



NECTON CHURCH OF ENGLAND VA PRIMARY SCHOOL

We care, we share, we love to learn and achieve!

Headteacher Information Pack



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At Necton CE VA Primary School, safeguarding and promoting the welfare of children is integral to effective management. We are committed to safeguarding children and promoting their welfare and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service (DBS) checks where appropriate along with other relevant employment checks including suitable references.

A Letter from the Chair of Governors

Dear Applicant

Thank you very much for taking an interest in the post of Head teacher at Necton CE VA Primary School.

The Governors are excited to find the right person to strengthen and lead our enthusiastic and forward looking team. We are looking for a person who is a confident and strong leader, who will promote the Christian ethos across the school and thus enrich the curriculum.

Currently we have an acting interim Head teacher who is supporting our team together with the Local Authority and the Diocese. They are supporting us to continue to move in a positive direction in our preparations for the appointment of a permanent Head teacher.

On behalf of our Governing Body, I would like to invite you to visit the school and see what a wonderful and vibrant place it is. Necton is a popular school with a strong Christian ethos, which encourages inclusivity, develops community and promotes excellence. This is embedded in our vision statement 'We care, we share, we love to learn and achieve', thus encouraging all the children to realise their full potential.

If you think you are the right person to help us on our journey, we shall look forward to hearing from you.

Yours sincerely

Jane Barley
Chair of Governors
Necton CE VA Primary School

Working with the local Church and Diocese of Norwich

Dear Applicant

As Rector of the Parish Church of All Saints Necton, I would like to thank you for expressing an interest in becoming our next Head teacher. There can be no doubt that our village school sits at the heart of our community and is much loved and appreciated by all it serves. As a Foundation Governor myself, I am constantly amazed and impressed by the tireless love, devotion and hard-working commitment of teachers, governors and staff to make our school the best it can be, endeavouring to provide each child with a rich and stimulating education that will enable them not only to achieve their full potential as pupils in our school but also to move on into their future lives with hope and confidence.

We are all incredibly proud of our church school and see its Christian ethos, taught across the curriculum, as being central to its loving nature, character and success. To this end, not only do we have active members of the local church serving as Foundation Governors upon its Governing Body, but we also rejoice to come together and celebrate the Christian Festivals (usually Christmas, Easter and Harvest) in church with parents and other members of the community. As Rector, I occasionally enjoy sharing the leading of Collective Worship and we have an afterschool club called Spotlight which runs for one half-term each term, seeking to teach Bible Stories and other aspects of the Christian Faith through fun-filled art and craft activities. Spotlight has been described by OFSTED as adding to the spiritual nature of the school. Members of the school choir usually sing in church at the village Christmas Christingle Service.

More broadly, the Diocese of Norwich supports 111 Church of England Schools and Academies in Norfolk and North East Suffolk. These schools represent more than half of Norfolk's small schools and serve a quarter of the young people in the Diocese. The Diocese is very proud of its family of Church Schools and through its Diocesan Board of Education is very proactive and forward looking. A team of support officers and an RE adviser provides excellent training and resources, organise events for pupils and adults and are always there to offer advice and guidance.

Naturally, whenever there is a vacancy for a new Head teacher, it is the duty for all to consider whether the applicant is truly the right fit for the task and the school in question. I would therefore like once again to thank you for your application and assure you that we will be thinking of and praying for you as we go through this discerning process together.

With very best wishes

Revd Stephen Thorp: Rector of All Saints Necton and Foundation Governor



Necton Church of England VA Primary School
'We care, we share, we love to learn and achieve!'
Head teacher Person Specification



