



Montpelier  
Primary  
School

## Headteacher Recruitment for September 2018

*Happiness thrives at Montpelier as we endeavour to collaborate and learn together, challenging ourselves and persevering to become the best that we can be. We think big – we dream – and we go for it. The warmth and safety we feel in being surrounded by our friendly and supportive school family enables us to do this, it enables us to shine. We are a team that nurtures, values and respects every individual; their academic achievement, their creativity, their sense of belonging. We all love a challenge, we love taking risks, and we don't fear failure because we realise it's how we grow. Enthusiasm and a love of learning is key as we develop as healthy, active, self-confident and respectful members of our global community. Our school is an inviting and welcoming place, where young people are inspired to achieve, where we care for each other and share with each other and where a profound sense of belonging and friendship serves to bind us together in our common purpose. And whilst we truly strive for academic achievement and excellence, we also appreciate that our holistic development is crucial as we build all our life skills; including our creativity, our physical development, our feeling of self-worth, and also our ability to communicate thoughtfully and effectively to form positive relationships with others. We are proud of our inclusive school; of the energy, the passion, of our special love of music, and of the magic and sparkle for learning that Montpelier embodies. We are Montpelier.*



## *Introduction from Chair of the Local Governing Body and Chair of Trustees*

Dear Candidate,

We appreciate your interest in the role of Headteacher at Montpelier Primary School. This brochure aims to give you a frank and honest appraisal of where we are now and what we are aiming to achieve under new leadership.

Our school has a history of offering a wide curriculum for all our children and we are immensely proud of the team we have worked hard to establish here. We are confident we can continue to drive the school forward and wish to appoint a leader who can promote our ethos, strategically lead and passionately support the team to further our journey. The school is a wonderful place to be involved with. It has a real family feel as you enter and, spending time with children, you can see that they truly enjoy their learning.

The Governing Body is aware of what we still need to do and where we wish to go, ensuring consistently high quality teaching and learning along with our desire that, when children leave us in Year 6, they are confident individuals having accomplished everything they are capable of doing. Experience in leading improvement in these areas will be invaluable, together with personal characteristics of resilience, persistence and vigour.

Governors wish to appoint a full-time Headteacher to take Montpelier on the next steps towards being an outstanding school. Governors are aware of the challenges of this and will ensure that the new Head will get all the support they require to continue the solid improvements already made. This would include ongoing support from the Inspiring Schools Partnership, the Primary Learning Partnership, and Plymouth Teaching School Alliance.

When completing your application, please ensure that all sections are completed in full, gaps in employment history are accounted for, and details of awarding bodies included. You should refer to the Job Description (pp.13-16) and Person Specification (pp.17-18) to guide your letter of application. The covering letter should be no longer than three sides of A4 and, together with the application form, should be completed in size 12 font. Please note that CVs should not be submitted.

The timeline for this process is:

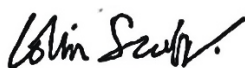
- 22.01.18 - Post advertised in TES and on MPS website
- 29.01 - 09.02.18 - Applicants can arrange to visit Montpelier
- 19.02.18 - Closing date for applications
- 20.02 - 22.02.18 - Applicant shortlisting undertaken
- 26.02.18 - Successful applicants notified
- 07.03 - 08.03.18 - Assessment and interview days
- 08.03.18 - Governors approve appointment and candidates notified

A completed application form and covering letter should be sent to [recruitment@sdcc.net](mailto:recruitment@sdcc.net) or Julia Strang, Stoke Damerel Community College, Somerset Place, Plymouth, PL2 4BD. We hope you will take your interest in the school further, and take the opportunity offered to visit the school in the coming period.

Yours faithfully,



**Wendy Tout**  
**Chair of Governors (MPS)**



**Colin Searls**  
**Chair of Trustees (ISP)**





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### *Comment from the Headteacher*

Montpelier is a fantastic school. The largest primary within the city of Plymouth and amongst the largest in the South West. Its reputation has always been very strong within the city, partly thanks to the manner in which it goes above and beyond to provide those additional special experiences that children might not always receive in school.

Largely due to weak KS1-2 progress data, Montpelier found itself receiving an Ofsted RI judgement before my first year here was complete. The decline in data was actually indicative of more complex systemic issues so there was much to do. However, the staff team at Montpelier is, undoubtedly, its prevailing strength. Everybody here has always been up for a challenge and open to change. We have developed our upcoming talent and our middle leadership so that it now reflects the distributed structure required to effectively operate a three-form entry school. It is very well positioned to truly deserve its strong reputation now because of the standard and quality of education it currently provides.

Montpelier has always stood firm in its conviction not to overly prioritise national data outcomes above the provision of a broad and balanced curriculum. If candidates are looking to make a name for themselves by driving test outcomes at the expense of a rounded education for children, Montpelier will not be the right school for them. The intention has always been to equip our children with the necessary skills for their onward journey into secondary education, affording English and mathematics its due attention, without training pupils to artificially exceed in their test outcomes. Recent improvements in our national data have occurred through consistent high quality teaching and a measured approach to test preparation.

Montpelier pupils are friendly, polite, reflective and eager. Parental involvement, much of which is from a middle class demographic, has been instrumental in our ongoing development. They remain supportive but, equally, will challenge if high standards are not maintained.

We anticipate that our next Ofsted inspection will return a 'Good' judgement thanks to the significant improvements embedded since their previous visit. Our assessment has been ratified by a recent due diligence process which occurred as a result of a proposed merger of our Multi-Academy Trust (the Inspiring Schools Partnership) with the Reach South MAT. The thorough Teaching and Learning Review conducted by Reach South returned a 'Good' for all aspects of our provision (see summary on page 15).

Our current MAT position is developing. We are part of a three school MAT including the main secondary into which we feed – Stoke Damerel Community College and their studio school – Scott Medical and Healthcare College. Whilst this proves advantageous in terms of providing a more insightful all-through education experience, we need to develop our partnership working with other primary schools. This will be a key strategic role of the incoming Headteacher. Originally, we had hoped to secure this through a merger with Reach South, a MAT that included several other of the Stoke Damerel feeder schools. Although that merger did not transpire, we have continued to work in a very collaborative manner with those member schools as close MAT partners. However, to further develop our own internal primary partnerships would serve to strengthen our position.

