

St. Paul's Church of England
Primary School
Cambridge



Headteacher Application Pack



Letter from the Chair of Governors

Dear Candidate,

We are delighted that you are considering applying to be Headteacher at St Paul's Church of England Primary School. This opportunity has arisen because our current Headteacher is relocating to London at the end of this academic year.

Our school is a strong community in the heart of Cambridge, within walking distance of the botanic gardens, wonderful museums, leading businesses and our partner church. Our children are happy, motivated and well behaved and reflect the diversity of Cambridge with more than 25 languages between them.

In December 2015, we received a 'requires improvement' judgement from Ofsted and this has resulted in a broad improvement plan and a renewed focus of the staff and governors. The Governing Body is now looking to appoint an ambitious, inspirational and dynamic Headteacher to build on the school's strong, caring ethos and lead the school to be outstanding in the eyes of all its stakeholders. You will have the support of dedicated staff, proactive parents and a committed and active Governing Body to bring the curriculum to life in a vibrant and exciting way and to foster the life-long love of learning which is our goal for every child. To do this, our new Headteacher must have a clear, forward looking, strategic direction for the school.

We know that this will be an exciting opportunity for someone with excellent communication skills, who can lead and develop the staff team to bring out the best in each and every child. I hope that the following information will give you a colourful picture of our school with all its possibilities. Further information is available on our [website](#). You are warmly invited to visit our school to see for yourself what makes us proud of it and why we are excited for the future potential.

Thank you again for your interest in our school and we look forward to meeting you and receiving your application.

Yours faithfully,
Russell Re Manning Acting Chair of Governors

About our school

Our aims, in partnership with parents, carers and the church are to:

- develop each child's full academic, creative, physical, social and spiritual potential
- celebrate children's talents and actively encourage individual and collective achievement
- build a caring and supportive community in which adults and children participate with a common sense of purpose and shared responsibility.

Our vision for teaching and learning is one in which our children are motivated and challenged by a holistic and creative curriculum. We seek to foster the life-long love of learning which is our goal for every child and we celebrate each child's individual talents and efforts. The key values that are at the centre of our learning community are respect, perseverance and friendship.

True to its Christian ethos, our school provides an environment in which our children can grow as self-confident, responsible and valued members of this community.

Origins, Buildings and Location

St Paul's is one of four schools within the [Church Schools of Cambridge Trust](#). The trust was founded in the early eighteenth century to support education for the poor children of Cambridge. Today the trust owns the site of St Paul's and the three other Cambridge schools. St Paul's moved into its present building in 1982. The buildings are well maintained and used by a variety of community groups.



Through strong parental support, enough money has been raised for an ambitious redevelopment of our external spaces. We hope to complete the first phase of this work this summer with subsequent phases already planned for next academic year.

The school is a five-minute walk from Cambridge Station, with regular trains to Ely and London and access to the guided bus routes to Huntingdon and St Ives. These provide many options for living in the city or in surrounding communities.

One of the most distinctive aspects of the school is its unique location within walking distance of many world-class educational, technological and environmental resources. Many of the university museums and galleries are within easy walking distance of the school, as is the university Botanic Garden. Two annual events, the Science Festival and the Festival of Ideas provide excellent opportunities to stimulate children's enthusiasm for learning.



Cambridge has much more to offer beyond its timeless beauty and ancient architecture. The city is also a centre of biotech and technology innovation including The Wellcome Trust, AstraZeneca, ARM, Apple, Microsoft and the Raspberry Pi Foundation. Our parent body has strong links to the Universities and many of these commercial organisations, providing even more opportunities for enriching the learning of our children.



Our Children



In April 2018, there were 204 children on the roll. Cambridge has one of the lowest unemployment rates in the country, a highly-qualified workforce and rapidly expanding population but our intake is diverse. Around 17% of our children are in receipt of pupil premium (with about 11% registered as qualifying for FSM). One of our Teaching Assistants has specific responsibilities for liaison with families to ensure that everyone is included and engaged. Our children have a positive attitude towards their work and respect their peers and staff. We are encouraged by recent evidence of closing the attainment gap for pupil premium children as a result of targeted initiatives but are aware that there is opportunity for further improvement.

