



Potters Green School

nurturing bright futures

Invitation to apply for the position of Head Teacher

Information Pack



We hope that the following information will give you an insight into the organisation of our school. It is the intention of the Governors and staff of Potters Green Primary School to enable every individual to develop his or her self confidence in order to reach their full potential within a caring and supportive environment, whilst striving to achieve excellence.

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Our School Values

Staying safe Staying Safe

- Ensure all children feel safe, secure and cared for.
- Provide an environment that is warm and welcoming.
- Enable children to share feelings and concerns.

Healthy Lifestyle

- Encourage children to lead an active and healthy lifestyle.
- Enable children to develop their self-esteem.

Achieving

- Enable children to develop positive attitudes to learning.
- Support and encourage all children to attend school and make good progress in their learning and personal development.

***‘Pupils’ good progress is due to good teaching.’
Ofsted 2016.***

Respectful

- Encourage children to develop positive relationships.
- Ensure children respect the needs and beliefs of others.
- Encourage children to respect their environment and participate in decision making to support their community.

Enjoying

- Support parents in preparing their child to have a happy and appropriate start to school life.
- Encourage children of all abilities to enjoy achieving both during and after school.



Inspirational Learning

Our broad and balanced curriculum inspires and challenges our children.

It prepares them to be good citizens and to be aware of their responsibilities to others while achieving their full potential.

Learning opportunities also extend to:

- Tailored support for all individual needs.
- All children are grouped in classes of mixed ability.
- A wide variety of off site visits and residential trips.
- Exciting and varied musical experiences.
- An extensive range of extra-curricular activities.

School Facilities

- Nursery provision for 3 – 4 year olds.
- Well-equipped classrooms.
- Extensive grounds and a wildlife area with an outdoor classroom used frequently for the Forest School provision.
- Heated swimming pool enabling all children to swim from an early age.
- Minibus – providing increased opportunities for children to extend their learning experience outside the classroom.
- School hall equipped with stage lighting and sound system used for school productions and class assemblies, feeding the children's creative minds.
- Sports Coach – providing a specialised broad and balanced PE curriculum while allowing Teachers to develop their own skills.
- Wraparound Provision - providing excellent before and after school care.



‘Children make an excellent start to learning in the Early Years’. Ofsted 2016.

Our Staff

We have a caring and professional team of staff who are eager to move the school forward to become outstanding. Their enthusiasm is valued and every member of staff is encouraged to develop their skills through continual professional development including the use of video coaching through Iris Connect.

Our Senior Management Team includes:

Head Teacher
Deputy Head Teacher
Assistant Head Teacher

The Extended Management Team includes:

Lower, Middle and Upper Phase Leaders
Whole School Inclusion Leader
Whole School English and Maths Leaders

Governing Body

We have fully committed, hardworking and dedicated governors that work closely with the school to provide challenge and support. They have high aspirations for the school and are determined that all aspects of the provision will be of the highest standard.





'The provision for pupils' personal development and welfare is outstanding.'
Ofsted 2016

Pupil Welfare

Our school is a safe and secure environment where children are encouraged to think for themselves and make positive choices.

We provide:

- Caring support and a range of opportunities to ensure our children become independent and responsible adults.
- Playground Pals, promoting friendship.
- 3 Learning Mentors supporting children.
- An active School Council.
- Attendance support and rewards.
- Reward systems to acknowledge achievements and to promote high self-esteem.



Curriculum Aims

The Governing body ensure there is a broad and balanced curriculum that values all aspects of learning.

The curriculum aims for all pupils to:

- Be appropriate to the needs and abilities and aptitudes and of individual pupils.
- Promote spiritual, moral, cultural, mental, physical and social development of pupils and embed British values.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Seek to develop the knowledge, concepts, skills and attitudes of pupils in ways which are relevant to the needs of the individual and the community in which they live.
- Reflect and celebrate the multi-cultural and multi-ethnic nature of society.
- Promote equality of opportunity.
- Cater for pupils that have special educational needs.



Our Community

By building close relationships with our children and their families we have created a warm and welcoming school community.

Most parents and carers take an active interest in their children's education. Being supportive of the school, they want the opportunity to understand how their children are progressing and what they can do to help.

Our school is committed to involvement with both the community in which the school is based and the wider community.

A vibrant city

Coventry is a dynamic, multi-cultural city whose most recent population census counted 345,385, 12th largest in the United Kingdom, and possibly the fastest-growing. Now re-inventing itself after the damage of the Blitz, the city is internationally renowned as a centre for peace and reconciliation with Sir Basil Spence's imposing Cathedral at its heart. It combines both heritage and innovation, and was the world's first 'twin' city.

Although its manufacturing and engineering base has declined, it is still a big centre for companies supplying the automotive industry, including the success story that is Jaguar Land Rover. Its industrial parks are home to growth industries in new areas of technology.

The Midlands' second city has two fine universities within its boundaries; Coventry University, nationally highly rated, and the world-class Warwick University, plus three further education colleges. Culturally it benefits from a wealth of theatres, arts centres and museums including the Coventry Transport Museum, with its nationally recognised collection chronicling Coventry's central role in the development of British vehicle manufacture.



The Ricoh Arena, home to Wasps Rugby Club, is also a major conference and concert venue, hosting such stars as Bruce Springsteen, Robbie Williams and Rihanna.

Culturally rich Warwick, Leamington Spa and Stratford upon Avon are within easy reach of the city.

The city's central position and excellent transport links provide easy access to Birmingham, Leicester and further afield.

Coventry has recently been shortlisted for UK City of Culture 2021.



Coventry Local Authority

Coventry Local Authority has pioneered work in community education and celebrates the city's many cultures.

Headteacher job description

Qualities and knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- 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.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.



Pupils and staff

- 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.
- 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.
- 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.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.



Systems and process

- 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.
- 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.
- 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.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Head Teacher to account for pupil, staff and financial performance.
- 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.
- 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

Head Teachers:

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- 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.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others within and beyond school to believe in the fundamental importance of education in young peoples' lives.

How to apply

For school visits, and/or application forms, please contact Lyn Olden,
School Business Manager
lyn.older@pottersgreen.org.uk.

Closing Date
Monday 2nd October 2017

Short Listing
Tuesday 3rd October 2017

Interviews
12th and 13th October 2017

Potters Green School is committed to safeguarding and promoting the welfare of children and expects its staff to share this commitment.

This post is subject to an enhanced DBS check.

Application forms should be completed in full and applicants should ensure that they have directly addressed the skill areas outlined in the person specification.

Completed forms should be returned to the school office. Should you wish to return the form via e-mail please send it as an attachment to:

lyn.older@pottersgreen.org.uk



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