



QUEENSGATE PRIMARY SCHOOL



INFORMATION PACK



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QUEENSGATE PRIMARY SCHOOL

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Dear Candidate

I am delighted that you have expressed an interest in applying for the post of Headteacher at Queensgate Primary School. Our current Headteacher is to retire following 12 successful years at the school. The Governing Board are keen to appoint an inspirational and dynamic individual to take our growing school forward, continuing to bring out the full potential of all who work and learn within it; someone who will build upon the current outstanding practice which is evident throughout our school.

Queensgate is a welcoming, happy and vibrant school with highly motivated staff and pupils. It is well supported by parents and carers and offers a warm vibrant family like atmosphere that our children thrive on.

We are an inclusive school and we welcome children from all backgrounds who have mixed abilities. We celebrate all of our children's achievements and place equal value on the social and emotional development of our children as we do our academic.

The school is making strong links to the wider community within Bramhall and beyond, as Chair of Governors, I feel privileged to be part of this active community.

We can offer you:

- Staff that are committed, passionate and hardworking
- A Governing Body that is willing to work alongside your needs to achieve the very best for our children and staff
- Children who are enthusiastic, polite and caring

Personally, I believe that this is an exciting opportunity for the right applicant and hope that our information pack will help you decide to apply for this post.

If you would like to visit the school please contact: sue.challinor@queensgate.stockport.sch.uk visits can be made by arrangement Monday – Wednesday any time up to the closing date.

Yours sincerely

Mark Rothwell
Chair of Governors

Job Description

Job Title: Headteacher
Department: Queensgate Primary School

Directorate: Services to People
Salary Grade: £53,712 - £63,779

Post Reports to: Stockport's Director of Education Services and to the Queensgate Primary School Governing Body in matters within their responsibility.

The Headteacher will carry out his or her professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers and Education and Employment legislation.

The Headteacher is accountable to the Governors for the standards achieved and the conduct, management and administration of the school, subject to any policies which the Department for Education and Skills and the Governors may make.

Core Purpose of the Headteacher

The core purpose of the headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

Headteachers:

- Effectively manage teaching and learning
- Promote excellence, equality and high expectation for all pupils
- Provide vision, leadership and direction
- Evaluate school performance and identify priorities for continuous improvement
- Deploy resources to achieve the school's aims
- Carry out day-to-day management, organisation and administration
- Secure the commitment of the wider community
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils
- Work effectively with the school's Governing Body

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 headteacher 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:

- 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 schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

This Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff within this area to share this commitment and to have understanding of the common core skills and knowledge.

To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.

To fulfill personal requirements, where appropriate, with regard to Council policies and procedures, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council's priorities.

To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account.

Person Specification

Job Title: Headteacher

Directorate: Services to People

Attributes	Competency	SCORE				Essential or Desirable
		0	1	2	3	
RELEVANT EXPERIENCE	Proven track record of raising educational standards					Essential
	Successful experience of leadership in school development planning, self-evaluation and monitoring					Essential
	Successful teaching experience in the primary phase					Essential
	Excellent classroom practitioner					Essential
	Record of successful Headship or Deputy Headship experience within the primary phase					Desirable
	Experience of building links, and working with, parents; stakeholders and the wider community					Essential
	An understanding of managing financial budgeting and expenditure in school					Essential
	Substantial successful experience of promoting the professional development of school staff					Essential
	Experience of recruitment and selection processes					Essential
	Experience of managing and improving processes and systems in school					
	Experience in the use of a range of tools and evidence including performance data to support, monitor, evaluate and improve all aspects of school life					Essential
	Experience of working with other professional bodies in the development of teaching and learning					Desirable

Attributes	Competency	SCORE				Essential or Desirable
		0	1	2	3	
EDUCATION & TRAINING	Qualified Teacher Status					Essential
	Evidence of recent training including leadership, management skills and other relevant professional development					Essential
	All Key Stages within primary education					Essential
KNOWLEDGE OF:	The principles of effective teaching, learning and assessment					Essential
	The principles of funding within a maintained Primary School					Essential
	EYFS and primary curriculum development					Essential
	Current trends in primary education					Essential
	The legislation and requirements relating to the safeguarding of children and other legal issues					Essential
	Effective school governance					Essential
	The benefits of working with other agencies for the well-being of all pupils					Essential
	The use of appraisal in promoting and sustaining whole school improvement					Essential
	Leadership and good understanding of management of children with special educational needs					Essential
	Lead by example with integrity and clarity					Essential
SKILLS & QUALITIES:	Show resilience, perseverance and optimism in the face of difficulties and challenges					Essential
	Proven leadership; management; problem solving and decision making skills					Essential

Attributes	Competency	SCORE				Essential or Desirable
		0	1	2	3	
SKILLS & QUALITIES CONT'D	Effective communication and delegation skills					Essential
SKILLS & QUALITIES CONT'D	Competent in the use of IT communication					Essential
	Political acumen to influence strategy and negotiate with local authorities and external organisations					Essential
	Expertise in performance data to support school improvement					Essential
	Strong inter-personal skills					Essential
	A commitment to maintain the school's culture and ethos of care and high aspirations for all pupils					Essential
ADDITIONAL FACTORS	The capacity to provide the vision to inspire, challenge and motivate the whole school					Essential
	A commitment to be a member of the governing body					Essential
	A commitment to working within the local cluster of schools and other educational partnerships					Essential
	To understand and support Stockport Council's diversity policy.					Essential
	To meet Stockport Council's standard of attendance.					Essential

We are an outstanding resourced primary school with provision for 8 pupils with severe learning difficulties. The school was built over forty years ago and is situated in Bramhall on an estate of established houses. The school is popular and attracts pupils from Bramhall South, Woodford and other areas of the borough. The school is fully inclusive and has been awarded the Inclusion Quality Mark twice. We have extended school status and operate our own before and after school provision. The ethos of our school embraces the partnership between home and school. We are a family friendly community with an excellent PTA that works very hard to raise additional funds for the school.



