

Maple Cross JMI & Nursery School

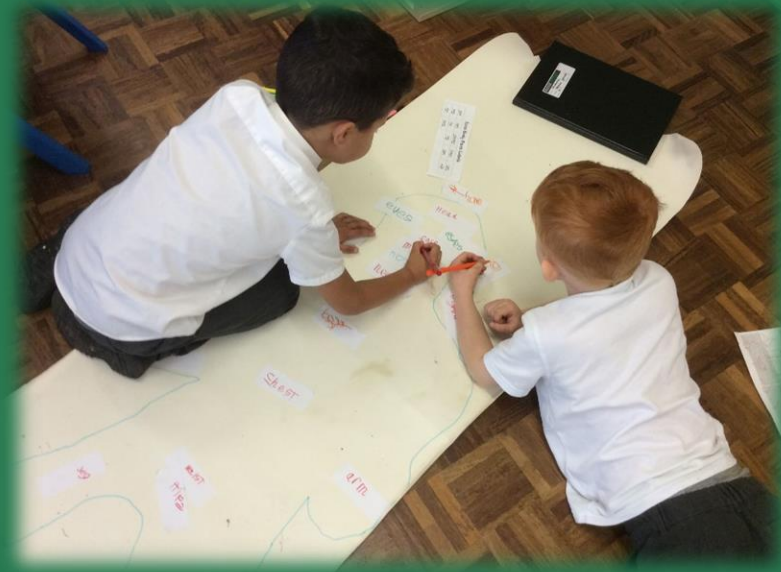


HEADTEACHER APPLICATION PACK



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Welcome from our Chair of Governors

Dear Applicant, on behalf of the Governors, I would like to thank you for your interest in the position of Headteacher at Maple Cross JMI School.

The Governors and school staff are excited by the prospect of working with a new Headteacher and are committed to supporting the successful applicant once in post. The school wishes to appoint a Headteacher with a passion for life-long learning to lead and work alongside our talented, capable and committed staff of professionals who continues to support Maple Cross to offer an exciting, engaging and challenging learning for all of the learning community.

I wanted to take this opportunity to tell you a little about our unique school. For Maple Cross, learning at all levels are important and the children, staff, parents and community apply the same Learning Attributes of Positive Mental Attitudes, Risk Taking, Communication, Values and Integrity to every opportunity.

At Maple Cross JMI we want to create lifelong learners, not just children who perform well in an exam. With that in mind, as a school, we work hard to promote learning as our main aim and we apply this approach to all areas of school life.

Maple Cross JMI is proud of its achievements and is determined to build upon its existing high standards of teaching and learning in the future. The school's new Headteacher will be a leader who is passionate about teaching and learning, an individual who is committed to achieving excellent outcomes for pupils, and someone who will champion the interests of pupils, staff and the local community.

I hope that the following information will give you a vivid picture of our school with all its possibilities. Further information is available on our school website. You are warmly invited to visit the school, to see what makes us so proud and why we are excited for the future.

Please telephone Anita Wilson, Office Manager, on 01923 770909 to arrange a visit.

I very much look forward to meeting you and receiving your application.

Yours faithfully

Mrs Amanda Erasmus, Chair of Governors

About our school

Located in Hertfordshire, in the village of Maple Cross, Maple Cross JMI and Nursery School is approximately 5 miles west of Watford and 6 miles north of Uxbridge. Maple Cross JMI and Nursery is a one form entry school with 240 children on roll.

Rated as 'Good' by Ofsted in November 2016, we are proud to be an inclusive school. In our teaching, we seek to accommodate a variety of learning styles, providing a 'something-for-everyone' curriculum, reflecting the interests and cultures of our children.

We value all our staff and the roles they perform. They are very committed to the school and enjoy working together to provide the very best nurturing and supporting environment for our children to learn and develop. We have very supportive parents and an effective, well-organised governing body.

Our children are well behaved, good mannered and have a positive attitude towards learning.



