

Growing Minds for Learning, Crafting Skills for Life

Head Teacher Application Pack 2018

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Growing Minds for Learning, Crafting Skills for Life

Dear Applicant,

Thank you for your interest in becoming the next Head Teacher of Ash Hill Primary School.

The Governing Board are looking to appoint a new Head to lead our family driven school and build on the success that has been achieved by all the members of our team.

We are looking for a dynamic leader who can deliver excellence in a challenging and demanding environment; a leader who has the vision and initiative to build on current successes and continue to drive our school forward. We need someone who believes passionately in putting pupil outcomes at the core of school development, and will continue to encourage staff to develop their skills and expertise.

Our head teacher will be highly visible, approachable and an excellent communicator who will be at the heart of the school community.

We are a supportive governing body who will hold you to account and always expect the best for our children, yet give you the autonomy and freedom you need to get on with your job. We are very proud of our achievements and of our caring, family ethos.

Ash Hill Primary School is a one form entry school including a nursery class and we have 226 children on roll. There is a Children's Centre on our site which is run by Action For Children. The school is amongst the highest 20% in the country for percentages of pupils with factors such as free school meals, English as an additional language and from minority ethnic groups, which make our school an exciting and diverse place to learn and work. There are average numbers of children with special education needs. In 2017 pupil outcomes were strong against national averages across all Key Stages.

We would warmly encourage you to come and visit us, the school will be available for booked visits the afternoon of Tuesday 9th January, the morning of Thursday 11th and the morning of Thursday 18th Please call Jackie Suter, School Business Manager on 01494 523218 to arrange. Other dates and times will be considered on request.

The closing date for applications is Friday 19th January at 12 noon, completed applications should be emailed to chairofgovernors@ashhillprimary.co.uk or sent for the attention of Mrs Liz Boughton, C/o Ash Hill Primary school, Herbert Road, Micklefield, High Wycombe, Bucks HP13 7HT

Assessment and Interviews are scheduled to take place on 24th and 25th of January.

Thank you for your interest and we look forward to meeting you.

Liz Boughton

Chair of Governors

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# Head Teacher

## **About you**

Are you **ambitious** for every child? Are you passionate about creating an **aspirational** learning culture in which *every* child can become a **lifelong learner**? Do you have the leadership skills to **inspire** and **empower** others in their teaching and learning practice? Do you have the **resilience** and **perseverance** to take our school to the next stage of its journey and beyond?

Did you answer ‘Yes’ to these questions?

Then Ash Hill Primary School is looking for you.

The Board of Governors is looking for a Head Teacher to join our school in 2018. The ideal candidate will be a dynamic individual who will continue to drive the rapid and sustained **school improvement** journey over the last three years.

The ideal candidate will:

**Look in:**

* Put the children’s well-being and learning at the heart of everything they do
* Develop the creative curriculum and the authentic, real-world experiences that excite and invigorate the children’s learning
* Inspire and empower our highly effective, talented and passionate team of learning practitioners who embody the principles of growth mindset
* Sustain the development of teaching and learning practice, and ensure all staff are high performing individuals capable of delivering first-class teaching and learning
* Demonstrate excellence in leadership and implement the strategic vision in all facets of the day-to-day school life

**Look out:**

* Play a pivotal role in the school community by nurturing relationships with parents and carers
* Partner with other professional and universal agencies to ensure the needs of all our children are met in a timely and appropriate manner so that gaps in progress can be rapidly closed
* Maintain existing partnerships and proactively seek additional beneficial relationships with key stakeholders in the educational sector both locally and nationally

**Look forwards:**

* Collaborate with the Board of Governors to shape the vision and future of Ash Hill in the evolving educational landscape
* Actively pursue a strategic improvement agenda

## **About us**

Ash Hill is a single-form entry school set in the east of High Wycombe. The school has higher than average number of pupils registered for Pupil Premium and has undergone an accelerated, **transformational** journey over the past three years.

This is an exciting time to be joining the school as we continue to secure the best academic and personal development outcomes for our pupils.

