



*'To Be The
Best We
Can Be'*



Warwickshire
County Council

Headteacher Candidate Information

Ilmington C. of E. Primary School
Warwickshire



Back Street, Ilmington, Shipston-on-Stour, Warwickshire CV36 4LJ
jbeard@ilmington.warwickshire.sch.uk
www.ilmingtonschool.co.uk



Thank you for your interest in this post. Candidates are welcome and indeed encouraged to make an informal visit to the school and should contact Mrs. Julia Beard (Office Manager) by phone: 01608 682212 or email: jbeard@ilmington.warwickshire.sch.uk to make arrangements.

Candidates are also welcome to contact Rev Chris Goble (Chair of Governors) by phone: 01608 682282 or by email: ilmingtonrectory@btinternet.com for an informal chat about the post.

Please note that the closing date for applications Sunday 8th July 2018.

Completed applications and supporting documents should be sent by **e-mail** to:

Dr Anna Pike (Vice-Chair Governing Body), email: a.v.l.pike@gmail.com

Interviews will take place on **16th and 17th July 2018.**

<u>Table of Contents</u>	<u>Page No.</u>
Welcome from our Governors	3
School Ethos	4
School Aims	5
Our Learning Environment	7
Our Governing Body	10
Our Staff	11
Letter from our school council	12
Our Diocese	13
A letter from our rector	14
Job Description	15
Person Specification	22

Welcome from our Governors



Dear Colleague,

Thank you for your interest in this post and for the time you will spend reading this information pack getting to know more about our school.

We are situated in the rural, picturesque village of Ilmington on the northern edge of the Cotswolds Area of Outstanding Natural Beauty and serve the needs of families from Ilmington and surrounding small towns and villages. Our school is very much part of this local community and has forged strong links with many residents. As a voluntary controlled Church of England school we also have a very strong relationship with St Mary's Church, Ilmington and strive to provide an education of the highest quality within the context of Christian belief and practice.

We are a small school with nearly all our pupils from white British backgrounds and all speak English as their first language. The proportion of disabled pupils and those who have special educational needs is broadly average compared to other primary schools. Parents often praise the school for its 'family feel' where every child is encouraged to 'be the best they can be'. The children take pride in their school and we are lucky enough to have two fine new classrooms with ancillary facilities and a refurbished kitchen.

Having been judged as 'Outstanding' by Ofsted in 2012 and by SIAS in 2012 and 2017, we seek to recruit an ambitious, enabling individual who will not only help us maintain this status but will lead us forward with continual improvement in new and exciting ways. This headship will be challenging as parents and children have high expectations of the school. We can promise you many delightful pupils who are consistently praised by the wider community for their behaviour and endeavour. We have a wonderful and stable team of hard working, high-achieving staff and we offer an active, enthusiastic and supportive Governing Body. We also have a dynamic PTA who work tirelessly on behalf of the school.

If you can envisage leading our school into a bright future, whether you plan to put down roots in our community or see a Headship at Ilmington as a stepping-stone on your ambitious career path, we welcome an application from you.

To arrange an informal visit to our school and meet our staff and pupils to help you formulate your application, please contact Mrs. Julia Beard (Office Manager) either by phone: 01608 682212 or email: jbeard@ilmington.warwickshire.sch.uk. Candidates may also approach the Chair of Governors, Rev Chris Goble, for an informal chat by phone: 01608 682282 or email: ilmingtonrectory@btinternet.com

I hope that having read our information pack, you will decide to apply.

Yours sincerely

The Governing Body

School Ethos



Ilmington has a happy, hard-working, 'family' atmosphere where children are given every opportunity to do their best in a secure, caring, Christian environment. We value the effort that children put into their studies and have high expectations of them in every area of their school life. We strive to help them to reach their potential, not only academically but also spiritually and morally, to become confident, well-rounded young people who understand their place both in the local community and in the wider world.

The school has a reputation for academic standards, its strong Christian ethos and its good work ethic. Ofsted inspectors praised the school 'for its sense of community and excellent behaviour. Pupils make good progress and achieve well because of the good teaching they receive' (Ofsted, Nov 2012).

