeful oral feedback and move learning on quickly. They can be fluid and flexible and meet the needs of children based on prior learning. When not engaged in a focus group, children are learning independently. Guided and supervised by a team of highly skilled and well trained teaching assistants, they are challenged to complete a range of learning tasks planned and assessed by teachers. This ranges from opportunities to apply knowledge and understanding in practical contexts such as art, science and design technology in Key Stage One, to researching and answering 'Big Questions' in Key Stage Two. Throughout the school, children are given a choice in how to present their learning and the order in which they undertake it, and they are able to do this successfully due to the skills they have been taught over time to enable them to become truly independent, self-regulating learners.

The Learning Zone model has been refined, adapted and tweaked over the last eight years, and continues to be reviewed to ensure that children are receiving the best learning opportunities possible. Leaders, staff and children are proud of the system that has been developed, gratified that the risks involved have paid off and are excited by the innovation that the Learning Zones allow. Both child engagement and staff retention are high, and the Learning Zones are an integral reason for both of these. They are an exciting aspect of the school for a new Headteacher to come and lead and develop further.



What the children think

The most amazing thing about my school is…

- That we work as one big humungous united team when needed most
- Zoned learning: small groups, no shoes, lockers, independence
- Everyone is so friendly and caring
- Teamwork and friendship - nothing breaks the connection between us
- How we all rush in through the gates in the morning
- That you learn and learn throughout the years and you learn something new every day

Learning is…

- Fun, interesting, useful, challenging. We don't learn pointless things we do not need to learn
- Brilliant as we learn in small focus groups so the teachers work well with us and by learning independently we reach goals and see how hard we can push ourselves to go the highest we can
- Great because we learn from mistakes and come across confusing things but understand climbing out of the pit is extraordinary because you have the feeling you are brilliant and can do everything
- Excellent, especially in the Learning Zone where we get to learn through all the different activities. We take risks.

It would be even better if…

- Every child in the world went to this lovely, caring school
- We did more science experiments
- We ALL busy learned all the time
- We had more animals to look after
- We had more playtime equipment and a climbing frame on the field

What do we want from our new Headteacher?

- Someone who understands how we learn and respects the Learning Zones.
- We would like a new Headteacher who will be kind, helpful and respectful to the children and staff and is willing to give advice.
- We want a Headteacher who treats everybody the same with equality.
- Someone who is firm but fair and will reward us for our good behaviour.
- Someone who is versatile and can understand what everyone is doing even if we are all doing it differently.
- We would like the new Headteacher to be experienced with children so that they can push us on to more challenging learning.
- Someone who knows how to make learning fun and engaging.
- Someone who has a growth mindset because if their mindset is fixed, learning will stay the same every day and it won't be challenging.
- Someone who is friendly, thoughtful and will listen to our thoughts and ideas.
- Someone who is enthusiastic, has a positive attitude and wants to come to school every day without fail!
- Someone who talks through things when they get hard.
- Someone who is interested in all the subjects at school and will ask people for help if they need it.

What parents think

Eighty-five percent of families with children at the school responded to our 2017-18 questionnaire for parents. 100% of parents agreed with the statement 'The school keeps my child safe' and 98.5% agreed with the statement 'My child enjoys school'. Over 99% of parents felt that the school offered their child a varied and rich curriculum and all parents responding said that they were happy with their child's experience at the school.

Individual comments made

- We have been really pleased with the school - the ethos, the atmosphere, how it is run. We appreciate all the hard work and I feel as though my son is part of a great "club"!
- I am very happy and feel privileged that my son is at Hemingford Grey Primary School.
- We could not speak more highly about the school.
- The school encourages a real ethos of togetherness...
- Really enthusiastic teaching team. So motivated it really shines through.
- Thank you for working so hard to give such a positive and enriched learning journey.
- Parent inclusion opportunities are fab.
- I cannot fault the school in any way.

What the staff think

What's great about our school?