Any change in leadership brings about a time of uncertainty and anticipation. The incredible strengths we now extol are embedded but much of it relies on individual team members (particularly strong senior and middle leaders) continuing to commit to Montpelier and driving the high standards and expectations for the Headteacher across the school. The team is the strength but it needs continuous nurturing. Although much improved, progress remains an issue, as does the attainment of our most able and pupil premium pupils. It's coming, but it will require a sustained focus on these areas to bring about a consistency to the targets desired.

The career potential in this role is significant and Montpelier is a very interesting and stimulating school to lead. It will test and develop your leadership skills as well as your resolve but the potential rewards are great indeed. It's a fabulous place to be – you'll love it, I'm sure.



**Jason Holland**  
**Headteacher**



## *Features of Montpelier*



When visitors leave Montpelier Primary School they frequently comment on what a fantastic school it is. Our website is definitely worth a visit to see what we are all about. We feel we are a happy and welcoming school, where we inspire children to achieve, where we care for each other and share with each other, and where a profound sense of belonging and friendship serves to bind us together in our common purpose. And whilst we truly strive for academic achievement and excellence, we also appreciate that our holistic development is crucial as we build all our life skills; including our creativity, our physical development, our feeling of self-worth, and also our ability to communicate thoughtfully and effectively to form positive relationships with others. We are proud of our inclusive school; of the energy, the passion, of our special love of music, and of the magic and sparkle for learning that Montpelier gives. For many years, we have maintained our excellent reputation across the city of Plymouth and continue to be oversubscribed.

In 2014, Ofsted judged the school's overall effectiveness as 'Requires Improvement'. Since then, we have continued to strive for improvement and our outcomes have generally risen, with SATs results this year, at both key stages, being in line with the national average. In October 2017, the school underwent an external teaching and learning review. This time the school's overall effectiveness was judged as 'Good'; a reflection of the long term sustained improvements the school has made to increase outcomes for all pupils (a summary of this report can be found in this pack). This journey needs to be continued and guided by the new Headteacher.

### **Inspiring Schools Partnership**

Since December 2016, Montpelier Primary school has become part of the Inspiring Schools Partnership. The Inspiring Schools Partnership is a Multi Academy Trust consisting of Montpelier Primary School, Stoke Damerel Community College, and the newly formed Scott Medical & Healthcare College. Stoke Damerel Community College is a specialist college for Mathematics and Computing. Scott Medical and Healthcare College has a medicine, social and health care specialism and welcomes young people of all abilities in Plymouth and surrounding areas who want a future in a medical, health or related field. As a MAT comprising of a primary, secondary and studio school we embrace the opportunities presented to collaborate together and to eradicate disadvantage providing new experiences, progression and new career paths for all our young people and members of staff.

Teaching and learning is at the heart of all that we do together and individually. We recognise that we are all teachers and learners, regardless of age, stage, context or experience, hence every member of our MAT is valued for their contributions, their needs and their investment in our MAT becoming better together. Our MAT is in its infancy and its development will be a key priority for the newly appointed Headteacher.







### *Our Pupils*

It has been communicated that the staff team at Montpelier is, undoubtedly, its prevailing strength, but the same can also be said about the children that Montpelier serves.

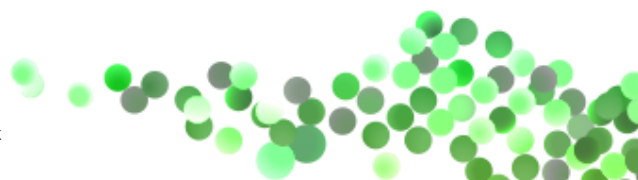
The school's population is predominantly white British with currently 6% of the pupil population from alternative ethnic groups. This equates to 36 children, with heritage spanning 10 countries, bringing 13 languages and a diversity that is ever growing. Montpelier is a school in high demand, with an ever widening spectrum of individuals that it serves. This can be evidenced in the admission applications received totalling 242 in both 2015-16 and 2016-17 and further endorsed with a total of 214 for the 2017-18 academic year to facilitate a Published Admission Number of 90.

Montpelier's current pupil population of 667 is made up of 46% girls and 54% boys - additional groups are referenced in Facts, Figures and Results.

The children are an enthusiastic, vibrant group, who are engaging and challenging in equal measure. Their curiosity, intrigue and willingness to embrace the learning opportunities that Montpelier offer are characteristics that are demonstrated in abundance.

Population Analysis 2017-18.

Year	Gender		Total	PAN
	F	M		
Foundation Total	41	49	90	90
Year 1 Total	40	50	90	90
Year 2 Total	40	50	90	90
Year 3 Total	51	41	92	96
Year 4 Total	46	44	90	96
Year 5 Total	51	68	119	120
Year 6 Total	38	58	96	96
Grand Total	307	360	667	678



## *Curriculum Offering*

***We provide a rich, supportive and stimulating environment and an atmosphere of mutual respect, in which each child entrusted to our care, can reach their full potential by developing a love of learning and a desire to succeed.***

The school is completely committed to offering a curriculum which is broad, balanced and innovative and builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage.

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them. Opportunities are planned to cater for a range of different learning styles to ensure that all children can access the curriculum. We like to have a 'wow' starting point which generates interest, encourages close observation and higher level questioning. We love organising additional big events/curriculum special days to immerse children with further learning and ensure that children have opportunities to undertake termly educational visits and, of course, share this with parents.

### **Recent teaching and learning developments**

We constantly review our approaches to teaching and learning in response to our monitoring of classroom practice. We encourage staff to trial new ideas, research current educational thinking and support each other. We have an open door policy, where any member of staff can visit another classroom to observe teaching.