Key facts and statistics

Type of school: Mixed community

Address: Denham Way, Maple Cross, Rickmansworth, Herts WD3 9SS

Age Range: 3 – 11 years

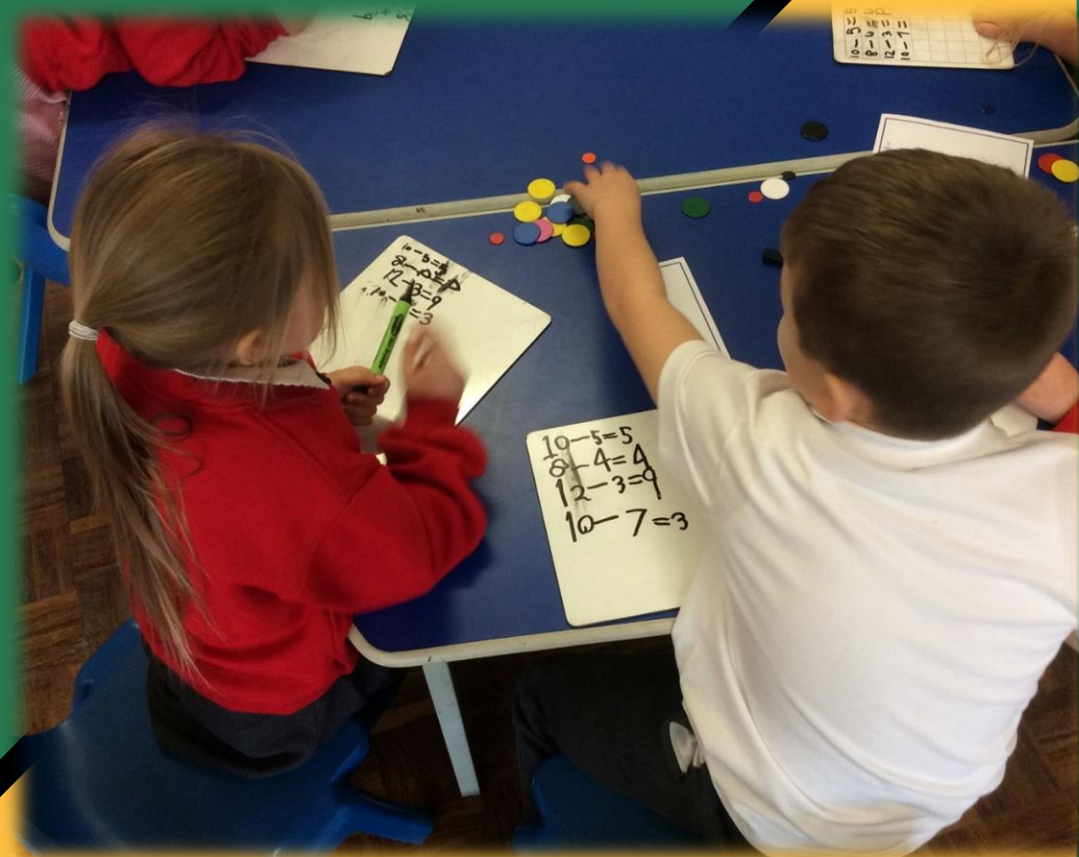
Number of Children: 240

% of children with SEND: 22.1%

% of children with English as an additional language: 24.9%

% of children on Free School Meals: 10.8%

% of children in receipt of Pupil Premium: 18.9%





We would like our new Headteacher to be:

