



# The Spinney Primary School Headteacher Recruitment Pack



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**Child Centredness, Teamwork and Community, Excellence, Learning,  
Improvement, Responsibility, Optimism**

## Headteacher Job Description

**Pay range:** The pay range is L15 – 21 (£56,436-£64,736). There may be a discretionary uplift of up to 25% for the right candidate.

### Main Purpose

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards.

### Statutory requirements

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **Schools Teachers' Pay and Conditions** document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The appointment is also subject to other current educational and employment legislations and policies laid down by the Governing Body under their powers derived from statutory sources.

### Duties and Responsibilities

#### **Strategic Leadership**

- Define vision and clear values for the school which can be understood, communicated and acted upon effectively.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Able to model entrepreneurial and innovative approaches to school improvement, leadership and governance.
- Develop an outward-facing school capable of collaborating in partnership with other schools and organisations to champion best practices and excellent outcomes for pupils.
- Lead by example – with integrity, creativity and clarity – to inspire and influence other stakeholders to believe in the fundamental importance of education and to promote the value of education.

### **Educational Excellence**

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of ownership and accountability from staff for the impact their work has on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn, and of the core features of successful classroom practice and curriculum design.
- Challenge educational orthodoxies with relevant research and robust data analysis, to provide a world class education for the pupils.
- Shape the current and future quality of teaching profession through high quality training, systematic approach to monitoring and sustained professional development for all staff.
- Develop strong partnerships with parents and carers to support students' achievement and personal development.

### **Operational Management**

- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Exercise strategic, fair and open deployment of budgets and resources, in the best interests of the pupils' achievements and the school's sustainability.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Focus on clear succession planning by identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is standard.
- Ensure that the school's system, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity

### **Securing Accountability**

- Welcome strong governance and actively support the governing board to understand its role and deliver internal and external accountability – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
- Present a coherent account of the school's performance in a form appropriate to the range of audiences, including governors, the local community, Ofsted and other necessary stakeholders.
- Hold all staff accountable for their professional conduct and practice.
- Foster an autonomous culture that ensures policies and practice takes account of national and local policies and initiatives and comply with legal requirements.

### **Safeguarding**

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Ensure that the child protection and safeguarding policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection and safeguarding related responsibilities effectively.

**Signature of Chair of Governors:**

**Date**

**Signature of postholder:**

**Date**

## HEADTEACHER PERSON SPECIFICATION

		E	D
<b>Qualifications and professional development</b>	Qualified teacher status	X	
	First degree or equivalent	X	
	National professional qualification for Headship (NPQH)		X
	Evidence of CPD relevant to school leadership and management	X	
<b>Experience</b>	Minimum of 2 years' recent experience as a Headteacher, deputy headteacher or assistant headteacher		X
	Successful track record as an outstanding classroom teacher with at least 3 years' experience	X	
<b>Leadership and management</b>	An engaging leadership with the ability to inspire pupils, parents, staff and partners around the vision for the school	X	
	Experience of assessing, monitoring and evaluating the quality of teaching and supporting teachers to improve their practice	X	
	A vision for the wider role of the school in children's development and the community beyond the core hours	X	
	Proven ability to develop and deliver against strategic improvement plans	X	
	Evidence of raising standards for all learners	X	
	Excellent communication skills, comfortable with different audiences and media	X	
	Committed to engaging all parents in their children's learning and the wider community in the life of the school	X	
	Experience of recruiting, managing and developing staff	X	
	Experience of managing change		X
	Track record of setting and managing budgets, procuring services and ensuring best value from the school's resources		X
	Build on the work of our school as a learning community with dialogic practice and positive relationships at its heart	X	
	Be "forward thinking and outward reaching" with a commitment to partnerships that benefit our school community	X	
	Understand or have direct knowledge of Teaching Schools and how the work of Teaching Schools has a positive impact on the pedagogy and practice of teachers in this school and beyond		X
<b>Knowledge and skills</b>	Knowledge of the national curriculum for primary schools and the regulatory and legal framework that governs schools' activities	X	
	A deep understanding of a creative, skills based curriculum	X	
	A broad knowledge and interest in the latest developments in pedagogy	X	
	A sound knowledge of successful approaches to develop independent, resilient and self-motivated learners	X	
	Comfortable with data management and analysis, with a track record of using data to drive improvement and increase pupil achievement	X	
	Proven ability to promote the welfare and safeguarding of pupils	X	
<b>Personal qualities</b>	Passionate about providing a creative learning environment	X	
	Approachable and enjoys being highly visible to children, staff and parents	X	
	Collaborative approach to leadership	X	
	Committed to professional development, growth and well-being of all staff	X	
	Clear about personal and professional values	X	

