

Cheveley C of E (C) Primary School

A Church of England School for children aged 4-11

Dream, Believe, Work, Achieve



Headteacher Application Pack

January 2018

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School Office Contact Details

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Vision for our school

Dream, Believe, Work, Achieve

Our vision is for our school to offer an environment where all children are excited by learning and encouraged to achieve. We will actively encourage children to ‘dream, believe, work and then achieve’ in all aspects of their lives. We believe children will leave our school as well-rounded individuals who respect themselves and others, who are able to fulfil all they are capable of achieving and who will have a continuing thirst for knowledge.

Our school aims to contribute to the community by providing all children with an education of the highest quality within a warm and welcoming Christian environment.

Staff and Governors of Cheveley C of E Community Primary School – March 2015



A letter from the chair of governors

January 2018

Dear Applicant

I am very pleased that you are interested in the position of headteacher at Cheveley C of E Primary School, following the retirement of our current head, Mrs Diane Kingdon, after five years of dedicated leadership.

Our school is a wonderfully warm and inclusive environment where children, parents, staff and visitors are sincerely welcome. This is born out of the genuine enthusiasm, hard work and dedication of every adult and every child within our school community. We greatly value the respect and trust that we have for each other and the strength of our individual relationships – we are always ready to listen. We all work together, and enjoy celebrating our achievements as a team and as individuals.

The governors are seeking to appoint a caring and driven headteacher who will greet and know every child by name, build strong and effective relationships with children, parents and staff, support our Christian school life and deliver continuing, sustained improvement in achievement by leading effective teaching.

You will find additional information on the school and its context in this application pack, and in our excellent school brochure. You can also find the very latest details of the school's many activities on our website - www.cheveley.cambs.sch.uk

We believe we can offer an excellent opportunity in a wonderful setting where you can take the next step in your career.

We would encourage you to visit our school where the current Headteacher and Governors are available to welcome you. Practical details about arranging visits and the selection process are given later in this pack.

On behalf of the governing body, thank you again for your interest in Cheveley Primary School. I hope that you find this pack useful and informative and that it will encourage you to apply.

A handwritten signature in black ink, appearing to read 'Rob Walden', with a long horizontal flourish extending to the right.

Rob Walden - Chair of Governors

A letter from the headteacher

January 2018

Dear Applicant,

Welcome to Cheveley School which, if you are appointed, you will find to be an exciting and enjoyable place to work and one that is very hard to leave behind.

Five years ago, I was appointed as headteacher at Cheveley School. I can honestly say that I have absolutely loved working here and I will be very sad to leave it when I retire at the end of this academic year. This is a fabulous school which has so much going for it and I have summarised some of the many positives for you below:-

- The staff are fabulous. They are a friendly, welcoming, warm, dedicated and hardworking team who all work together to support one another, and who provide our children with exciting and stimulating learning experiences. Without exception everybody goes the extra mile. We work hard to nurture our children and encourage them to be resilient and hardworking, to give our children the skills and confidence to attempt new challenges, to persevere and to develop a love of learning. We also have lots of laughs and fun times which include out of school social events like Summer Race Evenings at Newmarket Racecourse, visits to the cinema and theatre (e.g. Warhorse in London and Bridget Jones) and meals and cocktails together. Staff team building and well-being training sessions are always good fun.
- The children are enthusiastic, hard-working and confident and are a joy to know and to work with. They are kind and caring towards each other and their behaviour is excellent. Being a fairly small school there is a real sense of family in school and the older children do a fantastic job of supporting the younger children via our Buddy and Young Leader system. Lunchtime clubs, run by the older children for our younger ones are very popular, ranging from sports to arts and book clubs etc. The children are fantastic singers (we are a “Sing Up Gold” School) and we even have our own flourishing orchestra. The children have embraced Foreign Languages and have been awarded a Linguamarque Bronze award for their languages skills. For a small school we do extremely well in local sports competitions and because we are on the Suffolk / Cambridgeshire border we get involved in a lot of competitions.
- The current School’s Governing Body is a pleasure to work with. Governors have a deep understanding of the School and the challenges that are faced on a daily basis, be it funding, safeguarding, teaching and learning, attainment and progress, recruitment, special needs, child protection etc. Our Governing body comprises professionals from a range of backgrounds and they all have a lot to offer and provide constructive challenge to the School.
- Supportive parents and local community. Many parents give of their time and experience, whether it be to hear readers, share their experiences of life or share their work knowledge

