



Headteacher Application pack

Shirley Community Primary School



Closing date:

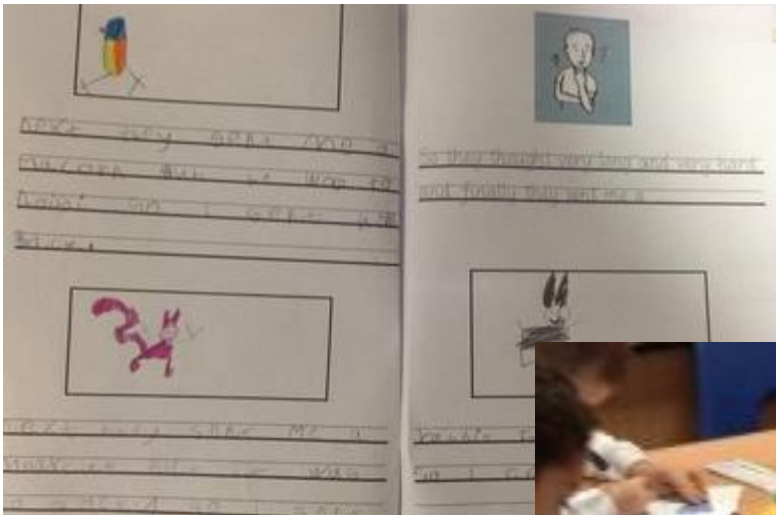
Thursday 1st March 2018 9:00am

Interviews:

**Wednesday 7th & Thursday 8th
March 2018**

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Our Mission

Shirley School is a safe, happy environment where children are inspired to be confident, independent learners, respectful of difference and determined to succeed.

We aim to

- Motivate our children to achieve their potential through a love of learning and inspirational teaching.
- Encourage our children through sharing high expectations and celebrating personal, social and academic achievement.
- Provide an engaging curriculum that creates independent thinkers who enjoy learning.
- Support parents and carers to be active partners with the school in their children's education.
- Develop young people who are resilient and who demonstrate respect, fairness and honesty.
- Inspire our children to engage in, and contribute to, the world around them.

Determined to Succeed





LETTER FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Thank you for your interest in the post of Headteacher at Shirley Community Primary School. I hope this application pack gives you the information you need in applying for this exciting opportunity.

Shirley School enjoys a well-deserved reputation in the community for the enjoyable, vibrant, caring and kind environment that it offers to all its pupils.

I would like to draw your attention to the letter in this pack from our retiring Headteacher, Mrs Angela Leach. It contains an excellent description of the school and its ethos, so I will not repeat the key points here.

Mrs Leach is retiring from teaching after ten very successful years at Shirley. In this current year, the post of Headteacher has been shared between Mrs Leach and Mrs Kidney, one of our Deputy Headteachers. Mrs Leach will retire fully at the end of this academic year. Due to childcare responsibilities, Mrs Kidney wishes to return to her role as Deputy Headteacher and is not applying for the Headteacher post.

The Governing Body is looking for a new Headteacher who will build upon the strengths of the school and continue the successes of the past years. It will be a challenging role, but if you love working with children from different backgrounds, are passionate about making a real difference to their life chances and are uncompromising in your determination to ensure that they receive the outstanding education they deserve, then this could be the next step in your career.

The Governors welcome applications from experienced Headteachers and from Senior Leaders who are ready for a step up in their career.

We look forward to your application to be Shirley's new Headteacher. Visits to the school are very welcome and can be arranged by calling Harriet Owen (Heads' PA) on 01223 712252. I am happy to discuss this role with you at any time. Please e-mail me at chair@shirley.cambs.sch.uk

The deadline for applications is 9:00am 1st March 2018

Best regards,

Iain Smith, Chair of Governors





LETTER FROM THE CURRENT HEADTEACHER

Dear Applicant,

I am delighted that you are considering applying for the post of Headteacher at Shirley Community Primary School. Since becoming the Headteacher of Shirley School in September 2007, I have had the pleasure of working with a wonderful group of leaders, staff and governors who share our vision of 'Determined to Succeed'. We are dedicated to ensuring that our children receive the best possible education and achieve as well as they can.

