



Greenmount
Primary School



Headteacher Information Pack

Application closing date:

25th February 2019 at Midday

Interview Dates:

14th & 15th March 2019



Together, we nurture the future

Greenmount Primary School | St Vincent's Road | Ryde | PO33 3PT
01983 562165 | info@greenmount.iow.sch.uk



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Chair of Governors' Letter

Dear Potential Headteacher,

Thank you for your interest in the position of headteacher at Greenmount Community Primary School. Governors are rightly proud of the school and strongly supportive of its staff, particularly our outgoing headteacher, who is leaving the school after 20 years in post to pursue other interests.

Having moved from its original site in 2011 as part of the Isle of Wight's move to a two-tier education system, Greenmount recently completed its transition from a 5 year group single-form entry system. The school is now a full two-form entry primary school of 411 pupils, with an attached governor-led pre-school.

Greenmount also hosts Greenhaven, a 6 place ASD provision and the school has a well-deserved reputation for the work it does with students at all points on the autism spectrum. Governors are keen to retain the inclusive aspect of the school's character while recognising the challenges this brings.

The transition period has been a challenging time for the school as governors and staff worked to adapt to the new structure. These efforts were rewarded in 2016 when OFSTED rated Greenmount as a "GOOD" school.

SATS results in 2018 reflect the challenges presented by the final year of that transition process and the lessons learnt by governors and the senior leadership team are expected to return dividends in the present year.

Transition remains a theme for the 2019/2020 academic year, as the school is due to embark on a major refurbishment of its main building.

Our ongoing goal is to retain the character of the school while working towards an outstanding educational experience for the community that the school serves. As you'll read later in the pack, Ryde is a vibrant place to live, and our children strongly benefit from the environment they inhabit. It is also true that we have a significant proportion of disadvantaged pupils. I have no doubt that Greenmount Community Primary School is a good school in every sense and look forward to embracing a fresh approach to the challenges to come.

The governing body is keen to see applications from candidates who:

- Are either an established head looking for a new challenge, or an experienced deputy who is ready to step up as a headteacher. Regardless of their current role, candidates should be ambitious for the school's future prospects.
- Have the energy and enthusiasm to challenge staff and Governors to engage with new ideas, while respecting those elements that make the school what it is.
- Are ready to engage with the school community on a personal level. You should expect that children will be enthusiastic to engage with you about milestones and experiences that excite them, both in their school lives, and outside.

The governing body firmly believes that Greenmount is special and hope that when you visit the school you share in that conviction. Governors look forward to receiving your application and hearing your vision for the leadership of the school to still greater things.

Yours sincerely,

Steve Vaughan

Chair of Governors, Greenmount Community Primary School



Our School



The seaside town of Ryde on the Isle of Wight is “the town on the beach”, with an astonishing 1860 hours of sunshine a year! A perennially popular holiday destination, the Isle of Wight is also a fantastic place to live.

The largest town on the island, Ryde has excellent links both to the mainland, to the centrally located county town of Newport, and to the rest of the island.

Greenmount was originally founded in 1812 as The St. Thomas National School, at a site

on Melville Street, then on the outskirts of Ryde. It later moved to a site at the junction of Green Street and Mount Street from where the current logo is derived. Today, the school has moved to a new site, from where it delivers a broad and balanced curriculum through 19 teachers and over 40 support staff. The annual budget is £1.7 million.

The school community comes together for a variety of events throughout the year, from staples such as the PTA Summer Fayre to the annual Ryde Mardi Gras parade, in which Greenmount participated with their usual and characteristic enthusiasm on the theme of Mexico – the Day of the Dead.

Parents contribute to school life in many ways and the PTA has, among other plans, recently commissioned new markings for the playground. Many other parents give their time to the school to come in to read with the children and there is exciting work being done by a group of parents to develop an area of the school fields to include comprehensive Forest School facilities.



The school is supported and challenged by a governing body that has a breadth of knowledge and experience. Governors will be keen to help its new headteacher build upon the current nurturing aspect of the school, enhancing existing systems and finding new ways to communicate with and support families, and to involve children in the life of the wider community. Governors will continue to champion the delivery of high quality SEN provision – within mainstream classrooms, in the specialist provision and through outreach services to other schools; and will continue to be committed to the development of teaching pedagogy and a rich and creative curriculum entitlement built on accurate moderation and assessment.