and experience (nurse, doctor, vet, farmer, builder etc.) with the children. We have developed our role within the wider community, with our children taking part in many local events both in Cheveley and in Newmarket.

- The school is a warm and welcoming place to be and has an embedded Christian ethos. Cheveley School has a “Good” rating for our most recent SIAMS Inspection and special mention was made of the “welcoming, caring and infectious atmosphere”. The two current Foundation Governors are very committed, involved and effective and work closely with us to ensure that the unique Christian Ethos is maintained whilst also raising standards.
- Our last Ofsted (November 2013) was “Good”. We are awaiting a Section 8 (1 day) Inspection at any time. Our attainment data has improved and we now exceed National in all subjects at KS2. KS1, Phonics, EYFS attainment is also strong.
- The School is very clear of what the current priorities are and is well placed for ensuring that these are met.

The above are just a taste of what our school has to offer. I have loved working here and being part of such a positive community. The School is in a good place and it is the perfect time for me to step down (retire) and for a new headteacher to take the school forward into the next stage. Whoever succeeds me will be a very fortunate person, and I know they will be as happy and fulfilled working here as I have been.

Yours sincerely,



Diane Kingdon (Headteacher)

The Selection Process

1. The vacancy is for a Headteacher to start at the beginning of September 2018.
2. The starting salary will be in respect of: Group 1 (current NOR 140), ISR L10 – L16.
3. Key dates are:
 - a. Closing date for applications: Monday 5th March 2018 at 9am.
 - b. Shortlisting of applicants: Wednesday 7th March 2018. Candidates chosen for the shortlist will be notified as soon as possible afterwards. Unsuccessful applicants will also be notified.
 - c. Interviews and assessment: Friday 23rd March 2018. During the interview day, candidates will be given activities to assess performance against the person specification. Shortlisted candidates will be provided with further details of the interview process and arrangements.
4. For an application pack email headship@epm.co.uk or download from www.epm.co.uk.
5. Please submit your application using the enclosed form together with a supporting letter. Do not enclose a CV. The supporting letter (limited to two pages please) should indicate how you meet the criteria within the person specification, including reference to improving the life chances of children and young people. The selection panel will also take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.
6. Please return your letter and completed application form to:

Educational Personnel Management Ltd
St John's House
Spitfire Close
Ermine Business Park
Huntingdon
Cambridgeshire
PE29 6EP

7. EPM can be contacted on 01480 423434 / 01480 421790 or via headship@epm.co.uk.
8. Visits to the school are warmly welcomed. To arrange a visit, or if you have any specific questions about the school, please contact Mrs Helen Whybrow, School Business Manager on 01638 730273 or email office@cheveley.cambs.sch.uk.

The governing body and Cambridgeshire County Council are committed to safeguarding and promoting the welfare of children and young persons and headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Cheveley Primary School

“Dream, Believe, Work, Achieve”

Our school is a joyful, safe and caring environment where each child gains the confidence, encouragement, and self-respect to dream, believe, work, and ultimately achieve, and where the strength of our school’s Christian ethos underpins the excellent relationships that exist throughout the school community.

We have a committed, experienced and talented team of teaching and support staff, a hard-working governing body, and involved parents. Our school is continually improving and the number of pupils on roll rises each year. This puts us in a good financial position to continue with the developments and improvements we aspire to in the years ahead.