Shirley Community Primary is a school of many strengths; our school building is less than ten years old, it is modern, spacious, well-equipped and very well maintained. It is set within large grounds, which include a nature area, pond, school garden and excellent sports facilities. We run our own thriving Pre-School and Breakfast and After School Clubs. We have an energetic and hardworking Friends of Shirley School who fund many additional resources for the children. The list goes on, but without doubt, our greatest assets are the people in our school – the children, staff, parents and governors.

The new Headteacher will be coming to a 'good' school. Both of our last Ofsted inspections in 2010 and 2014, judged the school to be good. We have worked on our key improvement priorities and have data which shows that our actions have been effective in driving up standards and improving rates of progress further. Our current self-evaluation evidence indicates that we remain a good school with some outstanding elements. However, the task is never finished; there are many fresh challenges for the next Headteacher to take up.

Shirley Community Primary School serves a culturally rich and diverse school community. Children come from a wide variety of backgrounds, we have a higher than average number of pupils eligible for free school meals, and the number of children who have special educational needs is also higher than the national average, as is the number of children for whom English is not their first language. It was these characteristics that first sparked my interest in this school 11 years ago and since then I have been privileged to work with a talented and resilient group of teachers and support staff who are determined that the barriers to learning that some of our children face, are not allowed to prevent them from achieving their potential.

The school's commitment to equality for all is a well-known strength of this school – we have just achieved the national Equalities Award for the third time. Shirley School was also the first school in the country to gain the award in 2010. The School's excellent reputation for helping children to overcome barriers to learning is well deserved. Staff knowledge of inclusive practices and SEND conditions is extensive. Other professionals visit our school often, to learn more about our work.

We have a very hardworking and committed team of teachers. Many teachers are in the early stages of their career; they have huge amounts of energy, enthusiasm and are always willing to share their practice and embrace change.

I know that the next Headteacher will enjoy strong support and commitment of staff, governors and wider school community.

Finally, I would welcome an opportunity to show you around the school so you can meet some of our wonderful children and staff.

Angela Leach



INFORMATION FOR APPLICANTS

Salary

This vacancy is for a Headteacher to start in September 2018. The school is a Group 3 school, with 420 children currently on roll. The salary will be in the range L19 (£61,342) to L32 (£84,340)

Closing date for applications:

Thursday 1st March 2018 at 9am. Any applications received after this date, or late by email will not be accepted.

Shortlisting of applications

This will take place on Friday 2nd March 2018. Candidates selected for interview will be notified as soon as possible afterwards and references sought at this stage. Unsuccessful applicants will be notified.

Interviews

Wednesday 7th and Thursday 8th March 2018

Panel decision

Thursday 8th March 2018, evening. Candidates will be informed on Friday 9th March 2018.

Visits to the school

Visits to the school are warmly welcomed, especially on 21st, 22nd, or 23rd February 2018. To arrange a visit, please contact Harriet Owen (Heads' PA) on 01223 712252.

How to apply

Please complete the attached application form and submit this with a covering letter telling us why you think you are a suitable candidate to be our new Headteacher. Your application form should be completed with reference to the job description and person specification. We ask that you limit any further information to two A4 pages.

The selection panel will take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.

Please return your completed application form, marked for the attention of Tracy Hartley, to:

Education Personnel Management Limited
Spencer House
Spitfire Close
Ermine Business Park
Huntingdon
Cambridgeshire PE29 6EP

