

MALMESBURY
Primary School



BE THE BEST YOU CAN BE

Headteacher Pack

Malmesbury Primary School

Coborn Street, Bow, London E3 2AB

December 2018



TOWER HAMLETS

0208 980 4299

<http://malmesburyschool.uk/>

Contents

Welcome from the Chair of Governors	3
Recruitment Process Details	4
About the School.....	5
Values and Ethos.....	5
Curriculum.....	6
Aims.....	6
EYFS	6
Key Stage 1 and Key Stage 2.....	7
SEND.....	8
Pupil Outcomes	9
EYFS.....	Error! Bookmark not defined.
Year 1 Phonics screening	Error! Bookmark not defined.
Year 2 Teacher Assessment confirmed with test results....	Error! Bookmark not defined.
Test results Year 6.....	Error! Bookmark not defined.
Scaled Scores for 2018.....	Error! Bookmark not defined.
Ofsted Results	11
Pupil Premium Strategy	12
School Improvement Plan.....	15
Financial Statement	20
Governors at Malmesbury Primary School.....	21
Headteacher Job Description.....	22
Person Specification.....	26

Welcome from the Chair of Governors

December 2018

Dear Candidate,

Thank you for your interest in Malmesbury Primary School. Malmesbury is a much loved, successful, two and a half-form entry school in Bow, Tower Hamlets. Our children come from a wide variety of backgrounds, reflecting the borough's rich cultural and economic diversity.

We are proud to be a local authority school, with a roll of 525 children coming from a catchment area of less than a mile. We strive to give our children the best possible education and start in life and to inspire in every child a love of learning, which we do through an extremely broad curriculum, with lots of school outings.

We pride ourselves on our close-knit, friendly school community. Our staff are a tight, cohesive team who work together incredibly well. Our parents are strongly committed to helping their sons and daughters succeed in school. Members of the wider community make valuable contributions to school life, helping our children learn about the world around them.

As a member of the Teach East London Teaching Schools Alliance, we are extremely fortunate to have a network of support for teaching and learning, which has become more and more important as fiscal and LA structures have been realigned. The Alliance also enables our teachers and support staff to grow and showcase their skills within a wider teaching environment, as well as providing an opportunity to learn from and reflect on each other's practice.

Our current head is retiring this summer after many years in the role. She has enjoyed a long stable and successful leadership, which has raised standards and established an ethos where pupils are expected to achieve their best and parents are expected to support their children on this journey. This improvement ethos is supported by a strong and committed Governing Body who are strategic and collaborate to further improve standards.

We believe this is an exciting opportunity for a new head to build on the existing stability and success to achieve even higher standards and ever broader educational experiences for our children.

If you would like to apply, please do come and visit us. The current Head will be happy to show you around and answer questions, so please contact Natalie Renford on 0208 980 4299 in our school office to arrange a suitable time. We look forward to hearing from you.

Yours sincerely,

Liz Applebee

Chair of Governors

Recruitment Process Details

To start: September 2019

Salary range: L20 to L27 (£71,365 to £83,288)

NOR: 525

Closing date for applications: 12 noon on 21st January 2019

Interview date: 30th & 31st January 2019

A visit is essential and can be booked by contacting Natalie Renford on 020 8980 4299 or by email at nrenford@malmesbury.towerhamlets.sch.uk.

The Headteacher Job Description and Person Specification can be found at the back of this pack.

To apply for this role please complete the Tower Hamlets Application form.

In addition to the Application Form you are required to respond to the Person Specification requirements for this role with evidence and examples of your experience. You are not at this stage expected to respond to all points as many can only be established at interview. Your response to this should be no longer than 2 A4 sheets in Ariel 11 font.

You are also required to provide a Personal Statement explaining your leadership values with examples of your leadership style together with the reasons why you would like to be the new Headteacher of this school. Your Personal Statement should be no longer than 1 A4 sheet in Ariel 11 font.

If you have any questions about the role or the process of application, please call Andrew Best on 07917 080201.

We are committed to ensuring equality and diversity is central to the operation of our school through the staff we employ and the provision that we make.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

About the School

Malmesbury Primary School prides itself on being an inclusive community school and we are privileged to be able to celebrate a wealth of cultures within our school. We have the highest expectations for both ourselves and for the achievement of our children. We encourage our children to **'Be the Best They Can Be'** at whatever they do.

