



Brough Community Primary School “Building Stronger Futures”

Information for candidates applying for the
position of

Headteacher



www.brough.cumbria.sch.uk



The School

Brough Community Primary is a small, rural school on the very eastern edge of Cumbria. The village school at Brough was first established in 1875. The school actually lies in the hamlet of Church Brough, a short distance from the village of Brough.

There are currently 68 pupils in the school divided into three classes. At the heart of the school is the Victorian hall that is extensively used for assemblies, PE, performances, after school clubs, community events and as a Dining Hall. There are 4 further classrooms and a number of break-out areas for targeted group work and interventions. All the classrooms are well equipped and resourced. They all have interactive whiteboards, computers and good Internet and the pupils also have access to laptops and iPads.

The school occupies a large site with an extensive play area, which includes an adventure trail, a play tower, a traversing wall and an outdoor stage with seating for around a hundred pupils. The school shares the site with the outstanding Pre-School led by a separate management team. The Pre School team also supervises our 'Base Camp', the wrap around care facility.

The school is 'requiring improvement' as identified by the Inspection of June 2015. However, by October 2015 at the monitoring inspection, it was noted that, ***'Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school.'***

This is a warm and friendly school with a family atmosphere. The current Head knows every pupil and it is that intense relationship that ensures that each individual meets with success. One of the hallmarks of the school is the quality of pastoral care. Class teachers are the cornerstone of the pastoral care and much time is taken ensuring that all the pupils feel that they and their opinions are valued. An awareness and sensitivity towards the needs of others is paramount.

There is a remarkable 'can do' attitude at the School, where pupils, parents, staff and governors work closely together to give the children the very best educational opportunities - academic, cultural, artistic and sporting. Pupils are encouraged to have a go at everything, understand their own strengths and weaknesses and to be ambitious for themselves.





The Structure of the School

The school is divided into three classes, Acorns, Pine Cones and Oaks. The youngest pupils of the Reception and Year 1 are in the Acorns classrooms. Whilst there is an emphasis on learning through play, the children receive a thorough grounding in the basics. Great use is made of the Forest School and outdoor learning is a real strength. The children enjoy their PE and swimming lessons and have produced their own 'Little Book of Africa' written to a man on the moon and developed a Chinese Take-away in their play area. The current Headteacher teaches the Acorn group.

Children in years 2, 3 and 4 are in Pinecones. Here the curriculum broadens to include interesting additions such as Spanish and computing whilst ensuring the children continue to make sustained progress in the core subjects. Children in Pinecones also enjoy more practical science lessons and PE sessions with visiting sports coaches to develop their skills in a range of different sports. In previous years the children have taken part in sports such as football, cricket, golf and cross-country. Alongside classroom based activities, children in Pinecones have enjoyed school trips which have taken them to experience the world of the Beatles in Liverpool; they imagined what it was like to invade a castle at Raby and explored life as a Victorian child at Tullie House in Carlisle. When the children move up into Pinecones, they are encouraged to develop their independence and to take greater responsibility for their learning. Parents are encouraged to share in their children's learning experiences and enjoy supporting them in termly home learning projects.



The senior pupils of Year 5 & 6 are in the Oaks classroom. Again, there is a clear focus on literacy and numeracy however, through a series of imaginative topics and school excursions the children are challenged. They have participated in the local Lacrosse Tournament and Debating Competition and this year were winners of the Warcop Soccer Tournament. The children have been studying such diverse topics as mountains, Charles Darwin, Space and World War 2! In their art sessions they have been looking at the extraordinary work of Martin Escher and pupils will be displaying their own work at the Brough Show in mid August. Each year the children have the opportunity of an educational excursion. This year they went to Lockerbie Manor and experienced a wide variety of outdoor challenges. Last year the children visited Edinburgh. The school clearly makes every effort to punch above its weight.

All the pupils belong to one of the four houses, Augill, Helbeck, Swindale and Stainmore. A teacher and a senior teaching assistant support each of the houses. House points can be awarded to pupils who are seen to be mirroring the school values, by being respectful, honest, hardworking, caring and trustworthy. Each week, at the Good Work Assembly, the house cup is awarded to the house who have won the most points during that week. The house anthem is played and the pupils' successes celebrated in style. At the end of year, all the house points are totaled and the winning house has a converted trip to the local ice-cream parlour! Adjacent to the main school building, is the purpose built nursery. Brough Pre-School opened in April 2009 and is open to children aged 2 – 4 years. The pupils are able to receive their free nursery entitlement. There is a separate team working in the Nursery led by Barbara Wilson, the Pre-School Manager. The last Ofsted report judged that the Pre-School was outstanding in all areas.

The School is a very happy, thriving community. There is an on-line weekly newsletter, which provides parents with a review of past events and details of forthcoming activities. This paints a picture of a school moving forward as a community.



The Context of the Appointment

Having spent the last nine years at the school, the current head Lesley Whittle found promotion to a larger school. She left the school at the end of the Summer Term and an interim head has been appointed to steer the school through to January 2018.