- The children's safety and learning are everyone's top priority.
- The school is a really welcoming environment - both in the ethos of children and staff and the aesthetics.
- Children are enthusiastic and eager to learn, and many changes have been underpinned by strong pupil voice.
- The development of an innovative, cutting-edge learning environment, both indoors and outdoors.
- We have an incredible, dedicated staff with a strong team ethos, spirit and notion of equality. Communication is open.
- There are lots of research-led, strong opportunities for CPD.
- Behaviour is outstanding and encouraged and modelled by a robust system and highly professional members of staff.
- Broad, rich curriculum, evidenced by a range of achievements (Green Flag, Sports Mark, Arts Mark), which prepares children for life skills and independence.



- We have developed an open and transparent culture, where both adults and children are receptive to feedback and have a positive mindset for improvement.
- Good partnerships with parents, who are supportive of their children's learning and the school.

What do we want from our new Headteacher?

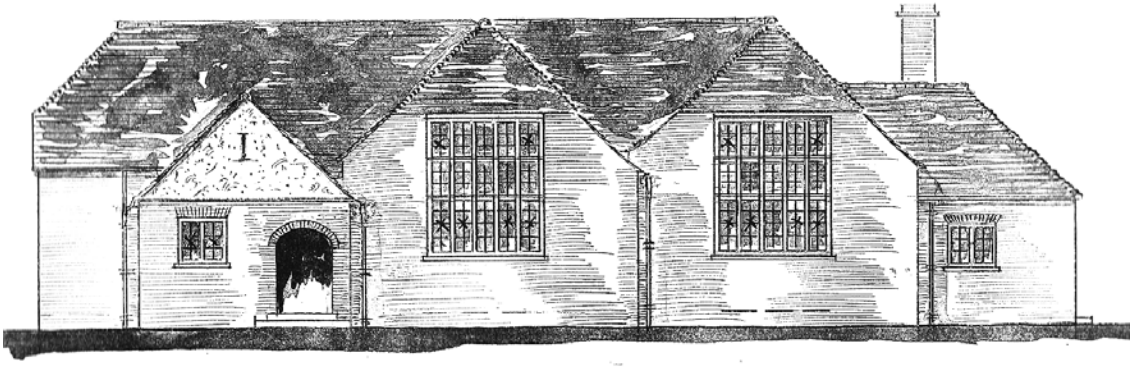
- Someone who values children and staff as individual members of our whole school community, who trusts and respects the skills already in place.
- Someone who understands and embraces the school's approach to teaching and learning but is progressive with the next steps of the journey.
- Someone who is brave and prepared to stand by the school's principles and policies through strong communication skills.
- Someone who is approachable, open and visible in the school community.
- Someone who has a holistic approach and values the whole primary curriculum (including the environment, creativity, sport).
- Someone who has a proven, broad range of successful experience across the whole primary range, both as a teacher and leader.
- Someone who has a sense of humour, empathy and strong emotional intelligence.
- Someone who recognises potential, enables improvement and nurtures individuals (interested in whole staff CPD).



Key school facts

Type of school	Community primary school
Location	Hemingford Grey - a village on the River Great Ouse near St Ives, west Cambridgeshire
Number of children	287
Number of classes	10
Published admission number	45
SEND	8%
Pupil attendance	97%
Staff attendance	98%
Teaching staff	Headteacher, Deputy Headteacher, 8 full-time, 4 part-time teachers
Number of teaching assistants	2 HTLAs and 11 TAs
Last Ofsted report	Good (Oct 2014)

Our school and village



Hemingford Grey Primary School has a catchment area that includes the villages of Hemingford Abbots and Hemingford Grey as well as several housing areas south of the river near St Ives. The school was founded in 1903 and so has a long history of serving the local community.

The attractive original building still forms part of the school, which has been developed a number of times, in the 1960s, 1990s and most recently in 2014. Thus the site is a mixture of the old and new architecturally, but within has been adapted, decorated and furnished to provide a light, spacious, vibrant and purposeful learning environment that supports our learning zone approach.