Cambridge attracts families from across the globe and a significant proportion of our children have English as an additional language (currently 40%). The school population is mobile and ethnically diverse. The school's efforts to integrate children who join through the year was recognised as a strength by Ofsted. The school has a strong international feel and the diversity provides a range of exciting opportunities for our children. Parents regularly come in to explain their work and cultures.



Support and inclusion

We have 2 children with EHCPs and a total of 18 with identified special educational needs. The school has its own programme to support the development of fine and gross motor skills. Our new Inclusion Manager is keen to enhance our provision to ensure that we are at the forefront of developments in learning support. The school currently uses Target Tracker software to monitor the progress of our children and our Inclusion Manager is involved in the pupil progress meetings that take place each half term.



Inspections

Our most recent [Ofsted inspection](#) (December 2015) rated the school as 'requires improvement'. While we were disappointed with this outcome, we have worked hard to engender a renewed focus on teaching and learning. A [follow up visit in June 2016](#) noted that we were taking 'effective action' to address the issues raised in the report and the governing body 'quickly acted upon the areas identified in the previous inspection. As a result, marked improvements have taken place'. A [subsequent visit in January 2018](#) highlighted the urgency of improvement and reinforced the priorities that had been identified by SLT, advisors and governors since September 2017. Our last [SIAMS inspection](#) rated our provision as 'satisfactory'. We are looking for a Headteacher with the passion and commitment to drive forward improvement across the school, building on our strong caring ethos and the progress that has been made already.



Beyond the classroom

We aspire to enrich the learning experience of all our children in many ways. The school supports a wide range of extra-curricular activities, from language learning, 'Pythagoras club' and chess to coding and dance. Many of our clubs benefit from parental involvement and last year more than sixty parents contributed time to the school in some way. Our after-school club is popular with parents and has a number of our Teaching Assistants on its staff. We operate an effective 'buddy' system in the playground, with support from students at a neighbouring independent school. We want our children to benefit from resources within Cambridge and further afield to expand their experiences and thinking.

The school has installed an all-weather artificial playing field on site and makes use of the extensive grounds of a neighbouring school for larger sporting events.



The staff

The school has 10 teachers (9.5 FTE) and 11 teaching assistants (7.6 FTE) and a further 10 staff working in a variety of full- and part-time roles in our community. The Senior Leadership team includes a Deputy Head (also subject lead for Literacy) and the Inclusion Manager. Our staff come from a range of backgrounds, complementing the diversity of our children.

Budget

Careful use of our resources means that we are in a stronger financial position than many local schools. We will receive around £895,000 in Local Authority funding in 2018-19, with about £52,800 of Pupil Premium funding. We also receive significant help with capital projects and maintenance from the Church Schools of Cambridge Trust. Following our latest Ofsted report, we have been able to invest in additional training for our staff and enable them to observe best practice in other local schools. Early Years provision has been a particular focus including a current programme to invest in and transform the outdoor spaces.

Governance

The governing body currently has eight foundation governors (one vacancy), two parent governors, an LA governor and two staff governors. We use a Clerk from the LA service. A significant number of the foundation governors have current or previous connections with the school. We have a strong commitment to challenge and support the work of the school. We are part of a strong network of Chairs of Governors across Cambridge, supported by a local National Leader of Governance. We are seeking to deepen our collaboration with St Luke's, Park Street and St Philip's (the other Church Schools Trust primaries in Cambridge). We have had early discussion with other schools and a local Multi Academy Trust on the possibility of academisation but are committed in the short term to our current model of leadership and governance.



Community

We are proud and excited that our school is part of a vibrant community which adds richness and colour to the learning environment.