Some of the more recent teaching and learning developments we have instigated include:

- Using AET maths to support maths planning and approaches to learning. Through this method, the children are able to explore maths concepts by considering how to show, do, think, explain and solve.
- 'Beat the Green': approach to beating green marking errors.
- Visible Learning: founded on the research undertaken by John Hattie.
- Our seven golden learning behaviours: **Love Learning, Love a Challenge, Persevere, Believe in Yourself, Teamwork, Self-Help and Focus.**



## *Staffing and Leadership Structure*

Montpelier Primary School currently has 22 classes; three in each year group apart from Year 5, which has 4. At present, 17 classes have a full-time teacher, the remaining classes are taught by 5 part-time combinations. We are lucky enough to have a specialist music teacher and ICT teacher who deliver across the school as part of our PPA provision. We also have an additional intervention teacher in Year 6 to enable children to be taught in smaller groups and our SENCo supports in Year 5. One of our teachers is in her NQT year and we also have a Schools Direct student in Year 2.

We have recently undertaken a restructure of our support staff and now have 22 full-time equivalent teaching assistants. In addition to their normal duties, our teaching assistants support our breakfast club, lunchtime provision and after school 'booster' groups

As we are a large school, each year group is led by a unit leader. They are responsible for pupil achievement and ensuring teaching and learning provision is consistent across the year group. They undertake weekly monitoring and are key drivers for improving outcomes for pupils. They constitute one of our three leadership teams.

All other teaching staff have a curriculum responsibility. Our English and mathematics leads are supported by 'shadow' leads. The English, mathematics, science and ICT subject leaders make up our second middle leadership team.

Our final middle leadership team is our inclusion team. This consists of our SENCo, learning mentor, parent support adviser, our senior administrator and the senior leadership team. This team meets regularly to discuss and support children and families with safeguarding and SEN concerns.

The senior leadership team comprises of our headteacher, deputy and assistant headteachers. Over the last few years the senior leadership team has developed and strengthened the capacity of our unit leaders often promoting staff from within the school. In fact this year we have created two 0.5 equivalent 'teaching and learning' leads. They directly support the unit leaders in their role of moderating and improving teaching and learning in each year group. Their work has been vital in supporting and developing our middle leaders' capacity.

### **Division of duties of the senior leadership team**

Headteacher	Deputy Headteacher	Assistant Headteacher
Teaching Staff Appraisal		
Monitoring Overview		Monitoring/Pupil Progress Meetings
Child Protection Overview	Child Protection 2	Child Protection 1
Behaviour 3	Behaviour 1	Behaviour 2
Data Overview	Data 2	Data 1
Governors - All	Governors - All	Governors - Agenda
Learning Walk - Overview	Learning Walk - FS/Y1-Y3	Learning Walk - Y4-Y6
Newsletter - Alternate Weeks		
	Supply 1	Supply 2
Individual Responsibilities		
Academy Development	Parents/Open door	PTFA
School Strategic Development	Organisation of CPD	Unit Leader Supervision and Support
Financial Management of Budget	Meeting Agenda and Minutes	Monitoring of Teaching and Learning
School Improvement Planning	Lunchtime Provision and TAs	Early Morning Learning
Support & Evaluate Teams	Personnel	Staff Wellbeing
Assemblies		





## *Facilities and Partnerships*



The school is a large, mainly single storey, post war constructed building which has undergone a series of refurbishments and additions since its opening in 1952. The last major work was in September 2009, where a new administration block was constructed and wings of the school refurbished. The school currently consists of a Foundation Unit with outdoor play areas, two halls, canteen, 22 classes, music room, wireless networked school, ICT suite and learning line, three well equipped playgrounds, a library and parent café. There are a number of break-out rooms where small group interventions can be undertaken. We are currently in the process of bidding for a further refurbishment of some of our KS2 classrooms. If successful, the scheduled work would start in May this year and be completed in October.

Breakfast Club is run by our teaching assistants. This is very popular with parents as it offers reasonable and flexible rates in a secure and familiar setting. Our after school provision, although on the school site, is run by an outside provider.

## *Partnerships and Community*

The school not only works with its academy partner schools but with other schools and academies in the local area and beyond. This year, we have established a close working relationship with Reach South Multi Academy Trust. We are developing our AET mathematics curriculum in conjunction with Lea Forest Primary Academy in Birmingham, as well as seeking support from local schools within our mathematics hub. We are also a member of the Somerset Literacy Network; this provides guidance in developing our English curriculum. A variety of training courses for all staff is offered by the Plymouth Teaching School Alliance. We also access and work closely with various other services. These include; Health, Speech and Language, Communication and Interaction, TaMHS (Targeting Mental Health in Schools), Educational Psychologists and Children Services. Through the Excellence Cluster, we have a Learning Mentor and a School Counsellor. Working closely with these services enables us to support the children to achieve their full potential.

We have an active PTFA which raises on average £5,000 per annum through various social and fundraising events and meetings. Our welcoming parent café enables parents to meet informally after school, and we run a number of curriculum evenings for parents.



## Facts, Figures and Results

Results			
Achievement	2015	2016	2017
Early Years			
GLD	62	70	67
Year 1			
Year 1 Phonics	89	78	88
End of Key Stage 1			
Achieving the expected standard in reading	93	72	80
Higher attaining pupils	29	16	18
Achieving the expected standard in writing	83	72	74
Higher attaining pupils	14	15	12
Achieving the expected standard in mathematics	96	76	83
Higher attaining pupils	20	17	12
End of Key Stage 2			
Achieving the expected standard in reading	94	56	76
Higher attaining pupils	45	13	25
Achieving the expected standard in writing	91	75	81
Higher attaining pupils	21	12	14
Achieving the expected standard in mathematics	88	52	78
Higher attaining pupils	40	13	22
Achieving the expected standard in r-w-m	82	40	63
Higher attaining pupils	18	9	11

School Statistics			
Montpelier Primary School			
Part of the Inspiring Schools Partnership MAT			
Age Range	4 – 11 years	Total NOR	667
Key Groups			
Gender:	Girls : 307	Boys: 360	
FSM:	52	Pupil Premium:	95
EAL:	40		
SEN Pupils: 90			
SEN Support 83	Statements 1	EHCP 6	
Class Structure			
Number of classes:	22	Number of classes per year group:	3
Year group average:		KS1: 90	KS2: 96
Staff Structure			
Number of FTE teachers:	25	Number of FTE teaching assistants:	22
Admin Team:	4	ICT Technician:	1
Inclusion Team			
SENCO	0.8	Counsellor	0.2
Learning Mentor	1.0	PSA	0.6





### *Financial Position*

Montpelier Primary School is an Academy Trust and is part of the Inspiring Schools Partnership (ISP) Multi Academy Trust (MAT), consisting of Montpelier Primary School, Stoke Damerel Community College and Scott Medical and Healthcare College. It is a three form entry primary school of mixed gender that has a net capacity of 660 pupils aged 4-11. The current capacity is set at 678 pupils due to a Published Admission Number (PAN) of 96 (instead of 90) in three of the Key Stage 2 year groups. The net capacity is due to decrease to 630 at the start of the 2019-20 academic year as a bulge year (currently in Year 5) transitions to secondary school. The actual capacity then will be 654 pupils due to the PAN of 96 across KS2.

