



**Bonfire Lane, Charlton Mackrell, Somerton, Somerset TA11 7BN**

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Website address: [www.charltonmackrellschool.org.uk](http://www.charltonmackrellschool.org.uk)

Tel: (01458) 223329

Headteacher: Mrs G Kempton

Friday 26<sup>th</sup> January 2018

## **Application for Headship**

### **Charlton Mackrell Church of England Primary School (VC)**

Dear Applicant,

Thank you so much for the interest you have shown in the Headship of our school. I enclose information about the school and the local community, which I hope will encourage you to proceed with your application.

Charlton Mackrell School is a village school with currently 80 pupils on roll. A caring atmosphere pervades, with a Christian ethos and a loving environment. It has a small but committed staff, who make sure that each child is regarded and cared for.

This opportunity has arisen because our present Headteacher, Mrs Gillian Kempton, will be retiring at the end of the Summer Term 2018 after 11 successful years here. This does not mean we are happy to stand still. There is potential for further development. This is an exciting opportunity for a new Head to lead the School in initiatives which have been set in train, but also to introduce and lead other initiatives.

The Governing Body is seeking to appoint a Headteacher who will build on current good practice while bringing a fresh perspective. The governors see this as a growth point for the school and an opportunity to move the school forward.

The school staff and governors have recently been working towards becoming part of a Multi Academy Trust and have already submitted an application to join the Bath and Wells Diocesan MAT. It is likely that no further movement will happen until after a new Head is in place, so the new Head will be involved in the on-going process. Being part of a MAT is a challenging, demanding position for a school's staff, governors, pupils and Head, but also an opportunity to widen the boundaries and look for new horizons.

The school governors have recently (from 1<sup>st</sup> January 2018) taken over the management of the on-site Pre-school, which has 18 on roll, so the school and pre-school are now involved in developing cross phase education provision for children from 2 years to 11 years. The Community Learning Partnership (of which the school is a part), also has an agreed initiative of continuing cross phase involvement. This means we are involved in our children's education while with us, but also into their senior school life.

On taking up the post, the new Head will be working closely with the Governing Body and the staff on developing the school's key priorities. We are always seeking to develop the curriculum and have recently looked to the continuing development of Maths in particular.

The Governing Body see the Headteacher relationship as a real, working partnership; each working to support the other for the development of the School. Both need to demonstrate strategic thinking and activity, as the School moves forward. Governors will seek support in monitoring the quality of provision, raising standards and introducing new initiatives. We recognise there is much involved in becoming part of a MAT and the development of successful Pre-school education. Both the Head and staff will have the active support of Governors.

Whilst we are ideally looking for a full time headteacher who would have a small teaching commitment, the governors are open to applications for a part time headship role. This should be made clear in your application. If you wish to discuss the possibilities for this prior to applying, do please contact the school.

The School is rated as 'Good' by OFSTED and 'Outstanding' in its latest SIAMS inspection. The Pre-school recently had an 'Outstanding' rating from OFSTED. Charlton Mackrell School recognises the wide benefits of extra-curricular activities. It has a well-earned reputation for its high standards in such activities, particularly in music, sport and drama. We would want a new Headteacher to support the continued attention to these high standards. The School is at the heart of the Community, so the new Headteacher will maintain and extend links beyond the school gates, while leading and embracing the enthusiastic staff team.

I enclose a job description and person specification, which provide more details about the role. Candidates are **encouraged** to visit, look around the School and meet the staff and pupils. I would also be pleased to be available to meet you. Please phone the school office on **01458 223329** to arrange a visit.

When writing your letter of application, please address the priorities described in the information pack. Also, please include:

Your reasons for applying for the Headship of **this** school,

Your experience and skills which would equip you for this role.

Your letter should be no more than two pages in length, either word processed or handwritten.

Your on-line or paper application form and accompanying letter should be returned to SSE Recruitment Team (addresses in the advert) and arrive no later than 5pm on 21st February 2018.