Headteacher: Mrs R Snape  
Deputy head: Mr L Mawson  
School Business Manager: Mrs S Jelliman

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**Child Centredness, Teamwork and Community, Excellence, Learning,  
Improvement, Responsibility, Optimism**

## Letter from the Chair of Governors

Dear Applicant,

Thank you for the interest you have shown in our school. We hope that you will enjoy reading our application pack, designed to give you a flavour of The Spinney and our community, as well as full details of the role and requirements. We do hope that you will apply for this post of Headteacher.

Our current headteacher is moving onto her next exciting challenge after 12 years in headship with us and we are looking for a successor who will bring their own experience, energy and commitment to excellence to The Spinney, and will work with us to maintain the school's existing high standards and distinctive child centred ethos.

The Spinney is situated just south of the river Cam, in the thriving university town of Cambridge and within close distance of its historic and cultural centre and all that encompasses. Pupils from our school move into excellent feeder schools at secondary level including Netherhall Secondary School, St Bede's Interchurch School and Bottisham Village College.

There are 210 children, with wide and varied cultural backgrounds. Their diversity is celebrated as an important part of the school's inclusive, welcoming ethos. The children are happy, enthusiastic, enquiring and high achieving. The staff value the development of the whole child, are skilled and dedicated practitioners and are galvanised to develop and move forward. The parents believe in the value of education and support the school and its community, volunteering in class and contributing to the Friends association.

As Governors, we want all children to achieve their full potential, and are committed to providing a rich range of educational experiences for each child in a nurturing and positive learning environment. We value the different backgrounds that children, families and staff bring and we are proud of the richness of our school's diversity. We have excellent and experienced teaching staff, and their energy and commitment make our school a vibrant place of learning for Spinney children to achieve high educational results. More information (including our newsletters and latest Ofsted report) is available on our website <http://www.spinney.cambs.sch.uk>

We are looking for a passionate and energetic individual who will work in partnership with the Governing Body and strive to take the school beyond outstanding.

We require a Headteacher who will motivate and inspire our strong management team, talented staff and children. Our successful applicant will be able to effect change in a supportive way.

We are looking for someone who can demonstrate the ability to work well as a team member and promote joined up working across the school; can become fully engaged in the school community being both approachable and nurturing to staff, families and children. We recognise that the role is not solely inward facing and education is facing many challenges in the years ahead. In this time of change, our new Headteacher needs to be able to look beyond the school and consider the wider education landscape.

We warmly invite and encourage you to come and visit our school to help you decide whether this is the right school for you; please contact Sarah Jelliman, our School Business Manager, on 01223 568836 to arrange a time for one of our governors to show you around school and answer any questions you may have.

We do hope you'll apply and very much look forward to meeting you.

I wish you every luck in this process.

Kind regards,

**Shakila Bukhari, Chair of Governors,  
The Spinney Primary School**



Headteacher: Mrs R Snape  
Deputy head: Mr L Mawson  
School Business Manager: Mrs S Jelliman

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**Child Centredness, Teamwork and Community, Excellence, Learning,  
Improvement, Responsibility, Optimism**

Dear Candidate,

Thank you so much for your interest in the post of Headteacher at The Spinney Primary School.

I have worked at The Spinney Primary School for 12 years and can honestly say I love my job, this school and our community.