EDUCATION AND TRAINING	
<p>ESSENTIAL:</p> <ul style="list-style-type: none"> ◆ DfE recognized teaching qualification ◆ Evidence of continuing professional development relating to school leadership and curriculum development ◆ Enhanced DBS <p>DESIRABLE:</p> <ul style="list-style-type: none"> ◆ Evidence of further professional study ◆ NPQH or equivalent 	
RELEVANT EXPERIENCE	
<p>ESSENTIAL:</p> <ul style="list-style-type: none"> ◆ Current leadership experience in education ◆ Proven success in raising attainment and achievement ◆ Experience of setting targets and monitoring performance in order to raise pupil achievement ◆ Experience of providing for the whole range of pupils' needs and abilities ◆ Ability to foster positive attitudes to learning and behaviour. <p>DESIRABLE:</p> <ul style="list-style-type: none"> ◆ Understanding of, and ability to manage, a budget and resources 	
RELEVANT PERSONAL SKILLS AND ATTRIBUTES	
<p>ESSENTIAL:</p> <ul style="list-style-type: none"> ◆ The ability to inspire and work constructively with children, staff, governors, parents/carers and the wider community ◆ A commitment to promote and develop the distinctive ethos of our church school ◆ A commitment to safeguarding and promoting the welfare of children and staff ◆ The vision to lead an innovative and creative curriculum where all pupils are nurtured and inspired to achieve their full potential ◆ The ability to plan strategically and prioritise ◆ A commitment to the provision and encouragement of professional development and a work life balance for all staff including self ◆ The ability to collaborate with other schools, agencies and parents and carers to enhance children's enjoyment, wellbeing, achievement and personal development ◆ Excellent communication skills, written and oral ◆ The ability to demonstrate high level organisational skills ◆ The ability to analyse and present data and information coherently ◆ Integrity, commitment, enthusiasm, creativity and adaptability ◆ Personal impact and presence ◆ The ability to establish and communicate a clear vision for our school which embraces and celebrates the holistic development of each member of our school family <p>DESIRABLE:</p> <ul style="list-style-type: none"> ◆ Able to demonstrate experience of curriculum innovation and development that has resulted in raised standards 	

Aims, Ethos and Values

We believe the children of our school are entitled to a safe and secure environment in which they are encouraged to become independent, self-reliant and considerate to others.

Our broad aim is to develop within each child a love of learning and to prepare pupils as individuals with the competence, confidence and moral values to enable them to make a full contribution to the demands of family life, the local community and the changing circumstances of the modern world.

This includes aiming to: provide all pupils with a happy, secure, caring and stimulating environment where discipline is firm, fair and consistent; ensure that all pupils receive equal regard and access to the curriculum; provide a relevant, balanced and broadly based education within the framework of the National Curriculum designed to encourage each pupil to reach their full potential; developing each child's self-esteem. To support our work in these areas we have six central Christian values. Each half term we focus on one value but all six underpin all that we do in school.

Respect:	for ourselves, for others, for the things around us and for our environment
Thankfulness:	for nature, for our lives and remembering the importance of saying thank you
Friendship:	love, humility, kindness, generosity, compassion and forgiveness
Responsibility:	recognising we all have a role to fulfil, an obligation to behave correctly and to act independently, making our own decisions
Honesty:	truthfulness, trust and justice
Courage:	To try things that seem hard/scary and perseverance



The Values we encourage in our Pupils are:

- a desire to achieve their best academically and to do their best for others
- a respect for spiritual and moral values and an unprejudiced view of other races, religions and ways of life. The school aims to create an environment in which no child experiences harassment (racial or otherwise) whether directed at themselves or at a fellow pupil
- a desire to take responsibility for their own health and wellbeing and to lead an active and fulfilling life
- a desire to enhance the reputation of the school through the care of premises and positive behaviour, in and out of school, as we positively promote a sense of belonging, togetherness and worth.

The Values we apply to the work of our school are:

- putting the needs of the pupils first, through the development of the highest quality professional planning, preparation and provision for our children
- offering a secure learning environment where the pastoral needs of pupils are responded to with sensitivity
- demonstrating a responsive, considerate and positive attitude towards all other members of the school through considerate personal behaviour and action
- appreciating and valuing each child's strengths
- looking at the whole child: their intellectual, physical, emotional, spiritual and social development and the development of social responsibility, placing equal emphasis upon each aspect of their education
- as a Church of England school we are inclusive, serving the whole community, and welcoming people of all faiths and none

Our New Head teacher by the pupils

We want our new Head teacher to be someone who.....

*Likes
Music*

*Cheers people up
when they're down*

*Includes
children in
decisions which
affect them*

*Has a good sense
of humour.*

*Is involved in our
lessons*

Is kind

*Is friendly and
caring*

*Is exciting,
friendly, loving
and funny*

*Is
committed
to the job*

*Not too young and
a jolly, happy
person*

*Is someone who will
do a special
assembly on a
Friday because it's
important because
we're with everyone
and celebrating*

Is not big-headed and think you're more important than anyone else

Is happy, most of the time

Is someone who won't be shy in front of an audience

Is someone who likes to join in everything!