PTFA

The Parents, Teachers and Friends Association is a key part of the life of St Paul's school. Their goal is to enhance the ability of the teachers and staff to provide an excellent education for the children in the school. They raise significant funds to support the needs of teachers, finance school trips and for general school projects by running a creative programme of events throughout the year including quiz nights, fairs, international suppers and wine tastings. These events draw on the diversity, businesses and many talents of the parents and are well attended. Just as important as the financial impact, these events and the parent representatives for every class have built a welcoming and inclusive community across the school.



St Paul's Church

We value our links with St. Paul's Church. Michael Beckett, the vicar, has been a consistent support to the school for over 25 years. St Paul's Church is passionate about offering hospitality and a place to be for individuals, groups, celebrations, community events and activities and the school makes regular use of the building and facilities for school services and social events. The church aspires to offer something for everyone, helping people to make connections within themselves, with other people, and with God.

The Diocese

The Diocese of Ely Educational Directorate supports the teaching of children in Cambridgeshire, Suffolk and Norfolk, serving over 14,000 students in 83 schools. St Paul's serves the needs of all faiths and none and are open to children and parents from across the community regardless of background, perspective, religion or culture. The Diocese supports St Paul's pastorally and professionally, sharing best practice, providing professional development for staff and governors and working in partnership with us to effect school improvement. Diocesan inspections are carried out every five years under the framework for SIAMS. The most recent report noted that 'a strong Christian ethos is demonstrated through practical outworking of inclusivity and service'.



Application and Selection Process

Salary

The vacancy is for a Headteacher to start in September 2018 or as soon as possible thereafter. St Paul's is a Group 2 school. The starting salary will be Level 13-19 (£52,930 - £61,341) depending on experience.

Key Dates

Closing date for applications: 15th June 2018, 9:00am. Any applications received after this date will not be accepted.

Shortlisted applicants will be notified by 20th June 2018. Unsuccessful applicants will also be notified.

Interviews: 25th and 26th June 2018.

Visits

We warmly welcome a visit so that you can see our school in action and meet with our Interim Headteacher, Caroline Peet. Please contact Miss Sarah Williams in the school office on 01223 568840 or e-mail office@stpauls.cambs.sch.uk to arrange a visit.

How to Apply

Candidates should complete an application form and a covering letter describing how your skills and experience are a great fit with our person specification and how you will use them to further develop the teaching, learning and ethos of the school.

Applications should be sent by post to:

Tracy Hartley
Education Personnel Management Limited
St Johns House, Spitfire Close
Ermine Business Park,
Huntingdon
Cambridgeshire PE29 6EP
EPM can be contacted on 01480 423434.

Or by email to: headship@epm.co.uk.

Further Information

Our [school website](#) offers a range of information, including links to school performance tables and inspection reports. If you have any further queries, please feel free to contact the Acting Chair of Governors, Russell Re Manning at RRemanning@stpauls.cambs.sch.uk.

The Governing Body and Cambridgeshire County Council are committed to safeguarding and promoting the welfare of children and young persons. Headteachers must ensure that highest priority is given to following guidance and regulations to safeguard children and young people. Our [safeguarding policy](#) can be found on the policies page of our website. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).



The headteacher we are looking for...

We asked all stakeholders how they would describe the headteacher we are looking for:

Children

Across all the classes, the children of St Paul's told us they would like a happy, enthusiastic, funny, kind, clever, listening, fair, forgiving, interesting and artistic headteacher. A few individual ideas stood out:

nice friendly head teacher.