Our School Ethos Statement

"Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils."

The Ilmington Way

'To be the best we can be...'



**What does the cross mean to you?
The children's ideas in Art**

What sort of School is Ilmington Primary?



We work together to make a creative and challenging learning environment in order to foster social, moral and personal growth as well as to stimulate thinking and to promote high standards of achievement. We believe that in a secure Christian environment which values the efforts, ideas, contributions and achievements of all children and adults, children will develop the love of learning and confidence. This will help to prepare them for successful and satisfying adult lives in which they have both the ability and enthusiasm to make a positive contribution to an ever-changing society, that will need and value skills of adaptability, resourcefulness and tolerance. We teach children how to build learning power, developing skills in resourcefulness, resilience, reciprocity and reflectiveness, to enable them to become better lifelong learners.

We can offer children the best opportunities by:

Setting high expectations as well as making all children feel valued, included and secure so that they have the confidence to succeed.

Finding out what children already know and building on it. This involves setting goals and evaluating learning as well as creating secure foundations for subsequent learning.

Structuring the curriculum and pace of learning to make it relevant, enjoyable, stimulating and challenging.

Making children active partners in their learning so that they are helped to assess their own progress, reflect on how they learn and set their own learning goals.

As well as developing 'basic skills' of literacy and numeracy, we teach children to think systematically, manage information, learn from others and help others to learn. This helps to develop confidence, self-discipline, and gain an understanding of both the learning process and how to adapt and generalise learning.



Art Week - Weaving



Science – testing materials



We are...

A learning school

At Ilmington we are all learners. In order for us to succeed we need to assess our strengths and areas for development. We need to have confidence to take 'risks' in our learning, enjoy work and get satisfaction and praise from success.

An inclusive school

All children are fully included in the curriculum and school life and their achievements are valued. The school delivers its curriculum and considers the accessibility of the site with regard to the needs of any pupils with disabilities.

A forward-looking school

We have a programme of development and long-term ambitions to continue to improve. The school embraces new technology and learning, and ICT is embedded into the whole curriculum. We are an Eco-school and are striving to improve our carbon footprint and use of sustainable resources.

A traditional school

The school has many traditions, such as family-service lunches, the celebration of birthdays and May Day.

An outward-looking school

Our Reception and Yr 4 classes have strong links with All Saint's Primary School, Coventry with whom we are joint holders of the 'Cross of Nails'. We have strong links with the local community including 'village friends'. Previously we have had links with schools abroad and are keen to establish further international connections .



Village Teas



Mayday Celebrations



**British Motor
Museum visit**

Our Learning Environment



Our school is a very popular primary school, with children attending from Ilmington, Stretton-on-Fosse, Shipston-on-Stour, Chipping Campden, to name just a few towns and villages. We currently have 115 pupils enrolled.

We have adjoining EYFS and KS1 classrooms with a shared area that is used for creative activities, as well as a shared designated outdoor play area, enjoyed by all. This means we can offer a wide variety of activities and the children have space to play and explore, with the outdoor learning environment complimenting the indoor learning environment in terms of space and opportunity. The children are inspired by their surroundings, which are used to enhance all aspects of their day.

In KS2 we have two classrooms each with mixed year groups (ie years 3/4 and years 5/6). In addition we have a well-stocked reference library and a dedicated SEN area. All our classrooms boast interactive whiteboards. We also house a suite of laptop computers enabling the children within a class to have one each. The school has wireless internet access. We have a large hall which is used for whole school assemblies, music sessions, indoor PE sessions, performances and rehearsals and other such activities. At lunch time it is also our dining room.



Working hard ...



**Student-led
collective worship**





Ilmington C of E Primary School has, and continues to develop, initiatives focusing on the environment. One such initiative was the creation of our Forest School. It is a space used by all children, and offers a safe, natural, welcoming space in the fresh air, where children can explore nature, discover wildlife, use natural resources and materials, make minibeast homes and bird feeders, amongst many other exciting, enriching activities. Forest School activities are entirely practical and consequently offer significant advantage to those children who find written forms of communication challenging. Forest School allows children with Special Educational Needs to flourish because qualified staff can judge their ability using observation rather than written tests.

