





Headteacher Recruitment Pack

Fynamore Primary School

May 2018

FYNAMORE PRIMARY SCHOOL

Dear Applicant

Welcome to Fynamore School and thank you for your interest in leading our dynamic team. Having been at the school for approaching eight years, as Deputy and then Head, our current Headteacher is moving on.

Fynamore is a popular two form entry primary school boasting a vibrant and positive environment for children to learn and realise their potential. The school caters for the education and needs of a diverse range of children and families from the surrounding area. We provide exemplary support to those who need extra help and our culture and approach to inclusivity and diversity is something to be admired.

We have a highly skilled and well-established workforce that includes specialist practitioners and mentors and a good balance between those who have been at the school for some time and newer recruits. The leadership is experienced, committed and hard-working and will provide tremendous support for any incoming Headteacher. All staff work tirelessly to teach and support our children. They are committed to the inclusive ethos in our school and seek out opportunities to develop their own practice and share learning with others.

We are at the heart of the local community and, as a larger than average primary school, support a close cluster network. We are proud of our involvement in and contribution to the local community and area. Calne is a thriving town and our children are regularly involved in activities and events in and outside of school. We encourage parents to be involved in the life of the school and work hard with them to support their children and the values of our school. Children have regular opportunities to share their learning with parents through assemblies and homework.

Our children are proud of the school and are encouraged to contribute to the life of the school by taking on additional responsibilities. Our School Council contribute to school development and are central to gathering views and ideas from children across the whole school.

In February OFSTED confirmed that our school continues to be good and that the leadership team had maintained the good quality of education in the school since the last inspection. None-the-less, improving standards across all year groups has been, and remains, a key focus for our school.

We welcome applications from strong leaders with demonstrable experience of managing change whilst balancing improved school standards with staff wellbeing. The successful applicant will work closely with a supportive, effective and knowledgeable Governing Body.

We enclose further information about our school. Please consider carefully the specification of the candidate we seek for the role. We would encourage a visit to school to experience first-hand our culture and ethos as well as the modern teaching and learning facilities we offer the children and staff. Thank you for your interest in our school and we look forward to hearing from you.

Yours faithfully



Stella Fowler
Chair of Governors

"I am proud of how much the school has developed; opportunities, our library, our learning, our achievements.."

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"I love coming to Fynamore every day because there are colours everywhere."

About Calne

Nestled in the heart of Wiltshire, and the gateway to the beautiful Cotswolds. Calne is an historic market town within the county of Wiltshire, in a designated area of outstanding natural beauty. Situated on the edge of the wonderful Wessex Downs that contain such beautiful historic monuments as Stonehenge and Avebury stone circle, right on your door step.

But it's not just all history, Calne Is a thriving town where companies seek to relocate due to its fantastic road and rail infrastructure. The M4 motorway can be reached within 12 miles giving you access to the rest of the south west and indeed the UK. The mainline railway to London Paddington can be accessed from Chippenham (7 miles), Swindon (15 miles) or nearby Pewsey, with a journey time to London of little over an hour. It has a designated stop on the National Express bus network. The main A4 runs through the town centre with access for a more leisurely journey towards east or west. The beautiful Georgian city of Bath can be reached by road or rail and is only 19 miles away.



© Brian Robert Marshall

Calne is succeeding in attracting new investment, with new housing developments being built around the town, while still managing to keep its friendly market town feel, as encouraging and inviting to all-comers as it always has been.



© Derek Voller

The town has a thriving music and arts festival and is a regular contributor and winner of Britain in Bloom trophies.

The town's infrastructure for shopping contains Sainsbury's and a newly built Tesco supermarket. Many independent shops can be found within the town, as well as several lovely pubs and restaurants serving its inhabitants (circa 23,000).

With houses significantly more affordable than some of its neighbours, there is a lot to see and love about Calne, and with its community infrastructure plan just voted for by its inhabitants, the future continues to look bright for the thriving community.

Maybe it's the change you have been looking for.

"I am proud of our school's art and how imaginative all the teachers and students are."

About Fynamore

Opened in September 2001, Fynamore is a popular two form entry school with modern facilities which caters for the education and needs of a diverse range of children and families from the surrounding area. We have our own school kitchen, technology in classrooms to support learning and other extensive learning spaces, including a dedicated library space, reflection garden, forest school facilities, playing fields and playgrounds.