The wider island environment has great appeal – there are the obvious nautical draws of Cowes Week and the Round Island Race as well as many yacht clubs and boating or fishing clubs. A Greenmount pupil was recently awarded the Wightlink ferry award for responsible angling.

Should sailing the Solent not be to your tastes, there are many opportunities for eating out, theatre, visiting comedians and the arts, including exhibitions of paintings by the incumbent headteacher.

There are also miles of footpaths. Opportunities for walking include the annual Walk The Wight fundraising event in which Greenmount children participate in their droves every year. You can also test the theory, contested by comedian Mark Steel, that you can see France (albeit upside down) from the hills above Ventnor.



The School Council's View

As part of the process of preparing this pack, the School Council were asked to reflect on the school as it is and how they'd like it to be. As usual, the children were open, honest and a credit to themselves and the school when discussing similar important issues.

What is the school like now?

A fun, kind, exciting school!

The children's responses describe a school that they consider to be a **"a good one"**, that is **"happy and hardworking"** and **"fair, respectful and warm"**. They reflect a school where there are **"fun lessons"** and **"amazing trips"**, but where you can also enjoy **"a very fun lunch and breaks"**. Residential trips, sports week and mainland visits, such as to the Chichester Festival Theatre, a favourite fixture of the Greenmount calendar, and other curriculum enhancing trips, such as visits to the Houses of Parliament, Shakespeare's Globe and Stonehenge.

What kind of school do you want?

Exactly the same as when we had Mr May!

This is of course what you'd hope any group of children would say when thinking about a new headteacher for their school. They know What A Good One Looks Like and will be able to recognise those types of qualities in the candidate governors appoint.

They want the school to be **"nice and friendly"** and for it to continue to be **"fun, happy and calm"**.

They'd like their new headteacher to be the kind of leader that **"works at the gate"**, greeting them as they arrive for school, as the SLT currently do, to be **"kind and creative"** and be someone that **"allows chewing gum in school"**, although governors (and the current headteacher) would like you to ignore that particular request.





The Curriculum

The curriculum at Greenmount is built around the school's clearly stated values –

In all that we do in this learning community, we work to ensure the progress, achievement, enthusiasm and enjoyment of all learners. We seek to develop each individual's:

- confidence in themselves and their abilities
- desire to learn and achieve their potential
- resilience - ability to persevere and practice
- growing sense of aspiration and passion for challenge
- understanding of spirituality – their own feelings, philosophies and beliefs, and those of others
- respect – for themselves, for their community and for the wider world

These values are promoted through a curriculum founded on developing people's creativity, curiosity and independence, their ability to collaborate, to think flexibly and coherently and to build strong skills and life-long knowledge.

As governors, we believe that achievement is possible for all children, regardless of their starting points or current ability and we both challenge and support our school leaders and their staff to ensure this. The key skill we wish for our children is that they can think – critically and for themselves – and the creativity and flexibility of our curriculum allows this to deepen throughout the school, encouraging questioning, research and collaboration across key stages.

Based on a shared thorough, moderated knowledge of expected core standards, the curriculum at Greenmount is built around children's needs and interests. It aims to develop them into rounded and capable individuals with high levels of self-belief and aspiration. Their learning is of utmost importance and staff work hard to make this as real, as interesting and as purposeful as possible. We encourage independent learning, tenacity and resilience.

Teachers and support staff work together to provide exciting and memorable opportunities to enhance learning, providing:

- High quality experiences
- Purposeful lessons that deepen understanding
- Bespoke visitors and visits – day and residential, on and off Island
- Focused curriculum days and weeks supporting a range and combination of subjects including performing/visual arts, Science, Maths and English
- Focused and flexible approaches to learning, supporting groups and individuals at all levels of learning
- Opportunities to develop metacognitive strategies within all learning and school experience

Children's learning is further enhanced through the provision of extra-curricular opportunities, ranging from art, design, dance and music to a range of sports activities. The school enables children to take part in a wide range of community activities springing from these, including local dance and singing festivals, Mardi Gras and Carnival processions and many sporting fixtures. We are proud to be a platinum Sports Mark school, reflecting the excellence of provision at Greenmount.

