



Stour Valley Educational Trust



Stour Valley Community School

Cavendish Road, Clare, Suffolk CO10 8PJ

www.stourvalleycommunityschool.org

01787 279342

Headteacher Application Pack

February 2018

APPLICATION DEADLINE

Monday 19 March - 8:00am

TOURS OF THE SCHOOL

Thursday 8 March - 9:30am

Tuesday 13 March - 11.00am

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Welcome from the Chair of Trustees of Stour Valley Educational Trust

Dear Applicant,

Following the announcement of the retirement of the current post holder the Trust is seeking to appoint an exceptional leader as Headteacher of Stour Valley Community School (SVCS)

The post offers an exciting opportunity for a highly motivated, committed individual who has demonstrated that he / she:

- is an inspirational leader
- has vision, enthusiasm and creativity
- is committed to wide community engagement
- has a track record of raising attainment and progress
- leads by example and works as part of a successful team
- inspires, motivates and develops others
- is committed to driving improvement through quality assured processes
- can successfully manage relationships with all stakeholders
- can offer experienced guidance to Clare Community Primary School, our MAT partner school

The successful candidate can look forward to working with a dedicated and extremely supportive governing body who are keen to further develop SVCS as a centre of excellence in rural education and the school of choice within our community.


The school has developed an ethos and culture of inclusiveness, mutual support and well-being that is tangible throughout the school. It is imperative that the successful candidate can continue this approach to education and build on this strong foundation.

Applicants are welcome to attend a tour of our school at 9.30am on Thursday 8 March and 11.00am on Tuesday 13 March. Please contact our reception staff on 01787 279342 to arrange a tour.

The closing date for applications for this post is 8.00am on Monday 19 March. Interviews will be held on Monday 26 March and Tuesday 27 March.

I would like to thank you for expressing an interest in this post and I look forward to meeting the shortlisted candidates.

Yours sincerely,



Keith Haisman
Chair of the Trust Board

Overview of Stour Valley Community School

The vision and ethos of our School:

Central to our vision is the belief in the uniqueness of every student, and that every young person has gifts to discover and share with others. It is our mission to discover those gifts and inspire our students so that we build brighter futures for our students, our local community and the wider world.

We aim to open students' minds to their full potential so that when they leave us they have a firm foundation on which to build the next phase of their lives, whether that is in further academic study, vocational training or the world of work. We want our students to be happy and confident, but also caring and tolerant. Above all we want them to have a thirst for knowledge, personal development and a real enthusiasm for life.

Stour Valley Community School (SVCS) opened in September 2011 as one of the first 24 academies under the Free Schools programme. The school was the result of a 3-year community campaign to retain secondary education for Clare and the surrounding villages, against the backdrop of Suffolk County Council moving from a 3 to a 2-tier education system.

Built on the site of the former Clare Middle School, SVCS has developed to regularly attract students in Y7 from up to 30 local primaries, achieved top 3 status in West Suffolk in GCSE results in 2017 and has been oversubscribed for each of the last three years. Trustees have agreed to allow student numbers to grow from the current 575 to 600 in order to meet demand for places but Trustees have also insisted that SVCS retains its character as a small, rural secondary school providing a broad and balanced curriculum to students aged 11-16.

SVCS has been inspected by Ofsted on two occasions both with an overall Good assessment with outstanding judgments for behaviour and safety of pupils and leadership and management.

The school is set on a site covering 8.5 acres of sports facilities and was refurbished in 2011/12 to provide a welcoming and engaging environment, which supports our educational values.

The local primary school, Clare Community Primary School, joined with SVCS to create our Multi Academy Trust in April 2017. The primary school is only ½ mile from SVCS and the significant majority of students at Clare Primary move on to SVCS. We now have a strong, cohesive schools group in Clare and Trustees will only consider further expansion where values and culture match and economic benefits can be achieved. The Headteacher at SVCS provides line management to the Headteacher at Clare Primary.

Although Stour Valley is an 11-16 school, we are one of four schools currently involved in the opening of a new sixth form centre, Abbeygate Sixth Form College, which will open in Bury St Edmunds in September 2019. It is expected that most of our students may wish to progress to the Abbeygate Sixth Form College or the adjacent West Suffolk College, post 16.

Stour Valley is a very popular and oversubscribed school, with approximately 120 students in each year. We expect this to continue to be the case in future. Students are drawn from a wide number of predominantly rural primary schools, including Clare Community Primary School, Glemsford Primary Academy and Long Melford Church of England Primary School in Suffolk as well as a sizeable number from Essex primary schools.

We hope that you will find our school of interest and we look forward to meeting shortlisted candidates at interview.

Please visit our website at www.stourvalleycommunityschool.org where you will be able to find further details about our school. We also have a lively Facebook page that may be of interest.



Richard Smith
Chair of Stour Valley Community School Local Governing Body



Job Description

Title: Headteacher
Responsible to: Chair of Stour Valley Community School Local Governing Body
Grade: Leadership L22-28

Shaping the Future:

- Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all;
- Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement;
- Demonstrates the vision and values in everyday work and practice;
- Motivates and works with others to create a shared culture and positive climate;
- Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence;
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the community at large.

Leading Learning and Teaching:

- Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning;
- Ensures that learning is at the centre of strategic planning and resource management;
- Establishes creative, responsive and effective approaches to learning and teaching;
- Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- Demonstrates and articulates high expectations and sets stretching targets for the whole school community;
- Implements strategies which secure high standards of behaviour and attendance;
- Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework;
- Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils;
- Monitors, evaluates and reviews classroom practice and promotes improvement strategies;
- Is an outstanding classroom practitioner who leads by example;
- Challenges underperformance at all levels and ensures effective corrective action and follow-up.

