



Information for Applicants



Colmers Farm Primary School

Leybrook Road

Belton Grove

Rubery

Birmingham, B45 9PB

Tel: 0121 464 3234

Email: enquiry@colmersfarm.bham.sch.uk



Welcome from our Chair of Governors

Dear Applicant,

On behalf of the Governing Body of Colmers Farm Primary School I would like to thank you for expressing an interest in the post of our Head Teacher. Colmers Farm Primary School is situated close to the developing Longbridge town centre in South Birmingham and is a short distance from the popular Lickey Hills.

We were re-designated as an all age primary school in September 2016 bringing together two well established schools (both on one site). We are looking for an outstanding individual who will lead the staff and pupils on the journey to excellence.

Our school is a popular choice for the diverse community and we need a new Head Teacher who will face the challenges in a school where we expect all our staff and pupils to work towards our vision of every child, whatever his or her ability, to receive a balanced education appropriate to his or her needs.

The Governors are seeking an individual with proven leadership skills to motivate our staff in the delivery of a balanced curriculum which includes forest school widening the pupil experience.

The new Head Teacher will have the opportunity to further extend the total experience and develop community links which involve more links with parents, local businesses and community groups.

The positive move to all age primary provision has reduced our budget and we would expect the new Head Teacher to have a good grasp of financial strategy management to lead us, with the support of the governing body, to financial stability once again.

Colmers Farm Primary School provides a positive, safe environment where success matters. If you think you could be our new Head Teacher we would like to hear from you.

Valerie Seabright

Chair of Governors

Colmers Farm Primary School



**APPLICATIONS ARE INVITED for appointment to the post of
HEAD TEACHER of COLMERS FARM PRIMARY**

Leybrook Road, Belton Grove, Rubery, Birmingham, B45 9PB

Tel: 0121 464 3234

Chair of Governors: Mrs Valerie Seabright

Head Teacher: Mrs Victoria Kelly

GROUP 3 SPINE POINT L18 – L24

LEADERSHIP GROUP PAY RANGE: £59,264 - £67,963

The vacancy arises upon the appointment to another post of Mrs Victoria Kelly at the end of the Spring Term 2017.

Colmers Farm Primary School is a two form-entry mixed primary school for pupils aged 4 – 11 years, which currently approximately 420 pupils on roll.

This is an incredibly exciting and challenging time for the school following the recent re-designation of a separate infant school and junior school, housed in the same building, to an all-through primary school.

The successful candidate will be a motivational and inspirational leader with the experience, vision and skills to work with Governors and staff to lead the school through the continuing journey of transformation towards excellence.

At Colmers Farm Primary School we want our pupils to be confident, happy and independent enabling them to reach their full potential both academically and socially.

We pride ourselves on being an inclusive community where everyone is made to feel welcome and valued. We aim to:

- Foster a sense of belonging, enjoyment and enthusiasm for learning within a supportive community.
- Provide a broad, balanced and challenging curriculum, providing opportunities for children to develop both essential skills as well as healthy attitudes towards learning.
- Provide a safe, caring and happy environment where every child is valued regardless of race, religion, gender or disability.
- Encourage awareness of our school as a community within the wider community we serve.
- Maximise the partnership potential between home and school by valuing the contribution both make towards the development of our pupils.

The successful candidate will be expected to take up the appointment at the beginning of the Summer Term 2017

Informal contact with the school is most welcome. Visits can be arranged by contacting the school.

Completed application form should be returned to:

Performance, Engagement & Commissioning Services, PO Box 16461, Birmingham, B2 2DB

no later than 9am, Monday 9th January 2017.

Interviews will take place on Tuesday 24th and Wednesday 25th January 2017

Colmers Farm Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.



THE SCHOOL

Colmers Farm Primary School is a two form entry school for pupils aged 4 to 11 years. The primary school was a separate infant and junior school until April this year when it was re-designated as a primary. We have approximately 420 pupils on roll. At Colmers Farm Primary we aim to:

- Foster a sense of belonging, enjoyment and enthusiasm for learning within a supportive community.
- Provide a broad, balanced and challenging curriculum, providing opportunities for children to develop both essential skills as well as healthy attitudes towards learning.
- Provide a safe, caring and happy environment where every child is valued regardless of race, religion, gender or disability.
- Encourage awareness of our school as a community within the wider community we serve.
- Maximise the partnership potential between home and school by valuing the contribution both make towards the development of our pupils.