This is a truly wonderful school in which to learn and work, with capacity to improve and grow and the ambition to do so.

Working together

Strong, supportive and effective relationships, built on trust and respect, are one of the keys to our school’s continuing success.

Within our school the children have positive role models, both adult and child. All opinions are listened to and valued. The School Council is the pupils’ voice on issues close to their heart. Our parents find the staff approachable; our staff find our parents supportive.



We are part of the ‘Circle’ cluster group of schools who work together closely at all levels and with the academy agenda we have formed close working relationships with four other local church primary schools. The continuity between primary school and Bottisham Village College, our secondary catchment school, is eased through combined activities. There are many shared learning opportunities, for staff, pupils and governors, from our peers within the Circle group.

Our staff are helped in the classroom by many dedicated parents and volunteers from the community. Parents are supportive and have an active role in their child’s school life. Our Parent, Teachers and Friends Association host a variety of fun social events for all, to fundraise for those extras that enhance each child’s school experience.

Children and staff from the village preschool and other local preschools in surrounding villages are frequent visitors to the school, allowing a smooth transition into the Reception class.

Inclusion

At Cheveley C of E Primary School all our children, including those with special educational needs, receive the required support and services needed to flourish within the classroom. This inclusive attitude within the school generates understanding and respect from all the staff and children.

All our pupils are treated as individuals and make a valuable contribution in the classroom and in the wider community.

Learning for all

A culture of “learning for all” is established in our school community. All staff and governors take part in effective, continuing professional development. We host a range of parental courses to further knowledge and encourage involvement in their child’s education.



We are proud of our partnership agreement with Homerton College Cambridge and the University of Cambridge Faculty of Education to whom we provide placements for trainee teachers, at all stages of their Initial Teacher Education.

We are also part of the Anglian Gateway and provide placements for SCITT students (trainee teachers) in support of their initial teacher training.

Collective Worship



As a Voluntary Controlled church school, we are part of the Diocese of Ely church family.

We have a close and meaningful relationship with our parish church, St Mary’s, with services held there half termly. Ministers from St Mary’s and other Christian denominations are regular visitors leading acts of Christian worship within the school.

Assemblies are held daily in school, with four days involving the whole school in worship. One of our most popular assemblies is our Friday celebration assembly, when members of the community are invited in and the hall is full, with parents and family members in attendance. This is our time to celebrate the achievements, both in school and elsewhere, of all who are part of our school life.

Weekly Godly Play with a team of experienced local Christian volunteers gives the children further opportunity to explore and nurture their own spiritual development.

The curriculum

We offer a broad and creative curriculum, which is topic led and designed to excite and stimulate the children. The curriculum is particularly strong in the foundation subjects, such as art, RE, design and technology, PE, music and languages. Personal, Social and Health Education has a positive impact resulting in consistently high standards of behaviour, attendance, attitudes and a healthy lifestyle. A focused raising attainment plan has led to improved outcomes in the core curriculum subjects where we compare very favourably with national attainment and progress measures.

A broad range of visitors and visiting workshops give the children new opportunities to extend their learning in an engaging and interactive way.



Extra-curricular activities

We offer a large number of extra-curricular activities for the children.

Our older children organise and run many lunchtime clubs that have included art, creative writing, maths, logic, chess and Warhammer.

After school clubs aim to provide a breadth of opportunity and promote a healthy lifestyle. New experiences have included dodge ball, code club and netball, alongside more traditional activities such as chess, gymnastics, tennis and football.



School premises

Our school lies at the heart of the village community in a conservation area. The original school, built in Victorian times, is listed and there have been sympathetic additions to accommodate an Early Years building, multi-use hall and kitchens and a wing of rooms for community use.

The original building houses our three key stage 2 classes, library and three rooms used for small group work. The Early Years building houses two classrooms, each with its own dedicated outdoor space.

