



ROBERT PIGGOTT CE FEDERATION

EXECUTIVE HEADTEACHER RECRUITMENT PACK



Robert Piggott CofE Infant & Junior Federation

Executive Headteacher: Mrs Sally Ann Akers

Chair: Mr Owen Rees

Beverley Gardens Wargrave Berks RG10 8ED

School Hill Wargrave Berks RG10 8DY

Tel: (0118) 940 2414 Fax: (0118) 940 1571

Tel: (0118) 940 2645

Dear applicant,

Thank you for your interest in the post of Executive Headteacher at the Federation of Robert Piggott Infant and Junior Schools.

The two schools are both in the village of Wargrave in east Berkshire, on the Thames. Our schools are at the heart of a community and we as governors are passionate about them and the children who attend them.

We want to work with a new Executive Headteacher who will share that passion. We want you to apply if you can drive the Federation forward and ensure that our children achieve their individual potential whilst instilling in them the school's values of grace, courage and friendship. We are looking for a leader with a proven track record of delivering high standards of teaching and learning and who can lead our Church of England schools.

Further information about the schools is available on our website at

<http://www.robertpiggott.wokingham.sch.uk/>

We encourage you to visit our wonderful schools and look forward to receiving your application. Please do remember that completed applications need to be returned by 12noon on 19th March 2019.

Yours sincerely

Owen Rees

Chair of Governors

Federation of Robert Piggott Infant and Junior Schools



Grace, Courage, Friendship





FEDERATION OF ROBERT PIGGOTT CE INFANT & JUNIOR SCHOOLS

About the schools

Federation of Robert Piggott Infant and Junior Schools

Schools Vision

We are a dynamic learning community, inspiring one another to grow in grace, courage & friendship.

History of our Schools

In 1796 Robert Piggott endowed a school for the 'Instruction and Clothing of 20 boys and 20 girls in the parish of Wargrave'. In 1862 a school was built on School Hill, the site of the current Junior School. This school became increasingly crowded however and in 1908 the Infant children were given their own school. Finally a new school was opened for the Infants in 1963 on its current site in Beverley Gardens. The Infant and Junior Schools, as well as Crazies Hill Primary and The Piggott Senior School, are all part of the Robert Piggott Trust. The Infant and Junior Schools formed a Federation, under a single Governing Body, in 2010.

The Infant School sits in extensive and secure grounds. We are fortunate to have attractive outdoor classrooms, including outdoor musical instruments and an Early Year's garden. 'Anne's Garden' is a separate, quiet area, with flowers and benches. In addition there is a pond and wildlife area.

The Junior School has a wonderful garden, pond and outdoor teaching area situated behind the school. These excellent resources are utilised for all areas of the curriculum and staff take full advantage of the teaching opportunities they provide.

The schools have a rich curriculum and a wealth of extra-curricular activities. The schools make ample use of the surrounding area, including using Mumbery Field and Bowsey Woods for our Forest Schools. We have strong artistic and sporting traditions, with the Junior School Girls Football Team current borough champion.

What do our pupils say about our schools?

"All students are really nice. Teachers are really kind and helpful. Parents are really supportive. The classrooms are full of our work and they are colourful."

"All the children are well educated. The staff are kind and thoughtful. We are welcoming. The teachers are polite."

"Our children are kind and intelligent."

"The staff and children are kind, friendly, generous, funny, not scary and lovely."

"The school is clean and tidy. The classrooms are full of our displays, welcoming and colourful."

"People are kind, respectful, generous, polite, respectful, hard workers, and loyal. The building is old and beautiful. "You get a good education."

"We are not scary, the people are kind and the staff room is nice."

"We are happy"

"When you come to our school you will see we are all kind and will welcome you."

What does our school council want from an Executive Headteacher?

Someone who is kind, friendly, encouraging, a good teacher, fun, strict but not too strict, helpful, gentle, funny voice, jokey, understanding, generous, smart, willing to listen to others."