We have a holistic ethos of education with the well-being of our children at the heart of school life. We are passionate about the children's learning not only in English, Maths and Science but also Music, Sport and the Arts. An exciting curriculum motivates our children by making learning fun and come alive through extending experiences into the wider world.

We encourage our children to become independent learners and confident young people through developing skills and attitudes which prepare them for their future life.

Values and Ethos

Our school community includes children, parents, carers, staff and governors. Our shared vision is that when our children leave Malmesbury they will be:

- literate and numerate
- healthy and happy
- independent learners

Our shared values are:



Curriculum

At Malmesbury Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in the EYFS. We are a Rights' Respecting school, we have adopted a coherent values framework which shapes the ethos and curriculum of the school.

We believe that the curriculum should be broad and balanced which promotes the social, moral, spiritual and cultural development of pupils at the school. It encourages cooperation, independence and prepares pupils for the opportunities, responsibilities and experiences of later life.

We ensure that children have a range of learning experiences throughout school that challenge, stimulate them and promote thinking. The curriculum is progressive from Early years to year 6 and is based on first-hand experiences.

Aims

- to develop a lifelong love of learning
- to provide contextual and purposeful learning
- to give children a breadth of experiences outside school including residential, theatre and music visits
- to offer range of basic skills integrated into topic including English, maths, ICT skills, as well as skills such as cutting and sticking and drawing.
- preparing children socially for adult life
- preparing children to be global citizens who value other cultures
- value all subjects especially creative subjects
- focus on quality and depth of learning
- develop problem solving skills
- follow children interests and national/ international events wherever possible and/or important
- develop personal attributes especially persistence and learning to work with others
- teach children about the importance of, and how to, live a healthy lifestyle

EYFS

At Malmesbury we plan to engage, creative adult led activities based on the prime and specific areas.

Prime Areas

- Personal, Social and Emotional Development – making relationships, self-confidence and self-awareness, managing feelings and behaviour
- Physical Development –moving and handling and health and self-care
- Communication and Language– listening and attention, understanding, speaking

Specific Areas

- Mathematical Development –Numbers, Shape, space and measures
- Literacy – reading and writing
- Understanding the world – People and communities, the world and technology
- Expressive art and design –exploring and using media and materials, being imaginative

EYFS Children develop independence and concentration, working at activities based on a 'hands-on' approach with active learning through play as an important feature of the children's experience.

Our approach to learning is based on the Characteristics of Effective Learning.

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

Key Stage 1 and Key Stage 2

- Core Subjects: English, Mathematics and Science
- Foundation Subjects: History, Geography, Art and Design, Computing, Design and Technology, Music, Physical Education, PSHCE, RE and MFL (KS2)

In KS1 and KS2 our focus is on a broad and balanced curriculum with basic skills in English and Maths at the heart.

SEND

Malmesbury is committed to early identification of Special Educational Needs (SEN). Our school adopts a graduated response to meeting SEN and Disability (SEND) in line with the SEN Code of Practice. We work in partnership with parents to meet the needs of the children.

We have high expectations of all children regardless of where they begin their learning journey. Throughout the school children are monitored regularly to enable early identification of need. A range of evidence is collected through assessment and monitoring arrangements, as well as regular formal discussions between the Special Educational Needs and Disability Coordinator (SENDCO), class teachers and parents/carers

Pupil Outcomes

EYFS

EYFS	School		National	
	2017	2018	2017	2018
% achieving GLD	73%	61%	70.7%	
Reading		74%		
Writing		70%		
Number		72%		
SSM		70%		

Year 1 Phonics screening

Year 1	School		National	
	2017	2018	2017	2018
Phonics Check	77%	81%	81%	82%

Year 2 Teacher Assessment confirmed with test results

	Expected secure+		National		Gap	
	2017	2018	2017	2018	2017	2018
Reading All PP	80%	67% 62%	76%	75%	+4%	-9%
Writing All PP	77%	66% 57%	68%	70%	+9	-4%
Maths All PP	81%	81% 67%	75%	76%	+6%	+5%