A large playground used by the whole school lies in front of the building. To the rear and side of the school are a courtyard area, a pond and wildlife garden and the 'field', our very popular grassy area accommodating an outdoor classroom, and separate adventure areas for Early Years and Key Stage 2 children. The school has use of additional sports facilities at the village recreation ground.

We are at present working to refresh our playground area and improve our courtyard area to make it a more useful learning and teaching space and a more vibrant and interesting area for the children.



Our catchment area

Our school lies at the heart of the pretty Cambridgeshire village of Cheveley, close to the border with Suffolk. Our children come predominantly from the village of Cheveley and the surrounding villages of Ashley, Kirtling, Saxon Street, Woodditton and Upend.

We are approximately 3 miles from Newmarket, the world-famous centre of the horseracing industry and 15 miles from the University city of Cambridge. Cheveley is well placed for transport and commuter links to Stansted airport and London.

Cheveley is a peaceful and pleasant place to live, with a very strong sense of community. We have two churches, a popular village pub, shop with post office, community rooms and a busy, popular preschool.

Views of our school community

From the staff ...

What are the qualities you hope for in your new headteacher?

- Professional attitude - committed and passionate about education
- Intelligent and reflective approach to educational issues (interested in the "nitty-gritty!")
- Supportive of staff and aware that they have lives outside of school which are equally important!
- Sensitive to workload issues
- Uses time wisely (no unnecessary or ineffective meetings)
- A good listener and communicator
- Energetic and enthusiastic
- Shoulders the stress with resilience and doesn't pass too much of it on to staff
- Puts teaching and learning at the heart of all they do
- Wants to spend time seeing what's going on in classrooms
- Gives positive feedback to staff - noticing what they are doing and celebrating it
- Knows the children and has authentic relationships with them
- Values the skills of staff, but also challenges them to constantly improve
- Sets the highest of standards in a realistic way! (i.e. standards that are achievable!)

What are you proud of about your school?

- The happy, motivated children who enjoy coming to school every day
- The palpable atmosphere of happiness, enthusiasm for learning and love of the children
- The focus on teaching and learning
- The excellent behaviour and attitude to learning of the children
- Relationships with children, parents and the local community
- The standards achieved
- It's held in high esteem by the outside world

Why do you enjoy working at Cheveley School?

- Lovely, happy, well-behaved children who work hard and enjoy their learning
- Excellent behaviour of children means I am putting my energies into teaching, not managing
- Relationships with children - knowing them well and making a difference to them
- Relationships with parents - being respected and valued by them
- Relationships with colleagues - we actually talk about our teaching!
- It's (nearly always!) a happy place to be

From the children ...

Why the children like our school and what they hope for in their new headteacher:

I would like our headteacher to be **AMAZING!**

Logan age: 10

I like it when we do mass. and bryn cynd.

Lena



they should be funny and someone who listens to you also someone who looks out for you can they be COMPASSIONATE also loyal

I think our new headteacher should come into school with a smile on their face, help us when we are down and understand us and our personality. I would like them to be strict but fair and to be strong and independent. They should be able to keep us and others safe in school, so they make us at home.

By Leah.

I would like our new headteacher to come and watch some of our lessons every week.

Thank you. Fia.



I think our new headteacher should have a good connection with the children and remember all their names.

Isabel P.

I think our new Headteacher should have a fun time at this school as we are well behaved and happy.

They should understand when something is up with the family.

They should talk to our parents about problems in school.

Esther.

- yellow faces 😊
- lots of smiles
- school lunch

I think the new headteacher should listen to children's opinions.

Jonas Age: 11

From the parents...

Qualities we would like in our new headteacher:

"Get the very best out of the children by inspiring them"

"Be very energetic and lively!"

"Be easy to talk to"

"Be proactive in making changes when these are beneficial"

"Support the Christian ethos of the school"

"Know about each and every child by name"

"Be kind and fun and relate to the children but to use authority when this is needed"

"Keeps the children's wellbeing and education front and central"

"Be understanding of family issues"

"Be a live wire!"