Our children are proud of the school and are encouraged to contribute to the life of the school by taking on additional responsibilities. The School Council contributes to school development and is central to gathering views and ideas from children across the whole school. We are proud of our involvement in and contribution to the local community and area. Our children are regularly involved in community activities and events, including sports programmes, the town school Remembrance Service, Calne in Bloom, the annual community music and arts festival and the town summer and winter festivals.

Improving standards across all year groups has been and remains a key focus for our school. We have a highly skilled and well-established workforce that includes specialist practitioners and mentors. All staff members work tirelessly to teach and support our children. They are committed to the inclusive ethos in our school and seek out opportunities to develop their own practice and share learning with others. We have worked with local schools to develop maths mastery, assessment and moderation and work with Secondary schools to offer additional enrichment opportunities and prepare our children for their onward education.

Our support staff help our children to improve their wellbeing as well as their learning. We have a dedicated pastoral team who manage the SEND provision as well as both accelerated learning and able, gifted and talented interventions. We also have two pupil premium mentors, our own ELSA provision and are supported by a Parent Support Adviser.

We encourage parents to be involved in the life of the school and work hard with them to support their children and the school values. Children have regular opportunities to share their learning with parents through assemblies and homework. Our Friends of Fynamore Association run many events throughout the year to raise funds for school equipment.





"I enjoy all our lessons because no matter how boring or hard it is, they make it fun!"

Key School Information

Age Range	4 – 11 years
School Group Size	3
Other	Co-educational
Location	Calne, Wiltshire
Type of School	Community School
Organisation	Headteacher
	14 classes
Current teaching Staff	Deputy Headteacher
	4 Team Leaders
	(2 UPS & 2 MPS)
	10 Teachers
	(2 UPS) (7 FTE) (1 NQT)
	3 Teachers (PPA Cover)
	1 SENCO (UPS) (0.4)
	1 TLR for Child Protection/ Safeguarding
Non-Teaching Staff	2 x Pupil Premium
	Learning Mentors
	Play Therapist (0.19)
	25 x TAs
	Office Manager/SBM
	Clerical Staff (1.5 FTE)
	2 x Caretakers (Job Share)
	4 x Cleaners
Children On Roll	417
Average Class Size	30
Attendance 2016/17	96.7%
Date Established	September 2001
% of children on FSM	7.58 %
% of children with SEN	28.61 %
% of children with EAL	4.89 %

Phonics Screening Test

% of children who met pass mark

2015 – 55%

2016 – 77%

2017 – 87%

SATS Results - 2017

Key Stage 1 Results

Reading

25% - working below age related expectations
75% - working at + age related expectations
27 % - who achieved high level of attainment

Writing

32% - working below age related expectations
68.3% - working at + age related expectations
2% - who achieved high level of attainment

Mathematics

22% - working below age related expectations
78.3% - working at + age related expectations
7% - who achieved high level of attainment

Key Stage 2 Results

Reading

33% - working below age related expectations
67% - working at + age related expectations
19% - who achieved high level of attainment

Writing

26% - working below age related expectations
74% - working at + age related expectations
20% - who achieved high level of attainment