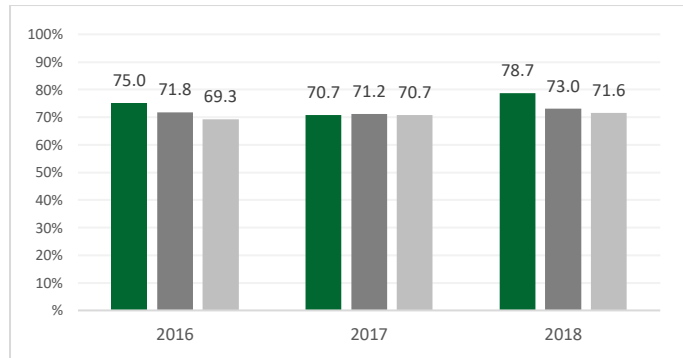
The curriculum at Greenmount is dynamic and continues to develop as the expectation of schools and the needs of the children in our community change. The steps currently being taken involve working to further develop teaching pedagogy and the opportunities we offer to enhance of children's social, emotional and academic learning as part of a broad, rich and creative curriculum entitlement. Underpinning all of this is continuing work to maintain and develop accurate moderation and assessment, deepening subject knowledge and a commitment to securing age related expectations for all children in all areas.



Attainment Data

EYFS

Good Level of Development



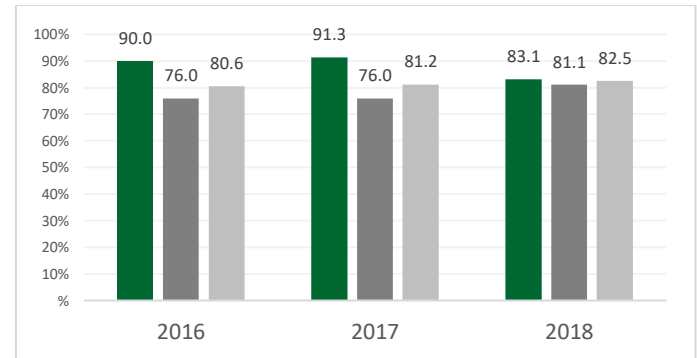
78.7% in 2018

8% rise since 2017

3.7% rise since 2016

Phonics

Year 1: Working At



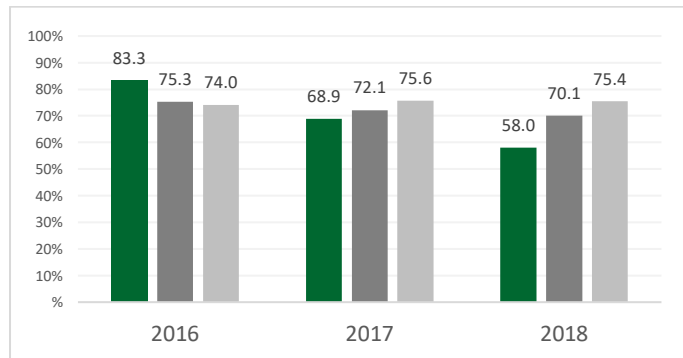
83.1% in 2018

8.2% drop since 2017

6.9% drop since 2016

Key Stage 1

Reading – attaining EXS or better

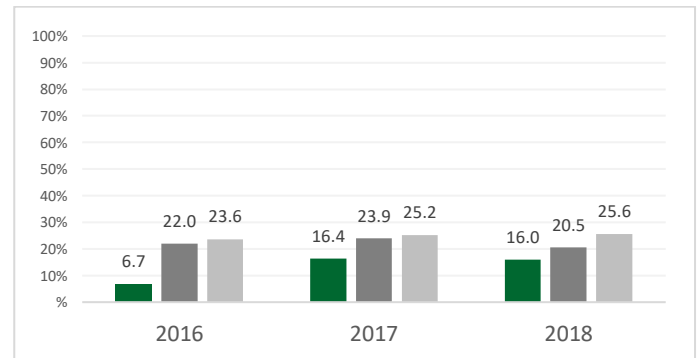


58% in 2018

10.9% drop since 2017

25.3% drop since 2016