**Our vision**

Ash Hill is a supportive and caring learning community which is underpinned by a whole-school growth mindset culture. To ensure that everyone is ready to learn, we have a consistent approach to behaviours for learning called **Let’s Get Smart** which positively promotes the behaviour we expect from pupils. This is embodied in our school **values**:

* Responsibility
* Determination
* Community-mindedness
* Resilience
* Honesty
* Consideration

**Our context**

Ash Hill currently has 226 pupils on its register, including 20 part-time pupils who attend the on-site nursery. Within our community we have:

* 40% of our children who are disadvantaged
* 2% of our children who have EHCP
* 9% of our children require SEND Support and the total number of SEND children equals 11%
* 39% of our children who are EAL
* 1.4% of our children who are LAC

**Our evidence**

**Independent evaluation**

A recent, independent evaluation of the school rated the school as **‘good with elements of outstanding’** and identified the following areas of strength:

**Teaching and learning:** The evidence seen during the review suggests that teaching, learning and assessment across the school are good, and that teaching, learning and assessment in EYFS are outstanding.

**Behaviour:** Pupils’ behaviour in lessons and around the school is excellent. In lessons, they are encouraged to take responsibility for aspects of their own learning; and do so with relish.

The evidence seen during the review suggests that personal development, behaviour and safety are outstanding.

**Outcomes:** The outcomes for pupils have improved in recent years, at all key stages and for all groups of pupils. The percentage of pupils at a good level of development at the end of reception year has increased year-on-year, from 17% in 2014, to 53% in 2015, to 61% in 2016 and 70% in 2017. The 2017 figure signifies exceptionally high rates of progress.

The evidence seen during the review suggests that outcomes for pupils are good with outstanding features.

**Staff voice**

A survey of staff in the 2017 Summer term shows that staff feel they work effectively as a team to move the school forward and that the school is calm every day and this allows for positive learning. Staff have also seen the positive impact of areas of strategic focus such as working walls, pen licences and Behaviours for Learning.

**Parent voice**

A survey of parents/carers in the 2017 Autumn term revealed that more than 70% of parents strongly agreed that their children felt happy and safe at the school and were taught well.

**Pupil voice**

But most important are the views of our pupils. They have told us:

‘Everyone here is very friendly and I can trust them with how I am feeling. It’s a small school with a big heart.’ - Year 6 pupil

‘We have a really good view, great resources to help us and to keep us safe. If we do something wrong, we get a chance to right what we’ve done.’ - Year 5 pupil

‘I go to nurture group which is fun and has really helped me with my behaviour. At Ash Hill we are taught never to give up.’ - Year 5 pupil

## **Our requirements**

Applications are welcome from prospective head teachers with a view to commencing the role in either **April or September 2018**.

For more information and to download an application pack, please visit our website:

[www.ashhill.org.uk](http://www.ashhill.org.uk)

You are warmly invited to visit the school on one of the following days:

Tuesday 9th January in the afternoon

Thursday 11th or Thursday 18th January in the morning

Other dates and times will be considered on request.

To book a school visit or if you have any further enquiries, please contact:

Mrs Jackie Suter on [bursar@ashhillprimary.co.uk](mailto:bursar@ashhillprimary.co.uk) or 01494 523218.

Ash Hill Primary School is committed to safeguarding and promoting the welfare of all pupil under its care. An Enhanced DBS check will be required prior to starting employment.

**Required for:** April or September 2018

**Closing date:** 19th January 2018

**Interview dates:** 24th and 25th January 2018

**Salary:** L15-L22 - £55,600 to £66, 017

Ash Hill Primary School Results 2017

**Percentage Achieving the Expected Standard**

|  |  |  |  |
| --- | --- | --- | --- |
| **End of Key Stage** | **School 2017** | National 2016 | National 2017 |
| Reception GLD | 70% | 69% | TBC |
| Phonics Y1 | 83% | 81% | TBC |
| Phonics Y2 | 97% | 91% | TBC |
| End of Y2 Reading | 73% | 74% | TBC |
| End of Y2 Writing | 70% | 65% | TBC |
| End of Y2 Maths | 67% | 73% | TBC |
| End of Y6 Reading | 67% | 66% | 71% |
| End of Y6 Writing | 83% | 74% | 76% |
| End of Y6 Spelling, Grammar and Punctuation | 80% | 72% | 77% |
| End of Y6 Maths | 77% | 70% | 75% |
| End of Y6 combined attainment (Reading, Writing and Maths) | 63% | 53% | 61% |