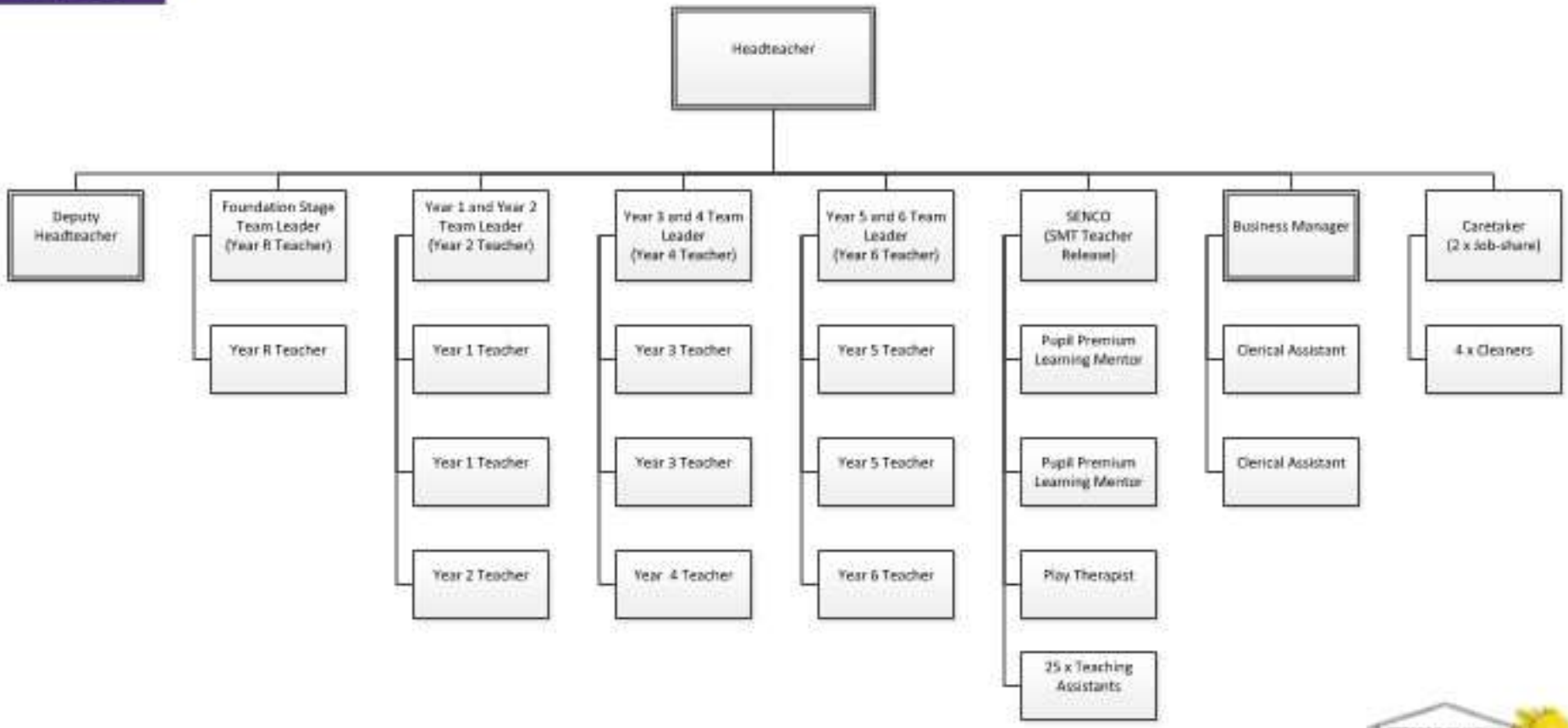
Mathematics

35% - working below age related expectations
65% - working at + age related expectations
11% - who achieved high level of attainment

Fynamore Primary School

Structure Chart

Date – February 2018



Our School Values

Here, at Fynamore Primary School, we strive to provide a secure, stimulating environment which develops unique talents for every individual, leading to an absolute passion for limitless life-long learning!

At Fynamore, we prepare children for their future, they will become independent, self-confident and exceed all expectations.

We are.....

The School Where Children Shine

At Fynamore Primary School we will:

Listen to our children: we pride ourselves on our open and honest communication lines. Pupil to teacher communication is conducted with integrity to ensure our children feel valued and heard.

Protect our children: we have worked hard to develop and implement rigorous and un-compromising safeguarding processes and procedures. Our catchment area generates significant safeguarding issues which we address with professionalism, empathy and honesty. Our team are trusted by our children and they feel comfortable in talking to them with any concerns that they may have.

Understand our children: We understand the differing needs of our children. Whilst working hard to support children with individual challenges we also strive to provide those willing, gifted and talented children with new and interesting opportunities. We use proven teaching practice to unlock the potential of each child and explore his or her particular talents.

Have fun: Fun is part of our school ethos. We recognise that for education to be effective we must ensure that learning is balanced with enjoyment, safety, security and stability whilst keeping honest to our values. Our school is home to a stimulated and vibrant community of children.

Value our teachers: We have a team of motivated and happy staff. Our team are able to stretch and challenge themselves, as well as express professional opinions through their teaching and pupil engagement. We listen to concerns and views whilst working with them to provide a happy and stimulating workplace.