Reading – attaining GDS

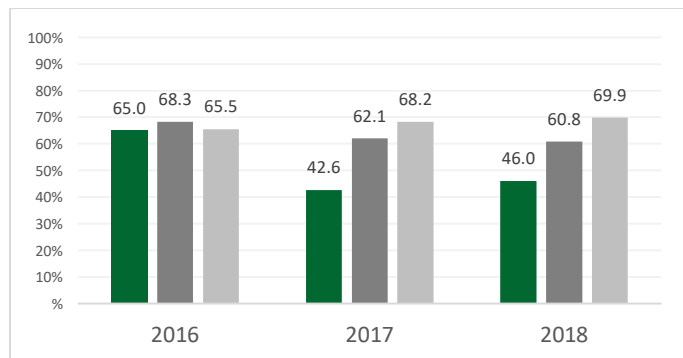


16% in 2018

0.4% drop since 2017

9.3% rise since 2016

Writing – attaining EXS or better

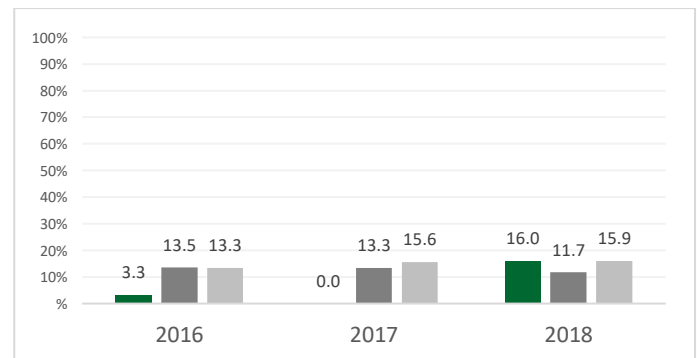


46% in 2018

3.4% rise since 2017

19% drop since 2016

Writing – attaining GDS



16% in 2018

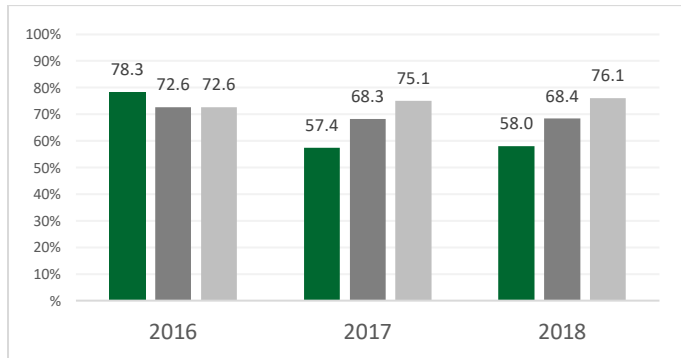
16% rise since 2017

12.7% rise since 2016



■ Greenmount ■ Isle of Wight ■ National

Maths – attaining EXS or better

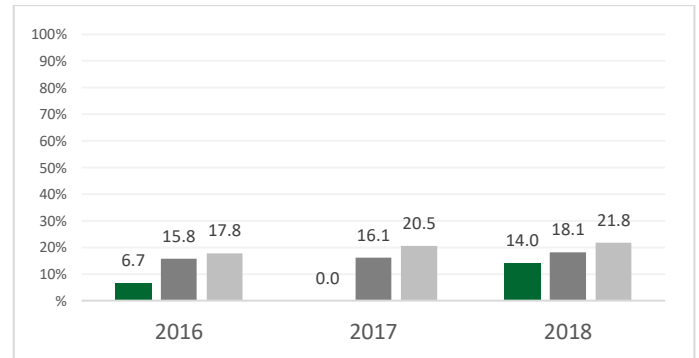


58% in 2018

0.6% rise since 2017

20% drop since 2016

Maths – attaining GDS

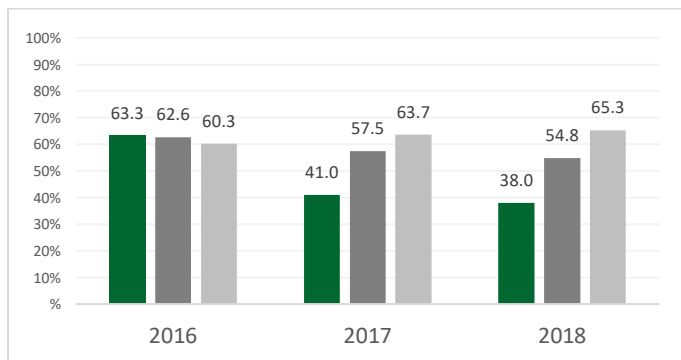


14% in 2018

14% rise since 2017

7.3% rise since 2016

RWM – attaining EXS or better

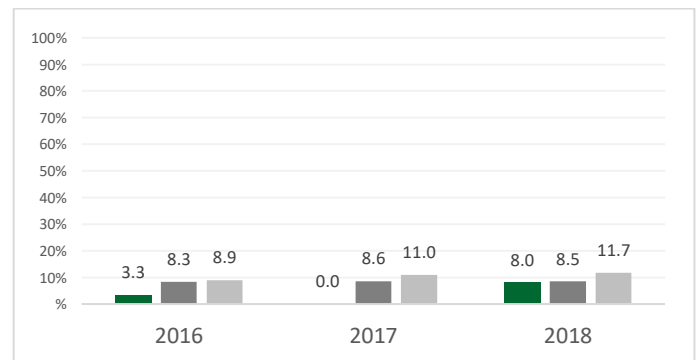


38% in 2018

3% drop since 2017

25.3% drop since 2016

RWM – attaining GDS



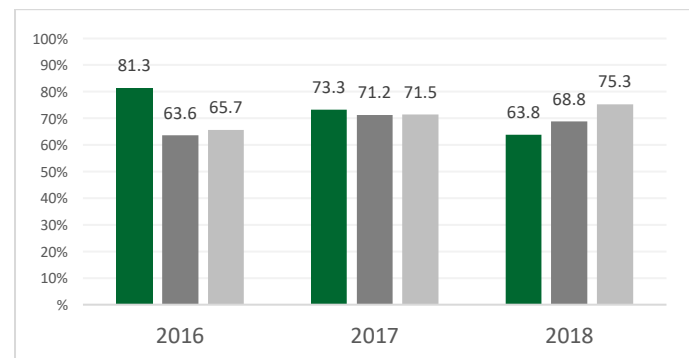
8% in 2018

8% rise since 2017

4.7% rise since 2016

Key Stage 2

Reading – achieved standard

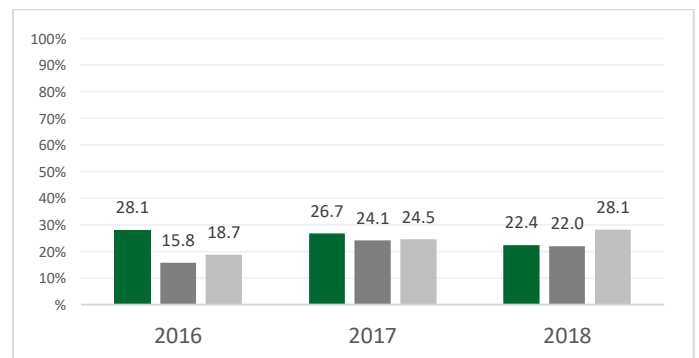


63.8% in 2018

9.5% drop since 2017

17.5% drop since 2016