Prior to the re-designation the infant school was judged good by Ofsted in June 2014 and the junior school went into special measures in March 2015. Following a number of visits from HMI to the junior school there was evidence of some good improvements and with the support of the local authority and governing bodies it was agreed to close the junior school and re-open as an all age primary school.

School Development Plan for 2016/17 focuses on raising standards in reading, writing, maths and behaviour. We have high expectations of pupils both academically and in their behaviour, and we work hard to identify and implement interventions to support pupils.

52% of our children are eligible for free school meals and 17% are from ethnic minorities.

We benefit from above average pupil premium funding which we use innovatively to support pupils through reading interventions, play therapy, nurture rooms and additional classroom support.

We are seeking to develop and improve our provision and lead the school towards excellence.



ACCOMMODATION

Colmers Farm Primary School was built in 1935. The school has substantial outdoor space with playground, playing fields and a forest school. The Early Years department has developed an excellent outdoor environmental experience. Also on the site are Rubery Nursery School and Colmers Secondary School.

Significant work is being undertaken to improve the inside of the building with the change of use of rooms to include a nurture room, thinkzones and intervention spaces. The school benefits from two halls and light and airy learning spaces. Classrooms are in the process of being refurbished and there is an ongoing programme for other rooms. Further refurbishment of the main building will be required in the next few years, subject to funding from the local authority.

THE GOVERNING BODY

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of 10 members, comprising:

- 2 Parent Governors
- 1 Governor appointed by the Authority
- 1 Staff Governor
- 5 Co-opted Governors and
- The Head Teacher

Within this we have two vacancies for co-opted governors.

The head teacher automatically becomes a member of the governing body unless he or she elects otherwise and notifies the Clerk of the governing body in writing of his or her decision not to become a member of the governing body.

The governing body must meet at least once a term and that will usually be an evening meeting. However, in view of recent changes in the law of education, and the consequent increase in governors' functions most governing bodies find it necessary to meet more than once a term.

It is expected that the governors will take an active interest in the life of the school and will be invited to all appropriate school functions.



STAFFING

Teaching Staff

Teacher staffing for each academic year is determined by the governing body in the light of the school's formula funded budget during the preceding Spring Term.

The strategic leadership group (SLG) comprises:

Head Teacher

Deputy Head - safeguarding

Two Assistant Head Teachers

School Business Manager

The senior leadership team (SLT) comprises the SLG and:

Year Group Leaders

Phase Leaders

SENCO

The teaching staff establishment for 2016/17 is head teacher plus 21.6 teachers (FTE).

School-Based Support Staff

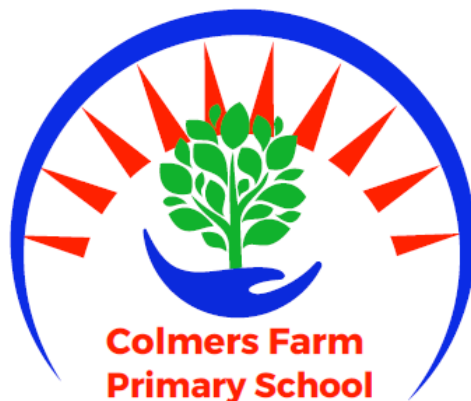
The school-based support staff currently includes school administration, classroom-based support staff, learning mentor, School Business Manager, ICT manager, Site Manager (seconded), Assistant Building Services Supervisor. Cleaning, catering and ground maintenance staff are provided by the local authority

BUDGET

The delegated budget for 2016/17 is £2,632,860. There is a small, predicted carry forward.

However, as a result of re-designation the school will lose £150,000 of funding for 17/18.

Governors are working to support the school through the process of identifying savings without compromising our values.



ORGANISATION AND CURRICULUM

The Staff and Governors of Colmers Farm Primary School aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every learner will have access to a rich, broad, balanced and differentiated curriculum. However, it is recognised that every learner has a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies and experiences.

At Colmers Farm Primary School this means teachers use the flexibilities that already exist to ally high standards in the basics in the core curriculum with opportunities for enrichment and creativity across the curriculum. The school uses the Lancashire Scheme and White Rose Maths Hub.