What our staff have told us they want from a leader

A leader who enables staff to develop

A leader who is kind and supportive

A leader who is approachable and visible

A leader with the energy to work across two sites

A leader with humility, who wants to build on existing strengths

A leader who will ensure consistency and clarity of direction

A person who can lead a Church of England school and embody the school values of grace, courage and friendship

A leader who loves teaching and will make the school a place where teachers love teaching

A leader who can manage experienced professionals

A leader who will deal with difficult issues and support staff to deal with them

A leader who is collaborative and responds well to ideas from staff

A leader who spends time in the classroom and has recent classroom experience

A leader who understands the early years and early years pedagogy, including the importance of play

A leader who can understand data and help teachers make intelligent use of it

A leader who can strike a balance between SATS results and children's wider experiences in school



FEDERATION OF ROBERT PIGGOTT CE INFANT & JUNIOR SCHOOLS

Date posted: Friday 1st March 2019

Start date: 1st September 2019

Contract type: Full Time

Salary: Leadership (Group 3) £60,755 - £69,673

Contract term: Permanent

We are seeking an exceptional leader for our Federation of schools.

About us

The Federation comprises two thriving schools with a Church of England ethos; both schools are in the charming Thames-side village of Wargrave. Our schools are inclusive, with an emphasis on each child's individual abilities to produce strong academic results. We believe very strongly that each person is unique and to be valued. Both the Infant and Junior School were judged to be good by Ofsted in 2018, and they each hold Outstanding Statutory Inspection of Anglican and Methodist Schools (SIAMS) judgements.

This is a fantastic opportunity to take the next step in your leadership career in schools where talented and dedicated staff strive to build on our high standards, with the support of a single federated Governing Body.

About you

We would like you to apply if

- You will lead, motivate and inspire staff, with a clear vision for the future direction of both schools and the Federation
- You can effectively lead schools which have a Church of England ethos, with a caring approach
- You have the highest expectations and aspirations for all our children and staff
- You're skilled at developing teaching and learning, using an imaginative and effective approach
- You place strong emphasis on professional development
- You communicate honestly and effectively and lead by example
- You can balance resources efficiently and effectively in a way that maximises performance and ensures the financial sustainability of the schools
- You will continue to promote a strong sense of engagement with children and staff, parents, and the village community
- You will continue to add to the schools' strengths in developing the character of our pupils through sport and the arts

What we can offer you

- Supportive, hardworking and talented staff
- Happy pupils who are hungry to learn
- A committed parent body and active PTA
- A strong, strategic governing body that will both support you and give you freedom to get on with the job
- A commitment to continuing professional development, both for you and for all staff
- An exciting opportunity to further develop the schools and Federation in a schools-led system, including the One School One Site project
- A chance to be a key part of a vibrant village community

We strongly encourage you to visit our schools. You can arrange a visit by contacting Marilyn Mahoney at admin@robertpiggott.wokingham.sch.uk or by telephone on 0118 940 2414.

Application forms are available from the Federation's website at <http://www.robertpiggott.wokingham.sch.uk/staff-vacancies>.

Completed forms can be sent by email to: admin@robertpiggott.wokingham.sch.uk

This school is committed to safeguarding, equality and promoting the welfare of all children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced Disclosure and Barring Service (DBS) check along with other relevant employment checks.

Closing date: Tuesday 19th March 2019 at 12noon

Shortlisting Wednesday 20th March 2019

Interviews: Thursday 28th and Friday 29th March 2019

Start date: 1st September 2019



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Beverley Gardens, Wargrave, Berks RG10 8ED

Tel: 0118 940 2414

Email: admin@robertpiggott.wokingham.sch.uk

PERSON SPECIFICATION

EXECUTIVE HEADTEACHER

KEY CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING	<p>Educated to degree level or equivalent Qualified Teacher Status</p> <p>Experience as Headteacher or in an equivalent senior leadership role with proven track record for whole school improvement</p> <p>Evidence of professional development over time</p> <p>Safeguarding training appropriate to the role</p>	National Professional Qualification for Headship
COMPETENCE SUMMARY	<p>Inspire– strong communication and leadership skills, leading by example</p> <p>Represent - ability to represent the school in the wider community</p> <p>Understand – excellent understanding of the primary curriculum, pedagogy and current educational research</p> <p>Challenge - setting high expectations for staff and students</p> <p>Analyse and Improve – strong analytical and school improvement skills, including using data to ensure strong outcomes for pupils</p> <p>Organise –understanding of financial, premises and staff management, ensuring that these are driven by school improvement priorities</p> <p>Relate - effective interpersonal and team building skills, with the ability to encourage positive support and engagement to deliver agreed expectations</p>	