The school has a sizeable budget (circa £2.6m) but experienced financial fragility with its conversion to academy status. The school carried forward a deficit in 2016-17 which was offset by a substantial carry-forward sum. Forecasts for 2017-18 onwards had shown an increase in the deficit position. Staffing levels and costs had been largely protected in preceding years through decreased expenditure on school maintenance and resources. However, this became unsustainable and the decision was taken to restructure support staff during the autumn term 2017 in order to reduce total staffing costs to 77% of income, thereby ensuring long-term sustainability. As a result of these actions, and other lesser reductions in expenditure, the current financial position is improved.

In terms of the property, Montpelier occupies a large footprint on a sloping site in the Peverell area of Plymouth. It sits in the centre of an established residential area of the city and is therefore predominantly bordered by houses. The original parts of the school are pre and post-World War 2 construction and form the majority of the accommodation. In 2010 an extension was built to provide centralised administrative function, a staff room with the capacity to hold the entire staff, and to enhance capacity to accommodate current pupil numbers. Due to a lack of consistent maintenance, the buildings are in a generally poor condition albeit remaining fully functional. Significant masonry stabilisation works have been completed within the last ten years including rebuilding of several walls, replacement cavity ties and provision of numerous remedial movement joints which stabilised many of the external walls. There is a need for further remedial works to arrest further deterioration and potentially premature fabric failure. An improvement capital funding bid was submitted for this current CIF round which sought to address urgent health & safety and condition concerns, relating to structural issues, damp penetration, water ingress, fire safety and life expired mechanical and electrical installations throughout the north east elevation of our Key Stage 2 wing. In 2005 Montpelier was part of a failed attempt by the Local Authority to commission a complete rebuild of the site through a Private Finance Initiative. The incoming Headteacher will need to continue to prioritise the longevity of a building that had been identified as requiring replacement.

## *Application Procedure*

To discuss the role in greater detail, other enquiries, or to book your visit, please contact Jason Holland (Headteacher) on 01752 216160 or [head@mpsplymouth.net](mailto:head@mpsplymouth.net).

A completed application form and covering letter should be sent to [recruitment@sdcc.net](mailto:recruitment@sdcc.net) or Julia Strang, Stoke Damerel Community College, Somerset Place, Plymouth, PL2 4BD. Please ensure your name is the first part of the saved title of any submissions. All applications received will be acknowledged. All applications will be forwarded to the Governors' Selection panel. In compliance with Safer Recruitment guidelines, CVs will not be accepted.

Closing date: Monday 19<sup>th</sup> February at noon. Interview dates: Wednesday 7<sup>th</sup> & Thursday 8<sup>th</sup> March.

Montpelier 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.

## *Profile of the Role*

This profile offers you a description of the requirements of this role. Please read this in conjunction with the requirements specified in the School Teachers' Pay and Conditions Document and the Job Description (pp.13-16) and Person Specification (pp.17-18).

Post: Headteacher

Tenable: September 2018

Salary Scale: L20-L26

NOR: 667

Age Range: 4-11

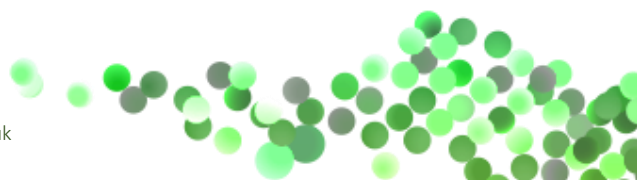
The headteacher will be an experienced education professional accountable to the governors for making a critical and significant contribution to Montpelier's future, recognising the importance of distributed leadership in a large school, and being committed to achieving outstanding outcomes through a broad and innovative curriculum. Capitalising on all that has been achieved to date, the new headteacher will shape and lead educational provision so that our staff team and pupils will maximise their potential and achieve success.

Candidates should have a proven record of:

- Successful leadership experience in a larger than average primary school
- Accomplished communication skills and an ability to engage all stakeholders
- Integral involvement with initiatives to raise standards (evidenced)
- Managing and professionally developing experienced and recently qualified staff
- Working within a truly collaborative school and engaging with the local community

The successful candidate should:

- Demonstrate personal credibility, strategic expertise and shrewd decisiveness
- Offer clarity of focus with the ability to articulate a vision on which the team can deliver
- Have the ability to motivate others to achieve beyond expectations
- Show drive and resilience to achieve quality outcomes in a collaborative way
- Enjoy and respond with enthusiasm to challenging situations
- Take a firm and persistent approach to sustain a positive morale and build self esteem
- Create and engender an innovative working atmosphere to build a culture of excellence
- Appreciate and further strengthen our friendly, welcoming ethos
- Have the humour and humility to appreciate you are still learning





## *Headteacher Job Description*



<b>Job Title</b>	:	Headteacher
<b>School</b>	:	Montpelier Primary School
<b>Trust</b>	:	The Inspiring Schools Partnership (ISP)
<b>Responsible to</b>	:	The Local Governing Body and ISP Trustees
<b>Grade</b>	:	Leadership Group
<b>Hours of Work</b>	:	Outlined in School Teachers' Pay and Conditions Document

### **Job purpose:**

- To provide strategic leadership that secures success and continuous improvement for the school, ensuring high quality education for all pupils and the highest standards of learning and achievement in accordance with statutory requirements.
- Responsible for teaching and support staff of the school, and the children and young people.
- Accountabilities to be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the National Standards for Headteachers.