	Greater Depth		National		Gap	
	2017	2018	2017	2018	2017	2018
Reading All PP	32%	26% 9.5%	25%	26%	+7%	0
Writing All PP	20%	19% 9.5%	16%	16%	+4%	+3%
Maths All PP	23%	17% 0	21%	22%	+2%	-5%

Test results Year 6

Met expectations	school		National		Gap	
	2017	2018	2017	2018	2017	2018
Reading All PP	83%	83% 84%	71%	75%	+12%	+8%
Writing (TA) All PP	83%	85% 87%	76%	78%	+7%	+7%
Maths All PP	80%	89% 90%	75%	76%	+5%	+13%
GPS All PP	91%	90% 90%	77%	78%	+14%	+12%
RWM	67%	81%	61%	64%	+6%	+17%

High score/ greater depth	School		National		Gap	
	2017	2018	2017	2018	2017	2018
Reading All PP	24%	32% 29%	25%	28%	-1%	+4%
Writing (TA) All PP	28%	26% 24%	18%	20%	+10%	+6%
Maths All PP	21%	36% 26%	23%	24%	-2%	+12%
GPS All PP	39%	63% 60%	31%	34%	+8%	+27%
RWM	15%	17%	9%	10%	+6%	+7%

Scaled Scores for 2018

	School	National
Reading	106	105
Maths	107	104
GPS	111	106

Ofsted Results

Short Inspection – 30 January 2018

Main Finding – **This school continues to be good**

Safeguarding is effective.

Since the previous inspection, the leadership team has developed its skills further through effective partnerships with other local schools. You said that this has developed the expertise of the leadership team and helped leaders build consistency in teaching and learning. Results in national assessments, at the end of 2017, suggest that standards have continued to rise at the end of key stages 1 and 2. At the time of the last inspection, inspectors found that there was more work to do to improve pupils' speaking skills. The work I saw during the inspection suggests that the actions you have taken to address this has had a positive impact. Pupils are articulate and enthusiastic to discuss their learning.

You are rightly proud of the school's work to promote the development of the curriculum so that pupils develop their understanding in music, art and physical education. This has helped to raise pupils' aspirations and develop their language skills. As a result, the proportion of pupils achieving the highest standards in reading, writing and mathematics is now above the national average.

You recognise that there was a slight fall in the proportion of pupils meeting the required standard in the Year 1 phonics screening check in 2017. Leaders ensure that they allocate experienced staff to support pupils whose phonics skills are below age-related standards. Consequently, these pupils make strong progress.

You have focused on developing the teaching of mathematics over the last year to develop pupils' arithmetic skills. Leaders have sought to develop pupils' reasoning skills so that their achievement in mathematics can be as high as it is in English. You check pupils' progress regularly. Senior leaders provide additional support to selected pupils.

Governors have a strong understanding of the school and set high expectations. They have a 'no excuses' attitude and understand the school's progress to date. Parents and carers who responded to Ofsted's online questionnaire, Parent View, agreed that pupils are well looked after and kept safe at the school.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- The quality of teaching and learning improves further by:
 - providing the lower-attaining pupils with books matched to their abilities, and opportunities to develop their fluency and expression in reading
 - ensuring that pupils develop their reasoning and problem-solving skills in mathematics.

Pupil Premium Strategy

1. Summary information					
School	Malmesbury Primary School				
Academic Year	2018-19	Total PP budget	£237,600	Date of most recent PP Review	N/A
Total number of pupils	532	Number of pupils eligible for PP	221	Date for next internal review of this strategy	March 2019

2. Current attainment (2018 DATA)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	80%	70%
% achieving secure in reading	83%	79%
% achieving secure in writing	85%	83%
% achieving secure in maths	90%	81%