"Keep teaching standards high and keep improving them"

"Recognise how special this school is and work hard to keep it that way"

The parents like our school because:

"It's clear that school listens to parents' opinions"

"It's lovely to see everyone celebrate the children's achievements"

"The children are polite, happy, engaged and clearly have a lot of fun while learning"

"There are plenty of extra-curricular things for the children to do"

"The staff are very approachable"

"The kids are thoughtful, they think and care about others"

"Everyone knows everyone and everyone is appreciated for who they are"

"There is a good intermixing between age groups - the older children look out for the younger ones"

"Older children run fun lunchtime clubs for the younger ones"

"The school is an excellent and well thought out preparation for Secondary School"

Statutory Inspection of Anglican Schools

Our most recent SIAMS inspection took place in October 2016 and we were classified as a good church school.

Their inspection found the distinctiveness and effectiveness of Cheveley as a Church of England school to be good, noting in particular:

- Pupils have a well-developed spirituality and are confident to share their thoughts, views and prayers.
- Pupils' behaviour and motivation are of a very high standard, reflecting the school's Christian character and values.
- The school is committed to understanding each child as an individual and ensuring they make the best progress possible.
- The governing body and foundation governors offer considerable support and strategic leadership.

And asked us to work on...

- Broadening the range of people leading collective worship, as part of a commitment to improving pupils' understanding of the Church of England's place in the wider Christian family.
- Giving pupils opportunities to monitor, plan and lead collective worship themselves.
- Developing the outside garden area to provide members of the school community with a place for peace and quiet reflection.

Ofsted

Our most recent Ofsted inspection took place some time ago in November of 2013 and the school was classified as good.

Areas in which Ofsted said the school was doing well...

- Pupils' attainment at the end of both key stages is above average. Pupils make good progress throughout the school.
- Teaching is good. Staff work hard to make lessons interesting and to develop pupils' learning. Teaching assistants provide good support for the teachers and pupils.
- Pupils' behaviour is good. They have a good appreciation of how to keep themselves safe.
- Staff are united and work as a team. They support the new headteacher who has made a good start in leading the school. Oversight of teaching and learning are good.
- Close links with the church and the community support pupils' spiritual, moral, social and cultural development effectively.
- The governing body is well led and is both supportive and challenging. Governors work hard for the benefit of the pupils.

- The school has an accurate awareness of its strengths and aspects for further development.
- Teachers track pupils' progress very effectively and know the pupils very well. They take very good care of them and so the pupils feel safe.
- A large majority of parents are very supportive of the school's efforts for their children.

In November 2013 Ofsted asked the school to ...

- Improve pupils' skills further in writing by: providing more opportunities for pupils to write independently and practise their punctuation and grammar in longer pieces; enabling teachers to assess individual pupils' strengths and weaknesses in writing; improving pupils' spelling skills through learning spelling rules and words which they use often but spell wrongly.
- Ensure that the improvement in mathematics attainment by the end of Year 6 is sustained by providing more challenge for able pupils in the first part of mathematics lessons in Key Stage 1 and lower Key Stage 2 so that these pupils are always working at an appropriate level.
- Give more opportunities for pupils to investigate in science and use their mathematics and writing skills more effectively when describing their results.

School Structure

Class Structure

The current Number on Roll is 140. Pupils are split into five classes. Early Years pupils are divided between two classes and Key Stage 2 pupils into three, one mixed Y3/4 class, one mixed Y4/5 class and one dedicated Y6 class.

Staff list 2017/18

Cheveley Primary C of E School has a dedicated and hardworking staff structure. All staff contribute to the school's vision, and make valuable decisions about the development taken by the school.