You may prefer to email your letter and application form to: headship@epm.co.uk

EPM can be contacted on 01480 423434

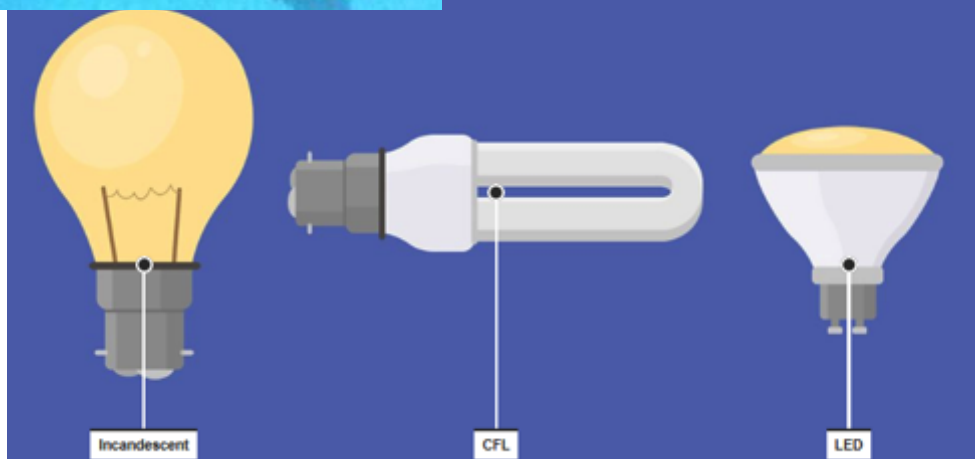
Further information

Please visit our school website, which gives a range of information, including links to school performance tables and the latest Ofsted Inspection report. <http://www.shirley.cambs.sch.uk>

If you have any further queries, please feel free to contact the Chair of Governors, Iain Smith, at <mailto:chair@shirley.cambs.sch.uk>

Commitment to safeguarding

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. Shirley School's safeguarding and safer recruitment policies can be found on the policies page of our website. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).





JOB DESCRIPTION

Post Title:	Headteacher
Responsible to:	Governing Body
Salary Range:	L19 (£61,342) – L32 (£84,340)
Contract:	Full Time, Permanent Post

CORE PURPOSE

The Headteacher will:

- provide professional leadership and management of the school.
- be the lead for safeguarding and child protection.
- ensure safeguarding systems are in place and are effective and create a productive and safe learning environment that is engaging and fulfilling for all pupils.
- establish high quality education by managing teaching and learning to realise the potential of all pupils.
- establish a culture that promotes excellence, equality and high expectations of all pupils.
- provide vision, leadership and direction for the school, and ensure that it is managed and organised to meet aims and targets.
- evaluate the school's performance to identify the priorities for continuous improvement and raising standards.
- ensure equality of opportunity for all, develop policies and practices, and ensure resources are used to achieve the school's aims and objectives.
- be responsible for day-to-day management, organisation and administration of the school.
- secure the commitment of the wider community to the school by developing and maintaining active partnerships.
- carry out the duties of the Headteacher as set out in the Pay and Conditions Document 2015 and subject to any amendments due to government legislation.
- undertake personal professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.
- as part of the Headteacher's performance management, agree annual objectives with the governors, linked to school improvement priorities.
- undertake annual performance management of staff.
- be accountable to the governing body.

KEY AREAS

Safeguarding and Child Protection

Shirley School, its Governing Body and Cambridgeshire County Council are committed to the safeguarding and promoting the welfare of children and the Headteacher must ensure that the highest priority is given to this.



The Headteacher will be the Designated Safeguarding Lead and will cooperate and work with all relevant agencies to provide a safe environment for the children.

Shaping the Future

Work with the governing body and others to create and implement a shared vision and strategic plan that will inspire and motivate pupils, staff and all other members of the school community. Express core educational values and moral purpose that are inclusive of the school's values and beliefs.

Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all and ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

Leading Learning and Teaching

Raise the quality of teaching and learning and pupils' achievements, set high expectations, and monitor and evaluate the effectiveness of learning outcomes.

Establish a successful learning culture which enables pupils to become effective, enthusiastic, independent learners, committed to life-long learning and implement strategies that secure high standards of behaviour and attendance.

Developing Self and Working with Others

Build a professional learning community that enables everyone to manage their workload to achieve an appropriate work/life balance. Foster an open, fair and equitable culture where all are treated with dignity and respect, and conflict is managed

Support all staff in achieving high standards through performance management and effective continuing professional development. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities

Be committed to own professional development.

Managing the Organisation

Provide effective organisation and management of the school, and seek ways to improve organisational structures and functions that reflect the school's values. Enable the management systems, structures and processes to work in line with legal requirements.

Ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. Manage the school's financial and human resources to achieve the school's educational goals and priorities, meet the needs of the curriculum and the health and safety regulations.

Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school and ensure resources are deployed to achieve value for money.