Religious Education (RE) lessons follow the Agreed Syllabus. The children learn about world religions and are taught to respect their own and other peoples beliefs, cultures and lifestyles. The religious beliefs of all pupils and their parents are respected, and appropriate arrangements are made for the withdrawal of pupils from RE lessons and acts of worship, when parents request this.

The broad guidelines of the curriculum from Year 1 to Year 6 consists of:

- a) The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans;
- b) The National Literacy Strategy and the National Numeracy Strategy supplement the English and Maths curriculum respectively;
- c) The LA agreed syllabus for Religious Education;
- d) A bespoke PSHE curriculum;
- e) Throughout the school opportunities will be taken to extend the curriculum beyond the statutory requirements through:
 - i) visitors, including artists, craftspeople, actors, musicians;
 - ii) the use of the school grounds, the locality and the wider environment;
 - iii) educational visits;
 - iv) many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.



The overall curriculum aims:

To make our children as articulate, literate, numerate and socially adept as possible. Therefore, we try our utmost to ensure our school curriculum is broad, balanced and challenging and aims to provide children with the opportunity to:

- Embed key skills in order to prepare children for real life and everyday situations;
- Communicate, explore, enquire and challenge;
- Experience enrichment where learning can take place beyond the classroom in places such as Forest School;
- Make a positive contribution to the school and the local community;
- Become reflective learners who have a sense of responsibility for their own learning and development;
- Build up confidence and motivation to learn through the use of a range of learning and teaching styles;
- Know the importance of perseverance, resilience and tolerance in order to achieve their potential best;
- Use their acquired skills and knowledge and encourage them to observe, question and think; and
- Learn to value others, their views, cultures and beliefs in an inclusive manner.

Where children have special needs or disability we make provision for them so that they too can flourish.

We encourage children to be keen, enthusiastic, independent learners and we give them lots of opportunities to develop their inter-personal skills by working and co- operating with others. Through the curriculum, our SEAL programme and our THRIVE approach; we build their self-esteem and self- confidence.

Each year in school builds on the previous year. We assess progress and attainment and we regularly report to parents about how well their children are doing.

Early Years Foundation Stage curriculum consists of:

The Early Years Foundation Stage (EYFS) is the statutory framework that all early years settings must meet to ensure that children learn and develop well. In our school this refers to both the two Reception classes. It promotes teaching and learning to provide the right foundation for good future progress through school and life.

The revised framework for the EYFS has been implemented from 1 September 2012. We teach this framework through topics that excite the children. Topics that we taught last year included Stories, Superheroes and Animals.



PASTORAL CARE AND DISCIPLINE

The Deputy Head Teacher is Designated Safeguarding Leader and is responsible for managing safeguarding and child protection data but every member of staff has a responsibility to ensure the safety and well-being of the pupils. The learning mentor provides support for targeted individuals. Teaching Assistants provide intervention support. One of our Assistant Head Teachers provides support with behaviour.

The school promotes positive behaviour and has an approach which believes in recognising positive attributes. The school's Behaviour Management policy rewards children for their behaviour and progress. Where self-discipline is inadequate a variety of sanctions may be imposed for misconduct, but corporal punishment is not permitted under any circumstances.

PARTNERSHIP MONITORING, ADVICE AND SUPPORT

The Local Authority has a statutory duty to monitor the performance of all its schools as set out in its Code of Practice. Achieving in Partnership is a principle fundamental to the Local Authority's commitment to school improvement. Colmers Farm Primary School is a member of Birmingham Education Partnership and is committed to developing the best outcomes for children in our City. The Local Authority also provides, on a subscription basis, a range of services to schools for advice purposes and a range of support services.

EDUCATION FOR A MULTI-CULTURAL SOCIETY

The Local Authority, as an integral part of its policy for 'Education for a Multi - Cultural Society' is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all its schools. This is to be achieved through the implementation of three major objectives:

- Preparing all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity;
- Providing for the particular needs of children, having regard to their ethnic, cultural and historical background.
- Being aware of and countering racism and the discriminatory practice to which it gives rise.

The school staff have undergone training and adopted the Birmingham programme 'No Outsiders Here'.



