

Acre Heads
Primary School



Headteacher
Application Information

May 2018



Acre Heads Primary School

From the Chair of Governors

Dear Applicant,

On behalf of the governors and members of the school I would like to thank you for your interest in this headship. I hope that you will find this information pack helpful and informative, and that it will encourage you to apply for this exciting position. You can read more about us on our website which will give you a true flavour of this wonderful school community <https://anlabyacreheads.org.uk/>

Acre Heads is a welcoming and happy school with good relationships between staff, pupils and the local community. We are seeking to recruit an inspiring and creative leader who, along with our established leadership team, has the vision to continue moving the school forward.

If our job description and person specification describe you we would encourage you to apply for this post. You are very welcome to visit the school prior to applying to see the pupils and staff. To do so please contact Mrs Lesley Ringrose, the School Business Manager, via email to arrange a visit - administrator@acreheads.eriding.net

Application forms are available at www.eastriding.gov.uk/jobs

For your information, the timetable of events leading up to the appointment is:

Application close at lunchtime on	7 th June
Shortlisted applicants notified	after 11 th June
Interviews	26 th and 27 th June
Governing body ratification meeting	27 th June

Yours faithfully

Mrs Rachel Pearson



Acre Heads Primary School

Welcome to Acre Heads Primary School

Our maxim at Acre Heads is “A place to nourish thinking minds”. We seek to enable and encourage every child to develop to their full potential in a caring and nurturing environment.

Our ethos is reinforced by our school values which are displayed prominently around the school building. Our main school value is ‘respect for others’ and this is what we are always striving to develop. Other values make up our school rules. Each class has a value allocated – the children are champions of that value and try to uphold it.

- ✓ Love
- ✓ Fun
- ✓ Family
- ✓ Honesty
- ✓ Kindness
- ✓ Friendship
- ✓ Respect
- ✓ Forgiveness
- ✓ Caring
- ✓ Enthusiasm
- ✓ Self confidence
- ✓ Trust
- ✓ Achievement
- ✓ Perseverance





Acre Heads Primary School



Children and staff were asked what qualities they hoped for in their new Headteacher.

Children said:

Approachable	Share their concerns with	Confident
Cheerful	Not angry and shouty	Make them feel safe
Friendly	Plays an active part in school life	Generous
Happy	Well organised	Good listener
Funny	Efficient	Loves to sing
Good Sense of humour	Clever	Helpful

Someone who is proud to be the Headteacher of Acre Heads

Staff said:

Fair	Happy	Enthusiastic
Approachable	Friendly	Compassionate
Organised	Sense of humour	Hands on
Understanding	Put children and school first	Visible
Great with children	Involves staff in relevant decisions	Known by the children
Trusts people to do a good job	Willing to deal with difficult situations	Proactive

Doesn't change things too quickly but is willing to shake things up and implement new ideas



Acre Heads Primary School

Headteacher Job Description

Purpose

- To provide vision, leadership and direction for the school
- With the governing body, to be responsible for creating and maintaining an effective learning environment which is engaging and fulfilling for all pupils, promoting the highest possible standards, and fostering the continuous improvement of the quality of learning offered by the school

Accountable to

- The governing body of the school

Accountable for

- The standards, progress and well-being of all pupils and all staff
- For all the resources of the school

Key Tasks

Overall

- To treat everyone fairly and equitably, with dignity and respect so as to create and maintain a shared school culture and positive climate that motivates pupils, staff and all other members of the school community.
- To nurture all children and to create a culture of high expectations and aspirations that lead to excellent learning.
- To promote effective relationships with all pupils, staff, governors, parents, other schools, the local authority and the wider local community.

Leadership and management

- Working with all stakeholders, continue to create a positive vision for the school that provides direction for all aspects of the life of the school.
- To ensure that pupils, parents, staff and governors are committed to the school's vision of excellence and inclusivity.
- To be responsible for the day-to-day management, organisation and administration of the school, modelling effective work life balance and encouraging staff to reach their full potential.
- To ensure the rigorous implementation of well-focused improvement plans, based on robust self-evaluation particularly in mathematics, reading and writing.
- To monitor and evaluate standards of teaching, learning resource usage and management effectiveness and implement appropriate strategies for change.



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Governance

- To work with and support the governing body to enable it to meet its responsibilities and present to it, on a regular basis, an accurate account of the school's performance and staff and pupil wellbeing.

The curriculum

- To ensure that the statutory requirements for the curriculum are met, that curriculum provision is appropriate and relevant to the needs of all pupils and provides equality of opportunity for all.
- To work with and support the governing body, to ensure that the statutory requirements for the curriculum are met so that curriculum provision is appropriate and relevant to the needs of all learners, providing equality of learning opportunity for all.
- To secure a broad and balanced curriculum that has a positive impact on the behaviour and learning of all pupils, contributing to their physical well-being and their social, moral, spiritual and cultural development.
- To ensure that the curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning.
- To ensure that what is taught within the curriculum each year is shared with parents and carers – including the statutory requirement to make curriculum information available on the school's website.