Securing Accountability

Be accountable to the governing body for the school, its environment and all its work. Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including staff, parents/carers and governors. Work with the governing body providing information, objective advice and support so it can meet its responsibilities

Be accountable for ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success, and accept responsibility for outcomes.

Be accountable to a wide range of groups, particularly pupils, parents/carers, governors and the Local Authority.

Strengthening the Community

Build on a school culture and curriculum that takes account of the richness and diversity of the school's communities. Create and promote positive strategies for challenging racial and other prejudice, and dealing with racial and other harassment. Ensure learning experiences for pupils are linked to and integrated with the wider community

Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families and with other schools in order to share expertise and bring benefits to their own and other schools.

Create and maintain a partnership with parents/carers to support and improve pupils' achievement and personal development





PERSON SPECIFICATION

You should be able to demonstrate that you meet the following essential criteria:-		Measured by Application - A Interview - I Reference - R
General		
	An inspirational leader and strategist, passionate about teaching and learning	A, I, R
	Respectful towards all pupils, with an unshakable belief in their entitlement to a high quality education, whatever their circumstances and ability	A, I, R
	Committed to raising standards of achievement through innovative practice.	A, I, R
Qualifications		
	Good degree or equivalent	A
	Qualified teacher status	A
	Recent relevant training in educational management and teaching and learning	A
Experience		
	Head or senior leadership experience in a primary school	A
	Successful inter-agency work, especially in the field of special educational needs and children on the child protection register	A, I
	Consistently outstanding classroom practitioner	A, I, R
	Implementation of initiatives for raising attainment and raising the quality of teaching and learning	A, I, R
	Development/action planning and target setting	A, I, R
	Effective appraisal of staff performance	A, I, R
	Successful working relationships with pupils, staff, parents/carers, Governors and the wider community	A, I, R
	Good financial management skills with an ability to manage complex budgets	A, I, R
	Successful management of change and transition in a whole school context	A, I
	Effective development of practices to support the concept of inclusive education.	A, I
Leadership & Management		
	A clear vision of high quality education for every child, engaging the commitment of pupils, staff, parents/carers and the wider community	A, I, R
	Commitment to leadership by example	I, R
	An inclusive leadership style that values diversity	I
	Proven practice in selecting, leading, motivating and supporting staff to achieve high standards for all pupils	A, I



	Ability to encourage and to develop a highly skilled, experienced and motivated staff team	I
Knowledge and Understanding		
	Current national policies, educational issues and the statutory and legal framework within which a school operates	A, I
	The role of extended schools and children's centres in a community with multiple deprivations	A, I
	Appreciation of the challenges and opportunities presented by a diverse local community	I
	Understanding of the emotional and social barriers to education that exist in some families and an ability to manage and overcome these	I
	Sound knowledge of appropriate strategies that underpin the further raising of pupil attainment	A, I, R
	Promotion of a school within its community	A, I
	The application and potential of ICT in education.	A, I
Safeguarding		
	Ability to safeguard and promote the welfare of children and young people	I
	Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their life circumstances	I
	Has a good understanding of the safeguarding agenda	I
	Can demonstrate an ability to contribute towards a safe environment	I
	Shows a personal commitment to safeguarding	I
Skills and Abilities		
	Able to lead, motivate and develop people of all ages to work individually and in teams towards a common goal	A, I, R
	Able to make decisions, identify and solve problems based on thorough analysis and sound judgment	A, I, R
	Able to see the potential in every child and use creative strategies to unlock this potential	I
	Able to analyse and use data to establish benchmarks and set challenging targets for improvement	A, I, R
	Very good interpersonal, written and oral communication skills	A, I, R
	Strong organisational skills and ability to work well under pressure, delegate, plan and manage time effectively	A, I, R
	Able to manage challenging behaviour in both children and parents/carers and build relationships of trust with vulnerable families	I
	Personal resilience and the ability to maintain staff morale at times of pressure and change	I
	Able to plan strategically for the future including curriculum, teaching strategies and staff and resource deployment.	A, I, R



Personal Qualities and Abilities

	Committed to own continuing professional development	A
	Presents a positive role model in carrying out duties and when representing the school	I
	Possesses integrity and relates appropriately to inspire commitment, enthusiasm and confidence from staff, pupils, governors and parents/carers	I, R
	A life-long learner who understands the importance of trying new ideas, taking risks and using failure as an opportunity to grow and learn.	A, I, R



ABOUT OUR SCHOOL

History of the School

Shirley School is a Community Primary school funded by the Local Authority (Cambridgeshire County Council), catering for children from 4 - 11 years old. It also runs Shirley Pre-School that has accommodation for 52 pupils. There are approximately 420 pupils on roll.