Reading – high attainers



22.4% in 2018

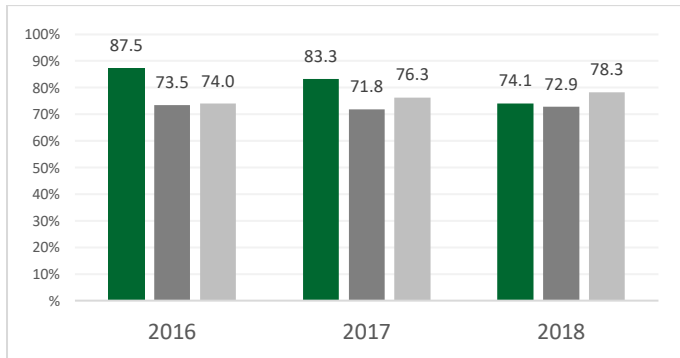
4.3% drop since 2017

5.7% drop since 2016



■ Greenmount ■ Isle of Wight ■ National

Writing – achieved standard

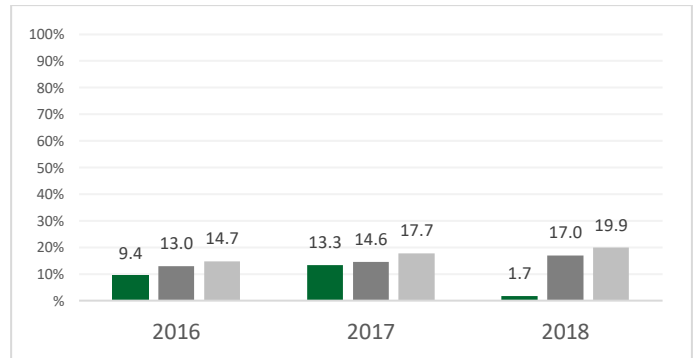


74.1% in 2018

9.2% drop since 2017

13.4% drop since 2016

Writing – high attainers

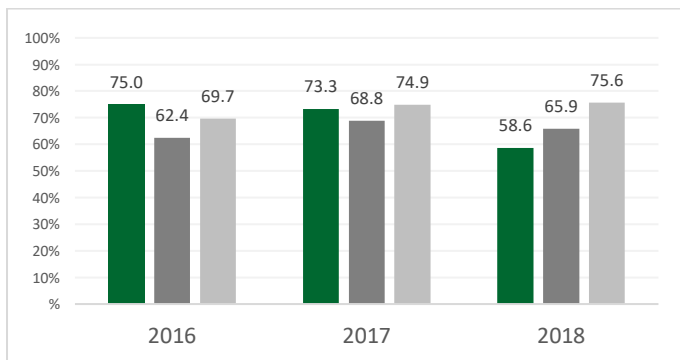


1.7% in 2018

11.6% drop since 2017

7.7% drop since 2016

Maths – achieved standard

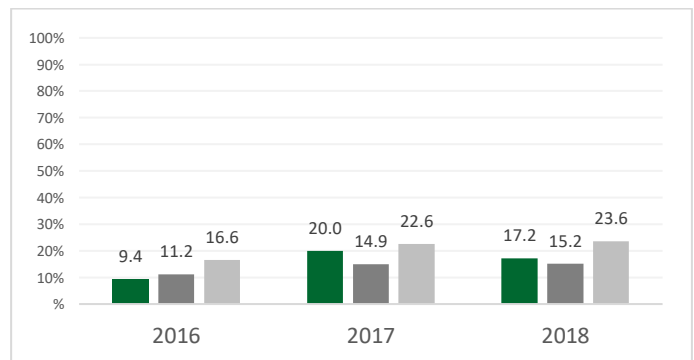


58.6% in 2018

14.7% drop since 2017

16.4% drop since 2016

Maths – high attainers

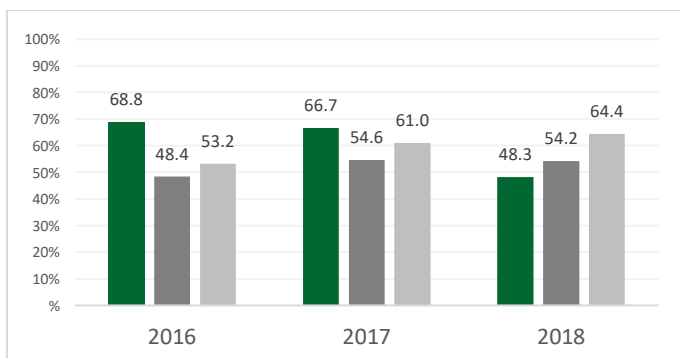


17.2% in 2018

2.8% drop since 2017

7.8% rise since 2016

RWM – achieved standard

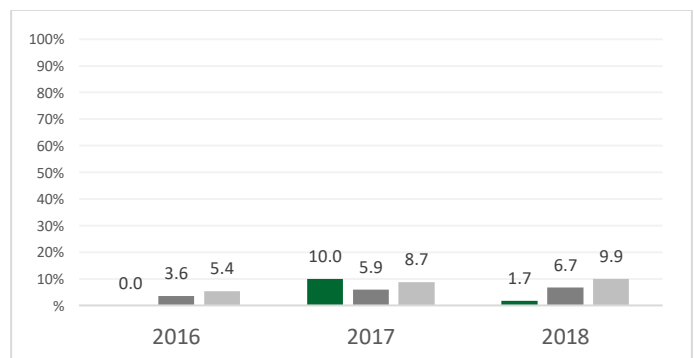


48.3% in 2018

18.4% drop since 2017

20.5% drop since 2016

RWM – high attainers



1.7% in 2018

8.3% drop since 2017

1.7% rise since 2016



Ofsted 2016



"Parents are delighted with their children's progress and the quality of information they receive from staff".

"Pupils who have special educational needs or disability make good progress in the main school and in the resourced provision".

"The arrangements for safeguarding are effective... Leaders work well with external agencies when any concerns arise".

In May 2016 Ofsted graded Greenmount Community Primary School a "GOOD" school. The inspection was a validation of the work that had been done since the preceding inspection. That work is ongoing, to ensure that Ofsted's recommendations are fully embedded within the wider goals of the school improvement plan as it strives for excellence.

Extracts from the report:

"Teachers provide a wide ranging curriculum, including experiences which introduce pupils well to life in modern Britain".

"Leaders are ambitious. Everyone in the school is expected to aim high and continuously improve their learning or work".

"Pupils behave well. During lessons, most pupils work hard and persevere. Pupils are kept safe at school and feel safe".

"Pupils in the resourced provision, and those in the main school who have special educational needs or disability, are supported well to make good progress".