Listing of candidates for interview will take place on February 23<sup>rd</sup> and interviews will be held on 15<sup>th</sup> and 16<sup>th</sup> March. If you are to be called for interview you will be informed at least two weeks before the interview date and your referees will then be sent a reference request.

I would like to thank you again for your interest in the post and look forward to receiving your application.

Yours faithfully,

Kevin Moore  
Chair of Governors

# **Charlton Mackrell Church of England Primary School**

## **HEADTEACHER: Job Description**

**Salary Scale: ISR 6-12**



### **Overriding Requirements**

The Headteacher shall carry out all professional duties in accordance with and subject to the "Conditions of Employment of Headteachers" set down in the Schoolteachers Pay and Conditions Document (STPC document) as amended from time to time. In particular, paragraphs 54.1 and 54.2 of the STPC document refers.

Nothing in this job description can amend, or is intended to amend, those overriding requirements.

### **Job Purpose**

The core purpose of the Headteacher is to provide professional leadership and management for the School.

With the Governing Body, the Headteacher provides vision, direction and leadership for the School ensuring it is managed and organised to meet its aims and objectives. The Headteacher also seeks to secure the commitment of the wider community to the School by developing and maintaining appropriate networks and relationships.

### **Key Relationships**

The Headteacher establishes and maintains effective working relationships with:

- The Governing Body
- The Local Authority
- The Diocese of Bath and Wells

and

Consults and interacts on a professional level with all Headteacher colleagues. In particular, developing and maintaining positive relationships with:

- Headteachers in the local area.
- The Headteacher(s) of Huish Academy and other relevant secondary schools.
- Headteachers in Primary and Special Schools in Somerset.
- Early Years' providers.
- Other services and agencies for children.

## **Key Responsibilities and Accountabilities**

When appropriate, consult with the Governing Body, Local Authority, Diocese of Bath and Wells Officers, staff and parents.

## **Strategic Direction and Development**

1. To develop a strategic view for the School in its community, identifying and determining its philosophy, overall aims, objectives and targets.
2. Create and develop a strategic plan for the School, underpinned by sound financial planning and management. Identifying priorities and targets aimed at raising achievement, critical to sustaining school improvement.
3. To consult, develop, implement, monitor, review and evaluate policies for delivery of agreed overall aims and objectives. Ensuring these take account of global and national trends, local and School data, and inspection and research findings.
4. Create an ethos providing a collaborative educational vision of excellence and direction which secures effective teaching, successful learning and achievement for all pupils. Including sustained improvement in their spiritual, moral, cultural, mental and physical development.
5. Continue to develop the recently incorporated Pre-school provision and oversee the school's Earlybirds activity and after-school clubs.
6. Ensure commitment to the school's aims and objectives from all those involved in the School.
7. Ensure the management and organisation of the School delivers its vision, aims and objectives.
8. To be the Lead Professional on Safeguarding and Child Protection for the School. Ensuring that all staff understand and practise all necessary procedures and that appropriate training takes place according to statutory requirements.

## **Learning and Teaching**

1. Determine, organise and implement a diverse, flexible and appropriate curriculum for the School; within the overall framework provided by the National Curriculum and implement an effective assessment framework.
2. Ensure extracurricular activities are included in the full curriculum to enhance pupils' total learning experience and support their broader

development. The school has well established credentials in music and sports.

3. Create and maintain an environment and code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement with good behaviour and discipline.
4. Monitor and evaluate the standards of teaching and learning in the School. Ensuring that appropriate standards of professional performance are established and maintained with underperformance at all levels being challenged and rectified.
5. Assess, monitor and evaluate the curriculum in order to identify and act upon areas for improvement and to develop a personalised learning culture within the school.
6. Produce and revise as appropriate a School Development Plan relevant to the needs and development of the pupils, incorporating both available and potential resources.
7. Monitor and evaluate the quality of learning and teaching in the School including Special Educational Needs. Using data to support and implement strategies for ensuring inclusion, diversity and access.
8. Develop and maintain effective partnerships with parents, carers, the community, other academies and schools, Clergy and the local worshipping communities. Extend pupils' learning experiences, their achievement and personal development by creating effective links with business and industry.
9. Participate, to such an extent as may be appropriate and in consultation with the Governing Body, in the teaching of pupils in the School, including the provision of cover for absent teachers.