### **Duties and responsibilities:**

#### **Shaping the future**

To develop a shared vision, that inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

#### **Strategic direction and development of the school**

To work with the local governing body, to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context.

1. To formulate overall aims and objectives for the school and policies for their implementation.
2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life.
3. To secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, that identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
4. To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets that secure the educational success of the school.
5. To ensure that the management, finance, organisation and administration of the school support its vision and aims.



6. To ensure that policies and practices take account of national, local and school data and inspection research findings.
7. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary.

### **Learning and teaching**

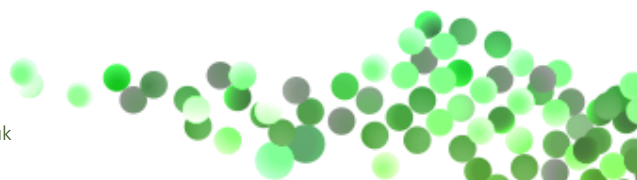
To work with the local governing body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

1. To ensure that all pupils receive a high quality education through a programme designed to promote a stimulating style of learning in a safe and healthy school environment.
2. To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
3. To ensure that learning is at the centre of strategic planning and resource management.
4. To establish creative, responsive and effective approaches to learning and teaching.
5. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
6. To be able to demonstrate and articulate high expectations and set ambitious targets for the whole community.
7. To be able to implement strategies that secure high standards of behaviour and attendance.
8. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
9. To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils.
10. To monitor evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken.

### **Leading and managing staff**

To lead, motivate, support, challenge and develop staff to secure improvement.

1. To maximise the contribution of staff to improve the quality of education provided and standards achieved, and ensure that positive working relationships are formed between staff and pupils.
2. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere.
3. To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupil achievement.
4. To participate in arrangements for headteacher performance management.
5. To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction.



## **Efficient and effective deployment of staff and resources**

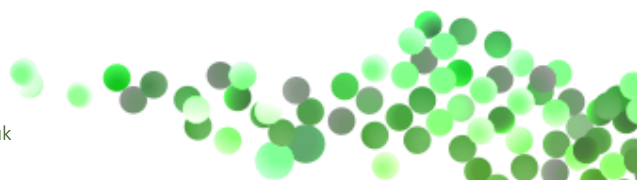
To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context.

1. To work with governors and senior colleagues to recruit staff of the highest quality available.
2. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided.
3. To advise the local governing body and implement decisions in relation to staffing.
4. To advise the local governing body on the adoption of effective procedures to deal with the competence and capacity of staff.
5. To advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control.
6. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.
7. To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that all necessary maintenance is undertaken.
8. To undertake responsibilities as defined in the Health and Safety Policy as adopted by the local governing body and multi-academy trust.
9. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity.
10. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

## **Accountability**

To be accountable for the efficiency and effectiveness of the school to the governors, trustees and others, including pupils, parents, staff, local employers and the community.

1. To provide information, objective advice and support to the local governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.
2. To report to the local governing body on the discharge of the headteacher's functions and the affairs of the school.
3. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school.
4. To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors and trustees, the local authority, the local community, Ofsted and others, to enable them to play their part effectively.
5. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieve the school's targets for improvement.
6. To report to the governors annually on the performance management of teachers at the school in relation to the School Teachers Pay and Conditions Document.
7. To provide information about the work and performance of staff where it is relevant to their future employment.



## **Strengthening Community**

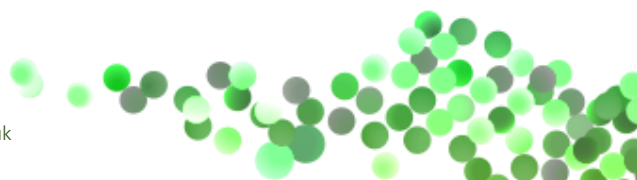
To be able to build a school culture and curriculum, this takes account of the richness and diversity of the school's communities.

1. To create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
2. To ensure learning experiences for pupils are linked into and integrated with the wider community.
3. To work in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
4. To seek opportunities to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
5. 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.
6. To co-operate and work with relevant agencies to protect children.
7. To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary and secondary schools.
8. To ensure that the school offers appropriate extended services.

## **Strategic direction and development of the Trust**

To assist and support senior leaders in developing and articulating the vision, values and ethos for the Inspiring Schools Partnership (ISP) Multi-Academy Trust (MAT), and inspire and empower others to share in achieving it.

1. To support ISP leaders and trustees in developing and facilitating the Trust in accordance with the ISP Board's and Academies stated aims, objectives and values.
2. To contribute to the long-term strategic plan, self-evaluation and improvement plans of the MAT and to help lead the growth and development of the Trust.
3. To maintain an outward facing role with the local community on behalf of the Trust to further its external relationships, future growth and development, and also in support of the individual academies within the ISP.
4. To be proactive and drive the strategic priorities ensuring that Montpelier's improvement plan aligns with the Trust strategic plan.
5. To support ISP leaders in developing and leading the process for improvement across the Trust, providing quality assurance and accountability.
6. To help develop and promote a Trust-wide improvement function that ensures the requirements in each academy's performance are identified, analysed, appropriately costed, and that prioritised solutions are developed and secured.
7. To help develop and lead a partnership strategy that ensures the Trust and its academies build relationships locally, regionally, nationally and internationally.
8. To support the development of systems and practices for sharing skills, expertise and capacity across the Trust and its academies, and embed system leadership practice.
9. To build and maintain strong relationships with parents/carers, pupils, students, staff, trustees and governors across the Trust.