Our Forest School and Outdoor Learning is additionally used every year when we welcome our friends from All Saints School, Coventry. Using the Cotswold wardens to lead and support staff, with the learning taking place, we offer pond dipping, identifying trees, bug collecting, walks following an apple trail map, fire building/cooking and wood-crafting skills activities.

We go out in all weather...





Ilmington School runs a variety of after-school clubs throughout the year including several sports clubs. Children regularly compete in floorball, netball, cross-country and athletics competitions. We recently won the Cotswolds Floorball League! We have a tarmac playground to the front of the school and a large playing field 'back field' at the rear. We are also lucky to be able to access Ilmington playing fields and Ilmington Tennis and multisports club by a short walk across fields.

Playing hard...



Team speed bounce competition



Success at floorball



**South Warwickshire
Cross-country**



**Inter-school trophy
winners**



Ilmington Playing Fields

Our Governing Body



The Governing Body has 12 full members:

- 4 Parent Governors
- 2 LA Governors
- 2 Staff Governors (including the Headteacher)
- 1 Community Governor
- 3 Foundation Governors

The detailed work of the governing body is carried out within two subcommittees :

Resources: which is responsible for school finance and strategy, all physical resources, building and grounds maintenance and development, computing hardware, health and safety, safeguarding and security.

Performance and Standards: which is responsible for all areas of teaching and learning, pupil performance, pupil tracking and data collection.

These subcommittees each meet three times a year (once termly) and feed information and debate into one of three full Governing Body meetings (also held termly). Specific Governors have responsibilities for safeguarding, health and safety, and policy.

Several Governors also have 'subject areas' of interest and are encouraged where possible to visit the school once or twice a year during the day and to talk to pupils about their learning experiences. Our Governors are all willing to attend school functions and maintain a high profile amongst the school community.

'The governing body is highly effective in holding the school to account and helping it to improve. It keeps a close eye on the budget, challenging school leaders to justify expenditure in terms of the impact it has on pupils' achievements and personal development.'

Ofsted Nov 2012

Our Staff



Our staff, both teaching and non-teaching, are hard-working, committed individuals whose dedication to maintaining standards and allowing children 'to be the best they can be' is second to none.

As well as a headteacher we have (as seen by the children):

- 3 full-time class teachers, two part-time class teachers (job share) a designated SEN coordinator.
- We have four classroom teaching assistants.
- Our non-teaching staff comprises an office and finance manager, a cook, an additional midday supervisor and a caretaker.



- We also enjoy a great deal of voluntary assistance from parents, members of the church and the local community as well as outside agencies.

A Letter from our School Council



Dear Applicant,

We are writing on behalf of Ilmington C of E Primary School's School Council. We have heard that you are applying for the new Head Teacher's role and we thought that we would inform you more about our school.

The School Council members are voted for by each year group and they meet several times a term. We also have House Captains for our houses (Lions, Tigers and Elephants) who are voted for by the children in their house. The House Captains are involved in some of the School Council's meetings and they organise lots of sports events throughout the year as well as raising money for their chosen charity. We also collect house points throughout the year and the house with the most points is awarded a special trophy. The School Council have a say in lots of things about the way the school is run and we organise fun events to raise money for charity too. Recently, we have been organising a walk to raise money for a little boy who needs surgery.

After School Clubs Our after school clubs are either run by the teachers (such as Homework, Film, Cookery & Craft Clubs) or by external experts (Football, Floorball, Drama Club, Gymnastics Clubs & FAST). These clubs are enjoyed by the children from Reception to Year 6.

Residential Visits In Years 5 and 6, we have the opportunity to go on residential visits. One year we go to Knapp House, in Devon, where we do mainly water-based activities. The following year, we go to a Kingswood Site in Colomendy, Wales, which is full of outdoor adventure activities.