WORK RELATED PERSONAL REQUIREMENTS	<p>Ability and willingness to support, maintain and develop the Christian ethos of the school</p> <p>Experience of curriculum development, ensuring that students have access to a broad and balanced curriculum</p> <p>Experience and knowledge of teaching and leadership in a primary school</p> <p>Experience of monitoring teaching and learning and implementing improvements and CPD accordingly</p> <p>Experience of working with governors to develop and embed the school's ethos, values and objectives</p> <p>Ability to successfully lead organisational change</p> <p>Understanding of and commitment to safeguarding children and young people</p> <p>Commitment to ensuring all required regulatory and legislative requirements are met</p>	<p>Person with a clearly articulated vision for the future development of distinctive and effective church schools</p> <p>Experience of teaching and leadership across the key stages and EYFS</p> <p>Experience of leading across multiple sites</p> <p>Experience of successfully leading organisational change</p>
OTHER WORK REQUIREMENTS	<p>Approachable and accessible to staff, parents and governors</p> <p>Ability to build effective relationships with internal and external stakeholders</p> <p>Ability to manage own workload and that of others to promote an appropriate work/life balance for all</p> <p>A commitment to proactively foster parental and carer and community engagement</p> <p>Sound strategic thinking and decision-making abilities, including taking difficult decisions</p> <p>Ability to develop leaders at all levels</p> <p>Adaptability to changing circumstance and new ideas</p>	

FEDERATION OF ROBERT PIGGOTT CE INFANT & JUNIOR SCHOOLS

Job Description

Executive Headteacher

Effective: 1st September 2019



Post Holder:

Accountable to: Governing Body

Job Purpose:

To lead the creation of a wonderful and safe environment for all pupils attending schools within the Federation, developing hunger for learning, and achieving excellent outcomes. Specifically:

- **To provide leadership, vision and clear direction** through developing effective strategies that meet the needs of every learner within the Robert Piggott C.E. Primary Schools Federation.
- **To engender excellence and professionalism** in all aspects of the schools, by inspiring an empowered, motivated and highly competent senior leadership team and through them, build a positive team culture that aspires to be outstanding in everything it does.
- **To ensure clear ownership** of every aspect of work undertaken within the Federation and see that individuals are held accountable for their responsibilities.
- **To ensure that all targets are met or exceeded** through the astute use of all available resources and the application of effective performance management methodology.
- **To grow the reputation of the federated schools** as centres of learning excellence that place pupils and their families at the heart of what they do.
- **To engender a 'pupil first' ethos** with the three values of grace, courage and friendship in all aspects of school life, leading by example and expecting the same from all staff.

Providing Vision and developing a sense of mission

- **To develop a clear vision** for the Federation that is consistent with the needs and expectations of pupils, parents, staff and stakeholders in each school.
- To ensure that each school develops **a strong sense of mission** that is consistent with the Federation vision yet meets the school's specific needs.
- **To inspire others** to enthusiastically participate in delivering the mission and vision.
- **To support and build on the schools' Church of England foundation**, promoting spiritual and moral development of all staff and pupils, including through collective worship.

Governance

The Executive Head Teacher (EHT), working with the governors, decides what the school is to achieve and sets the framework for getting there (the strategic framework). This means:

- **Formulating aims and objectives, policies and targets** for the governing body to review and approve.
- **Leading school improvement planning**, including post OFSTED and SIAMS Action Plans, along with agreed policies and action delivery plans.
- **Ensuring governors are well-informed** about standards, progress and achievement of all groups of children, and encouraged to robustly challenge targets and progress at all levels,
- **Encouraging governors to actively participate** in each school's day-to-day activities.
- **Ensuring that the Executive Head Teacher, Heads of School and governors are aware of and fulfil their statutory obligations** to each school, all pupils and their families.

Managing the organisation

The EHT is responsible for overseeing the internal organisation, management and control of schools within the Federation, to ensure that the leadership team maintains high standards in all aspects of educational provision. This includes:

- Ensuring **effective and efficient deployment of staff and resources** to achieve the schools' priorities.
- **Developing, implementing and evaluating** the school's policies, practices and procedures.
- **Ensuring the schools are compliant with all relevant law**, including Health and Safety, Data Protection, HR and any other applicable legislation.
- **Taking overall responsibility and accountability for budget and facilities management and strategy on both sites** and implementing this through the Business Manager and their team.
- **Optimising the use of school premises and facilities** to ensure that they best support the learning environment.
- **Developing the schools as a wider resource** accessible to the whole community and fostering and supporting extra-curricular activities.
- **Ensuring** that all adults working in the schools follow **good practice regarding safeguarding and child protection**, with good order and discipline maintained amongst pupils and staff.
- **Promoting the safety and well-being of pupils and staff**, with effective pastoral policies and practices covering pupil and staff welfare, including equality of opportunity without discrimination.
- **Developing leaders at all levels** of the schools.