Criteria	Essential Criteria	How Identified	Desirable Criteria	How identified
<b>Educational Qualifications and Experience</b>  Evidence of:	<ul style="list-style-type: none"> <li>Recent, relevant successful deputy headship or assistant headship in a larger than average primary setting</li> <li>Appropriate initial teaching qualification</li> <li>Recent and relevant professional development</li> </ul>	Application form and letter  Application form	<ul style="list-style-type: none"> <li>Currently a serving headteacher</li> <li>Evidence of NPQH</li> <li>Experience of operating within a multi-academy trust</li> </ul>	Governors will be looking for evidence of 'desirables' either on the application form, in the letter of application or at interview.
<b>Shaping the Future</b>  Able to demonstrate and give evidence of:	<ul style="list-style-type: none"> <li>Ensuring a shared vision for our school and multi-academy trust is clearly articulated</li> <li>Ensuring that strategic planning takes account of the diversity, values and experience of the school and its community</li> <li>Working within our school, multi-academy trust and local community to translate the vision into agreed objectives and operational plans that will promote and sustain school improvement</li> </ul>	Letter of application  Letter of application and interview	<ul style="list-style-type: none"> <li>Demonstrating the vision and values in everyday work and practice</li> <li>Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence</li> <li>Actively engages with other schools to build effective learning communities</li> <li>Motivating and working with others to create a shared culture and positive climate</li> </ul>	
<b>Leading Learning and Teaching</b>  Able to demonstrate and give evidence of:	<ul style="list-style-type: none"> <li>Ensuring learning is the centre of strategic planning and resource management</li> <li>Ensuring a consistent and continuous school wide focus on pupils' achievement, using data and benchmarks to monitor progress across the school</li> <li>Fostering a broad and balanced curriculum within an ethos of challenge and support where all can achieve success and become engaged in their own learning</li> <li>Implementing strategies which secure high standards of behaviour and attendance</li> <li>Articulating high expectations and ambitious targets for the whole school</li> </ul>	Letter of application and interview  Letter of application	<ul style="list-style-type: none"> <li>Establishing creative, responsive and effective approaches to learning and teaching</li> <li>Develops a school ethos that enables everyone to share their knowledge and understanding, celebrating successes and accepting responsibility for outcomes</li> </ul>	
<b>Securing Accountability</b>  Able to demonstrate and give evidence of:	<ul style="list-style-type: none"> <li>Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities</li> <li>Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation</li> </ul>	Letter of application and interview	<ul style="list-style-type: none"> <li>Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Accomplished communication skills and ability to engage all stakeholders</li> </ul>	Letter of application, task and	<ul style="list-style-type: none"> <li>Understanding of how distributed leadership</li> </ul>	

Able to demonstrate and give evidence of:	<ul style="list-style-type: none"> <li>Positive leadership qualities including an ability to lead by example and to work as part of a team</li> <li>Treats people fairly, equitably and with dignity and respect to maintain a positive and collaborative school culture</li> </ul>	interview	<p>operates in a larger school setting</p> <ul style="list-style-type: none"> <li>Creative, enthusiastic, motivational and inspirational</li> </ul>	'desirables' either on the application form, in the letter of application or at interview.
<b>Developing Self and Working with Others</b>  Able to demonstrate and give evidence of:	<ul style="list-style-type: none"> <li>Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities</li> <li>Develops and maintains effective strategies and procedures for staff induction, professional development and performance review</li> </ul>	Letter of application and interview	<ul style="list-style-type: none"> <li>Regularly reviews own practice, setting personal targets and taking responsibility for own personal development</li> </ul>	
<b>Managing the Organisation</b>  Able to demonstrate and give evidence of:	<ul style="list-style-type: none"> <li>Effectively manages an organisational structure that reflects the school's values, and enables the systems and processes to work efficiently and successfully</li> <li>Manages the school's financial and human resources proficiently and effectively to achieve the school's educational goals and priorities</li> </ul>	Letter of application and interview	<ul style="list-style-type: none"> <li>Ensures 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</li> </ul>	
<b>Strengthening Community</b>  Able to demonstrate and give evidence of:	<ul style="list-style-type: none"> <li>Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development</li> <li>Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families</li> </ul>	Letter of application and interview	<ul style="list-style-type: none"> <li>Seeks 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</li> </ul>	
<b>Safeguarding and Equal Opportunity</b>  Able to demonstrate and give evidence of:	<ul style="list-style-type: none"> <li>Fully understands the role of Designated Child Protection Officer</li> <li>Evidence of a commitment to promoting the welfare and safeguarding of children</li> <li>Understands the importance of ensuring that all children and staff feel safe and included</li> </ul>	Letter of application  Letter of application and interview	<ul style="list-style-type: none"> <li>Experienced in the role of Designated Child Protection Officer</li> <li>Can evidence celebrating diversity and promoting social inclusion</li> </ul>	

Unless you are able to evidence that you fulfil **ALL** essential criteria you **CANNOT** be shortlisted for interview.