Objectives	Actions	Cost	Key Staff	Outcome
Reading	<p>School library service</p> <p>Improving our own library with quality texts</p> <p>Guided Reading – improved texts</p> <p>Phonics</p>	<p>£9794</p> <p>£8725</p>	<p>Clare</p> <p>Kateryna</p>	<p>Children's love of reading enhanced</p> <p>Reading is more confident and progress has been accelerated</p> <p>Gap is closed for combined scores between PP and Non PP children</p>
Speech and Language in EYFS	<p>Speech Therapist bought in to support identified children</p> <p>Additional staff in Nursery to develop language skills</p> <p>Dedicated EYFS SENDCO</p> <p>SENDCO time to meet with parents to support with help at home</p> <p>Entry point assessments show a high proportion of children have S&L</p> <p>Additional EP days</p>	<p>£13,509</p> <p>£34,222</p> <p>£3623</p> <p>£7600</p> <p>£10,080</p>	<p>Glynis – EYFS SENDCO</p>	<p>Eligible children in Nursery will make rapid progress by the end of the year so they meet age expectations</p> <p>Children identified early with S&L difficulties to enable better progress Individualised programmes put in place early with S&L therapist and EYFS SENDCO to support rapid progress for children</p>
Improved progress for children with complex cases eligible for PP	<p>Specific focus on complex cases and the learning of the individual child</p> <p>Support put in place for children including:</p> <p>Home/school</p> <p>Learning mentor</p> <p>Counsellor</p>	<p>£53197</p> <p>£34187</p> <p>£29,835</p> <p>£6100</p>	<p>Roz (DH Safeguarding)</p>	<p>Accelerated progress for those children who are PP and also have complex needs in addition e.g. SEND or social care or attendance</p>

	Attendance and welfare Residential			
Support progress in Year 5 and 6 to accelerate progress of PP pupils in combined R,V,& M	Additional teacher to support in year 5 And year 6	£35000		Accelerated progress in both year 5 and year 6 for PP children in combined
Support for parents to enable them to support their children's learning at home and attendance at school	Parent workshops for reading Strengthening Families Somali hub for parents ESOL classes	£525		Parents are more confident to support their children's reading at home Parents have a greater understanding of their children's learning and how to support them at home Parents are more confident in English
	Total	246397		

School Improvement Plan

Leadership and Management	
<p>All leaders have a shared understanding of the needs of the school though:</p> <ul style="list-style-type: none"> • A clear understanding of the school performance data • In year pupil data • High aspirations for every child <p><i>UNCRC Article 28 and 29 – the right to education and for education to develop all children's talents and abilities to the full</i></p>	<ul style="list-style-type: none"> • Foundation Subject leaders work more independently and autonomously • Subject leaders are clear of the expectations for their subject • Update curriculum plan with humanities – supported by consultant • Subject leaders have a clear understanding of how well pupils achieve in their subject. • Start looking at assessment for Foundation curr subjects • Records of action half termly to feed into Governors reports • Half term curriculum team meetings • Coaching support for new curriculum team leaders • Middle leadership training for new Eng Co • Gov training – Data Dashboard and ASP • Training for SLT – building a high performance Team
<p>Ensuring consistency of standards and expectations across the school (as have so many new staff)</p> <p><i>UNCRC Article 28 and 29 – the right to education and for education to develop all children's talents and abilities to the full</i></p>	<ul style="list-style-type: none"> • Induction for new staff • Regular SLT Learning walks • Half termly book scrutinies • Sharing books as part of team meetings • Teaching and Learning Review • Half termly obs of NQTs • Weekly support meetings for NQTs with mentor • Training plan in place for each NQT
<p>Continued development of effective communication and accountability within school and also with Governors</p> <p>Looking after ourselves and each other</p>	<ul style="list-style-type: none"> • Regular meetings with Governors and 5 key areas: Inclusion Foundation Curriculum Maths English EYFS • Governors report back to Committee meetings and FGB • Appoint a new link Gov for English
<p>Leaders within school work with Alliance schools to extend professional dialogue and innovation</p>	<ul style="list-style-type: none"> • EDT peer review via Alliance • Moderation for writing and maths with Chisenhale and Olga schools yrs 2 and 6 • Internal moderation across the school for years 1,3,4,5 • Improvement workshop (focus tbc from peer review)
Outcomes for children and other learners	
<p>Ensure pupils sustain levels of progress year on year and accelerated progress is made where needed standards are met across school (big one!)</p>	<p>Groups to focus on in each year group:</p> <ul style="list-style-type: none"> • Year 6 KSI High to GD All writing, SEND K, PP, Girls maths • Year 5 Boys, SEND K, White