Recognise our teaching strengths: Our reception teaching staff are Outstanding and are sector leading in their practices and approaches. Teachers are allowed to demonstrate their capabilities with empowerment and autonomy.

Recognise our challenges: Whilst many areas of our school are to be admired, we must not be complacent. How we deal with difficult children is something we are keen to explore further and we are open to looking at different options and approaches.

Value parent contribution and engagement: Parents are valued and encouraged to play an active part in our school. Through open and honest dialogue with our SMT, we take and act on feedback provided by parents.

Be inclusive: Everyone (children, staff or parent) will always feel part of our team. We operate with complete inclusivity. Our culture and approach to diversity is something to be admired.

Value external contribution: We recognise the contribution that others can make to our children's learning. We welcome visitors into the school and participate in local and national events. We encourage and stimulate interest in the world around us.

"There are many jobs available for people to make themselves feel proud."

Headteacher Job Description

Role Purpose

- To provide strategic leadership and management that has a positive impact on outcomes for children.
- To be responsible for the day-to-day management, organisation and administration of the school.
- To develop policies and practices and to ensure that resources are efficiently and effectively used to achieve the school's aims and objectives.
- To ensure high quality education and a productive learning environment by effectively managing teaching and learning.
- To establish a culture that promotes excellence, equality and high expectations.
- To secure high standards of behaviour and safeguarding .
- To provide strong financial management.
- To evaluate school performance and determine improvement priorities.
- To ensure staff and pupil wellbeing.

Responsibilities

Pupils and Staff

1. Demand ambitious standards for all pupils to overcome disadvantage, holding staff to account for their impact on pupil outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

School Improvement

1. Work with other schools and organisations to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Use evidence-based research to inform school improvement and secure excellence for the whole school community.
4. Shape the current and future quality of teaching through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance.
6. Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Systems and Processes

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Actively support the governing board to deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the school by establishing distinct roles, responsibilities and accountability.

Qualities and Knowledge

1. Ensure that all stakeholders are clear about school values and purpose.
2. Maintain positive relationships with staff, children, parents/ carers and the wider community.
3. Ensure current understanding of education and school systems to inform and ensure continuous professional development for all staff.
4. Apply national and regional policy to secure best value for money in relation to outcomes for children.

Headteacher's Objectives

The Headteacher's objectives are set and reviewed annually. They are currently based around succession planning; maths and outcomes; and finance and outcomes. We also set a personal development objective annually.

FYNAMORE PRIMARY SCHOOL

"I am proud that the children work hard and of how lovely and nice the teachers are."

Headteacher Person Specification

The following are the main attributes the Governors wish to see in the successful headship.

Measurements: A = Application I = Interview R = Reference

	ESSENTIAL		DESIRABLE	
Qualifications	• Degree and Qualified Teacher Status	A	• NPQH or other Headship qualification • National Award for Special Educational Needs Co-ordinator • Further relevant leadership and management qualifications	A A A
Training	• Evidence of continuous professional development (CPD) • Safeguarding Children and Young People	A A	• CPD in Budget Management • Safer Recruitment	A A
Experience	• Significant recent strategic leadership and management experience within the Primary Phase in a school (or schools) including Early Years, Key Stage 1 and Key Stage 2 • Successful record of developing outstanding practice to raise achievement for children with a diverse range of social, emotional, cultural and physical needs • Proven record of working with a wide ability range including Able and Talented and SEND children to deliver a differential curriculum • Substantial record of assessing and evaluating teaching standards and staff performance • Experienced Safeguarding Lead, including experience of Multi Agency working • Experience of effective communication with, and managing expectations of, parents including dealing with parental complaints • Proven experience of working with Governors and the wider community • Experience of managing a school budget • Proven impact in behaviour management • Demonstrable experience in managing change in a school environment	A A,I, R A,I, R A,I A,R A, I A,I A,R A,I A,I	• Practising Headteacher or comparable role • Experienced SEND Lead • Experience of working in a highly transient setting, or deprived area • Experience of leading a major curriculum area through an OFSTED inspection • Experience of developing curriculum continuity and progression between key stages • Experience of serving on a Governing Body • Experience of developing and implementing a whole-school vision	A A A A A A A,I