Celebration Assembly On Tuesday mornings, the teachers choose children from their class who have achieved something recently. These children sit on the bench in Collective Worship for the month and they have their photo on the display in the hall. When the class' next Celebration Assembly comes around, these children choose work to show the school to explain why they have been a Star Student. During Collective Worship, if anyone in the school has achieved something outside of school, they share it with everyone. This includes swimming, sports trophies, music exam certificates or art work.

Village Friends Every child has a Village Friend. We write letters to them and deliver harvest gifts after our Harvest Festival service. We invite them to our productions, services and May Day celebrations.

May Day May Day is a very important celebration at school. Parents and Village Friends are invited to watch us sing, dance and have fun. The Infants do country dancing, the Class 3 children do may pole dancing and the Class 4 children do country dancing and the ribbon dance. We vote for a May Queen and a Town Crier who are the main roles of this event. We all enjoy a traditional iced bun at the end

Productions At Christmas time, the Key Stage 2 children put on a performance. The Infants do a nativity play in the church and they also perform this at our Carol Service. This year, Year 5 and 6 are also doing a performance of The Tempest in the Summer Term.

Sports We are fantastic sportspeople at Ilmington School and we compete in tournaments with other schools regularly. The House Captains run sports day in the summer and they also organise intra-house sports days throughout the year. In the summer months, the whole school goes to the village playing fields on a Tuesday afternoon to learn our sports skills.

Thank you for reading our letter. We look forward to you coming to look round our school and to meet us. We hope that you will take this information into account and that you will carry on these traditions that are important to our school.

Yours Faithfully,
Ilmington School Council

Our Diocese



The Diocesan Board of Education seeks to serve and equip the Church School family in a variety of ways. The Diocesan Director of Education Mrs. Linda Wainscot is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:

- 'be there' for our church school family and act as a central reference point supporting pastorally and professionally
- Facilitate creative and flexible networking between schools
- Promote excellence and distinctiveness within the family of church schools / academies and beyond
- Share best practice collectively
- Provide professional development: for staff at all stages of their career and for governors
- Support the development of flexible partnerships
- Promote the establishment of new church schools
- Support the process of Academy conversion
- Work in partnership with schools, and other agencies, to effect school improvement
- Represent church schools to the wider church, to diocesan groups, in the press, and in public and community debate
- Ensure equality of opportunity including managing Admissions Appeals
- Protect the status of church schools and promote the importance and the continuance of the voluntary sector.



"I believe that schools are at the heart of the Church's mission to the nation and play a very important role in the life of their own parishes and communities."

The Diocese is proud of its Church of England Schools which educate about 17,000 children and young people. The head teachers, staff and governors strive to promote the highest quality in everything they do, living and working in the values of Jesus Christ every day.

Our schools are a significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness to God's love for each person and reflect God's desire for the world to be a better place for us all to live in.'

Bishop Christopher

"The distinctiveness and effectiveness of Ilmington Church of England School as a Church of England school are outstanding. A long established and widely acknowledged and supported Christian ethos, based on everyone being loved, challenged and inspired to be 'The best we can be', has a clear impact on behaviour, attitudes, learning and enjoyment.."

SIAS Sept 2017



A Letter from our Rector



I'm delighted that you are considering the possibility that your next career stage will be as head of Ilmington School, not least as my involvement has various layers: as current and future parent, as chair of governors, and, of course, as Rector of St. Mary's, Ilmington. Over my 20 years of ordained ministry I have worked with 12 schools, and I'm pleased to say that the relationship between the church and the school in Ilmington is one of the closest I have known.

This is shown in many ways:

- Through regular visits by the clergy into the school, with RE lessons, and a weekly act of collective worship.
- Visits to the church, for RE lessons, history and natural history, and other aspects of the curriculum.
- The presence within the school of FAST (Friday After School Time) a Christian led after school club.
- Prayer through the school through the day,
- Strong links with the community, with people invited in to the school, village friends, and regular events that many of the children attend, outside of the school day.

Our recent outstanding SIAS report (Sept 2017) underlines that we are making outstanding progress in meeting the needs of all learners. I commend the whole report to you, but highlight this line:

'The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners. The overarching value of love, together with the four class values of friendship, koinonia, peace and reconciliation and service make up the core values of the school.'