There are currently 252 pupils on roll. Currently 7% of pupils are eligible for Free School Meals. 10 pupils receive additional support through the pupil premium grant. This is significantly below the national average. The school community is predominantly White British with 8.6% coming from ethnic minority groups. This is significantly below the national average. Attendance and punctuality is excellent and this is consistently maintained. SEND - 11 pupils have an EHCP and 15 pupils are at SEN support.

Expectations for all our pupils are very high and Assessment for Learning is central to all teaching and learning. We offer a broad and balanced curriculum that has been designed to create independent, confident learners. We actively encourage our children to be 'the best that they can be' in all aspects of their life. Our 'Skills for Learning', 'Skills for Life' programme develops the personal capabilities of all our pupils.

The school is outward facing and is part of a Teaching Alliance of schools. This network provides school to school support and gives staff confidence to be innovative and to share best practise. In addition the school works with other schools in the local Bramhall Cluster and successfully collaborates e.g. working with Andy Vass to develop personal well-being and resilience, shared staff meetings for year groups to develop teaching and learning and a cluster wide approach to E-safety. The Deputy Headteacher is an SLE for English deployed by the Teaching School and also works with MMU to help recruit trainee teachers. In addition she works closely with the LA Lead for Assessment and group of Assessment Leads across the local authority and has responsibility for a cluster of Schools. There is a full time Inclusion manager who manages the resource provision.



Last year the school had four demountable classrooms installed in the grounds. This was in preparation for a planned expansion of the school from one form entry to one and a half form entry from September 2017. This expansion will be managed with an initial increase of 45 Reception aged pupils. The admission limit for other year groups will remain at 30. This expansion is in response to 930 new homes being constructed in the schools catchment area.

The current leadership team successfully provides the school with strong and effective leadership based on a clear vision for the future. They are rigorous in their approach and are ambitious for the school and are committed to securing the highest possible standards and seek continuous improvement in all areas of the school's work. This results in high expectations and the setting of challenging targets at all levels. The current Headteacher is an inclusive leader who uses delegation as a key leadership strategy to create efficient and effective leadership teams. The staff and governors are committed to creating an inclusive school with equality of opportunity for all.

Development of the personal capabilities of all staff is a key driver in school improvement. Appraisal of staff performance is implemented efficiently with strong links to the priorities of the School Improvement Plan. Challenging targets for staff are set each year and these are carefully monitored and used as important measure of judging staff performance. The current Headteacher and Deputy Headteacher appraise the performance of teaching staff and the Inclusion Manager and Middle Managers appraise the performance of the support staff team. The school is fully committed to using evidence based research to support teaching and learning and innovative projects have been successfully undertaken with the school's research leads.

The Governing Board actively supports and challenges the Headteacher and leadership team, and helps to shape the vision and direction of the school. The Governing Board meets regularly and carries out its statutory duties efficiently. At their meetings the governing body receive regular feedback on the school's self-evaluation process and progress is reported, monitored, evaluated and reviewed.

All members of the Governing Board are linked with a class and governors are encouraged to visit the school. In addition some members of the Governing Board have specific monitoring roles e. SEND, English, Maths and Science. Termly prior to the start of the full governing board meeting all governors are invited to visit classrooms. There is an

identified focus where governors can observe first hand policy into practise and then ask questions.

The Budget is targeted on identified areas for focus and is carefully monitored for example pupil premium and sport premium money. Financial planning and financial management are effective and great care is taken to use all resources efficiently. The governing board is meeting the requirements of the Schools Financial Values Standards.

The quality of the curriculum is a strength of the school. Our curriculum is broad, balanced and creative. Our cross curricular approach provides meaningful opportunities for children to further demonstrate their basic skills. The curriculum is owned by the children and staff as they have all contributed to its design. Pupils also have an opportunity to be heard through annual pupils interviews carried out by subject leaders and through the school parliament. We have established learning teams to work on specific projects. These groups are made up of staff from each key stage. 'Our Skills for Learning, Skills for Life' programme promotes the development of pupil capabilities including opportunities for both independent and collaborative learning. Active learning techniques are used to motivate pupils and enhance engagement with their own learning. The school offers a wide range of extra-curricular activities. These are run by all the teaching staff as well as external providers.

Subject leaders are responsible for ensuring that they develop the quality of teaching and learning in their specific subject. There are clear expectations for monitoring by subject leaders and they carry out this function effectively and are held to account by the senior team and governing board.

The school is committed to a partnership with parents and works hard to achieve this. There are opportunities for parents to attend a wide range of events to help them to understand ways to help their children e.g. phonics meetings, maths workshops and safety evenings. The school seeks the views of parents and takes account of these. The school has a very active PTA that organises a range of activities to raise funds to enrich the school's provision.

Performance Data 2017

Foundation Stage - 84% GLD

Year 1 Phonics Check - 78%

Key Stage One

2017	Expected Level	Greater Depth
Reading	79%	39%
Writing	73%	18%
Maths	86%	36%
Science	79%	

Key Stage 2

2017	Expected Level	Greater Depth
GPS	100%	61%
Reading	87%	61%
Writing	90%	26%
Maths	100%	63%
Reading, Writing and Maths	84%	26%

Progress measures from KS1 to Key Stage 2

	2016	2017
Reading	0.3	2.6
Writing	-0.7	-1.2
Maths	2.0	3.9