### **Leading, Managing and Deploying Staff**

1. Take the lead role in the selection and recruitment of the teaching and support staff in seeking to ensure the best available people are appointed.
2. Manage arrangements for the deployment and effective allocation of work to, and supervision of, all teaching and support staff in the School. To maximise their skills and contribution to the improvement of the quality of education provided and standards achieved.
3. Implement and sustain effective systems for the management and induction of staff performance, participating in arrangements for the appraisal of his/her own performance and the appraisal and performance management of teaching and support staff as appropriate.

4. Lead professional development of the staff by example, ensuring that all staff have access to relevant advice, training and development opportunities. Including needs identified through Performance Management systems in accordance with the policies of the Governing Body, the School Development Plan and of the Authority.
5. Ensure that teachers at the School receive all information they need in order to carry out their professional duties.
6. Ensure that professional duties and conditions of employment as set out in the STPC document, including those for the Headteacher, and national and local conditions of service for teachers and support staff are fulfilled.
7. Develop and maintain a communication and decision making structure providing opportunities for staff participation, including the use of formal procedures to solve problems and resolve conflict.
8. Foster and maintain relationships with organisations representing teachers and support staff.

### **Deployment of Resources**

1. Set priorities and targets for expenditure, allocate funds and ensure effective administration and management of all school resources.
2. Ensure the sound financial management of the school in accordance with relevant regulations.
3. Make arrangements for security and effective supervision of the School buildings, their contents and school grounds. Ensuring that such resources are managed to meet the needs of the curriculum and comply with all relevant Health and Safety Regulations.
4. 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**

1. To be accountable for the efficiency and effectiveness of the school to the Governing Body, the Local Authority and the Diocese of Bath and Wells.
2. At all times to fulfil the tenets of the Trust Deed.

3. Foster and maintain good community relations by implementing School policy and liaising with Local Authority and Diocesan officers where appropriate.
4. Present a coherent, understandable and accurate account of the School's performance in a form appropriate to a range of audiences including governors, parents and carers. Maintaining and providing adequate and appropriate records, statistical data and returns.







## Charlton Mackrell Church of England Primary School – HEADTEACHER PERSON SPECIFICATION

This document is based on the National Standards for Headteachers which sets out, under key areas, the role of the Headteacher. Within these areas are identified the knowledge requirements, professional qualities, skills, dispositions and personal capabilities needed by Headteachers and the actions needed to achieve the core purpose. It is important to emphasise that these skills and qualities are interdependent and many are applicable to all the key areas.

1. QUALIFICATIONS AND EXPERIENCE (CAREER DEVELOPMENT)			
CORE SKILLS & COMPETENCIES	ESSENTIAL	DESIRABLE	
<u>Attainment</u> Through career progression and experience, CPD and specialist training. Knowledge of and <u>commitment</u> to CPD of self and others.	1.1 Qualified teacher status 1.2 Evidence of recent and relevant professional and personal development 1.3 Experience of teaching Foundation/KS1/KS2 and record of excellent Primary practice including effective assessment methods 1.4 Experience leading a School/Academy or significant senior role experience in leadership 1.5 Appropriate Safeguarding training and a willingness to be the Designated Safeguarding Lead	1.6 NPQH 1.7 Advanced qualification 1.8 Experience in more than one other school 1.9 Experience working in an Academy and/or a MAT 1.10 Experience as DH 1.11 Diocesan Pre-Headship Training 1.12 SENCo qualification and experience in this role	
2. LEADING LEARNING & TEACHING			
CORE SKILLS & COMPETENCIES	ESSENTIAL	DESIRABLE	
Communication Listening Influencing Analytical People Management Problem solving Creativity Team Orientation Results Orientation	2.1 Use strategies to raise achievement, using data and benchmarks to monitor progress in each child's learning 2.2 Ensure that learning is at the centre of strategic planning 2.3 Organise and implement a diverse, flexible curriculum and an effective assessment framework 2.4 Monitor, evaluate and review classroom practice, challenging underperformance at all levels, and promoting improvement strategies 2.5 Implement strategies for ensuring inclusion, diversity and access and supporting a culture where all pupils can achieve success 2.6 Develop a creative, responsive and effective approach to learning and teaching 2.7 Take a strategic role in the development of new and emerging technologies and extend the learning experiences of pupils	2.8 Demonstrate an enthusiasm for out of classroom learning 2.9 Demonstrate a commitment to and understanding of community based learning 2.10 Experience of working with mixed age classes	