Behaviour and safety

- To establish and maintain the policies practices and procedures that ensure the safety and wellbeing of all pupils, staff members and visitors to the site.
- To establish a positive ethos throughout the school so that pupils take pride in their school, their work and their behavior.
- To maintain high expectations of social behavior so that respect for others and courtesy are the norm.

The quality of teaching and learning

- To ensure that teaching in all classes is good or better so that learning over time for all groups, is good or better.
- To provide support, guidance and challenge to all staff so that they provide the very best for all pupils.
- To understand what good/outstanding teaching and learning looks like and be able to communicate this effectively to all staff and governors.
- Ensure effective monitoring and evaluation of the learning of all cohorts, groups and individual pupils so that they achieve as well as possible.
- To ensure that teaching helps to develop a culture of scholastic excellence, where the highest achievement in academic work is recognised, especially when supporting the achievement of the most able.

The achievement of pupils

- To ensure that the school achieves its curriculum and pastoral aims through the effective implementation of the school's improvement plan.
- To ensure that all pupils achieve well, so that the proportions making or exceeding expected progress are at, or above, national figures.
- To ensure that parents and carers are regularly provided with sufficient information to understand how well their children are doing and what they can do to help improve learning.
- Ensure that there are successful strategies for engaging with parents to the benefit of all pupils.

Early Years provision

- To ensure that children in the Early Years are safe and happy and achieve well.
- To ensure that the provision for Early Years is highly effective.
- To ensure that all children are well prepared for Year 1 and subsequent education.



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The selection panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria through the Application, References and Interview.

Headteacher Specification	Essential (E) or Desirable (D)	Application (A), Interview (I), Reference (R)
<u>Qualifications and Experience</u>		
Qualified teacher status.	E	A
NPQH qualification	D	A
Minimum 3 years proven senior leadership experience across the primary age range.	E	A, I, R
<u>Qualities and knowledge</u>		
Energetic and passionate about children's learning.	E	A, I, R
An inspirational role model with excellent interpersonal and communication skills with the ability to develop and support individuals and teams.	E	A, I, R
Lead by example - with vision, integrity, creativity, resilience, and clarity - drawing on their own experience and skills, and that of those around them.	E	A, I, R
Drive the strategic leadership, empowering all pupils and staff to excel.	E	A, I, R
Ability to promote effective relationships with all stakeholders and other external bodies (including local churches).	E	A, I, R
<u>Pupils and staff</u>		
To ensure the safeguarding and welfare of all children and staff in the school	E	A, I, R
Promote ambitious standards for all pupils and ensure all staff understand their accountability for the impact of their work on pupils' outcomes	E	A, I, R
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.	E	A, I, R
Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support	E	A, I, R

each other.		
Hold all staff to account for their professional conduct and practice.	E	A, I, R
Ensure high standards of behaviour for learning are maintained, ensuring that all staff and pupils are empowered to excel.	E	A, I, R
Continue to develop pupils learning, independence and resilience, recognizing the need for all pupils to enjoy school in order to become confident and enquiring learners.	E	A, I, R
Ensure the daily assembly/act of worship, of a broadly Christian character, helps advance the spiritual, moral and cultural development of pupils.	E	A, I, R
Systems and process		
Ensure that a safe, calm and well-ordered environment for all pupils and staff is provided, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community.	E	A, I, R
Manage the schools financial and human resources effectively to achieve the school's vision.	E	A, I, R
Continue the 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.	E	A, I, R
Continue to support strong governance and actively support the governing body in its role and to deliver its functions effectively – in particular its functions to set school strategy and hold the head teacher to account for pupil, staff and financial performance.	E	A, I, R
Distribute leadership throughout the organisation, with teams of colleagues who have distinct roles and responsibilities and hold each other to account.	E	A, I, R
The self-improving school system		
Continue to work with other schools and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievement for all pupils.	E	A, I, R
Ensure a rigorous and robust approach to school self-evaluation.	E	A, I, R
Maintain and develop relationships to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community.	E	A, I, R
Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.	E	A, I, R