Developing Self and Working with Others:

- Treats people fairly, equitably and with dignity and respect, to create and maintain a positive school culture;
- Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities;
- Develops and maintains effective strategies and procedures for staff induction, professional development and performance review;
- Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams;
- Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory;
- Regularly reviews own practice, sets personal targets and takes responsibility for own personal development;
- Manages own workload and that of others to allow an appropriate work/life balance.

Managing the Organisation:

- Creates the organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with the legal requirements;
- Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities;
- Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives;
- Manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities;
- Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school;
- Implements successful performance management processes with all staff;
- Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money;
- Uses and integrates a range of technologies effectively and efficiently to manage the school.
- Provides line management support to the Headteacher of Clare Community Primary School

Securing Accountability:

- Fulfils commitments arising from contractual accountability to the governing body;
- Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities;
- Welcomes strong governance, in particular the governing body's function to set school strategy and to hold the Headteacher to account for pupil, staff and financial performance;
- Develops and presents a coherent, understandable and accurate of the school's performance to a range of audiences;
- Reflects on personal contribution to school achievements and takes account of feedback from others

Strengthening Community:

- Builds a school culture and curriculum which takes account of the richness and diversity of the school's communities;
- Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment;
- Ensures learning experiences for pupils are linked into and integrated with the wider community;
- Ensures a range of community-based learning experiences;
- Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development;
- Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community;
- Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
- Co-operates and works with relevant agencies to protect children.



Headteacher Person Specification

SECTION 1 – Qualifications and requirements

Criteria	Essential	Desirable	How Assessed
1.1 Qualified teacher status	*		Application form
1.2 NPQH qualified		*	Application form
1.3 Substantial successful teaching experience within the Secondary phase	*		Application form and reference
1.4 Successful senior leadership experience with evidence of raising standards	*		Application form, interview and reference
1.5 Wide experience in a number of schools and/or varied roles	*		Application form, interview and reference

SECTION 2 – Professional experience and knowledge

Criteria	Essential	Desirable	How Assessed
2.1 Evidence of effective strategic, financial and resource management	*		Application form, interview and reference
2.2 Evidence of a strong contribution to raising standards in current post	*		Application form, interview and reference
2.3 Excellent knowledge of the Ofsted Inspection Framework, or equivalent	*		Application form and interview
2.4 Experience of a recent inspection		*	Application form and interview
2.5 A clear understanding of staff development and the role of Performance Management in	*		Application form and interview
2.6 Have a good understanding of the secondary curriculum in England and its future developments	*		Application form and interview

SECTION 3 - Personal aptitudes, qualities and skills

Criteria	Essential	Desirable	How Assessed
3.1 Ability to plan strategically to deliver a school vision, ethos and priorities	*		Application form and interview
3.2 Ability to lead, influence and manage change	*		Application form and interview
3.3 Ability to communicate, inspire and motivate staff, students and parents using excellent interpersonal skills	*		Application form, interview and reference
3.4 Proactive, innovative and versatile with high level of resilience and integrity	*		Application form, interview and reference
3.5 Ability to reflect on own practice and manage own personal development	*		Application form and interview
3.6 A good sense of humour and a sense of proportion		*	Interview

SECTION 4 – Leadership and management

Criteria	Essential	Desirable	How Assessed
4.1 A high profile role model with a strong visible presence that commands respect	*		Application form and interview
4.2 Experience of working collaboratively with a Governing Body	*		Application form and interview
4.3 Substantial experience of improving student behaviour and attendance	*		Application form and interview

4.4 Knowledge of safeguarding guidelines	*		Application form and interview
4.5 A commitment to, and vision for, working with the wider community	*		Application form, interview and reference
4.6 A commitment to working in partnership with external agencies, the local authority and the Regional Schools Commissioner	*		Application form and interview
4.7 The experience to work with local schools both primary and secondary, and all post 16 providers	*		Application form and interview
4.8 Substantial experience of using school improvement planning to significantly impact on standards.	*		Application form and interview
4.9 Ensuring accountability of staff at all levels	*		Application form and Interview
4.10 Be able to understand the financial management of a school and manage education budgets accordingly		*	Application form and interview

SECTION 5 – Leading learning and teaching

Criteria	Essential	Desirable	How Assessed
5.1 Ability to monitor, evaluate and improve performance while sustaining staff motivation	*		Application form and interview
5.2 Experience of developing and leading curriculum initiatives	*		Application form and interview
5.3 A commitment to student-centred, inclusive education	*		Application form and interview
5.4 Experience of achieving success with pupils that have specific learning needs	*		Application form and interview
5.5 Experience of challenging the most able of learners to aspire to the highest levels of achievement	*		Application form and interview
5.6 A strong commitment to continuing professional development for all staff	*		Application form and interview
5.4 Experience of involving parents in their child's education		*	Application form and interview

SECTION 6 – Securing accountability

Criteria	Essential	Desirable	How Assessed
6.1 Experience of managing rigorous internal and external reviews	*		Application form and interview
6.2 Experience of securing improved outcomes by working with Governing Bodies	*		Application form and interview
6.3 Experience of successfully working with a school improvement professional or similar person to raise standards	*		Application form and interview