Like Dumbledore - wise, serious when he needs to be, kind, sense of humour

vision for new learning environment
helpful *generous*

Talk to pupils to find out issues



Parents

Our parents, both collectively as the PTFA and individually, are very committed to supporting the school and their children's education. These are some of the qualities that the parents would like to see in a new headteacher:

- Lead a thriving, engaged, happy school that lifts all who enter it, emotionally, spiritually and academically.
- Take a balanced approach to education, where pupil welfare and happiness are as important as SAT results.
- Be open to ideas, imaginative, innovative and experimental, take risks and encourage the staff to do the same.
- Enrich the children's lives.
- Work closely with the PTFA to enhance the music and art activities and use parents' skills and connections.
- Thrive in our multicultural community where different cultures and languages are celebrated and all children are included.
- Have high aspirations for the children, ambitious to develop their full potential.
- Be clear and confident in your management skills
- Support the culture of inclusion at St Paul's for students with disabilities.
- Embrace the caring spirit of the school. Continue to develop the safe and nurturing environment where pupils demonstrate respect and care for one another.
- Be approachable, communicate well with parents and staff with an open door policy.
- Experience in how to run a school, deal with problems arising, making good decisions and reasonable rules.
- Bring previous experience from schools with high standards.



Staff

We would like to work with someone who is...

- Aspiring to see high standards of attainment.
- Good at communicating and problem solving.
- Inclusive.
- Focused on the education and wellbeing of the children, ensuring every task you ask us to do has a meaningful and positive outcome for the children.
- Supportive of all staff, building a strong team, acknowledging our work and ensuring that it continues to be manageable and enjoyable.
- Unbiased, hardworking and brings new ideas.
- Appreciates sports, the arts and the wider curriculum.
- Effective in managing resources, coordinated across the school.
- Caring for children who need extra support.
- Welcoming to EAL children.




Job Specification

The successful candidate will follow the National Standards of Excellence for Headteachers to implement a self-improving school system, raising aspirations and securing high academic standards.

Strategic direction

- Work with the Governing Body and other key stakeholders to communicate compellingly the school's vision and ethos and drive the strategic leadership of the school.
- Work within the school community to translate the vision into shared objectives to promote and sustain school improvement.
- Ensure that the school's systems, organisation, and processes are efficient and fit for purpose.
- Motivate and work with others to create a shared learning culture and positive environment.
- Lead in directing and reviewing policy and practice together with Governing Body.
- Lead by example with integrity, creativity, resilience and clarity.
- Model innovative approaches to school improvement, leadership and governance.

Leading, learning and teaching

- Ensure that learning is at the centre of strategic planning and resource management.
 - Demand ambitious standards for all children, overcoming disadvantage, and instilling a strong sense of accountability in staff for the impact of their work on children's outcomes.
 - Secure excellent teaching through a broad understanding of how children learn and of the core features of successful curriculum design and delivery.
 - Take a strategic role in the development of emerging educational technologies to enhance and extend the learning experience of children.
 - Monitor, evaluate and review classroom practice and promote improvement strategies.
- 

- Create an environment in which all staff are motivated and encouraged to develop their own skills and subject knowledge and to support each other.

Managing our school

- Actively engage within school and the wider community to ensure the highest standards in relation to safeguarding, fully compliant with current regulations.
- Maintain school management systems, structures and processes effectively to allow all our children to achieve their full potential.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Manage the school's financial and human resources efficiently to achieve the school's educational goals.
- Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the vision of the school.
- Implement successful performance management processes.
- Manage the school environment efficiently to ensure that it meets the needs of the curriculum and current best practice.
- Review the overall operation of the school to ensure compliance with relevant legislative and Health and Safety requirements.
- Regularly review own practice and personal development and remain informed about the changing educational environment nationally.



Strengthening community

- Build a school culture and curriculum that is inspired by the richness and diversity of the school's communities.
- Collaborate with St Paul's Church and partner schools in providing for the academic, spiritual and emotional well-being of children and their families.
- Maintain and enhance an effective partnership with parents and carers to support children's achievement and personal development.
- Utilise the wide opportunities and resources that Cambridge offers to enrich the educational and cultural experience of our children.
- Treat people fairly and with dignity to create and maintain a positive school culture.