	ESSENTIAL		DESIRABLE	
Knowledge and Skills	• In depth knowledge of the statutory framework for education and current educational developments	A,I	• Use of new and emerging technologies to enhance organisational effectiveness	I
	• Excellent understanding of how children learn and of effective, inspiring teaching and assessment methods	A,I	• Current knowledge and understanding of education and school systems nationally and globally	I
	• Knowledge of Early Years, Key Stage 1 and Key Stage 2	A,I		
	• Working knowledge of budgetary control	A,I		
	• Working knowledge of Safeguarding procedures	A,I		
	• Knowledge of OFSTED Inspection procedures and the post OFSTED leadership planning process	A,I		
	• Expert knowledge of school self-evaluation and improvement planning processes	A,I		
	• Proven skills in use of school and comparative data to tackle issues and set challenging targets	A,I		
	• Effective communication skills with staff, children , parents, governors and other stakeholders	A,I		
	• Flexible leadership skills and a wide portfolio of management approaches	A,I		
	• ICT skills relevant to headship and sound knowledge of the role of ICT in teaching and learning across the curriculum	A,I		
Personal Qualities	• A positive, motivational leader and role model	A,I		
	• Strong personal motivation with a versatile and resilient can-do attitude	A,I		
	• Ability to assimilate into and challenge existing structures to improve outcomes	A,I		
	• Ability to recognise own and others and weaknesses and value strengths	A,I		
	• Ability to build, maintain and manage positive relationships with a wide range of stakeholders and to project the school positively	A,I		
	• Ability to establish a productive rapport and appropriate boundaries with children and parents	A,I		
	• Passion for a productive learning environment which is engaging and fulfilling for children and staff	A,I		
	• Strong organisation and management, with an open and collaborative style of leadership	A,I		
	• Caring approach, with empathy and emotional maturity	A,I		
	• Clear values and moral purpose	A,I		
	• Financially astute			

	ESSENTIAL		DESIRABLE	
Personal Qualities (continued)	• Positive leadership qualities coupled with an enthusiastic team approach to management • Ability to create, develop and lead a high performance team • Ability to set challenging targets, meet deadlines and work under pressure • Strong commitment to ensure equality and celebrating diversity	A,I A,I A,I A,I	• Stamina and optimism for long term future of school	I
Interests and Motivation	• Up-to-date knowledge of educational trends • Supports an enriched curriculum including residential visits	A,I A,I	• Interests other than Education • Imaginative approach to community involvement • Encourages collective involvement in extra-curricular activities	A, I I I
Commitment	• A commitment to a productive learning environment which is engaging, enjoyable and fulfilling for children • Evidence of an understanding that primary education needs to encompass security and emotional development for children as well as academic progress in order to be successful • Evidence of commitment to the pastoral care and wellbeing of the children and staff of the school • Passion for raising standards • Commitment to the school and its links with the wider community • Commitment to equality of opportunity and inclusion	A,I A,I A,I A,I A,I A,I		

Selection Process

If you are interested in applying for this fantastic opportunity to lead our school we would encourage you to visit our school on 22, 23, 24 or 25 May. To arrange this please contact the school office on **01249 810090.**

The preferred method of application is online and applications should be made at: **http://jobs.wiltshire.gov.uk/**.

For further information about our school, please take a look at our school website: **www.fynamore.org.uk.**

For information not available on the website, please contact the school office on **01249 810090** or **office@fynamore.org.uk.**

Fynamore School is an equal opportunities employer. We are fully committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to do the same. The successful applicant will be required to undertake an Enhanced Disclosure DBS check before taking up the post.

The deadline for applications is Monday, 11 June 2018.

Shortlisted applicants will be invited to attend an interview by Wednesday, 20 June 2018.

Interviews will take place over two days on 16 and 17 July 2018. Please confirm your availability to attend both days of interviews in your covering letter.

Appointment Timescales

It is the school's intention to appoint our new Headteacher to take up the post on 1 January 2019.

Pay Scale

The school is Group 3, and the salary range is £58,389 to £67,652 (equivalent to ISR L17 to L23). Moderate relocation expenses can be negotiated.