<p><i>UNCRC Article 28 and 29 – the right to education and for education to develop all children’s talents and abilities to the full</i></p>	<ul style="list-style-type: none"> • Year 4 Boys, SEND • Year 3 Boys, SEND K, PP, White • Year 2 PP, SEND K • Year 1 Boys (Reading & Writing), SEND K, PP, Spring and Summer born Girls (Maths) <p>Set up appropriate interventions and monitor for impact Termly PRM to monitor progress</p>
Teaching, Learning and Assessment	
<p>Ensuring consistency and good quality of teaching through change</p> <p><i>UNCRC Article 28 and 29 – the right to education and for education to develop all children’s talents and abilities to the full</i></p>	<ul style="list-style-type: none"> • Support for teachers new to year groups • Induction of 5 NQTs • Induction of new English curriculum leader • Working effectively in new teams • Induction of new curriculum leaders • Working with Curriculum team leaders to develop the curriculum • Monitoring cycle identifies any issues early and support put in place • Ensure consistency of agreed practices e.g. no hands up, use of polish page • Improvement workshop following peer review
<p>Extend teachers and TAs skills in identified areas to address an identified need</p> <p><i>UNCRC Article 28 and 29 – the right to education and for education to develop all children’s talents and abilities to the full</i> <i>Article 23 – the right to special help and support for children with additional needs</i></p>	<p>INSET Programme:</p> <ul style="list-style-type: none"> • Reading • Differentiation <p>INSET run by Sarah L</p> <ul style="list-style-type: none"> • Target Setting • Maths Problem solving • Computing • Team moderation • Art
<p>System of peer observation is in place to share good practice and lead innovation</p>	<ul style="list-style-type: none"> • Peer observations for teachers and TAs linked to PM
<p>Raise profile of spelling in the school</p>	<ul style="list-style-type: none"> • Continue with Spelling Bee for each year group
<p>Improve Guided Reading provision in Year 1</p>	<ul style="list-style-type: none"> • Review timetable • Share good practice in phase • Monitor GR sessions • Support NQTs with GR • Extend our Guided Reading books to ensure our children are highly skilled readers • INSET for Rec and KSI

	<ul style="list-style-type: none"> INSET for KS2 – Cracking Comprehension
<p>Gift the love of reading for our children</p> <p><i>UNCRC Article 31 – the right to take part in a wide range of cultural and artistic activities</i></p>	<ul style="list-style-type: none"> INSET Day for all staff Extend our range of books in classes for children to be able to take home quality reading books Workshops for parents about the importance of reading with their children Have authors in school to inspire our children to read and write stories Enrichment activities to support children's reading which they would otherwise not experience e.g. theatre trips to see the gruffalo etc. Expand the range of EYFS and KSI books in the library Extend the number of core texts we have so all children have the pleasure of reading a whole text within English lesson
<p>Ensuring depth of learning in topic</p> <p><i>UNCRC Article 31 – the right to take part in a wide range of cultural and artistic activities</i></p>	<ul style="list-style-type: none"> Curriculum design ensures key learning is focussed on and nothing else. Ensuring the basics are repeated and repeated until they are mastered.
<p>Develop assessment systems for foundation subjects</p>	<ul style="list-style-type: none"> Other Foundation subjects – SLs working as a team to develop ass't for their subjects
Personal Development, Behaviour and Welfare	
<p>Ensure all children are happy, healthy, safe and learning well</p> <p><i>UNCRC Article 1 – all children have these rights</i> <i>Article 3 – adults must act in the best interests of children</i> <i>Article 19 – all children have the right to be protected from being hurt or mistreated</i> <i>Article 42 – all adults must work to make sure children and adults know about the UNCRC</i></p> <p><i>UNCRC Article 28 – the right to education</i></p>	<p>Right respecting schools</p> <ul style="list-style-type: none"> Whole School charter introduced Staff begin to link UNCRC throughout their teaching SIP refers to UNCRC Policies continue to be reviewed in relation to UNCRC Rights Ambassadors lead on charity days Continue to develop children's leadership structure e.g. lunchtime ambassadors, general school ambassadors, sports ambassadors Training for Key staff and Governors – Safer recruitment, safeguarding Assessment for Gold award Embed changes to Behaviour policy (no more Golden Rules – using RRS) Introduce RRS ambassadors for KSI <p>Attendance EYFS, Year 1 and 2</p> <ul style="list-style-type: none"> Fortnightly Attendance team meetings <p>Healthy Schools</p> <ul style="list-style-type: none"> To achieve 'Gold' award