**Percentage Achieving Greater Depth**

|  |  |  |  |
| --- | --- | --- | --- |
| **End of Key Stage** | **School 2017** | National 2016 | National 2017 |
| End of Y2 Reading | 20% | 24% | TBC |
| End of Y2 Writing | 20% | 13% | TBC |
| End of Y2 Maths | 23% | 18% | TBC |
| End of Y6 Reading | 10% | 19% | 25% |
| End of Y6 Writing | 23% | 15% | 18% |
| End of Y6 Spelling, Grammar and Punctuation | 30% | 22% | 31% |
| End of Y6 Maths | 17% | 17% | 23% |
| End of Y6 combined attainment (Reading, Writing and Maths) | 0 | 5% | 9% |

**Progress from Key Stage one to Key Stage two**

|  |  |  |
| --- | --- | --- |
|  | **School Progress Score** | National Progress Score |
| Reading | -0.1 | 0 |
| Writing | 3.7 | 0 |
| Maths | 0.8 | 0 |

**Average Scaled Scores at the end of Key Stage 2**

|  |  |  |
| --- | --- | --- |
|  | **School** | National 2017 |
| Reading | 101.4 | 104 |
| Grammar, Spelling and Punctuation | 105 | 106 |
| Maths | 102.9 | 104 |

Ash Hill Primary School Headteacher Job Description

**ISR:** L15-L22

**Responsible to:** Governing Body

**Appraisal responsibility for:** SLT, Attendance Officer and School Administrator

**Responsible for:**

Carrying out the duties of Headteacher set out in the current School Teachers’ Pay and Conditions document, the National Standards for Headteachers and the policies and procedures of the Governing Body at the school.

**Main Purpose of the Job:**

* To provide inspirational and motivational leadership to the whole school community in order to build on recent successes and secure further improvements in line with the school’s ambitious three-year vision.
* Lead the organisation with aspiration and take systematic steps to encourage all children regardless of ability or need to reach their potential.
* To deliver excellent standards of teaching, learning and assessment in order to improve outcomes for pupils within the school community, and beyond.
* To maintain the family ethos of the school, being welcoming and inclusive, and continue to develop links with the wider community.
* To take the lead on celebrating all successes whether individual, class or whole school.

**Leading the Organisation Strategically:**

* Promote and nurture a holistic school culture which stimulates, develops and enables a philosophy of excellence in teaching, learning and leadership to flourish.
* Continue to take a strategic lead on the whole school creative curriculum; ensuring that the school’s vision, values, and consistent approaches; such as behaviours for learning, permeate all aspects of school life.
* Ensure the moral imperative of holistic school improvement is at the forefront when decision making and be the guardian of the school’s work so that Ash Hill’s reputation for the development of the whole child continues to build momentum.
* Support, coach and mentor the SLT to deliver on the distributed model of leadership and effective day-to-day management of the organisation.
* Ensure that the accounting systems are sound and that all safeguarding procedures are followed rigorously, whilst also being responsible for the maintenance, security and safety of the school site.
* Work in partnership with the Governing Body to recruit and retain high quality teaching and support staff, and ensure safer recruitment requirements are met.
* Ensure resources are of high quality and secure best value for money whilst raising pupils’ attainment.
* In collaboration with the Governing Body and Business Manager, prepare the annual budget setting priorities for expenditure and allocating funding in line with the SIP and financial strategy.

**Shaping the Future:**

* Work with the Governing Body to develop the strategic vision and direction of the school to ensure continued success and effectiveness.
* Share the vision with the whole school community and ensure all understand and act on it.
* Lead and work alongside the school community to translate the vision into agreed objectives which feed into the School Improvement Plan and Schedules to impact school improvements.
* Regularly conduct self-evaluation of the school and its achievements and engage the school community in the process. Identify and carry out actions needed to ensure continued improvements in all areas.
* Develop long term financial plans to ensure the priorities of the SIP are fully resourced and that Pupil Premium funding is effectively used to ensure continuous improvement.
* Take advantage of external resources and proactively link with other schools to share best proactive, challenge school improvement and respond to changing demands.
* Monitor whole school data trends rigorously and attend regular meetings with staff responsible for leading on assessment; ensure the implementation of necessary interventions to ensure pupils meet at least expected standards.
* Establish an annual timetable of monitoring activities to assess the quality of teaching and learning, ensuring the findings of monitoring are reported to the Governing Body and used to inform CPD.
* Regularly monitor and evaluate the SEF and SIP priorities and targets and take action to implement change if necessary.
* Ensure excellent provision and support for the pupils with SEND, EAL, Pupil Premium and other vulnerabilities and maintain an inclusive atmosphere.

