



# **Donnington Wood CE Junior School**

**TEAM - Together Everyone Achieves More**

## **Prospective Headteacher Information pack.**

## **A Letter from our Chair of Governors**

Thank you very much for your interest in the post of Headteacher at our school.

This is an exciting time to join our wonderful school. Over the last few years, under the leadership of our current head, we have seen expanding numbers and progress in all aspects of school life. We are proud of our school and are looking for the right person to continue to drive our school to Outstanding.

With a capable, motivated and established team, we are looking for a dynamic and enthusiastic leader to inspire and develop those around them whilst possessing a clear vision of high quality teaching and learning.

We are proud of our school's relationship with the church and this is reflected in the SIAMS report. We are dedicated to forging links within the local community and in the wider area. With this in mind we are looking for an outstanding leader to embrace the Christian ethos of our inclusive school ensuring that all children achieve their potential.

Engagement of Parents and children through parent workshops and pupil voice is well established within the school routine.

Governors are keen to embrace the change that new leadership will bring and are confident that this will build on the many good and outstanding aspects of our school life.

I look forward to your application.

Steve Jones  
Chair of Governors.

### **Important Information for applicants**

We want to try and make sure that everyone applying for a job in Telford and Wrekin has a fair chance. Completing an application form is the first stage in the recruitment process, which may lead to interview and the possible offer of a job.

We are interested in your experience and any skills or training that show that you meet the requirements of the job, as set out in the **person specification** included in this pack.

Remember we can only decide whether we should call you to interview based on the information you have provided in your application form.

In addition to the above, the governors would like you to address the following in your application.

***With particular reference to pupil groups please indicate in no more than 500 words, how you will maintain and improve current high standard of learning.***

### **The Recruitment Process**

Please return your completed application form to:

Mrs Shirley Thompson, School Governance Service, 6A Darby house, Lawn Central,  
Telford, TF3 4JA. Telephone: 01952 380868  
Or e-mail [shirley.thompson@telford.gov.uk](mailto:shirley.thompson@telford.gov.uk)

**Please do not send CV's, they will not be considered.**

Candidates selected for interview will be contacted immediately after shortlisting by phone and email. Please note that candidates will be required on both days.

Applicants should note that there will be a number of activities as part of the selection process.

# **HEADTEACHER JOB DESCRIPTION**



**Donnington Wood Church of England  
Junior School**



## **THE CORE PURPOSE OF THE HEADTEACHER (DfES)**

The core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers are required to establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the leading professional in the school. Accountable to the governing body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, other schools, other services and agencies for children, the LEA, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on support provided by members of the school community, the headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

National Standards for Headteachers  
October 2004.

## **SHAPING THE FUTURE**

The strategic direction and development of the school stems from the educational mission of the LA and Governors which is reflected in the school's Ethos Statement, Mission Statement and School Development / Improvement Plan.

### **Main Tasks / Actions**

- ❖ To promote the Christian ethos of the school
- ❖ To ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- ❖ To work within the school and community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- ❖ To demonstrate the vision and values in everyday work and practice.
- ❖ To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and nurture human wholeness.
- ❖ To ensure that strategic planning takes account of the diversity, values and experiences of the school and the community at large.

## **LEADING LEARNING AND TEACHING**

### **Main Tasks / Actions:**

- ❖ To ensure a realistic consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- ❖ To ensure that learning is at the centre of strategic planning and resource management.
- ❖ To establish creative responsive and effective approaches to learning and teaching in line with the school's Ethos and Mission Statements.
- ❖ To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- ❖ To demonstrate and articulate high expectations and set realistic, obtainable targets for the whole school community.
- ❖ To implement strategies which secure high standards of behaviour and attendance.

- ❖ To determine, organise and implement a diverse and flexible curriculum and implement an effective assessment framework.
- ❖ To take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and staff.
- ❖ To monitor, evaluate and review classroom practice and promote improvement strategies.
- ❖ To challenge underperformance at all levels and ensure effective corrective action and follow-up.

## **DEVELOPING SELF AND WORKING WITH OTHERS**

### **Main Tasks / Actions**

- ❖ To treat all people fairly, equitably and with dignity and respect to create and maintain a positive school culture in line with the school's Ethos and Mission Statements.
- ❖ To build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- ❖ To develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- ❖ To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- ❖ To acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- ❖ To develop and maintain a realistic culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- ❖ To review regularly one's own practice, set personal targets and takes responsibility for own personal development.
- ❖ To safeguard self and staff from the destructive dangers of over-work and to encourage colleagues to retain a healthy balance in their professional and personal lives.



## **MANAGING THE ORGANISATION**

- ❖ To create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- ❖ To produce and implement clear, evidence based improvement plans and policies for the development of the school and its facilities.
- ❖ To ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives,
- ❖ To manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- ❖ To recruit, retain and deploy staff appropriately and manage their workload realistically to achieve the vision and goals of the school.
- ❖ To implement successful performance management processes with all staff.
- ❖ To manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations.
- ❖ To ensure 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.
- ❖ To use and integrate a range of technologies effectively and efficiently to manage the school.