Organisational Performance

The EHT takes responsibility for organisational performance within the framework agreed with the governors. Working with the leadership team, this includes:

- **Setting suitable aims and objectives** for each Head of School and ensuring that their teams are being empowered and appropriately supported to deliver.
- **Agreeing policies, targets and priorities** for each school: regularly monitoring and reviewing aims, objectives and whether the policies, targets and priorities are being achieved in each school.
- Regularly **reviewing available performance data to analyse and interpret school and pupil performance**, to inform and advise teaching, to close pupil attainment gaps and to assess whether a policy is working or needs changing.
- **Developing and implementing effective action plans** to address issues that have been identified.
- **Using data analysis as an evidence base** for accountability and defining improvement goals.
- **Ensuring that the school leaders comply** with all relevant statutory requirements.
- **Understanding the Ofsted and SIAMS Inspection Frameworks** (teaching and non-teaching elements) and applying these benchmarks to the schools' and staff's performance on an ongoing basis, using continuous improvement to ensure that the schools perform well under inspection.
- **Analysing and interpreting national, local and school data** and inspection evidence, using this to inform policy, practice, targets and teaching methodology.
- **Maintaining a drive for excellence by regularly evaluating the culture, internal organisation and teaching practice** within each school, following through at team/individual level if appropriate.

Leading People

Working through the senior leadership team, the EHT ensures that:

- **Every member of staff has a competent line manager**, and a job description that accurately describes their duties, responsibilities and accountability.
- **All new staff members receive an induction programme** appropriate to their role.
- **Every staff member is set SMART objectives**, which must be consistent with their role and challenging enough to accurately reflect the individual contribution required to deliver both the school development plan and the learning outcomes set for their year group(s).
- **A formal appraisal process is used** to regularly review individual and team performance, with use of interim milestones and gap analysis to enable early interventions.
- **All staff are held to account for their performance**, and their standards of professional behaviour. Under-performance is tackled consistently and robustly by line management, using constructive approaches to facilitate early intervention and turnaround.

- **Every member of staff has a personal development plan**, receives continuous professional development and ongoing evaluation of its impact, to develop them as an asset to the school. Staff are given high-quality feedback to enable their professional development, and actively encouraged to attend relevant courses.
- **Consistency is achieved** both within and between schools in staff reward, remuneration, recognition and training, reflecting levels of capability and performance.
- **High performing members of staff** are further developed for possible future roles consistent with their experience, ability and career aspirations.
- **Every line manager** similarly **fulfils the above duties** for their direct reporting staff.

The Executive Head Teacher (EHT) is the line manager for:

- The Senior Leadership Team
- The EHT's Personal Assistant
- SENCOs and LSAs regarding overall SEN strategy, development and deployment across the Federation. (Note: HoS is responsible for daily classroom aspects of SEN and front-line parent liaison).

The management of all other members of staff is delegated through the Senior Leadership Team, however the EHT may be required to directly manage additional staff when covering for absence or when more serious matters require escalation.

Additionally, the EHT will:

- **Appoint Senior Leadership Team (with governors) and teaching staff** (with Heads of School).
- Ensure that **requirements of the School Teachers Pay and Conditions Document are implemented** across the federated schools.
- **Ensure that staff receive a reasonable amount of time during school hours** for the purpose of discharging their leadership and management responsibilities, having due regard to their teaching responsibilities.
- Work with the governors to **ensure pay and performance management policies are in place and followed**.
- **Maintain a safe environment** for all activities.
- Develop and implement policies to **promote staff wellbeing**.

Managing Stakeholders

Appendix 1 details a list of key stakeholders. The EHT is accountable for relationships with all key stakeholders ensuring diligent fulfilment of these responsibilities. The current delegation is shown in Appendix 1. Additionally, the EHT should:

- **Become established and respected in your assigned senior leadership role**, building trust and credibility with governors, staff, parents and external stakeholders.
- Account for efficiency, effectiveness and performance of the school to the governors, LA, Ofsted, parents, staff and local community, ensuring that the strengths of the schools, their vision, standards and achievements are clearly presented and effectively communicated.