Is someone who is organised

Is someone who will take good care of our school along with the School Council and Eco-Council

Is someone who will carry on doing after-school clubs

Is strict when someone is being mean

Is someone who will take us on trips

Is someone who is a good Head teacher

Is someone who smiles all the time

Class Structure

Necton CE VA Primary School is a popular school with currently 199 pupils on roll arranged in 7 classes-

Name	Class Teacher	Teaching Assistant
Reception	Mrs Lynsey Eaglen	Mrs Gill Cheeseman Mrs Samantha Preston Miss Bethany Watts
Year 1	Miss Susan Turner	Mrs Caroline Womack Mrs Pippa Saunders
Year 2	Miss Danielle Church	Mrs Tania Freestone Miss Claire Gipson Mrs Marie-Louise Howard
Year 3	Miss Jenni Palmer	Mrs Vanessa Fitzpatrick Mrs Louise Fenwick
Year 3/4	Mr Mark Hodder (Deputy Head teacher) and Miss Coryn Stanforth	Mr Mark Codman Mrs Sarah Higson
Year 5	Mrs Teresa Devereux	Mrs Lindy Thompson Mrs Sarah Kemp
Year 6	Miss Susanna Pritchard	Mrs Alison Land

School Improvement & Development Plan

An evaluation summary of priorities for 2016-17

1. Significant impact on reading through the RED TED scheme. We need to extend our more able readers.
2. At least expected progress in Maths for 90% of our pupils in 2016-17.
3. Raise attainment and progress in Grammar, Punctuation and Spelling and Writing has risen to 78% (L4+) 47% (L5).
4. To ensure all children have the opportunity to write at length on a weekly basis, attainment and progress in writing are both still low.
5. Improve handwriting and presentation throughout the school.

School Improvement and Development Plan Summary 2017-18

The SCHOOL IMPROVEMENT DEVELOPMENT PLAN (SIDP) 2017-18 will be based on overcoming the barriers to success that have been identified in the Regional Schools Commissioner Response Document (27 May 2016) and the outcome of the Local Authority Audit, November 2016. The effectiveness of our SIDP and the key action plans will be measured by how they improve pupil outcomes while continuing to embed the Christian values that are key in all aspects of our school life.

1. The work of the school has begun with the Induction of the New 2017 Leadership Team

Induct and establish the new Leadership Team

- To ensure common policy and direction with consistency of implementation began prior to September 2017.
- Governor input will be commissioned at each stage and shared with the Full Governing Body at the earliest possible point in the school's annual calendar with reviews at termly Full Governing Body meetings.

2. The School's work will be based on the following aspects that were identified as ways of breaking down these barriers, improving the outcomes for pupils and the success of the school as a whole

Review and establish the "Assessment without Levels" system to be used throughout the school, agreeing with the systems and methodology for each of the core subject areas and the foundation subjects. Current systems have been evaluated and new systems are being implemented where it is felt they can be more effective in improving attainment and achievement standards.

A) Assessment systems that could be used:

- a. Maths – implementation of Assertive Mentoring (maths package including weekly skills tests and evaluative Question Level Analysis) starting with a baseline assessment in September 2017 across Key Stage 1 and 2.
- b. English Reading
- c. English Spelling, Grammar and Punctuation –for all year groups Year 1 – 6; Phonics Box (half termly).
- d. English Writing – Norfolk County Council criteria/Interim
- e. Science – current systems to be evaluated with the introduction of "SNAP Science" Scheme (suited to specialists and non-specialists) measured against Pupil Asset Key Performance Indicators and backed by "Testbase

- f. The use of National Foundation of Educational Research [NFER] tests to support the assessment work and teacher's professional judgement will be implemented at key points in the year.
- g. A key element of the start of 2017/18 will be a Question Level Analysis.

B) Evaluate and develop the “Challenge Curriculum” to ensure that it:

- a. Challenges so that attainment and progress are improved and children achieve at least national expectations for their age.
- b. Helps boys to close the gender gap at Key Stage 1 and Key Stage 2.
- c. Meets the requirements of the National Curriculum with the addition of the Necton Curriculum which includes all things that we consider to be vital for the children to learn to prepare them for a place in our complex and developing 21st century world.
- d. Is enriched to inspire, challenge and encourage all pupils to achieve highly.
- e. Upholds the core values of the school to educate the whole child within the Christian ethos and values, developing the teaching of Religious Education and the participation of children in leading Collective Worship.