Our school was formed in September 2006 as Shirley Nursery and Primary School and operated on two sites for 5 years while a new school was built on the site of the former St Andrew's CE School. On completion in 2011 all year groups were united in one building. The Nursery School was converted to a Pre-School in 2017 to maximise efficiency and cater for the changing needs of the local community.

School building

Our school building has a contemporary form using modern materials and provides a fresh new image for the school. The whole design provides an environment for delivering a modern way of teaching, learning and socialising that is welcoming, informative and supportive.

Whilst the footprint of the building was dictated by the existing premises, considerable consideration was given to the orientation of classrooms to provide the maximum use of the natural elements such as daylight and natural ventilation.

We are very fortunate to have modern, purpose-built accommodation. We also have a wonderful playing field: green spaces in the middle of Cambridge are much sought-after!



The classrooms are bright and airy. We have an ICT Suite, library and outdoor learning areas. The grounds have a thriving school garden, nature area and fixed activity trail equipment.

Chesterton's Children Centre has accommodation within the school's building, based within one section of the school known as the Shirley Centre. This is helpful for parents and carers in the community, as so much child care is within one

building. The school's accommodation allows us to host LA training sessions and many parents' groups.

The Shirley Centre may be hired for other meetings and events. The school's Extended Provision, Breakfast and After School Club, also meet in the Shirley Centre.

Shirley School Staff

Shirley School has a large team of over 80 staff. Each of them understand and appreciate how their role contributes to the ethos and performance of the school.

The School has a strong, leadership team; there is a good balance of open-minded and experienced leaders and others who aspire to be leaders in the near future. All individuals within the team are reflective, open to development and keen to try out new ideas. As one of the Co-Head's will return to her deputy headship role, the skills and experience of the SLT and capacity to support the new head will significantly increase.

Three Phase Leaders are responsible for achievement, pastoral care and transition arrangements of the pupils within their phase, these leaders, along with core subject leaders play a key part in the school's development.

The School's excellent reputation for helping children to overcome barriers to learning is well deserved. One of the deputy heads leads the school's inclusion practice; she is supported by a Senior Inclusion TA, several TAs with specialist roles and others who work alongside the teachers and children. Staff knowledge of inclusive practices and SEND conditions is extensive. Other professionals visit our school often, to learn more about our work.

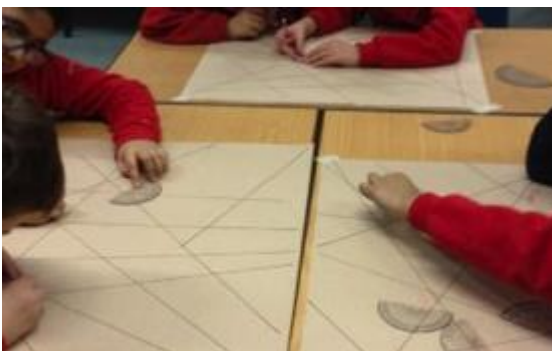
The new Headteacher will enjoy the support of an efficient and effective administration team including a School Business Manager and Head's PA.

There is a strong sense of team spirit at this school; staff support each other and work well together.



Curriculum

Shirley School recognises that our pupils have differing and varied learning styles.



Several years ago, we chose to teach the 'International Primary Curriculum'. Teachers are adept at planning cross curricular units of work that include a strong emphasis on the core subjects. Real contexts to learning are important for our pupils and teachers enjoy planning 'hook moments', which spark enthusiasm for learning. Topics are brought alive by visits to different places so children can see and experience first-hand what they are learning about. Teachers are proactive in inviting visitors into to our school, who can talk to the children about their

experiences, share their knowledge and bring in artefacts. Real-life contexts for writing, 'Talk for Writing', Forest School, high quality teaching of phonics and SPaG have all contributed to improved achievement in writing over the last 4 years.