PARENT/TEACHER/COMMUNITY LINKS

Our school values the involvement of parents in the life of the school and the support of their child's progress and attainment. Successful fundraising events are held throughout the year with parent, teacher and local business support.

Parents evenings are held throughout the year. Appointments for parents to meet separately are welcomed and supported. Parent Governors actively seek feedback from other parents regarding school organisation.

OTHER EXTERNAL SUPPORT SERVICES

The school has strong links with external support services, the local nursery school, and is fostering further links with the local secondary school.

HEAD TEACHER INDUCTION

All new head teachers are able to access induction and support, on a rolling programme, provided by the Teaching Schools across the city, in partnership with Schools HR Services.



BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE AND FAMILIES

COLMERS FARM PRIMARY SCHOOL

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

HEAD TEACHER - JOB DESCRIPTION

SALARY SCALE: GROUP 3 £59,264 - £67,963

As required by Paragraphs 44-48 & 52 of the School Teachers' Pay and Conditions Document.

1. Job Purpose

As required by paragraph 44-48 & 52 of the School Teachers' Pay and Conditions Document, to be responsible for the internal organisation, management and control of the school.

2. Duties and responsibilities

2.1 General

To act in accordance with the requirements of paragraphs 44-48 & 52 of the School Teachers' Pay and Conditions Document

To undertake the professional responsibilities of a head teacher as set out in paragraph 47 of the School Teachers' Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

2.2 Specific – To progress the journey of merging two separate schools into a successful primary school.



3 Line Management

Responsible for the supervision of all staff employed in the school (other than school meals staff)

4 Conditions of employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

5. Review and Amendment

- 5.1 This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

6. Complaints

- 6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation_____ (Signature of the Chair of the Staffing Committee)

Copy received by_____ (Signature of the Head Teacher)

Date_____



PERSON SPECIFICATION: HEAD TEACHERS

Colmers Farm Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

	ESSENTIAL	*METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	<p>Qualified Teacher status.</p> <p>Willingness to work towards further professional development</p>	AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	<p>Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning.</p> <p>Knowledge and understanding of education and schools systems locally and nationally.</p>	
EXPERIENCE	<p>Considerable successful experience in leadership and management and demonstrating the ability to differentiate between them.</p> <p>Demonstration of a good understanding of School Improvement Planning and implementation.</p> <p>Experience of implementing Performance Management.</p> <p>Experience of partnership working with parents and the wider community including external agencies.</p> <p>Successful and varied teaching and management experience in appropriate phases, especially in Key Stage 2, including working with children with social, emotional and mental health difficulties.</p> <p>Experience of co-ordinating family support services as appropriate.</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF</p> <p>AF, I</p>
SKILLS AND ABILITIES	To lead the implementation of change effectively and sensitively.	AF, I



	To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British Values.	AF, I
	To develop a culture for learning and set high expectations for achieving success for all.	AF, I
	To use authority appropriately to maintain discipline.	
	To work to high professional standards, strategically and operationally, leading by example.	AF, I
	To maintain a clear strategic financial overview of the school.	AF, I
	To monitor, evaluate, and plan strategically for School Improvement and continuous professional development.	AF, I
	To lead and manage effectively in an environment of high accountability.	AF, I
	Demonstrate the ability to manage, motivate and support individuals and teams effectively.	AF, I
	To deal effectively with under performance, in accordance with relevant policies and procedures.	
	To understand and interpret complex data to inform effective decision-making.	AF, I
	To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.	AF, I
	To demonstrate a wide range of high level communication skills including new technologies.	AF, I
	To promote and foster a positive school image.	AF, I
	To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.	AF, I



OTHER	Evidence of motivation for working with children.	AF, I
	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.	AF, I
	Evidence of ability to form and maintain appropriate relationships and personal boundaries with children and staff.	AF, I
	Evidence of emotional resilience in working with children and staff exhibiting challenging behaviour.	AF, I
	Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.	AF, I
	Ability to coach and develop all school staff appropriately.	AF, I
	Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.	AF, I
	Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.	AF, I
	Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.	AF, I

- Those elements marked **AF** - will be assessed in your **Application Form**
- Those elements marked **AF/I/P** - will be assessed in your **Application Form** and during the selection process e.g. **Interview, Presentation**.
- Those elements marked **I/P** - will be evaluated during the selection process e.g. **Interview, Presentation**

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.