Head Teacher: Mrs Diane Kingdon

Deputy Head Teacher: Mrs Patricia Highton
SENCO: Miss Sarah Dowsett

Class Teachers

Elm class (Reception & Year 1):	Mrs Pippa Davies / Mrs Katherine Haylock
Maple class (Years 1 & 2):	Miss Sarah Dowsett
Rowan class (Years 3 & 4):	Ms Frances Turrell
Cedar class (Years 4 & 5):	Mrs Anna Shepherd / Mrs Jo Cavill
Oak class (Year 6):	Mrs Patricia Highton / Mrs Clare Reed
Foreign Languages:	Mrs M Marsh



Support Staff

Mrs H Whybrow - School Business Manager
Mrs S Rowland - Administrative Assistant
Mrs L Symonds - Administrative Assistant
Mrs J Smith - Higher Level Teaching Assistant / Midday Coordinator
Mrs M Brown - Teaching Assistant / Midday Supervisor
Mrs S Bonnett - Teaching Assistant
Mrs V Papworth - Teaching Assistant
Mrs L Greenwood - Teaching Assistant
Mrs H Dean - Teaching Assistant
Mrs A Parkin - Teaching Assistant
Mrs T Peel - Midday Supervisor
Mrs N Fletcher - Midday Supervisor
Mrs E McCarthy - Midday Supervisor
Miss R Strachan - Midday Supervisor
Mr C Bailey - Caretaker
Mrs R Stoneham - Caterer

Governing Body 2018

Cheveley Primary School has a hard working and supportive governing body. It works closely with the senior leadership team developing a clear and focussed plan for both school improvement and its own development.

Parent Governors:	Mr Robert Walden (Chair) Mr Nathan Hubbard
Foundation Governors:	Mrs Wendy Garrard (Vice-Chair) Ms Jane Rabagliati
Local Authority Governor:	Mr Graham Dowsett
Staff Governors:	Mrs Diane Kingdon (Headteacher) Mrs Patricia Highton (Deputy Headteacher)
Associate Governors:	Mrs Julia Flutter Mrs Jane Smith
Clerk to Governors:	Mrs Lorna Symonds (Acting)

Person specification

We are looking for a charismatic leader to build on the strengths of our improving school. Our new headteacher will embrace the development of the whole child, belong to a trusting and supportive community, and will strive to improve outcomes for all.

Elements marked (E) are essential Elements marked (D) are desirable

Qualifications

- NPQH (D) / Working Towards or Willingness to Work Towards (E)
- Teaching qualification (E)
- 1st Degree, or equivalent (E)

Skills

	Essential	Desirable
Support and promote the ethos and values of our Church of England School	✓	
Confident, positive engagement with everyone in the school community	✓	
Ability to inspire, nurture and consolidate outstanding teaching	✓	
Proven leadership skills, including leading strategic development	✓	
Ability to embed a culture of focused planning and sustained improvement	✓	
Management, development and motivation of staff through teamwork and delegation	✓	
Astute financial decision making	✓	
Confident user of ICT tools for management		✓

Experience

	Essential	Desirable
Experience of building and maintaining links with the wider community		✓
Track record in effective CPD	✓	
Successful track record as a professional teacher in terms of:		
• Primary school class teaching and assessment	✓	
• Senior leadership in a school	✓	
• Managing and developing staff	✓	
• Promoting the use of ICT within the school across the curriculum		✓
• Promoting the learning of foreign languages		✓
Agility and responsiveness to changing priorities and demands	✓	
Experience of Change Management	✓	

Personal qualities

In addition to our specific requirement for skills and experience, we are looking for an individual whose personal qualities embody the positive, inclusive, caring ethos of our school. The qualities that we seek are:

- A warm and welcoming smile at the school gates
- Commitment to putting the safety and well-being of the child at the heart of every decision
- The ability to inspire and enthuse others
- Commitment, reliability and integrity
- A positive role model for the whole school
- Positive and creative response to change and challenge
- Positive attitude and approach to problem solving
- Ability to self-start and self-organise
- Considered and proactive leadership in response to changing circumstances
- Ability to act decisively and take difficult decisions should the need arise
- Confidence and skill in communication with children, staff, parents, governors, external agencies and our community
- The ability to listen effectively and respond appropriately

Job description

This job description is based on the *National standards of excellence for headteachers*, published by the DfE in 2015. It sets out the core purpose for headship and describes the essential leadership and management tasks across four key domains.