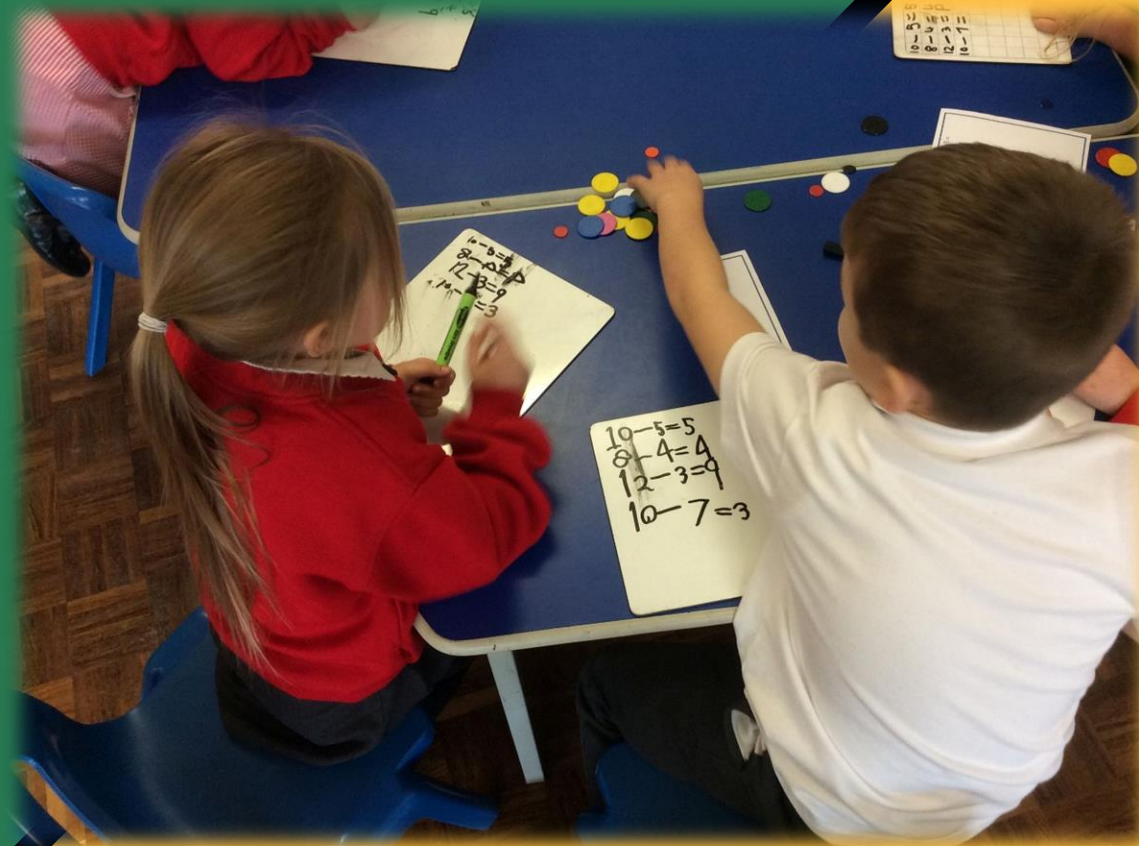
- An enthusiastic, passionate and inspirational leader for our children, parents and staff
- Someone who is able to build relationships with all our stakeholders and community
- Someone with the philosophy to continue developing our hub for learning community which encompasses everyone inside and outside of school
- A team player
- A transformational leader who has a 'hands on' style
- Someone who understands the benefits and encourages professional development for every staff member
- A good communicator



Ethos & Values

Maple Cross JMI and Nursery School is committed to making the difference for all pupils regardless of background, ability or opportunity. To do this, we place a huge focus on developing the universal skills of learning in everything we do: Opportunities to develop learning attributes such as resilience and independence are built into all areas of our engaging thematic curriculum. Clubs and wider opportunities such as the Sailing Club, Brass Band and Karate Club are chosen to further compliment and develop these learning attributes. As children develop these universal learning skills, they are then able to apply them to all areas of their lives.

Our vehicle for promoting these values is our **Care and Achieve** motto. Throughout their time with us, children learn the importance of caring for themselves and each other as learners; the value of their learning environment and, through this process, achieve. We share this achievement at our assemblies culminating in our Friday Celebration to which parents are warmly invited.



Key responsibilities

Main purpose of role

Overall responsibility for providing leadership for the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching and learning in line with statutory requirements. **This Job description reflects the national standards of excellence for Head Teachers 2015.**

The appointment is subject to the current conditions of employment of Headteachers, contained in the **Schools Teachers' Pay and Conditions** document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The Duties and Responsibilities

The *National Standards of Excellence for Headteachers* are set out in four domains:

- ❖ Qualities and knowledge
- ❖ Pupils and staff
- ❖ Systems and process
- ❖ The self-improving school system

There are four 'Excellence as Standard' domains. Within each domain there are six key characteristics expected of the nation's Headteachers; some of these have been expanded to give a more comprehensive description of the role at Maple Cross JMI School & Nursery.



Domain One - *Qualities and knowledge*

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two - Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' 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.