The Foundation Stage learning zone has a large purpose-built class base and accompanying outside area with play equipment. The other three zones - key stage 1, lower key stage 2 and upper key stage 2 - are each arranged around a central learning zone area with three associated class bases. In addition to the learning zones, we have a further teaching room, a large school hall, a fully equipped kitchen, admin offices and the Headteacher's office.



The school sits within attractive and spacious grounds, which include a learning shed, two large playgrounds for younger and older children, a large grassed playing field, wooden trim trail, wildlife area, pond, chicken run and allotments, the produce from which is used in the kitchens. The richness of the school's external environment bolsters our active curriculum and enables our children to experience a wealth of outdoor learning opportunities as well as enjoy active break and lunchtimes.

Hemingford Grey

Hemingford Grey is a busy Cambridgeshire village with a population of approximately 3500. It is a vibrant community with many and varied community organisations providing recreational, educational and sporting activities for residents. There is a village shop, church, pub, community cafe, two village halls, sports pavilion and recreation grounds. Hemingford Grey is located on the banks of the River Great Ouse. Its close neighbours are Hemingford Abbots to the west and St Ives to the north. It is easily reached from many towns and villages within Cambridgeshire and has excellent links to Cambridge via the A14 and the Guided Busway.

What we can offer you

We hope this role will appeal as a once in a lifetime opportunity. Here are some of its many attractions:

Autonomy and freedom

As a community primary school rated good by Ofsted there is a high level of autonomy for the Headteacher, as well as the freedom to innovate, backed up by a supportive Senior Leadership Team and Governing Body.

Resource

The current Headteacher and Governing Body have prudently managed the school through a period of pupil growth. This has resulted in a school that has now reached its current capacity whilst maintaining a healthy, balanced budget.

Super staff

The school has a committed, enthusiastic and creative workforce dedicated to helping children's academic, social and emotional development. Staff attendance is high and turnover is low. Staff work openly and co-operatively supporting each other. They are outward looking and include a SCITT professional tutor and EYFS and Year 6 moderators.

Incredible children

Children whose learning behaviour is excellent and whose love of learning is infectious.

A fantastic environment

A spacious, vibrant well-maintained school with a variety of bespoke inside and outside learning areas and playing spaces, designed purposefully for our school. There is the potential for further development both inside and outside the school.

Strong partnerships

The school has partnerships with a variety of schools providing mutual support, cross-fertilisation of ideas and economies of scale. There is a strong working relationship with Huntingdon Primary School, with many joint initiatives such as training, curriculum development, work moderation, etc. There are also good links with our cluster schools (the primary schools in St Ives). In addition, we work with other schools on particular initiatives - for example we are currently working with both the University Primary School in Cambridge and Huntingdon Primary School to jointly develop science provision.

The school has strong links with the local community. For example, the local gardening club does phenomenal work to help children and school staff improve the outside environment, and there are links with the village church, the parish council and a local historic manor house.

The school is a key partner in the Cambridge University Primary PGCE and Cambridge Teaching School Network SCITT. This includes interviewing students for places on these courses, our Deputy Headteacher tutoring in the SCITT and our current Headteacher chairing Cambridge University's PGCE primary standing committee. In addition to offering student placements, all trainees on these courses are trained in our school on innovative and effective practice.



Engaged parents

There is a high level of engagement with parents. Attendance at parents' evenings is very high and we regularly welcome our parents into school during the day through a variety of events including 'Come to Learn' sessions, coffee mornings and workshops. Feedback from all these events is overwhelmingly positive.

A knowledgeable, committed Governing Body

The Governing Body contains governors with a wealth of skills and experience including a member of the Local Authority's Governance Advisory Panel. We thoroughly understand our role as a critical friend and are regularly active in school. We are keen to work with our new Headteacher to build on the school's many strengths and further progress the school's vision and approach to teaching and learning.

Job description

The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and relevant education and employment legislation. He or she will endeavour at all times to meet the Department for Education's National Standards of Excellence for Headteachers, 2015.

The job description may be amended at any time following discussions between the Headteacher and the Governing Body and will be reviewed annually as part of the Headteacher's performance review.