Curriculum, Teaching & Learning

The EHT must be an effective teacher, leading and improving teaching within the school by example and demanding the same from their leadership team and staff. The EHT is responsible for:

- **Managing and developing the curriculum and learning environment** to meet statutory requirements and the learning needs of all children.
- **Leading the schools' participation** in developing links with other schools as part of a school-led system.
- **Developing a Federation-wide approach** that operates across schools to support a single learning journey for all children.
- Ensuring that there is an **effective individual pupil assessment**, recording and reporting system in place.
- **Raising expectations** to achieve high standards of behaviour in the school.
- Targeting the use of **Pupil and PE and Sport Premium** funding
- **Interpretation and use of assessment data** to ensure that all children are given the support needed to achieve their potential.
- **Empowering pupils** to be active participants in school and encouraging their hunger for learning.
- Ensuring that ICT and other suitable technologies **are innovatively and appropriately utilised** to enhance the learning and teaching experience.
- Discharging duties regarding **children with SEND and looked-after children**, through the appropriate use of a 'responsible person'.
- **Researching and understanding educational developments and thinking**, seeking new ideas and opportunities.
- **Widening the pool of skills and resources** available to support the schools' educational aim to developing resource sharing and co-working with other schools.

Pupil and staff safety and well-being

The EHT is responsible for ensuring the safety and well-being of pupils and staff, and must:

- **Secure the safety** and **promote the wellbeing** of all children.
- Ensure that the school has **effective pastoral policies and practices** covering a broad range of pupil and staff welfare matters.
- Understand and **follow good practice regarding safeguarding and child protection.**
- Ensure that the schools **advance equality of opportunity.**

**Appendix 1: Federated Leadership Role Allocation-
March 2019**

	EHT	HoIS	HoJS	BM	Notes
Liaison with External Stakeholders					
Police	Lead				excludes educational visits
Social Services	Lead	Contribute	Contribute		
After School Clubs		Lead	Lead		
INSET providers	Approve	Lead	Lead		Sign off by EHT required
External service providers	Approve	Contribute	Contribute	Lead	HoS consulted re: required service levels
Educational visits	Approve	Lead	Lead		Sign off by EHT required
Transition to secondary school			Lead		Delegated to year 6 teachers
Feeder nurseries		Lead			Delegated to EYFS
Prospective parents	Lead				
Families		Lead	Lead		Escalated to EHT where appropriate
Diocese - Strategy	Lead				
Diocese - Implementation		Lead	Lead		
SIAMS	Lead	Contribute	Contribute		Supported by RE teaching lead
OFSTED inspections	Lead	Contribute	Contribute		
LEA	Lead	Contribute	Contribute		Includes SEN and service providers
Church		Lead	Lead		
Village community		Lead	Lead		
Cluster	Lead	Contribute	Contribute		
Maestro's			Lead		
WPHA	Lead				
Media & public statements	Lead				Routine press stuff delegated to MM and DR
Health care		Lead	Lead		Excludes SEN and Social Services.
Infant Heads group		Lead			
Transition schools		Lead	Lead		Includes oversight of admin hand-over

Management of:					
SLT - HoS & BM	Lead				
LT - HoEYFS		Lead			
SENCO - line management	Lead				Ensure standards, staff appraisal etc.
SEN in-school provision		Lead	Lead		Oversight of local implementation
SEN development & strategy	Lead				Includes LA liaison
Teaching staff		Lead	Lead		Includes teaching element of SENCO
TA's		Lead	Lead		May be delegated
LSA's	Lead				Day-to-day management delegated to SENCO
Office Staff (excludes EHT's PA)			Contribute	Lead	HoS input re: school secretariat element
EHT's PA	Lead	Contribute			HoS input re: school secretariat element
Lunchtime controllers		Lead	Lead		
PPA cover & supply teachers		Lead	Lead		Within budgetary constraints
Students & work experience		Lead	Lead		
After School Club		Contribute	Contribute	Lead	
Breakfast club				Lead	
Parent volunteers		Lead	Lead		
Cover provision for EHT	Lead	Lead*	Lead*		HoS Leads where EHT absent/emergency
Cover provision for HoS	Approve	Lead	Lead		TBA - Requires nominated person(s) to deputise
Governor liaison	Lead	Contribute	Contribute		
PTA liaison	Lead				
Foundation stage		Lead			Delegated to EYFS leader
School visits		Lead	Lead		
Kitchen staff		Contribute	Contribute	Lead	



FEDERATION OF ROBERT PIGGOTT CE INFANT & JUNIOR SCHOOLS

Appendix 2: Organisation Structure – March 2019