Teaching PSHCE and learning behaviour is a priority at this school. Units of work are taught throughout each term; theme weeks and special curriculum days also ensure coverage of these important areas. Our E-safety week will take place in February and we look forward to Diversity Week in March.

Work on Growth Mind-set has helped the children to respond to challenge; they have positive attitudes to learning, they know what they need to do to improve their work.



Singing and performance are strengths of the school; every year group presents an annual production to parents and members of the community. Our popular choir is preparing for a performance at the Royal Albert Hall.

Pupil Voice

If you meet our children, you will see how keen they are to tell you about the school and the ways in which they are involved in sharing their views and making decisions.

School and Class Councils meet regularly; it was the children's votes that determined the design of the trim trail and choice of art work in our dining hall. Our Food Ambassadors play an important part in promoting school meals and healthy eating – they met with catering staff, parents and governors to review the school's Food Policy. Pupil voice also gave us the information we needed to revise our marking policy, making it more relevant and meaningful for the children. The pupils also helped to formulate the key school rules "*Be kind. Be safe. Be responsible.*".





LOCATION AND ENVIRONMENT

Living and working in Cambridge

Cambridge is a beautiful University city that attracts thousands of tourists all year round. The University was founded in 1209 and much of the architecture dates back to the fifteenth century. At the heart of the city is the original market square and Great St Mary's church. The surrounding streets are occupied by a mixture of shops, cafes and college buildings. The River Cam borders the West of the city along the backs of the colleges and flows North towards Ely. Cambridge is a delight to visit in any season. Be inspired by the museums and art galleries, take in a show or just relax in one of its many pubs, restaurants and cafes. You can meander around the independent shops near the historic market place or explore the brand new shopping areas, with all the high street favourites. Cambridge is home to approximately 130,000 people with students accounting for nearly 20% of this figure during term time. The city has plenty of green space with several parks along the river bank. It is possible to walk from one side of the city centre to the other in 20 minutes.

Transport

The Cambridge area is well served with local buses, although cycling is by far the most popular mode of transport for locals. The school is within walking distance of the recently opened Cambridge North railway station that offers direct trains to London and Norwich. From Cambridge main station there are regular, fast trains to both King's Cross and Liverpool Street in London, Birmingham, Bury St Edmunds, Ely, Ipswich, King's Lynn, Leicester, Newmarket, Norwich, and Peterborough. Both Stansted and Luton airports are within 40 minutes drive of Cambridge, with several low cost airlines flying to most major European destinations.

Accommodation

House prices in Cambridge are high compared to other towns in East Anglia. This is due to its proximity to London and the general appeal of living here. Properties on the outskirts of the city and the surrounding villages tend to be significantly cheaper, but are still within easy reach for a daily 'commute'. Rental prices are reasonable and significantly lower than central London.

Entertainment & Nightlife

During term time, the pubs and bars of Cambridge are noticeably busier as locals and tourists jostle for space with students. It is possible to eat almost any style of food in Cambridge, from the Michelin starred Midsummer House to a great cheeseburger from one of the city's many cafes.

There are two theatres in the town centre, the ADC Theatre, which is home to the famous Footlights and the Cambridge Arts Theatre. Both run a packed schedule of events all year round. There is a vibrant live music scene in Cambridge if you're prepared to seek it out. Several city centre bars host informal jazz or acoustic sessions, and the Corn Exchange caters for larger audiences and bigger name bands. In addition, there are three cinemas, a bowling alley, several museums and galleries, and numerous colleges to explore. If you wander around town at the weekend, it will not be long before one of the many punt operators talks you into a guided tour of the river

Our Location

Nuffield Road
Cambridge
CB4 1TF
Telephone: 01223 712252



How to find us:



ADDITIONAL INFORMATION

Shirley School Website
www.shirley.cambs.sch.uk

Cambridgeshire County Council
<http://www.cambridgeshire.gov.uk>

Shirley School Ofsted Report January 2014
reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110663

House Prices for the CB4 area
<http://www.zoopla.co.uk/house-prices/cb4/>

Visit Cambridge
<http://www.visitcambridge.org>