I hope we would be able to continue to work together and explore new ways to develop this further.

Rev Chris Goble



Job description

**Ilmington Church of England Primary School,
Back Street, Ilmington, Shipston-upon-Stour, Warwickshire, CV36 4LJ**

Headteacher Job Description: June 2018

Individual School Range (ISR): L7-L14

Responsible to: The Governing Body, Warwickshire Local Authority & Coventry Diocesan Authorities

Responsible for: All staff and pupils, and visitors to the school

Job Description

This job description may be amended at any time following consultation between the Headteacher and Governing Body and will be reviewed annually.

Core Purpose of the Headteacher

(Extract from National Standards of Excellence for Headteachers 2015)

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the 5 nation's classrooms.

Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain.

Headteachers, together with those responsible for governance, are guardians of the nation's schools.



General Duties and Responsibilities

To carry out the duties of the headteacher as set out in the current *School Teachers' Pay and Conditions 2017* Document.

Key Areas of Responsibility:

1. Shaping the Future

Working with the governing body to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community, and develops the distinctive Christian character of this C of E school. This vision should express core educational values and Christian moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

This will include:

- Ensuring that the Christian vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Working within the school community to build on what has already been achieved and to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement
- Demonstrating the vision and values in everyday work and practice
- Motivating and working with others to create a shared culture and positive climate which embeds and develops the existing caring and nurturing ethos
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensuring that the strategic planning takes account of the values and diverse cultures, ethnic groups and languages in the school and community at large whilst appropriately maintaining the distinctive Church of England foundation of the school

2. Leading learning and teaching

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement and their spiritual development. This implies, within a Christian framework, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful, holistic, learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long and whole-life learning.



This will include:

- Ensuring a consistent and continuous school-wide focus on pupil' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensuring that learning is at the centre of strategic planning and resource management
- Establishing creative, responsive and effective approaches to learning and teaching
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrating and articulating high expectations and setting stretching targets for the whole school community
- Implementing strategies that secure high standards of behaviour and attendance
- Determining, organising and implementing a diverse, flexible curriculum and implementing an effective assessment framework
- Taking a strategic role in the introduction of appropriate new and emerging technologies to enhance and extending the learning experience of pupils
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies
- Challenging underperformance at all levels and ensuring effective corrective action and follow-up.

3. Developing Self and Working with Others

Effective relationships and communication are important in headship as headteachers work with and through others. Effective headteachers manage themselves and their relationships well. Headship is about building a holistic, professional learning community that enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them headteachers should be committed to their own continuing professional development and personal development including distinctive training and development related to leading a Church school.

This will include:

- Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Christian beliefs and values underpinning the school
- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities



- Developing and maintaining effective strategies and procedures for staff induction, professional development and performance review
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, with clear delegation of tasks and devolution of responsibilities
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development
- Managing own workload and that of others to allow for reflection and an appropriate work/life balance.

4. Managing the Organisation

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school and the people and resources within it, are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.

This will include:

- Creating an organisational structure which reflects the school's Christian beliefs and values, ensuring and enabling the management systems, structures and processes to work effectively in line with legal requirements
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensuring that, within the particular context of this school, policies and practices take account of national and local circumstances, policies and initiatives
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruiting, retaining and deploying staff appropriately and managing their workloads to achieve the vision and goals of the school, and implementing successful performance management process with all staff



- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Using and integrating a range of technologies effectively and efficiently to manage the school.

5. Securing Accountability

With Christian values at the heart of their leadership, Church school headteachers have a responsibility to the whole school community. In carrying out this responsibility, headteachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors, the Diocese and the LA. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are legally and contractually accountable to the governing body for the school, its environment and all its work.

This will include:

- Fulfilling commitments arising from contractual accountability to the governing body
- Building on and developing a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Working with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- Developing and presenting a coherent, understandable and accurate account of the school's performance in ways which are relevant to the wide range of audiences including inspection agencies, Local Authority, the Diocese, governors, staff, parents and carers of diverse backgrounds and the local community
- Reflecting on own personal contribution to school achievements and taking account of feedback from others.



6. Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well being of all children. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

This will include:

- Building a school culture and curriculum which takes into account of the Church Foundation and the richness and diversity of the school's communities
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local Church and Diocesan communities
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operating and working with relevant agencies to protect children.



7. Safeguarding Children and Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2011 and expects all staff and volunteers to share this commitment. The headteacher plays a lead role in this within the school and the headteacher post is subject to enhanced DBS disclosure.

The headteacher will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are adopted by the governing body and are fully implemented and followed by all staff
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

8. Health and Safety

The headteacher will establish and implement policies, which ensure the security, maintenance and cleanliness of the school and its surroundings conforming to statutory and local regulations.



Personal Specification

Category	Essential	Desirable
1. Qualifications	<ul style="list-style-type: none"> Qualified teacher status 	<ul style="list-style-type: none"> Degree Post-qualification award
2. Experience	<ul style="list-style-type: none"> Experience as a significant senior teacher Substantial, successful teaching experience A proven track record of raising achievement 	<ul style="list-style-type: none"> Experience as an effective headteacher, deputy headteacher or assistant headteacher Curriculum leadership in one or more core subjects Experience of teaching in a Church of England School
3. Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning Ability to support and promote staff continuing professional development 	<ul style="list-style-type: none"> Ability to identify own learning needs and to support others in identifying their learning needs
4. Strategic Leadership	<ul style="list-style-type: none"> Ability to translate vision into reality at whole-school level Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school Ability to develop successful strategies for planning, implementing, monitoring and evaluating school improvement Practical understanding of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils 	



	<ul style="list-style-type: none">• Good understanding of effective strategies for establishing and maintaining high standards of behaviour• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these• Commitment to working with the local church, the Diocesan family of schools and the Diocese to develop the Christian Ethos of the school• Able to articulate, share and implement a vision for the distinctive and inclusive nature of a Church school• Ability to articulate an understanding of Christian beliefs underpinning values in a Church School• Understanding of and commitment to promoting and safeguarding the welfare of pupils• Knowledge of the role of the Governing Body	
5. Teaching and Learning	<ul style="list-style-type: none">• A secure understanding of the requirements of the National Curriculum and Early Years Foundation stage• Knowledge and understanding of current developments in education with regard to the planning, teaching, monitoring and evolutions of the curriculum• Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils	



6. Leading and Managing Staff	<ul style="list-style-type: none"> • Ability to delegate work and support colleagues in undertaking responsibilities • Understanding of effective budget planning and resource deployment • Ability to lead by example, enthuse and motivate others 	<ul style="list-style-type: none"> • Understanding of how financial and resource management enable a school to achieve its educational priorities • Experience of effective positive response to changes in the educational environment
7. Accountability	<ul style="list-style-type: none"> • Ability to provide clear information and advice to staff, parents and governors 	<ul style="list-style-type: none"> • Experience of presenting reports to governors • Understanding of the Ofsted criteria for evaluation of a school • Experience of offering challenge and support to improve performance of individual members of staff
8. Strengthening Community	<ul style="list-style-type: none"> • Ability to work with a range of groups and agencies in a school's local community • Ability to establish and maintain effective and constructive relationships with all members of the school community 	<ul style="list-style-type: none"> • Experience of working with a local church school
9. Skills, Qualities and Abilities	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences: pupils, parents, staff and governors • Ability to develop high expectations of pupils' learning and attainment • Outstanding, creative and reflective practitioner • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Be approachable and flexible 	<ul style="list-style-type: none"> • Awareness of a range of SEN • Actively encourage extra-curricular activities



	<ul style="list-style-type: none">• Ability to organise work, prioritise tasks, make decisions and manage time effectively• Empathy with children, taking time to truly get to know them• Good communication skills• Good interpersonal skills, including a sense of humour• Think creatively to solve problems and identify opportunities• Stamina, energy and resilience	
--	---	--