Core purpose

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

The Headteacher will:

- effectively manage teaching and learning
- promote excellence, equality and high expectation for all pupils
- provide vision, leadership, inspiration and direction
- be the lead professional for safeguarding and child protection
- evaluate school performance and identify priorities for continuous improvement
- deploy resources effectively to achieve the school's aims
- carry out day-to-day management, organisation and administration
- secure the commitment of the wider community by maintaining and developing active partnerships
- create a safe and productive learning environment which is engaging and fulfilling for all pupils
- work effectively with the school's Governing Body.

To improve the life chances of children and young people

The Headteacher will work with the Governing Body to develop a staff that has the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes in order to promote the rights



of children and young people. He or she will recognise the role that parents, carers and families play in helping children and young people to succeed and thrive through being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

The Headteacher will ensure that staff:

- listen, question and respond to what is being communicated by children and those caring for them
- demonstrate knowledge of the physical, intellectual, linguistic, social and economic growth and development of babies, children and young people
- recognise when a child or young person may not be achieving their developmental potential or their health may be impaired and be able to identify sources of help for them and their families
- understand the impact on a young person of transitions they may be going through
- work successfully on a multi-agency basis and be clear about the role of the Headteacher and the roles of other professionals
- adopt the right approach to information sharing by following the correct procedures and by ensuring that the child or young person, parent or carer understands the process.

To shape the future

The Headteacher will work with the Governing Body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community and to develop the ethos of the school linked to its core aims and values.

The Headteacher will:

- think strategically, build and communicate a coherent vision in a range of compelling ways
- inspire, challenge, motivate and empower others to carry the vision forward
- model the values and vision of the school.



To lead teaching and learning

The Headteacher will take responsibility for raising the quality of teaching and learning and for pupils' achievements within a successful learning culture.

The Headteacher will:

- demonstrate personal enthusiasm for, and commitment to, the learning process
- demonstrate the principles and practice of effective teaching and learning
- access, analyse and interpret information
- initiate and support research and debate about effective teaching and learning and develop relevant strategies for performance improvement
- acknowledge excellence and challenge poor performance across the school.





To develop self and work with others

The Headteacher will develop relationships and communication which underpin a professional learning community that enables everyone in the school to achieve.

The Headteacher will:

- foster an open, fair, equitable culture and manage conflict
- develop, empower and sustain individuals and teams
- enable staff to manage their workload to achieve an appropriate work-life balance
- collaborate and network with others within and beyond the school
- challenge, influence and motivate others to attain high goals
- give and receive effective feedback and act to improve personal performance
- accept support from others including colleagues, governors and the Local Authority.

To manage the organisation

The Headteacher will provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Through effective collaboration with others, he or she will ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment for pupils, staff and members of the school community. This includes adhering to safe employment procedures which place the safety of children and young people at the heart of all practices.

The Headteacher will:

- establish and sustain appropriate structures and systems
- manage the school efficiently and effectively on a day-to-day basis
- delegate management tasks and monitor their implementation
- prioritise, plan and organise his/her own work and that of others when appropriate
- make professional, managerial and organisational decisions based on informed judgements
- think creatively to anticipate and solve problems.

To secure accountability

The Headteacher is legally and contractually accountable to the Governing Body 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.

The Headteacher will:

- demonstrate awareness of national policy direction and anticipate educational trends
- engage the school community in systematic and rigorous self-evaluation of the work of the school and work closely with the Governing Body to ensure that effective self-evaluation informs school improvement priorities
- collect and use a rich set of data to understand the strengths and weaknesses of the school
- combine the outcomes of regular school self-review with external evaluations in order to develop the school.

To strengthen community

The Headteacher will engage with the internal and external school community to secure equity and entitlement. This includes collaborating with other schools and with parents and carers and other agencies for the well-being of all children and developing extended services to meet the needs of the community.



The Headteacher will:

- recognise and take account of the richness and diversity of the school's communities
- engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
- listen to, reflect and act on community feedback
- build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils.