The Spinney is a happy, creative, welcoming OfSTED “outstanding” primary school set in Cherry Hinton, one of the villages to the south of the City of Cambridge. The Spinney serves children and families from within the school’s catchment area and beyond. We are very proud of the linguistic, social, ethnic and cultural diversity of the families that we serve and we take an active role in the community.

It has been my privilege to have been the Headteacher here since 2007 and I am very proud of the entire Spinney Team of children, colleagues, parents and partners.

There is a strong community feel to The Spinney with thoughtful and supportive parents and carers, a wonderful Friends association, a dedicated and talented collegiate faculty of educators and essential support staff, an effective and skilled governing body and delightful, enthusiastic, confident, thoughtful and articulate children.

I have thoroughly enjoyed being the Headteacher of The Spinney, and it has been professionally rewarding to work with such a thoughtful, joyful and skilled group of children and adults.

Guided by our mission statement “Teaching and Learning Together” we have worked as a community of learners balancing high academic and intellectual outcomes with pro-social transferable skills; creativity, empathy, collaboration and changemaking. The Spinney has an excellent reputation for educating the “whole child” (we are a Whole Education Partner School) parents and children are very proud of The Spinney and we are regularly oversubscribed. (This year 117 pupils for 30 places)

As an “outstanding” school (OfSTED 2008) we never “take our foot off the gas” and we are committed to finding the best resources, pedagogies and innovations to support our children’s learning. We are “forward thinking and outward reaching” and it is this axiom that has ensured we continue to learn with and from other partners in the education eco-system and it is this culture of learning that secured our designation as a National Teaching School leading The Kite Teaching School Alliance.

I hope that you will visit The Spinney, and come and meet the children, governors and colleagues. We have a lot to offer you including the opportunity to live and work in the fabulous City of Cambridge. Please do not hesitate to ask any questions, we are here to support you in deciding whether this is the perfect school for you, and we guarantee a warm welcome!

My best wishes for a successful and rewarding process!


Rae Snape  
Headteacher  
National Leader of Education

Hello there, we are the Spinney School Council. We would like a head teacher who is:

- Someone who cares about the kinds of things we care about!
- Someone who is friendly and kind and gets to know the children really well
- Someone who is kind and cool
- Someone who likes good music
- Someone who is ethical, who cares for the environment and thinks about the planet
- Someone who likes animals, flamingos, bears, endangered species
- Someone who gives us lots of opportunities to go to interesting events like “Launchpad “
- Somebody who helps us to do good social action and e.g. raise money for charity such as Cancer Research, Rainforests and Water Aid
- Someone that is funny
- Someone who gives us more maths, science, baking and environmentally based art
- Someone who likes Arts and Crafts
- Someone who is good at their job!
- Someone who cares and listens
- Someone who helps us to learn
- Someone who asks not orders
- Someone who does “extra ice cream”





National Teaching School  
designated by  
  
National College for  
Teaching & Leadership

Whole  
Education  
Strategic Partner



Artsmark  
Platinum Award  
Awarded by Arts  
Council England

## A Warm Welcome to Our School



*"We want to equip our children with the skills, knowledge and qualities so that they are happy today, fulfilled in the future and able to make their world an even better place."*

The Spinney is a happy, creative, welcoming and OfSTED "Outstanding" primary school set in Cherry Hinton, one of the villages to the south of the City of Cambridge. The Spinney serves children and families from within the school's catchment area and beyond. We are very proud of the linguistic, social, ethnic and cultural diversity of the families that we serve and we take an active role in our community.

*"The aim of education is to enable students to understand the world around them and the talents within them so that they can become fulfilled individuals and active, compassionate citizens." Sir Ken Robinson*

The school's mission statement is "Teaching and Learning Together" and this is central to our ethos. The Spinney's on-going success is a team effort and we all work hard to ensure that the children have a positive learning experience every day.