C) Providing teaching of the highest quality:

- a. Evaluation of the Teaching and Learning by the Leadership Team, outside agencies, governors early in the new academic year through:
 - i. Monitoring of lessons
 - ii. Learning walks
 - iii. Work scrutiny
 - iv. Policy review for Marking and Feedback, Presentation, Assessment and Homework
 - v. Pupil Progress meetings (key stage meetings for enhanced transition)
 - vi. Moderation of assessments for baseline
- b. Give constructive criticism of the Teaching and Learning identifying strengths and points for development, including the use of focussed support as directed by the Head teacher for any member of staff that needs to raise the quality of teaching through implementation of Individual Action Plans.
- c. Identify training needs
- d. A monitoring timetable has been devised to keep track of all these aspects of monitoring that complete the picture and enable us to evaluate the school's success.
- e. **Ensuring strong leadership for learning** Input from VNET through:

- i. Network meetings for Maths, English, Science, Computing and Early Years.
 - ii. Conferences each term focussing on Curriculum and on Teaching and Learning
 - iii. Head teacher to introduce assessment packages that will aid evaluation of the pupil's learning and inform the teaching
 - iv. Talk for Writing course
- f. Special Educational Needs and Disabilities Coordinator [SENDCo] training for the SENDCo with additional input from experienced SENDCo Sue Wild to include:
 - i. Barriers to learning to identified children
 - ii. Training for Learning Assistants
 - iii. Implementation of new Interventions programmes
- g. Emotional Readiness to learn is a key barrier to learning for a growing proportion of children; Thrive Approach Sept 2017 and PATHS (Promoting alternative Thinking Strategies) Sept 2018, can help those children who make less progress to learn. Staff will be trained and an online package used to support in producing the programmes needed to overcome interruptions in the child's development. Parents, teachers and pupils are all involved in the "patching of holes".
- h. Curriculum enrichment through Drama to enhance writing levels;

D) Having high expectations of every pupil

- a. Through rigorous Pupil Progress meetings on a half termly basis to provide in-depth analysis of each child within each group within each class.
- b. Key group analysis is vital so we can identify those pupil groups that are underachieving.
- c. Look at those children who belong to more than one group so that maximum benefit is seen when providing support, i.e. efficient and effective focussed support
- d. Teaching Assistants involved in these meetings too, so they can support and know the direction of travel for each pupil
- e. Mapped assessment weeks with agreed focus for writing to enable whole school progress checks and associated moderation (see below)
- f. Moderation sessions built in to assessment system (Led by the Subject Leaders in a staff meeting and also in other local cluster and Western area groups)

E) Ensuring behaviour for learning is outstanding throughout the school:

- a. agreement on Behaviours for Learning (B4L) strategies expected by staff, with children and governors
- b. regular reviews/reported to governors with high expectations
- c. staff meetings to ensure staff are all on board and supporting those not achieving the high standards expected.
- d. monitoring with the School Council through Learning Walks, questionnaires and focus groups – look to the power of pupil/peer influence

F) Providing high quality Continuous Professional Development for all staff

- a. Teaching monitoring to contribute to discussion about strengths and weaknesses, training needs and ideas for progressing individuals and the school.
- b. Identify strengths and areas for development using Teacher Standards and Teaching Assistant Standards
- c. Performance Management meetings to identify training needs – courses provided internally where possible but externally too (Cluster, Local Authority, conferences)
- d. VNET tea parties provides stimulus for new opportunities
- e. Visits to other settings for staff to review practises – this is all Continuous Professional Development – see above.
- f. Staff meetings regularly with all teachers attending – meetings minuted and circulated to all staff so they can all be included.
- g. Senior Leadership Team meetings weekly with Leadership Team members targeted for key tasks with deadlines.

G) Working with Parents to raise aspirations

- a. Head teacher to promote high aspiration through talks to parents, celebration of achievements, engaging parents in supporting their child's learning.
- b. Engage with families of children who meet the criteria for Pupil Premium funding support.
- c. Continuing to be part of the Children's University scheme for aspiration
- d. Reading/Maths/class themed café
- e. Parents educational classes after school or in school time using the Resources room as available.

H) Build Awareness of our diverse society

- a. Liaison with local schools with broader cultural diversity Primary)
- b. Links nationally
- c. Whole school Diversity Day –Spring term 2018

- I) A monitoring plan has been collated and will provide timely reminders to monitor all aspects of the schools work including learning, teaching and the spiritual, moral, social and cultural development of each individual across the school.

SIAMS Inspection 2017 development focus

The distinctiveness and effectiveness of Necton C of E VA Primary as a Church of England school is good.