### *Summary School Improvement Plan: 2017-2020*

2017-18	2018-19	2019-20
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<b>Key Priority 1: Outcomes for Pupils</b>		
Narrow existing attainment gap for groups; esp. PP, SEND, & boys. Improve outcomes for HAPs.	More effectively adapt learning opportunities for individual pupils.	Ensure higher than national pupil attainment targets are achieved.
<b>Key Priority 2: Outcomes for Pupils</b>		
Effectively implement/consolidate key strategies for raising progress and attainment in core subjects.	Further develop understanding of learning behaviours and ability to critically reflect on feedback.	Quality first teaching, interventions and incisive support ensures pupils reach aspirational outcome targets.
<b>Key Priority 3: Quality of Teaching, Learning and Assessment</b>		
Implementation of Visible Learning initiative by providing a common language for learning across the school community, making pupil learning more visible to teachers (so they know what impact they're having on learning), and also making teaching more visible to our pupils.	Consolidate and further develop Visible Learning across the school.  Ensure a minimum of all teaching being at least good and one third being outstanding and develop practice across the school through the identification and effective sharing of exemplary practice	Ensure Visible Learning is firmly embedded and best practice in this is being shared across the MAT.  Deliver first-class in-service training identified through insightful assessment of individual professional development and school-wide improvement need.
<b>Key Priority 4: Personal Development, Behaviour and Welfare</b>		
Ensure all parents, specifically PP, are more proactively engaged in supporting their children's learning by increasing opportunities to engage in school. Specifically target support with homework, listening to children read and attending parents – teacher consultations.	Embed positive attitudes towards British Values, ensuring the curriculum is developed to heighten pupil awareness and understanding of cultural diversity.	Pupils are confident and self-assured learners who know how their behaviours and attitudes impact upon others. The driving ethos of the school will be the development of reflective and outstanding learning behaviours.
<b>The Effectiveness of the Early Years Provision: The Quality and Standards</b>		
To diminish the differences in attainment for all groups from different starting points.  Outcomes for attainment in the Foundation Stage at least meet national expectations, especially in writing.  Develop the FS learning environment in order to create a better balance between child-initiated and teacher-led learning.	The learning environment will be adapted to reflect a space that is accessible and does not place limitations on what, where and when the children learn.  Maintain and further develop pupils' rates of progress from entry to end of Foundation Stage to ensure ELG achievement remains strong.	Outcomes for all pupils are better than national expectations.  Differences in attainment are no longer attributable to particular groups of pupils.
<b>Key Priority 5: Effectiveness of Leadership and Management</b>		
Providing high quality in-service training to ensure middle leaders (especially newly appointed teaching and learning leaders) effectively fulfil their roles, and their impact is reflected in improved outcomes for pupils.	Further embed the teaching and learning leader roles and strengthen the development and support mechanisms available to middle leaders. This drive to grow and develop aspirant leaders from within, will be underpinned by a culture of excellence in practice.	Leaders at all levels demonstrate a comprehensive knowledge and understanding of outstanding leadership in their area of responsibility evidenced in their robust monitoring, support and accountability.
<b>Key Priority 6: Effectiveness of Leadership and Management</b>		
The efficient and effective deployment and use of human resources developed within a financially sustainable structure.	Further develop the staffing structure to ensure the most effective deployment of staff at all levels.  Ensure the curriculum appropriately reflects MAT priorities.	Ensure best practice (developed through the MAT) is embedded so that robust self-evaluation and strategic planning practices are securely in place.



## *ISP and PLP*

### *The Inspiring Schools Partnership (ISP) Multi Academy Trust*

The Inspiring Schools Partnership is a Multi Academy Trust consisting of Montpelier Primary School, Stoke Damerel Community College and Scott Medical and Healthcare College.



*Stoke Damerel  
Community College*

*[www.sdcc.net](http://www.sdcc.net)*

Stoke Damerel Community College is a specialist College for Mathematics and Computing. They are a Raising Achievement Partnership College with a focus on inspiring their students and helping them reach new heights and achievements. Please visit their website to discover more about them and their aspirations for the future.

They seek to provide the very best educational experience so that all their students can reach their full potential as they become responsible and proactive members of their community.



*Scott Medical and  
Healthcare College*

*[scottcollege.co.uk](http://scottcollege.co.uk)*

Scott College has a medicine, social and health care specialism and they welcome young people of all abilities in Plymouth and surrounding areas who want a future in a medical, health or related field. A studio school is where classroom-based learning and the world of work are more closely integrated. It blends traditional teaching with real project-based learning and work experience, in partnership with local employers, leading to GCSEs in English, maths and science, vocational qualifications and real employment opportunities as well as post-16 A level and vocational qualifications.



### *Plymouth Learning Partnership (PLP)*

Plymouth Learning Partnership (PLP) CIC is a co-operative, community interest company owned by its cross-phase member schools that provides school services across Plymouth and surrounding districts.

School members save money and receive the highest quality provision of services. Whether maintained or a MAT, PLP support schools with highly acclaimed core service provision, recruitment and teacher supply. Designed, owned, used and endorsed by schools - PLP put schools first.





## *Teaching and Learning Review (TLR)*

**TLR date:** 11 October 2017

<b>Leadership and management</b>	<i>Good</i>	<b>Behaviour and safety of pupils</b>	<i>Good</i>
<b>Quality of teaching</b>	<i>Good</i>	<b>Achievement of pupil's Early Years' provision</b>	<i>Good</i>
<b>Outcomes</b>	<i>Good</i>		

### **Context**

This due diligence review was commissioned by Reach South to determine the school's current position and to identify development points to help drive further school improvement.

### **During the visit the following activities took place:**

- Joint observations of lessons with the headteacher, deputy headteacher, assistant headteacher and SLT including Early Years.
- Book trawl of pupils' work in their books.
- Meetings were held with senior and middle leaders on achievement, teaching, learning, safeguarding and SEN.
- Informal discussions with pupils took place to ascertain their views on, and experience of, the school.
- A selection of children across the school were heard reading.

### **Key findings:**

- The headteacher and senior leadership team understand the strengths and weaknesses of the school clearly. Distributed leadership is strong and all are held fully accountable for the improvement and progress of the school as a whole.
- Children and staff alike are happy and proud of their school. Staff work closely with outside agencies and have strong relationships with the local community. This has led to the school being thought of as very good amongst local families.
- There is consistently good teaching across the school.
- Middle Leaders are fully contributing to the school and have a clear understanding of teaching and learning and assessment across all year groups.

### **SEN:**

- The SENCo works well with school staff, external agencies and families. Pupils are closely monitored and the impact of interventions assessed.

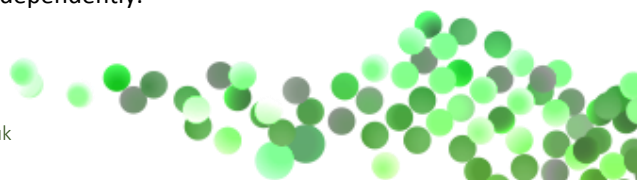
### **Effectiveness of leadership and management:**

- Safeguarding requirements are met.
- The headteacher and senior leadership team know the school's strengths and areas for further development. They are a cohesive team with a shared vision.
- There is good communication across the school leading to consistencies in teaching and learning, assessment and marking and feedback in most cases. There is a strong feeling of accountability and responsibility across the whole school.

### **Quality of teaching, learning and assessment:**

#### **EYFS**

- Throughout the provision, a high standard of spoken language is modelled and used. Children are praised for their learning as well as their behaviour. This contributes to a collective focus on learning, with children making sustained and purposeful choices independently.