## **SECURING ACCOUNTABILITY**

In our school the Headteacher fulfils his or her responsibilities in accordance with the Instrument of Government. The Headteacher supports the Governing body in fulfilling its' responsibilities in accordance with national legislation.

The headteacher accounts for the efficiency and effectiveness of the school to the Governing Body and the wider community of the school.

### **Main Tasks / Actions:**

- ❖ To fulfil commitments arising from contractual accountability to the governing body.



- ❖ To develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- ❖ To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- ❖ To work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- ❖ To develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- ❖ To reflect on personal contribution to school achievements and to take account of feedback from others.

## **STRENGTHENING COMMUNITY**

- ❖ To build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- ❖ To create and promote positive strategies for challenging racial and other prejudices and dealing with racial harassment.
- ❖ To ensure learning experiences for pupils are linked into and integrated with the wider community.
- ❖ To ensure a range of community based learning experiences.
- ❖ To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- ❖ To create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- ❖ To seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community,
- ❖ To contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives, especially with other LEA/Cluster schools
- ❖ To co-operate and work with relevant agencies to protect children.

HEADTEACHER:PERSON SPECIFICATION		
Attributes	Essential	Desirable
<b>Qualifications/ Training</b>		
Education / other	Qualified Teacher Status.	Degree or equivalent. Higher degree qualification, Postgraduate courses. Recognised management qualification
Professional development	Evidence of sustained participation in relevant CPD especially relating to leadership and management.	Participation in work in other schools Qualification; NPQH or equivalent
<b>Experience</b>		
Teaching	Experience as a classroom teacher. Experience of leadership.	Evidence of wider school leadership. Experience of leading a significant successful initiative.
Management responsibility	Experience as a Deputy Head teacher / Assistant Head teacher with a proven track record.	Experience as a head teacher, acting head teacher, deputy head teacher with significant management experience.
Resources	Knowledge of managing financial resources. Experience of performance management of staff.	Experience of managing a significant or whole school budget, appointing and deploying staff resources
<b>Knowledge and Understanding</b>		
National context	Knowledge about effective teaching and learning and pedagogy.	Knowledge of recent Education Acts and other relevant legislation and their implications for schools.
Learning & Teaching	Practical understanding of effective learning and teaching strategies. Understanding of actions to be taken to promote cultural and racial harmony.	Understanding and use of various and effective models for improving teaching and learning.
Standards	Awareness of strategies to raise pupil achievement, manage behaviour and prevent racism.  Understanding how to set and achieve aspirational targets.	Awareness of strategies to improve outcomes for vulnerable groups, including disadvantaged pupils and SEND and EAL
Curriculum	Understanding the planning of the new National Curriculum including assessment, recording and reporting.  Experience of planning the curriculum across the age range of the school.	Significant experience of planning the broader curriculum. A clear vision for the curriculum for this school, including underlying principles, values and aspirations for pupils.
Parents and Community	Understanding of the role which can be played by parents and the community in raising standards and develop the school curriculum.	Experience of working directly with parents to raise standards in a variety of ways. Experience of developing effective relationships parents and the local community. Experience of developing effective relationships with other schools in order to raise standards.



Governance	Knowledge of the roles of governors Knowledge of the strategic role of governors.	First hand experience of working with governors in order to formulate a vision for the school and raise standards for pupils.
<b>Skills</b>		
Leadership	Ability to provide clear vision and articulate values.. Able to motivate pupils and staff. Ability to delegate responsibility, set high standards and provide a focus for improvement.	Proven ability to inspire, lead and participate actively in building and sustain a learning community with others within and beyond the school.
Management	Ability to manage change, monitor and evaluate its impact.	Played a leading role in developing and implementing a School Development Plan priority .
Relationships	Able to establish and develop excellent relationships with all involved with the school. Commitment to the school's wider community, other educational establishments and Children's Services.	Inspires productive relations with all school community including external partners. Takes a lead role in determining direction.
Interpersonal and Communication skills	Ability to communicate effectively and implement strategies across all aspects of the school so that all stakeholders have a clear understanding of expectations and their role. Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and work to resolve conflicts.	An understanding of and competent use of ICT including emerging technologies to aid and promote the quality of teaching, learning and administration.
<b>Attitudes</b>		
Education philosophy	A commitment to maintain and improve current levels of achievement through partnership with parents and other stakeholders. A determination to progress school improvement and a desire to fulfil each child's potential. To continue to uphold the ethos of the school.	Inspire and influence others within and beyond school – to believe in the fundamental importance of education in young people's lives and to promote the value of education
Staff development	Commitment to the development of all staff, teaching and non-teaching.	Played a role in establishing an effective staff development programme. Use performance management processes to build a highly effective team and succession plan
Safeguarding	Evidence of a commitment to safeguarding and promoting the welfare of children and young people	
Equal opportunities	Commitment to equality of opportunity. Commitment to race and gender equality and social inclusion.	