"Pupils, including those supported by the pupil premium, make good progress".

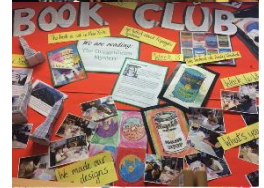
"Pupils, parents and staff are overwhelmingly confident in senior leaders and value their constant care for pupils, staff and families".

"Pupils' spiritual, moral and social development is promoted well. In assemblies and through the Friday 'Big Think', pupils are encouraged to reflect on ideas and values, and to understand the consequences of the choices people make".

Food for Thought

"The most-able pupils are not consistently challenged and supported well, to achieve the learning they are capable of, particularly in mathematics".

"Pupils throughout key stages 1 and 2 show resilience in their approach to learning. They respond with confidence to teachers' feedback about their work and try hard to improve. The school's five 'Bs' – 'Brain', 'Book', 'Board', 'Buddy', 'Boss' – promote an independent approach to learning, before relying on the teacher or 'Boss'. The sixth 'B' – 'Beyond' – encourages pupils, including the most able, to aim high".





Person Specification

The current School Teacher's Pay and Conditions document describes the duties which are required.

		Criteria (all essential unless marked 'D'=desirable)
Qualities and knowledge	Qualifications	Qualified teacher CPLO trained (D) Holds NPQH (D)
	Professional experience	Experience of delivering outstanding teaching in the primary phase Experience of senior leadership across the primary phase as either a headteacher or deputy headteacher Experience of working in a school with a resourced provision (D)
		Evidence of appropriate CPD
	Personal qualities	Able to lead and inspire others through a period of change
		Able to offer emotionally intelligent leadership styles and an understanding of how to deliver school improvement
		Is approachable and enjoys being highly visible to all members of the school community
		Able to prioritise and manage own time and support others in managing their time Able to delegate where appropriate
		Skilled and experienced in communicating effectively with all members of the school community and other professionals
		Able to work with political and financial astuteness to secure the school's position within the Local Authority and national context
Pupils and staff	Pupils	Committed to enjoyment as a key aspect of effective learning within a broad and balanced curriculum
		Has high aspirations for all pupils through high quality inclusive teaching Able to promote the spiritual, moral, social and cultural development of their pupils
		Experience of developing self regulation and metacognition
	Staff	Confident to further develop the culture of an open school - sharing best practice within and between schools
		Experience of successful recruitment including appropriate safeguarding considerations
		Understands and can articulate the key features of good and outstanding teaching, with the ability to identify emerging talents, recognise excellence and



		incorporate it into the ethos of the school
		Can inspire and support staff to further improve their practice
Systems and process	Governing body	Welcomes strong governance and has a sound understanding of the role of governors in strategic leadership and evaluation of effectiveness
		Able to be the professional lead for the governing body
	Organisation and Management	Experience of effective and robust performance management and an understanding of how to apply this to their own performance
		Experience of managing performance to improve outcomes for all groups of pupils in all year groups
		Experience of promoting teamwork with colleagues, leading to school improvement
		Able to exercise strategic, curriculum led planning to ensure that resources are deployed to pupils' best advantage
		Is committed to the responsibilities of being the professional lead for safeguarding the school community
The self-improving school system	Pupil progress	Proven expertise in securing sustained improvement in outcomes for all pupils across the whole school and in all subjects
		Experience of using data to inform strategic planning for school improvement
	Curriculum	Can articulate the intention of the school's curriculum, how it is implemented and how the impact is measured
		Experience of curriculum adaptation to ensure it is accessible for all pupils
	Strategic	Able to develop and articulate a clear vision and strategic plan for the future of Greenmount Primary School
		Able to inspire and engage others in the fulfilment of that vision
		Able to inspire and influence colleagues and school leaders— to be a school leader that sets the standard for primary education within the school and beyond.
	Ethos	Understands the principles and practices of safeguarding in order to protect all our children
		Experience of promoting inclusion and equality in their work
		Experience of engaging with the wider community to positively impact on the lives and learning of both
		Experience of securing high standards of behaviour and attitudes to learning through mutual trust and respect



Key Tasks

Governors are mindful of their responsibility to appoint a leader with the skills and emotional intelligence to navigate the process of change.