The Spinney offers a local/global creative and connected curriculum designed to educate the whole child, we are a strategic partner of Whole Education. Arts, creativity, culture, innovation and imagination are valued and taught alongside academic, intellectual and STEM (science, technology, engineering, maths) subjects. We are very proud of our connection with Launchpad and we are an Arts Mark Platinum School.

At The Spinney we value the uniqueness of every child. We personalise our approach and provide rich learning opportunities designed to promote pro-social and sustainable "future-proof" skills including communication, cooperation, collaboration, compassion and critical and creative thought. We encourage our children to be self-motivated and active learners and they are invited to work with family members on projects at home that allow them to explore, make, bake, design, write, investigate or create as part of personalised blended learning.

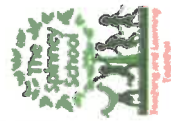
*"We can teach children that if they take care of their friends, they can achieve extraordinary things, not just in their own lives but for all humankind." Professor Ramon Flecha*

We encourage our pupils to be confident and articulate communicators, to think of themselves as global citizens with a developing awareness of broad social and ecological issues and to understand that they can be changemakers with the power to make a positive difference in their school, community and world. Where appropriate our curriculum links to the United Nations' Sustainable goals including Education for Sustainable Development & Global Citizenship.

The Spinney is a National Teaching School and the lead school of The Kite Teaching School Alliance. The Spinney is a forward thinking and outward reaching learning community, working with parents, volunteers and a wide range of educational and other partners to ensure that we offer an excellent and enjoyable curriculum and an effective, relevant and researched-based pedagogy.



*"We want an education system based on hope not fear, one that appreciates the humanity of human beings." Professor Yong Zhao*



# The Spinney

Lead School of the Kite TSA Cambridge

National Teaching School  
designated by  
National College for  
Teaching & Leadership