<p><i>UNCRC Article 24 – all children have the right to best possible health and education to help them to understand about being healthy</i></p> <p><i>UNCRC Article 29 - education must teach children about protecting the environment</i></p>	<ul style="list-style-type: none"> • To introduce 'Active Challenge' across the school to start to address obesity of children and encourage children to take daily exercise • Introduce the Daily Mile • To use the garden to grow fruit and vegetables to see in the summer • 'Aramart' day to overhaul the garden and provide workshops for children • To develop gardening partners with Aramart • Eco workshops for the children re planning and recycling
<p>To encourage our Somalian families to feel a more active part of the school community</p> <p><i>UNCRC Article 30 – you have the right to practice your own culture, language and religion</i></p> <p><i>Article 2 – all children have the right to be treated fairly</i></p>	<ul style="list-style-type: none"> • Continue to be host school for the Somali Hub for parents within the local community as well as the school community • Encourage somali parents to apply for work in the school and local community
EYFS	
<p>To narrow the gap in attainment for boys and girls.</p> <p><i>UNCRC Article 28 and 29 – the right to education and for education to develop all children's talents and abilities to the full</i></p>	<ul style="list-style-type: none"> • Support teachers with planning and focus on engaging boys in their own chosen interests • Guided learning to be more active and involve outdoor activities. • Focus on transition times extra support for children before lunch and in pm's for practical number work, blending /segmenting/fine motor. • Focus on mini projects with children who have lower levels of engagement/involvement. • New entrants to be base line assessed
<p>To extend more able children in EYFS</p> <p><i>UNCRC Article 29 – the right for education to develop all children's talents and abilities to the full</i></p>	<ul style="list-style-type: none"> • Focus on maths in Aut term
Quality of premises and Infrastructure to support learning	
<p>The school is planning for the needs of the future</p>	<ul style="list-style-type: none"> • Fortnightly meetings with Joanne, Natalie and Gordon • Termly 'walk rounds' to assess needs of premises • Premises plan in place
<p>Ensure systems in place to prepare for new Data protection legislation in May 2018</p> <p><i>UNCRC Article 16 - the right to privacy</i></p>	<ul style="list-style-type: none"> • Audit with Judicom • Prepare accordingly • Training and information for staff to start

Article 17 – the right to reliable information from a variety of sources	
Induction of new SBM	<ul style="list-style-type: none"> • Joanne and Natalie to meet weekly initially
Review of roles and responsibilities in office team	<ul style="list-style-type: none"> • Analysis of what is working well/could be improved/needs addressing/are roles fit for purpose?

Financial Statement

The School has a good record of careful budget management and, despite the financial difficulties facing schools in the current economic climate, is anticipating a budget surplus of up to 5% at the end of its financial year.

Governors at Malmesbury Primary School

The Governing Body of Malmesbury Primary School is made up of parents and staff who have been elected, and of people from outside the school, who have been appointed by the Local Education Authority.

The Governing Body is responsible for the running of the school and works closely with the Senior Leadership Team.

Governors are responsible for agreeing the annual budget, for ratifying school policies and scrutinising performance to enable them to work with the school to raise standards.

There are six Governing Body meetings each year, along with regular meetings of smaller sub committees such as the Finance and Resources Committee.

In addition to scheduled meetings it is vital that Governors make themselves available to support the Senior Leadership Team with day to day issues, and other initiatives such as working towards the Healthy Schools Award and interviewing new staff. This level of involvement keeps the Governing Body in touch with what is happening with in the school, fosters good relationships, and benefits the whole school community.

Headteacher	Joanne Clensy
Staff Governor	Dominic Whittle
Parents-elected by the parents	Jon Griffiths
Appointed by Tower Hamlets	Ann O'Reilly
Community Governors co-opted by the above	Liz Applebee (Chair) Stephen Gilvin (Vice Chair) Graham Bell Elizabeth Handley AlexCardoza

Headteacher Job Description

Salary:

L28 to L38

Qualities:

The Headteacher of Malmesbury should be passionate about achieving the best possible outcomes for our children. They will value people and care about the whole family: parents, carers and children. They will recognise that the strength of a school is built upon the strength of the families who attend. Our Headteacher will have empathy, understand the importance of listening and enjoy learning. They will be prepared to observe and adapt and have a flexibility that allows them to work collaboratively and nurture development. The Headteacher will enjoy celebrating success, in all its forms, and have a strong belief in growing the whole child. An holistic approach to the education of our children is essential for a leader of Malmesbury.