Domain Three - *Systems and process*

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. Welcome strong governance and actively support the governing board to understand its role and 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 organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four - *The self-improving school system*

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - 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. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education



Person Specification

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Qualifications and Knowledge				
Qualified teacher status	E	✓		
Degree or Equivalent	E	✓		
Professional Development				
Evidence of appropriate professional development for the role of Headteacher	E	✓		
Evidence of recent leadership and management professional development	E	✓		
Has successfully undertaken appropriate Child Protection Training/Designated Senior Leader Training	E	✓		
Has successfully undertaken approved ‘safer recruitment’ training	E	✓		

Person Specification

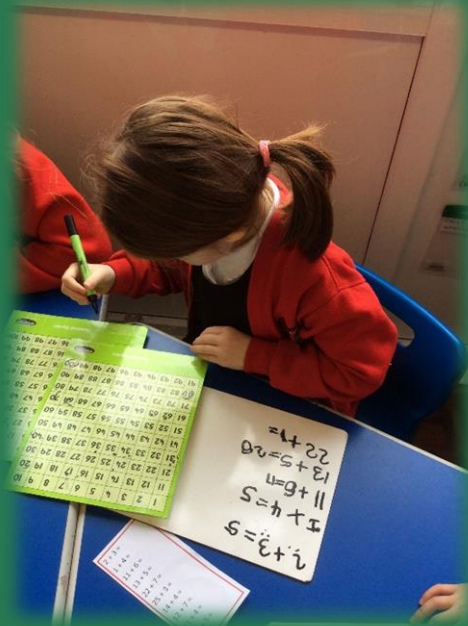
Whole School Leadership & Management Experience				
Recent successful leadership as a highly successful Head or Deputy Headteacher	E	✓	✓	✓
Have taken an active involvement in school self-evaluation and development planning	E	✓		
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	✓	✓	
Experience of leading change effectively and successfully	D	✓	✓	
Evidence of excellent communication and dialogue with the parent body	E	✓	✓	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil achievement	D	✓	✓	
Have had responsibility for whole school policy development and implementation	D	✓	✓	
Experience of working with all stakeholders, including governors and school improvement partners	E	✓	✓	
Absolute commitment to safeguarding	E	✓	✓	✓
Evidence of commitment to promoting health and safety and the welfare of children	E	✓	✓	✓
Absolute commitment to inclusion	E	✓	✓	✓

Person Specification

Knowledge and experience of working with children with autism	E	✓	✓	✓
An ability to understand the needs of children with challenging behaviours	E	✓	✓	✓
Successful track record of developing the performance of staff through effective performance management	E	✓		
Leadership Skills				
Ability to articulate a clear vision for the future	E		✓	
Proven record of inspiring, enabling and motivating others to succeed	E	✓	✓	✓
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	✓	✓	✓
Excellent communication skills, including written and verbal communication skills (which will be assessed at all stages of the process)	E	✓	✓	
Ability to build effective relationships with staff, parents, governors and other stakeholders including Handside School Partnership	E	✓	✓	
Personal Qualities				
A genuine passion for education, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	✓	✓	✓
Leads by example with integrity and resilience	E	✓	✓	✓

Person Specification

Visible and approachable, empathetic and enjoys engaging with children, staff, parents and the wider community	E		✓	✓
Demonstrates resilience whilst also showing compassion in dealing with issues	E		✓	✓
A people person who actively enjoys communication with the different stake holders in the school community (including listening to and inspiring children, staff, parents and the wider community)	E		✓	✓
Flexible leadership style, beings 'hands on' when required balanced with knowing when to delegate	E	✓	✓	✓
Demonstrate a capacity for sustained hard work with energy and enthusiasm	E		✓	✓
Able to take a dynamic approach to the changing needs of the school population	E	✓	✓	✓



Completing your application pack

Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your responses it is really important you address each of the requirements in the person specification. Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.



Important dates and information

Leadership range	£55,338 - £63,955
Pay range	L14 – L20
Start date	1 st January 2019
Closing date	9am Monday 18 th June 2018
Shortlisting date	Wednesday 20 th June 2018
Interview date	Wednesday 4 th July 2018

Visit the school – call or email to arrange	Anita Wilson, Office Manager on 01923 770909
Visit the school website	www.maplecross.herts.sch.uk
Visit the Teach in Herts website	www.teachinherts.co.uk
Send your completed application form to	leadership.recruitment@hertsforlearning.co.uk

Maple Cross JMI & Nursery School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. This post will require an Enhanced Disclosure and Barring Service check (DBS).