### **Whole school**

- From evidence in pupils' books, lesson observations and learning walks during the course of the review, teaching and learning is good.
- In most cases AFL during the lesson and marking and feedback is leading to good progress.
- Children are proud of their books and in their work and productivity is good.
- Teachers' expectations of pupils are high but there is still room for further challenge for the able and talented
- Teachers used questioning effectively to consolidate and extend understanding, although this was often directed at groups. In a few cases, feedback was repeated to a subsequent group, rather than being shared with the whole class to refocus or extend the class as a whole. As a result, a small number of children were beginning to lose focus, hindering their progress.
- Evidence in books showed the marking and feedback policy to be consistently applied in most cases however, some feedback was not precise enough to help children move their learning forward.
- There is clarity between classes, which has led to consistency across the school however in some classes where AFL and differentiation was not as strong. The children were clear about what they were learning and questioning skills were good. However, in some cases when asked what they were learning, some explained what they were doing.

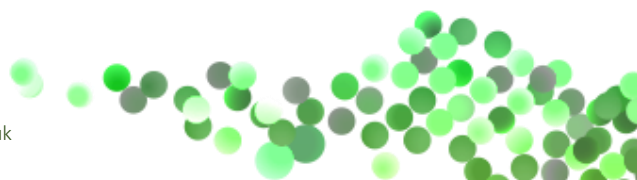
### **Where teaching is best:**

- Most pupils are able to articulate their learning. They are willing to share their work and take pride in sharing their successes and the progress made in their learning.
- Teachers demonstrate good subject knowledge and are able to articulate the precise next steps for learning, when providing feedback to pupils at all levels.
- Skilful questioning extends pupils understanding and deepens their knowledge.
- Learning environments are calm and purposeful and pupils are clear about the consequences and rewards for their actions.
- Learning behaviour is of a high standard and pupils are calm, attentive and on task during lessons.
- In the most successful lessons, pupils are showing a growing independence with their work.
- Pupils are self-resourcing, knowing where, when stuck, they can resource materials to support their progress; and understanding how they can achieve their targets and which resources around the classroom can help.
- Opportunities to challenge high ability pupils are evident and exploratory learning opportunities are created to extend higher ability pupils.
- Children start working promptly and little learning time is wasted.

### **Where teaching is less strong:**

The quality of teaching and learning does not always ensure that pupils make progress of which they are capable, due to:

- inaccurate pitch and limited differentiation particularly but not solely, for able and talented children
- Ineffective use of timely feedback to consolidate, clarify and extend learning.
- Understanding and ensuring feedback in books moves pupil's learning on.
- Lessons are not planned to move all pupils, especially the most-able, more quickly onto tasks that fully challenge them and allow them to make faster progress.



**Personal development, behaviour and welfare:**

- Pupils learn in an environment, which is calm and purposeful. Transitions between learning activities in the classroom are smooth, with pupil's starting their learning immediately, showing a high level of engagement to the tasks set. Each child showed high levels of motivation. However, when moving around the school it can sometimes be a little boisterous with children running along corridors.
- In all classes, teachers use positive affirmation to manage behaviour. Teachers' model respectful interactions and set high expectations. This in turn, creates a positive climate for learning. As a result, pupils have high expectations of each other's behaviour.
- Pupils' are engaged in their learning and their attitudes are positive. In all examples of teaching, behaviour and attitudes to learning are very strong, facilitating effective learning.
- Pupils support each other well during learning time, encouraging each other and trying to solve problems together.
- Pupils' awareness of the protocols for dealing with bullying are good. They know who to seek out when they have a problem and they feel that bullying is dealt with by the key adults. All bullying incidents are investigated.
- All children were aware of bullying and safety on line and what to do if they were worried about anything.

**Subject leaders:**

- Both English and maths leads were spoken to jointly.
- Both leads had a clear understanding of priorities for the year and could articulate a range of methods used to monitor the impact current actions are having on raising attainment. There was a clear plan across the school, involving leadership at different levels, to gain a clear picture of standards and areas for potential development.





### **Montpelier Primary School**

North Down Road  
Beacon Park  
Plymouth  
PL2 3HN

Tel: 01752 216160

E-mail:  
[admin@mpsplymouth.net](mailto:admin@mpsplymouth.net)

Website:  
[www.montpelierprimary.co.uk](http://www.montpelierprimary.co.uk)

Number on roll: 669

Salary Scale: L20-L26

Closing Date: Monday 19<sup>th</sup>  
February at noon

Interviews: Wednesday 7<sup>th</sup> and  
Thursday 8<sup>th</sup> March

To apply and learn more about this  
post and our school, please visit  
our website:  
[www.montpelierprimary.co.uk](http://www.montpelierprimary.co.uk)

Visits are encouraged prior to  
application and can be arranged by  
contacting the school.

*Montpelier is committed to equal  
opportunities.*

*"Do you want to lead our popular and successful school  
through the next stage of its exciting development?"*

Montpelier Primary School, part of the Inspiring Schools Partnership, wishes to appoint a far-sighted and inspiring leader who will relish working in partnership with a strong team, to continue building on the school's long term sustained improvement and complement the existing vision for the school.

Our new Headteacher will be a highly motivated and experienced senior leader who has proven success in whole school improvement; understands the importance of distributed leadership in a large school, and is committed to achieving outstanding outcomes through a broad and innovative curriculum. They will also be instrumental in developing the vision and direction of our young Multi-Academy Trust, consisting of Stoke Damerel Community College and Scott Medical and Healthcare College.

#### **What we are looking for:**

- A leader who will continue to put our values at the centre of their practice and protect the unique ethos and identity of our happy school
- An excellent communicator with outstanding interpersonal skills to all stakeholders of the school
- A strategic and creative thinker who can work with colleagues at all levels
- An individual with the drive and enthusiasm to continue to promote and further develop the highest quality of teaching and learning across the school

#### **What we can offer:**

- A dedicated team who have a strong sense of commitment to the school, its vision and its children
- Happy, engaged and well-behaved children who are eager to learn and be challenged
- A proven track record of self-evaluation and continual improvement
- A warm, creative and safe environment where everyone is valued

Applications are encouraged from all sectors of the community. We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. A DBS is required for the successful candidate.