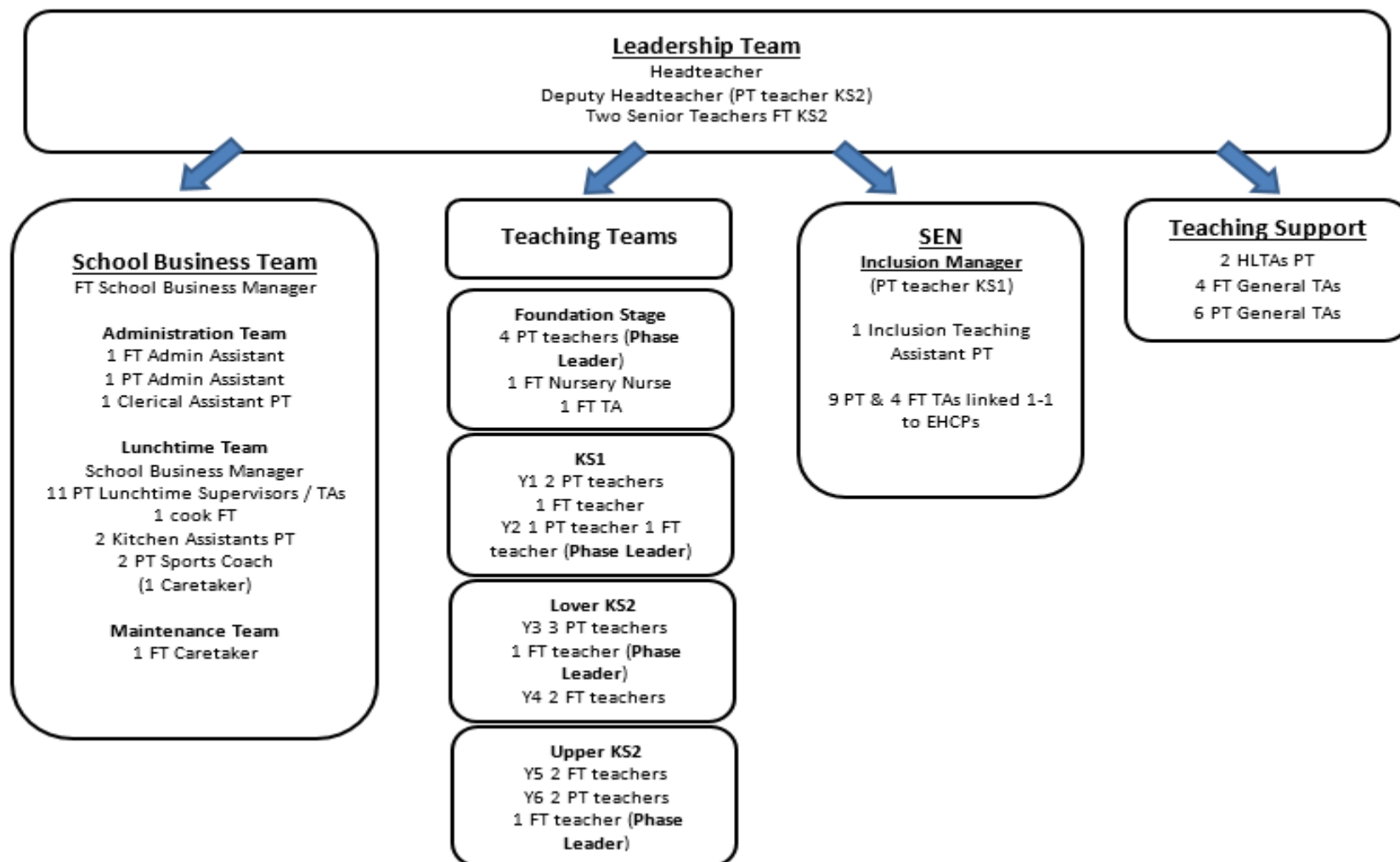
Inspire and influence all pupils and staff to believe in the fundamental importance of education in young people's lives and develop a love of lifelong learning.	E	A, I, R
Development and enhancement of the wider curriculum	E	A, I, R
Safeguarding		
Demonstrate a commitment to safeguarding and the welfare of pupils and staff.	E	A, I, R
Form and maintain appropriate relationships and personal boundaries.	E	A, I, R
Possess emotional resilience in working with challenging behaviours.	E	A, I, R
Use appropriate authority and discipline.	E	A, I, R
Has current knowledge on recent national and local safeguarding developments	E	A, I, R





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Staffing Structure





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The School and Its Context

Acre Heads Primary School lies right on the boundary of Hull and the East Riding and is attended by children from both authorities. It is a larger than average primary school, with, at any one time, approximately 390 children on roll. There are two classes within each year group. We are oversubscribed most years.

East Riding of Yorkshire Council has recently granted planning permission to improve the school by adding two new classroom and breakout rooms, this is to accommodate the children already on the school roll. The external areas are well developed with a "Nature Reserve" wild area, outdoor play equipment and outside learning area. The children take pride in their allocated flower beds and keep them very colourful.

We recently had a short inspection visit from Ofsted where we were described as continuing to be good.

Our school strap line is 'A place to nourish thinking minds.'

There's such a lot to find out about our school. This website is a good start but if you really want to know about us, come and visit us. You are assured of a warm welcome.

School Contact Information:

Acre Heads Primary School
Welbourn Walk
Norland Avenue
Hull
HU4 7ST

Tel: 01482 308380

Email: (office) Welcomedesk@acreheads.eridng.net

Email (School Business Manager) administrator@acreheads.eriding.net

Website: <https://anlabyacreheads.org.uk/>