### 3. LEADERSHIP

CORE SKILLS & COMPETENCIES		ESSENTIAL	DESIRABLE
Creativity	• Leadership of the school	3.1 Build, communicate and implement a shared vision which is understood and acted upon effectively by all	3.11 Substantial leadership demonstrated in more than one setting and possibly outside an education setting
Planning and Organisational		3.2 Provide spiritual leadership within the context of the school and wider community	
Listening	3.3 Work alongside the governors to translate the vision into agreed objectives and operational plans which promote school improvement		
People management	3.4 Demonstrate the vision and values in everyday work and ensure the effective allocation of work to maximise the skills of all members of the team		
Decision making	3.5 Motivate and innovate and use technology appropriately to bring about improvement		
Relationships	3.6 Lead, support and develop staff using a variety of informal and formal strategies and a willingness to take appropriate action when performance is unsatisfactory		
Team orientation	3.7 Develop further a collaborative culture within the school and engage with others to build effective learning communities		
Results orientation	3.8 Foster good links with parents, carers, the community, the Church, other schools and the LA to enhance and enrich the school and its value to the community		
	3.9 Ability to collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, physical and cultural well being of pupils and their families		
	3.10 Experience of working directly with governors and parents		

#### 4. MANAGEMENT AND ACCOUNTABILITY

CORE SKILLS & COMPETENCIES	ESSENTIAL	DESIRABLE
Planning and Organisational	4.1 Establish and sustain appropriate management structures and systems in line with legal requirements, both local and national circumstances	
Analytical	4.2 Produce and implement clear, evidence based improvement plans and policies for the development for the School, its religious foundation, and its facilities	
Problem solving	4.3 Manage financial and human resources effectively to achieve the school's priorities, improve the quality of education for all pupils and provide value for money	
Results orientation	4.4 Develop and maintain effective strategies and procedures for staff development and performance review	
People Management	4.5 Understand and implement safeguarding procedures to ensure Child Protection and safeguarding arrangements in the School	
Creativity	4.6 Work with the local governing body to provide information, objective advice and support to enable it to meet its responsibilities	
	4.7 Engage the school community in systematic and rigorous self evaluation	

	<p>4.8 Use a rich set of data to understand the strengths and weaknesses of the school</p> <p>4.9 Manage change positively</p> <p>4.10 Engage the community and other stakeholders in celebrating the school's success</p> <p>4.11 Use and integrate a range of technologies effectively and efficiently to manage the school</p> <p>4.12 Fulfil the responsibilities of the School's Trust Deed</p>	
<b>5. KEY PERSONAL QUALITIES AND CHARACTERISTICS</b>		
<b>CORE QUALITIES &amp; CHARACTERISTICS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<p>Communication and Listening</p> <p>Self-Management</p> <p>Commitment</p>	<p>5.1 Communicate effectively both orally and in writing to a wide variety of audiences and in a variety of settings</p> <p>5.2 Manage own workload and that of others to allow:</p> <ul style="list-style-type: none"> <li>- an appropriate work/life balance</li> <li>- working well under pressure</li> <li>- motivation, enthusiasm and commitment</li> </ul> <p>5.3 Supportive of the Church of England Ethos</p>	