The Governors supported by David Salmon, the Local Authority Advisor, now seek to appoint an energetic school leader who will initially gather the school team and develop plans to continue to improve the educational offering. It is important that the candidate appreciates and celebrates the unique identity of this aspirational rural community school. The position will include a teaching commitment (currently 0.4 FTE).



Location

The school is situated in Church Brough near to the Norman castle. Brough itself is a village community, nestling under the Pennines at the head of the Eden Valley. Transport links are good for Brough lies on the main trans-Pennine artery, the A66, between Penrith and Barnard Castle. The nearest station is at Kirkby Stephen, which is on the world famous Settle-Carlisle line.

The pupils mainly come from Brough and Church Brough though there are pupils who travel in from Kirkby Stephen itself, Musgrave and Stainmore.

Governors

There is a relatively new Governing Body. Each member of the Board holds a great interest in the school and is clearly committed to supporting the children and helping to provide the highest educational offering. They are a lively and energetic group!





Job Description

The job description for the recruitment of the Headteacher of Brough Community Primary School encompasses

- the expectations set out in the [National standards of excellence for headteachers](#) (2015);
- the statutory requirements set out in the [School teachers' pay and conditions document](#) (relevant year) and the [Teachers' standards](#) (2011 revised 2013);
- expectations and responsibilities specific to our school.

SECTION A: From the [National standards of excellence for headteachers](#) (non-statutory requirement).

Qualities and knowledge

The Headteacher will,

1. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.
3. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Hold and articulate clear values and moral purpose, focused on providing a world-class education.





“Every pupil is given the opportunity and encouragement to become a well-rounded individual”

Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.



4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.



The self-improving school system

1. Create an outward-facing school which will work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

SECTION B: From the [Teachers' standards](#) (statutory requirement).

The headteacher will;

Part one: teaching (where teaching is a component of the headteacher's role)

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

“At Brough School we provide high quality teaching in a stimulating environment which is both safe and secure, where children are happy”



“ During my visits to classes, pupils were concentrating on their work; they were at ease and confident to give their views ”

Part two: personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career:

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

NB: On appointment, the job description will be reviewed to take account of the strengths of the successful candidate and the specific needs of the school.





Brough Community Primary School HEADTEACHER PERSON SPECIFICATION		
	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ol style="list-style-type: none"> 1. Qualified Teacher Status. 2. Evidence of continuing professional development relating to school leadership and curriculum development. 	<ul style="list-style-type: none"> ▪ NPQH or suitable equivalent professional qualification.
EXPERIENCE Recent and successful experience of:	<ol style="list-style-type: none"> 3. Leadership and management in a primary school. 4. Teaching at primary school. 5. Having a significant positive impact on standards and pupil progress. 6. Tracking pupil progress highlighting areas of concern, planning interventions and ensuring these actions have a positive impact on attainment and progress. 	<ul style="list-style-type: none"> ▪ Working with governors and the wider community. ▪ Teaching in more than one key stage/subject. ▪ Working with other agencies for the well-being of all pupils and their families. ▪ Managing a delegated budget.
KNOWLEDGE Understanding of:	<ol style="list-style-type: none"> 7. Principles for the development of effective teaching practice. 8. Strategies for raising standards of achievement for all pupils. 9. Principles of school self-evaluation and strategies for planning school improvement. 10. Strategies to develop partnership with parents and enhance community links. 11. The range of data (whether school, LA, national) available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents. 	<ul style="list-style-type: none"> ▪ The legislative framework for the school's work, including governance, curriculum and inspection frameworks and the requirements for statutory assessment. ▪ Personnel issues and strategic financial planning. ▪ Strategies to develop collaborative work with other schools.
PROFESSIONAL SKILLS Ability to:	<ol style="list-style-type: none"> 12. Inspire, motivate and challenge staff, pupils and others to carry the school vision forward, attain high goals and improve performance. 13. Foster good teamwork. 14. Monitor and evaluate the performance of people and policies. 15. Manage the school efficiently and effectively on a day-to-day basis. 16. Maintain positive relationships with the Governing Body, external agencies, the LA, other schools and parents. 	<ul style="list-style-type: none"> ▪ Demonstrate exemplary teaching practice. ▪ Foster links with other schools; locally, nationally and internationally.
PERSONAL ATTRIBUTES Evidence of:	<ol style="list-style-type: none"> 17. Creative thinking and a vision for the future. 18. The ability to relate constructively to others and to inspire confidence, commitment and respect from others. 19. The ability to prioritise, plan and organise self and others. 20. The capacity to communicate effectively with a variety of audiences and in a variety of styles. 	



Application Process

Candidates are asked to complete the application form found on the school website together with a short covering letter which provides details of their motivation for the applying for the post.

Key School Facts & Statistics	
School	Primary
Age	4-11
Location	Brough, Cumbria
Denomination	Non
Co ed	
Awards	Active School Healthy School
Number of Pupils	64
% FSM	10.9%
% EAL	0%
%SEN	12.5% no IHCP
Average Class	21.3
KS1 Results 2017	AS GPS - 50% Reading - 50% Maths - 50%
KS2 Results 2017	AS GPS - 60% Reading - 50% Maths - 60%