Job Descriptions are not exclusive or exhaustive and the nature of the Headteacher's position entails that the postholder may be required to carry out additional duties as reasonably required.

Person specification

Criteria	Essential /desirable	Evaluated through: AF (application form) I (interview)
Qualifications		
Qualified teacher status	E	AF
First degree or equivalent	E	AF
Accredited School Leadership and Management Training (eg NPQH)	D	AF
Higher degree	D	AF
Personal qualities (the successful applicant will be…)		
Inspirational - able to inspire high expectations throughout the school community, leading by example	E	I
Outward-looking - a natural networker keen to seek out best practice or new ideas	E	I
An effective communicator - including listening to and engaging children, staff, parents and the wider community	E	I
Approachable, calm and empathetic - with the ability to be firm and robust when needed	E	I
A life-long learner - with a commitment to continuous professional development for all	E	AF/I
A problem solver - able to find resourceful and inventive solutions to problems	D	AF/I
A risk taker - willing to try new things when there is a good rationale for doing so	D	AF/I
Curious - with an interest in educational research/best practice and experience applying this in a school setting	D	AF/I
Professional experience/knowledge/skills (the successful applicant will have…)		
Leadership experience as a Headteacher, deputy or other equivalent senior leader in a primary school	E	AF/I
Evidence of a commitment to promoting a school culture where the welfare and safeguarding of children is paramount	E	AF/I
Experience of successfully leading whole school improvement	E	AF/I
Expertise in monitoring and evaluating children's progress to inform teaching and intervention planning	E	AF/I
A thorough understanding of what contributes to successful learning	E	I
Demonstrable experience motivating, training and developing staff	E	AF/I
An understanding of how to provide a safe, calm and well-ordered environment for children and staff where behaviour is exemplary	E	I
Well-developed organisational and time-management skills	E	I
Knowledge and understanding of the primary and EYFS curricula and the ability to design a broad, rich curriculum around the local setting so it meets the needs of all children	E	AF/I
Experience in recruiting and managing staff	E	AF/I
Experience of working effectively with a school Governance System	D	AF/I
An understanding of financial management in schools and the ability to manage a budget	D	AF/I
A proven ability to delegate tasks effectively and allow those to whom you have given responsibility to exercise it	D	I

Selection process

This vacancy is for a Headteacher to start at the beginning of January 2019.

The salary will be within the range of L15-L21.

To apply, please complete the attached application form and provide a covering letter of no more than two A4 pages outlining why you would like the post and how you would continue to develop and innovate practice at the school. Applications may be returned by email to the Governing Body Clerk (clerk@hemingfordgrey.cambs.sch.uk) or by post to the school addressed to the Chair of Governors.

The selection panel will take into consideration the qualifications and skills of each applicant as well as their experience and personal attributes.

Key dates

Closing date: 9 am Monday 30th April 2018. Any applications received after this date will not be accepted.

Shortlisting: Tuesday 1st May. Candidates chosen for the shortlist will be notified as soon as possible afterwards.

Interview dates: Tuesday 22nd and Wednesday 23rd May. Applicants who are shortlisted must be able to attend on both interview days. The interview process will include a presentation and a variety of tasks, in addition to a formal interview. Further details will be sent to shortlisted applicants.

Visits to school: Visits to school are warmly welcomed and encouraged. To arrange a visit please contact our school office: office@hemingfordgrey.cambs.sch.uk, tel. 01480 375040. The office will be closed over the Easter break but requests for visits will be responded to as soon as the school reopens.

For further information, please feel free to contact our Co-Chairs of Governors: Helen Peat (HPeat@hemingfordgrey.cambs.sch.uk) or Rachel Brown (RBrown@hemingfordgrey.cambs.sch.uk).



Hemingford Grey Primary School's Governing Body and Cambridgeshire County Council are committed to safeguarding and promoting the welfare of children and young persons as required under the Education Act 2002 and Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. Our school's Safeguarding and Child Protection policy and Safer Employment policy can be found on the policies page of our website. This post is subject to an enhanced DBS check and satisfactory references.

Hemingford Grey
SCHOOL

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