There is a genuine desire for Greenmount's incoming headteacher to be able to make their own particular mark within the school's journey. Governors have identified the following as the areas we'd like our new headteacher to focus on in your first year in the post:

- To continue to drive the improvement of attainment and progress for all groups of pupils in all cohorts.
- To secure consistency in the quality of teaching, learning and assessment across the school and curriculum.
- To improve the impact of leaders' actions by developing the skills of middle leaders in strategic self-evaluation and improvement planning.
- To work in close professional partnership with senior leaders and governors in order to lead the school through a period of change.

Induction & Support

We will support you fully as you settle into Greenmount.

Working in partnership with the Local Authority we will construct a suitable induction support package, based on the successful candidate's individual needs. This forms part of the school's strong relationship with the Local Authority and the Hampshire Inspection and Advisory Service.

At all times, our team of governors will work with you to ensure that appropriate use of professional development is made to achieve the school's operational and strategic goals, and to keep all children safe at all times.

Education on the Isle of Wight

Following a period of reorganisation, education on the Island is offered in two tiers:

In Primary, there are 41 schools, and an additional special school with provision for pupils from Reception up to year 6. In Secondary, there are 6 schools, and 1 special school, serving the year groups from year 7 to year 13.

This is offered through a mixture of Local Authority schools and academies. There is one studio school, one free school, a Pupil Referral unit, 2 private schools and a residential special school.

There are a number of preschool settings (mostly attached to schools), the two aforementioned special schools and a further education college in Newport. There are healthy links with south coast universities, but the Island doesn't boast its own.

The Isle of Wight is a small Unitary Authority; there is a rich tradition of collaboration between schools and school leaders. At a primary level, this presents opportunities for joint working and projects, engagement in initiatives led by leaching school alliances and the Local Authority as well as attending regular headteacher conferences and training.

The Ryde area schools collaborate regularly, particularly around primary-secondary transition, and headteachers meet to oversee these processes regularly throughout the year.



Application Procedure

Headteacher

Closing date:	25/02/2019 at 12:00
Interview dates:	14/03/2019 15/03/2019
Job Start Date:	01/09/2019
Contract/Hours:	Permanent, Full-time
Salary Type:	Leadership Scale
Salary Details:	The indicative pay salary is set at £60,755 - £69,673 (L18 – L24)
Hours of Work:	Full Time
Location of Role:	Greenmount Community Primary School
Contact e-mail address:	eps-recruitment@hants.gov.uk

Job/Person Summary

Greenmount Community Primary School is a “Good” school (Ofsted 2016) located in Ryde, the largest town on the Isle of Wight. Greenmount is a two-form entry school with 411 pupils on roll a governor led pre-school and a resourced provision for pupils with ASD. Both Ryde and the school benefit from close proximity to the mainland, just twenty minutes away by ferries or hovercraft, while benefiting from the manifest advantages of Island life.

Our highly respected Headteacher is retiring in August 2019 after 20 years, creating the opportunity for a proven school leader to make their own mark in a characterful and inclusive environment where children’s learning is central to a broad and balanced curriculum. This will be a significant period of change for the school, which will coincide with an exciting refurbishment of the main school building.

The governing body look forward to appointing a Headteacher who:

- Has experience as an effective leader at a senior level in a primary setting;
- Is a motivational and dynamic leader, who can guide and challenge staff to enhance their teaching and professional development;
- Is a skilled communicator, able to effectively share their vision for the school with children, parents & carers, governors and the wider community;
- Is ambitious for the school, will value pupils as individuals and will take pride in their achievements; and
- Has a clear vision of how their leadership will positively impact the education of all the children that will be in their care.

In return, Greenmount offers:

- A dedicated staff and a supportive, challenging governing body who are passionate about delivering the best outcomes for each and every pupil.
- An energetic & hardworking school community who make a significant contribution to the fabric of school life.
- A strong and focused senior leadership team.
- A happy student body that is excited to learn in a stimulating, caring and safe environment.

If you think that this opportunity represents a challenge that you’d like to pursue, then we look forward to receiving your application and hearing how you can lead Greenmount in promoting success, wonder and well-being in our children.



Application Procedure

Appointments to view the school on either Wednesday the 13th or Tuesday the 26th of February can be arranged by contacting the School Business Manager, Mrs Mandy Parry, on 01983 562165 or via email at admin@greenmount.iow.sch.uk.

Additional information about the school can be found on our website, which can be found at www.greenmount.iow.sch.uk.

Please return your completed application to Education Personnel Services at eps-recruitment@hants.gov.uk by noon on the 25th of February 2019.

Safer Recruitment

Greenmount Community Primary School and the Isle of Wight County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.