Core Purpose – The Role of the Headteacher

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.

The Four Domains

The *National Standards of Excellence for Headteachers* are set out in four domains, beginning with a Preamble. There are four 'Excellence As Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

Domain One - Excellent headteachers: Qualities and Knowledge

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a worldclass education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
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. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two - Excellent headteachers: Pupils and Staff

Headteachers:

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. 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.
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. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
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.

Domain Three - Excellent headteachers: Systems and Process

Headteachers:

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 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.
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.

Domain Four - Excellent headteachers: Self-Improving School System

Headteachers:

1. 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.
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 schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

This governing body and Cambridgeshire County Council are committed to safeguarding and promoting the welfare of children and young persons and headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Cambridgeshire Context

Cambridgeshire is the fastest growing county in the country and one of the main economic drivers for the United Kingdom.

The 0-19 population of Cambridgeshire is expected to increase by 18.5% between 2016 and 2036, although not evenly across the county. Cambridge City is expected to grow by 12.3% over this period, while South Cambridgeshire is facing an increase of 29.4%.

There are around 137,800 children and young people under the age of 18 years living in the county, which represents 21% of the total population. The level of free school meals is lower than the national averages.

Nationally 14.5% of primary pupils and 13.2% of secondary pupils are eligible; across Cambridgeshire the levels are 9.8% and 8.3% respectively.

Children and young people of school age from minority ethnic groups account for 12.2% of primary pupils and 9.4% of secondary pupils - compared with 31.4% and 27.9% respectively for the country as a whole. Locally the largest minority ethnic group is Asian (3.8% of school-aged children). Travellers of Gypsy Roma and Irish heritage account for 0.7% of the school age population compared with a national average of 0.4%.

Cambridgeshire is a relatively prosperous county. Our children generally have above average health, educational attainment and life chances. However there are pockets within the county where deprivation levels exceed or equal the national average, particularly in parts of Wisbech, Huntingdon North and the north east of Cambridge City. A particular feature of Cambridgeshire is that deprivation is spread widely across the county. 65% of children living in low income families live in our more affluent areas.

Looking Ahead

Over the past three years, the governing body have been exploring the need for, and possibility of, converting to an Academy. There are many factors that are influencing this however it is likely that a decision will be made within the next academic year. Whoever will be appointed to the post will need to be willing and be prepared to engage fully with this process.

At this stage it seems highly likely that as a Church School we will seek to join the Diocese of Ely Multi-academy trust (DEMAT). We have looked at the options and it is felt that the developments taking place at DEMAT will be able to offer a range of services to enable Cheveley to strive to become outstanding. The DEMAT uses a flexible approach and in recognising and supporting the individual characteristics of its schools would enable us to grow and develop with confidence and to this end we feel we would likely be best served by moving in this direction.

Working in partnerships with other schools and academies

At Cheveley, we have worked hard to build strong links to other local schools, and to find ways to work collaboratively with them. The “Beacon Hub” is a group of five Church of

England primary schools which feed into Bottisham Village College – these are Cheveley, Swaffham Bulbeck, Swaffham Prior, Great Wilbraham, and Teversham. The headteachers and chairs of these schools now meet regularly and share resources where possible.

This enriches our curriculum and eases the transition from primary to secondary school.

The Anglian Gateway Teaching School Alliance

Over the past five years we have worked closely with Bottisham Village College as members of the Anglian Gateway Teaching School Alliance (AGTSA). The AGTSA has responsibility for initial teacher training, CPD and leadership, school-to-school support and research and development. This partnership has brought increased knowledge and understanding across the age range and is having increasing impact on other local schools, we intend to maintain and develop the AGTSA link into the future to build on the work that has been done so far.