**Developing Self and Working with Others:**

* Identify and complete professional development opportunities to further develop your leadership skills, to benefit self and the school.
* Motivate staff to achieve their potential by creating a stimulating, collaborative and reciprocal culture of learning; encouraging all staff to undertake continuous professional development, and provide opportunities for them to develop leadership, mentoring and training skills.
* Foster an open, transparent and equitable ethos, solving problems and resolving conflict sensitively.
* Work with staff and the Governing Body to maximise their contributions to whole school improvements of the quality of education and standards achieved.
* Ensure there is rigorous implementation of systems and quality assurance, pay policies and appraisal of staff. Take responsibility for the performance management of the SLT, Attendance Officer and School Administrator. Report annually to the Governing Body.
* Ensure clear delegation and definition of roles and responsibilities for staff working individually or in teams.

**Securing Accountability**

* Develop a community in which everyone accepts collective responsibility for the success of the school.
* Assess strengths and weaknesses of the school through the use of a wide range of data, including comparative and external data. Develop, implement and review all school policies, procedures and activities and report accordingly to the Governing Body, including any action required.
* Be a member of the Governing Body and develop effective relationships with governors, particularly the Chair of Governors to ensure responsibilities are met.
* Ensure effective reporting to all relevant stakeholders including termly reports to the full Governing Body.
* Present a coherent and accurate account of school performance to all appropriate bodies.

**Strengthening Community**

* Engage parents/carers in active involvement in the life of school and their child’s learning, and regularly monitor this involvement to ensure that it is meeting the needs of the parents/carers and actively seek to create new and creative opportunities for including parents/carers in the school day.
* Ensure all parents and carers are well-informed of pupil progress, curriculum provision, policies and achievements.
* Be fully aware of educational and other appropriate developments and assess their impact on the school.
* Actively seek and generate productive partnerships, networks and collaborative opportunities to strengthen Ash Hill’s position as a key-player in the educational landscape in order to improve outcomes for pupils.
* Maintain and develop the school’s standing and role in the local community.
* Implement a clear strategy for communicating accurate and consistent information across all media use.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder and Governing Body. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.

Ash Hill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Signed: ...................................................................... Headteacher Date:

...................................................................... Chair of Governors Date:

Person Specification

The following criteria will be used for selection purposes:

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| --- | --- |
| **Qualifications** | **Essential/Desirable** |
| Qualified to degree or equivalent | E |
| Qualified Teacher Status | E |
| Evidence of recent and continued professional development in school leadership and management | E |
| Evidence of recent and continued professional development in teaching | E |
| NPQH accreditation | D |

|  |  |
| --- | --- |
| **Knowledge and Experience** | **Essential/Desirable** |
| A strategic thinker who can deliver clear vision and demonstrate strong leadership | E |
| Understanding of the challenges of schools in deprived areas | E |
| Sound understanding professional statutory duties and experience of safeguarding procedures | E |
| Good understanding of school finances and budgets including SEN and Pupil Premium funding | E |
| Understanding and experience of leading, organising, developing and motivating staff | E |
| Experience of leadership and management in a primary school | E |
| Demonstrates ability to use performance data and wider evidence to identify, formulate, implement, monitor and evaluate school improvement plans | E |
| A track record of raising standards | E |
| Understanding of HR policies and procedures | E |
| Evidence of commitment to and understanding of role of governing body | E |
| Understanding of the challenges of small primary schools | D |
| Teaching experience across all relevant age phases | D |
| Experience of successful collaboration with other schools | D |
| Experience of managing budgets and principles of best value | D |

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| --- | --- |
| **Skills** | **Essential/Desirable** |
| A dynamic leader | E |
| Excellent written and verbal communication skills and ability to present to different audiences | E |
| Excellent organisation and delegation skills | E |
| Ability to empathise with and build positive relationships with children, parents, all staff and volunteers and other relevant stakeholders including the local community | E |
| Good ICT skills | E |
| Ability to work under pressure and to meet deadlines whilst maintaining a sense of perspective | E |
| Secure knowledge of the primary curriculum | E |

|  |  |
| --- | --- |
| **Personal Qualities** | **Essential/Desirable** |
| Commitment to inclusivity | E |
| Able to communicate with children at their level | E |
| Able to see the potential in all children and bring out the best in them | E |
| Commitment, integrity, honesty, flexibility and enthusiasm | E |
| Open and approachable | E |
| Collaborative and decisive | E |
| An ‘outside the box’ thinker | D |