Duties:

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers Pay and Conditions Document. This job description is based on the National Standards for Headteachers.

Main Purpose:

The Headteacher will work with the Strategic Leadership Team (SLT) to provide professional leadership, vision and strategic direction for the school in order to ensure the highest quality of education for all its pupils in all areas of learning, through the following key areas:

Leadership and Shaping the Future

1. To uphold the school values of “being the best you can be”.
2. To share vision and strategic direction which inspires and motivates pupils, staff, governors and all other members of the school community.
3. To promote and maintain a school culture based on emotional intelligence and taking an holistic view of the child.
4. To work with staff and the Governing Body to produce a school improvement plan which identifies priorities and targets based on robust school self –evaluation.
5. To monitor, review and evaluate the work and organisation of the school to ensure effective implementation of policy and practice.
6. To develop leadership capacity at all levels.
7. To promote the development of teamwork and collective responsibility.
8. To ensure the development, management and leadership of the School, placing pupils at the centre of all decisions.
9. To lead and promote inclusive practice

10. To regularly review own practice, set personal targets and take responsibility for own personal development.
11. To manage own workload and that of others to encourage an appropriate work/life balance.
12. To promote a learning community which provides and values continuous professional development for all staff.
13. To create an environment where pupils are given the opportunity to expand their horizons beyond their previous experience.

Leading Teaching and Learning

1. To be the Lead Learner in the school.
2. To be passionate about setting high expectations for all pupils regardless of their ability or background.
3. To promote a successful learning culture that will enable pupils to become effective, enthusiastic, independent learners committed to lifelong learning.
4. To champion creative, responsive and effective approaches to teaching and learning.
5. To promote high expectations of teaching and monitor and evaluate its effectiveness on learning outcomes.
6. To develop and oversee the regular review of a broad, balanced, flexible, creative and differentiated curriculum designed to involve, engage, challenge and stimulate.
7. To implement strategies which are seen as consistent, firm and fair and that secure high standards of good behaviour, punctuality and attendance.
8. To identify and provide for the specific needs of all pupils in line with the SEN Code of Practice and the Disability Discrimination Act.
9. To promote and celebrate the positive benefits of living within a culturally and ethnically diverse society.
10. To maintain and develop effective systems of planning, assessment and record keeping, sharing effectively with parents/carers and pupils.

Managing the Organisation

1. To manage the schools financial and human resources effectively, in conjunction with the school's governors, to achieve the school's priorities.
2. To agree, set and monitor budgets, allocate funds and ensure systems are in place for effective administration and control of the budget.
3. To recruit, retain and deploy excellent staff to achieve the vision and goals of the school whilst being mindful their workload.
4. To delegate the responsibilities of the Senior Leadership Team to ensure the effective running of the school.
5. To develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.
6. To ensure that learning is at the centre of strategic planning and resource management.

7. To monitor and evaluate standards of teaching in the classroom and provide constructive feedback and relevant support.
8. To challenge underperformance at all levels and ensure effective support and, where necessary implement appropriate procedures.
9. To treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture and foster and facilitate team work.
10. To lead and motivate staff to ensure that they have access to suitable advice, education and training appropriate to their professional needs as identified through performance management and the priorities identified in the School Improvement Plan.
11. To ensure that the local authority and the school's equal opportunities and race equality policies are followed and actively pursued.
12. To manage and organise the accommodation to ensure that the school buildings meet the needs of the curriculum provided and health and safety regulations.
13. To use and integrate a range of technologies to effectively and efficiently manage the school.
14. To designate a member of the senior leadership team with leadership responsibility for the Headteacher's function when the Headteacher is absent.

Strengthening the Community

1. To maintain and develop the school culture and curriculum which takes account of the richness and diversity of the school community.
2. To maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
3. To communicate effectively at all levels with all stakeholders.
4. To continue to seek 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.
5. To promote the positive strategies already in place, for challenging prejudice and dealing with racial harassment and other discriminatory practices or behaviour.
6. To work with the Governing Body providing information, objective advice and support to enable it to meet its responsibilities.
7. To develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
8. To promote the positive and mutually supportive relationship linking home and school in a working partnership, ensuring parents/carers are fully informed about all matters relating to the education of their children.
9. To share effective practice working in partnership with other schools and promoting innovative initiatives.