Positive relationships built on distinctly Christian values are embedded in the daily life of the school and have supported the school community through its recent turbulence.

Worship is linked to Christian values and learners respond and engage well. They are aware of the role of Jesus in worship and are making links to the Trinity. The impact of the shared values is having a positive impact on pupils' spiritual moral social and cultural (SMSC) development.

Areas to improve:

To deepen understanding of worship and its role within the school community both through developing the involvement of representatives from a range of Christian denominations and by enabling pupils to independently plan and deliver acts of worship.

Further enhance pupil awareness of Christianity as a multi-cultural, world-wide faith and of the difference and diversity within the church and other Christian denominations so pupils have an improved understanding of their place in the wider Christian family.

Develop more formal monitoring and evaluation of the impact of the school's distinctive Christian character, worship and Christian values, providing opportunities for pupils to feed back more formally to the governing body so that the whole school community contributes to further improvement.

Contact Details

Necton C of E VA Primary School

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Chair of Governors: Mrs Jane Barley



Necton and Surrounding Villages

Necton is a village situated on a turning off the A47 main road between Swaffham and East Dereham in the Breckland district of mid-Norfolk. As at the 2001 census it has a population of 1,865 residents and an area of 15.48 km².

There are a number of facilities within the village; a large playing field, a garage, a social club, a public house, a post office, a shop and a Doctor's surgery.

All Saints' church is at the centre of the village in the Benefice of Necton. It is a grade I listed building. In the churchyard is a 14th-century grade II listed table tomb reputed to be that of the Countess of Warwick.

There is an old mill dating back to 1782 that was in full working order until the 1960s.

Area: 15.48 km² Post town
Swaffham Shire County
Norfolk Dialling codes (01760)
UK parliament constituencies
South West Norfolk



The school also serves the villages of Holme Hale and Fransham.

Holme Hale is served by St.Andrews church in the Benefice of Necton

It once had a railway station on the line between Swaffham and Thetford. The station and goods sheds are now private dwellings and form part of the satellite hamlet of Holme Hale Station Road.

Fransham is a civil parish in the Breckland District of the English county of Norfolk

It covers an area of 12.14 km² (4.7 sq mi), and includes the villages of Great and Little Fransham and the hamlet of Crane's End. Fransham has an estimated population of 430 as of 2007. It lies 6 miles (9.7 km) east from Swaffham and 6 1/2 miles (10.5 km) west from Dereham.

The Swaffham Cluster

Necton CE Primary School is part of the Swaffham Cluster:

Secondary school:

- The Nicholas Hamond Academy (TNHA)

Primary schools:

- Cherry Tree Academy Trust Marham Infant
- Cherry Tree Academy Trust Marham Junior
- The Nar Valley Federation;
Narborough CE VC Primary School
Sporle CE VC Primary School
Castle Acre CE VC Primary School)
- Necton CE VA Primary School
- St Andrew's CE VA Primary Academy School, North Pickenham
- Swaffham CE VC Infant School
- Swaffham CE Junior Academy



Norfolk is a great place to live and work and the Local Authority has great ambitions for both the place and the people of Norfolk.

Their priorities for our county are to have;

- A well-educated and skilled population
- 'Real' jobs which pay well and have prospects
- Businesses which move or grow here because we are well connected to the rest of the world through improved infrastructure - air, sea, road, rail, broadband and network coverage
- Vulnerable people supported to live independently and safely in their communities

For this we need employees who are as ambitious as we are, who take pride in their work, are innovative, business-like and collaborative and always deliver to the highest standards.

Find out more here:

http://www.norfolk.gov.uk/Jobs_and_careers/Living_and_working_in_Norfolk/index.htm



The Application Process

The vacancy is for a full-time Head teacher to start in September 2018.

Please take the time to look at the job description and person specification for this post. Your personal statement must relate to the specification and meet the priorities that relate to our school.

We would also like to know why here, why now and why this school?

Please also check that you have given details of referees, one of whom should be your present or recent employer, and another who is able to comment from a position of responsibility on your performance at work.

In accordance with our Safeguarding policy, the successful candidate will be required to have an enhanced DBS check.

Candidates selected for interview will be informed as soon as possible after the shortlisting meeting.

We do welcome and encourage a visit to the school. Please leave your contact details, by email at office@necton.norfolk.sch.uk or on the schools telephone on (01760) 722795.

Mrs Jane Barley
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