Support for New Headteachers

All new Headteachers are encouraged to take full advantage of the support available from both the Local Authority and the National College for Teaching and Leadership.

- Details of professional development opportunities for those new to headship may be accessed through the College's website
- The Local Authority run a Headteachers' Induction Programme every year. This is a suite of short courses on key operational and strategic issues, e.g. school development planning, financial management, health and safety. These sessions are run by the Cambridgeshire Advisory Service (CAS).

Further information on the local authority can be found on the Cambridgeshire County Council website: www.cambridgeshire.gov.uk. For information on education in Cambridgeshire, see: <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/>.

Headteachers are also given a password for the Education Portal, which gives them access to online information and to a discussion group for newly appointed Headteachers: <https://www.cambslearntogether.co.uk/>, type 'New Headteacher' in the search box.

Cambridgeshire County Council's Equality Pledge

“We believe in the dignity of all people and their right to respect and equality of opportunity. We value the strength that comes with difference and the positive contribution that diversity brings to our community. Our aspiration is for Cambridge and the wider region to be safe, welcoming and inclusive.”

Cambridgeshire County Council's Equality Objectives

- We will promote equality and inclusion and celebrate diversity through engagement between the council, communities, groups and individuals

- We will promote equality and inclusion through fair and accessible services
- We will promote equality and inclusion within our workforce, our Members and through our employment and procurement practices
- We will lead from the front, by promoting and celebrating diversity across Cambridgeshire County Council.

Ex-offenders Policy

All posts within the school are exempt from the Rehabilitation of Offenders Act, 1974, so all applicants will be required to declare spent and/or unspent convictions, cautions and bind overs (except those that are protected see 4.3.3) and to undertake an enhanced Disclosure and Barring Service (DBS) check, The full DBS Code of Practice is available at <https://www.gov.uk/government/organisations/disclosure-and-barring-service>. The school is committed to ensuring that people who have been convicted are treated fairly and given the opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position with our school.

We will:

- ensure that governors and staff who undertake recruitment receive regular safer recruitment training, including refresher training and successfully achieve safer recruitment accreditation;
- ensure that all job descriptions and person specifications specify the safeguarding responsibilities of the posts;
- ensure that safeguarding responsibilities are explicit in the job description of the Designated Safeguarding Lead (further guidance can be found in Keeping Children Safe in Education, 2015)
- ensure that all advertisements, applicant packs, school policies and our website reflect the fact that we take our responsibilities for child safeguarding very seriously;
- ensure that every appointment panel includes at least one member who has received safer recruitment training;
- implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that all reasonable steps are taken to avoid appointing anyone who is:
 - unsuitable to work with children; or
 - is disqualified from working with children; or does not have suitable skills and experience for their intended role; maintain a single central record of recruitment and vetting checks in line with DfE (and/or the County Council's) requirements;

Cambridgeshire Authority

Conditions of Employment

The successful candidate will be required to satisfy the authority of his/her physical fitness before the appointment is confirmed. In accordance with the requirements of the Home Office and the Department for Education and Skills the appointment is subject to a Criminal Conviction search by the Disclosure & Barring Service.

The appointment will be subject to the Education Committee's regulations and the provision of the Teachers' Superannuation Acts and the National Insurance Acts. If you opt to join or remain a member of the Teachers' Superannuation Scheme, Superannuation contributions will be deducted from the Teacher's salary in accordance with the Teachers' Superannuation Acts for the time being in force and Teachers' Superannuation Regulations from time to time made thereunder. Information about the Teachers' Superannuation scheme is available from the Local Authority.

The appointment will be terminable by three calendar months' notice in writing on either side expiring at the end of a Spring or Autumn Term. (i.e. 30 April or 31 December) or by four months' notice expiring at the end of a Summer Term (i.e. 31 August)