Safeguarding

1. To have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding legislation and any policies as adopted by the school and local authority.
2. To be accountable for child protection and ensuring that the welfare and safety of pupils is promoted and safeguarded.
3. To prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children, initiating the management of cases involving actual or potential abuse or violence where needed.
4. Be aware of and update staff as appropriate to comply with current legislation and policies affective practice e.g. Children's Act, National Service Framework, Child Protection Procedures, Health and Safety and Data Protection.

Health and Safety

1. To work in compliance with the school's health and safety policies and under the Health and Safety at Work Act (1974) ensuring the safety of all parties with who contact is made, such as members of the public, in premises or sites controlled by the school.
2. To ensure compliance of procedures are observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 1998 for the security, accuracy and significance of personal data held on such systems.

Malmesbury Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

Person Specification

	Criteria	
Qualifications	Qualified Teacher status	E
	Graduate level qualification	E
	Completed NPQH (except substantive Headteachers in post before April 2004)	D
	A record of recent and relevant in-service training	E
Experience	Proven successful leadership at senior level in a primary school as a Head Teacher or Deputy Head or equivalent.	E
	Experience of working in an urban setting (inner-city).	D
	Experience of working in a culturally diverse community.	D
	Experience of working effectively with the school community and external partners.	E
	Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.	E
Leadership/ shaping the future	Ability to innovate and find creative solutions, and to communicate a vision to inspire and motivate all stakeholders.	E
	Be emotionally intelligent, and have a commitment to the well-being and development of the whole child and the staff.	
	Proven track record of the ability to raise significantly the academic and personal achievement of all pupils.	E
	Evidence of the ability to promote a positive, sensitive and caring ethos and pride in the school and its physical environment together with high standards of achievement and behaviour.	E
	Excellent interpersonal and communication skills, both oral and written.	E
Leading Teaching and Learning	Knowledge and understanding of how to raise standards of learning across the school and a proven track record in doing so.	E
	Excellent knowledge of the current major curriculum issues and recent educational developments and legislative changes, together with their significance for the leadership of a primary school.	E
		E

	Ability to use, analyse and monitor pupil assessment data to identify needs and trends to promote an appropriate level of challenge to all pupils.	
	Demonstrate a commitment to providing choice and flexibility in learning to meet the individual needs of every child	E
	An ability to acknowledge excellence and challenge poor performance across the school.	E
	A proven commitment to an inclusive education which addresses the needs of all learners in a diverse community.	E
	A clear vision for consistent systems and procedures which bring about effective behaviour management.	E
Managing the Organisation	Knowledge of legal issues relating to managing a school including equal opportunities, race relations, disability, human rights and employment legislation.	E
	The ability to use performance management and line management to secure accountability and improve performance.	E
	Proven track record in working collaboratively and building, leading empowering and developing effective teams.	E
	Evidence of the ability both to delegate and work in collaboration, and to establish robust systems to monitor implementation and impact.	E
	The ability to prioritise tasks, make informed decisions and implement them in a flexible manner.	E
	An understanding of new technology and its role within the classroom and across the wider school environment.	E
	Experience and understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles.	D
	A commitment to continuing CPD for oneself and for all members of the school community.	E
	Evidence of a commitment to sustaining a safe, secure and healthy school environment, in accordance with Child Protection and safeguarding legislation.	E

Strengthening the Community	Proven ability to negotiate and consult effectively with pupils, staff, parents, governors, the LA and the wider community.	E
	Experience of developing and managing good communication systems, chairing meetings effectively and working in partnership with other agencies.	E
	A vision for governor, parent and community involvement in the life of the school and a commitment to creating and expanding community and global links.	E
	A willingness to engage the school community in self and external evaluation to better understand the strengths and weaknesses of the school.	E
	An unwavering commitment to acknowledge, celebrate and foster respect for the richness and diversity of the school's communities.	E
	Prepared to make a direct contribution to the broader life of the school and "go the extra mile" with a sense of humour.	E

E- Essential, D Desirable

Appointment to this post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.