Securing accountability

- Ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation.
- Welcome strong governance and actively support the Governing Body to understand its role and deliver its functions effectively.
- Develop and present a coherent, clear and accurate account of the school's performance for all relevant audiences.

NOTES

The headteacher may be asked by the Governing Body to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.



Person Specification

Qualifications and Experience

Essential

- Qualified teacher status.
- First degree or equivalent.
- Evidence of CPD relevant to school leadership and management.
- At least 2 years of senior leadership experience.
- Successful track record as an outstanding classroom teacher with at least 3 years' experience.
- Experience of promoting and ensuring the safeguarding of children.

Desirable

- Has recent experience as a headteacher, deputy headteacher or assistant headteacher.

Leading Teaching and Learning

Essential

- Creates a culture where all children are engaged and encourage each other to learn.
- Shows creativity and excitement about delivering the curriculum and enhancing learning.
- Uses developmental models for teaching and learning.
- Evaluates the quality of teaching and supports teachers to improve their practice to become outstanding practitioners
- Promotes children's personal development and their role in the community.
- Uses tools to collect and analyse performance data to increase pupil progress.
- Committed to engaging all parents in their children's learning and in the life of the school.
- Uses internal and external support and expertise to drive improvement.
- Has successfully delivered strategies for raising achievement.

Desirable

- Has a knowledge of recent developments in education at local and national levels.
- Has applied new technologies to support effective teaching and learning.



Leadership and Management

Essential

Understands effective change management techniques and has anticipated, led and managed change.

Understands models of effective leadership and organisational structures.

Thinks strategically, analytically and creatively.

Develops and delivers strategic improvement plans resulting in measurable impact.

Has experience of performance management of staff, giving feedback, providing support and challenging under-performance.

Listens, reflects and communicates appropriately with a wide range of audiences.

Manages budgets, ensuring best value from the school's resources.

Recruits, manages and develops outstanding staff to build a strong team.

Develops a culture of learning and continuous professional development.

Engages with children, parents, staff and partners around the vision for the school.

Desirable

Has delivered capital improvement projects.

Knowledge and skills

Essential

Has a proven ability to promote the welfare and safeguarding of children.

Knows the regulatory and legal framework that governs schools' activities.

Effective decision maker.

Able to lead, motivate, support and challenge all stakeholders to raise standards.

Desirable

Has experience in developing independent, resilient, self-motivated learners.

Has implemented collaborative learning both in the school and with other schools.

Engages the community in systematic evaluation of the school's work and act on outcomes.



Personal Qualities

Essential

Passionate about providing a creative learning environment.

The vision and commitment to further develop the school's distinctive Christian caring ethos.

Open and approachable to children, parents and staff.

Committed to professional development, for yourself and for the growth and well-being of all staff.

Self-motivated and organised with an ability to delegate and prioritise work effectively.

Thinks strategically to deliver a coherent vision in diverse ways.

Resilience and tenacity to pursue changes to completion.

Desirable

Acts with good humour, adaptability and empathy.



Cambridgeshire County Council Equal Opportunities Statement

The Council welcomes the diversity of gender, ages, abilities, ethnic origins, faiths and cultures of the people who make up our society. It is a fundamental principle of the County Council's policies that all people should be valued regardless of their economic circumstances, sex, age, disabilities, culture, ethnicity, language including British Sign Language, religion or sexual orientation.

The Council is committed to promoting equality of opportunity for all people particularly those who are:

- Seeking and using the County Council's services;
- Employees or prospective employees of the County Council or its contractors who supply goods or services to the Council.
- Working or seeking work in a voluntary capacity supported by the Council.

The Council will seek to ensure equal opportunities through:

- Ensuring that services are equally accessible and relevant to the needs of different client groups;
- Appropriate recruitment, employment and promotion practices and procedures;
- Letting of contracts to suppliers of goods and services;
- Development of policies including consultation with communities and groups affected;
- Training for all staff;
- Publicity for and access to services in relevant languages and formats where necessary.