- **Child-centredness**

- **Teamwork and Community**

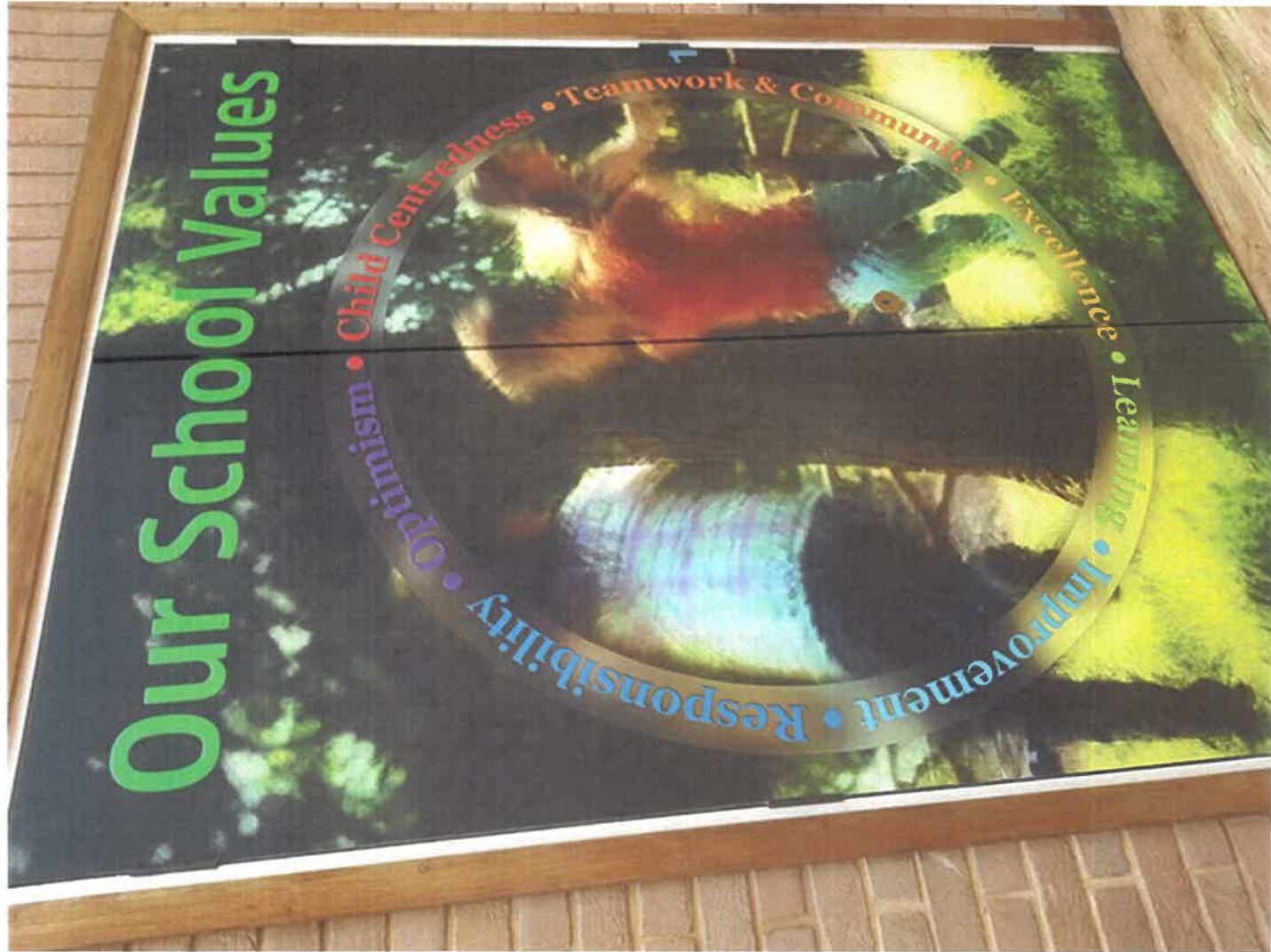
- **Excellence**

- **Learning**

- **Improvement**

- **Responsibility**

- **Optimism**



## The Spinney Primary - School Development Plan 2019 - 2020

Child centredness, Team work, Relationships and Community, Excellence, Learning, Improvement, Responsibility, Optimism.

**INTENTION:** "We want our children to be happy today, fulfilled in the future and able to make their world an even better place."

### IMPLEMENTATION

- A creative, connected, research informed change maker curriculum designed to develop the whole child: skills, knowledge and character, with relationships at the heart
- Teachers have excellent subject knowledge and with the children co-construct knowledge rich curricular to develop cultural, academic, intellectual and social capital.
- Teachers use formative assessment and feedback thoughtfully to improve outcomes and close gaps for individuals and groups
- Educators are highly engaged in CPD including working as a faculty and with partnerships #collaborativeprofessionalism
- Commitment to community cohesion & stakeholder/ people voice
- Dialogic Pedagogy and Research Informed Practice in partnership with CCOT, SUPERNetwork, EEF Promising Projects

### IMPACT:

Well rounded, articulate, self-assured, confident, happy children who are prepared for the next learning transition. Academically able students who have excellent study skills & perform confidently including in exams.

EYFS	GLD	72%
Phonics	90%	
	Reading	Writing
KS1	97%	93%
KS2	97%	87%
	Maths	GAPS
	97%	97%

### Behaviour and Attitudes

Policies and approaches to minimise or eliminate bullying and discrimination

- Revisit procedures termly: Take 5 Agreements, Families, Buddy System, Restorative Approaches, Peer Mediation, Trusted Adults
- Relationships Policy - Behaviour Empowerment not Behaviour Management
- Programmes that are win-wins promoting learning and co-existence Big Count, Dialogic Literary Gatherings, P4C, EmpathyLab, Collaborative problem solving, Making beautiful things, RAK

### Personal Development

Map the way that the school develops character (resilience, confidence, independence, and identity) and includes opportunities for learners to discover their own interests and talents, evaluate ways in which the school prepares young people for life in a creative and connected city and as global citizens. Promote British values (democracy; the rule of law; individual liberty; and the mutual respect for and tolerance of those with different faiths and beliefs and for those without faith).

- Self-regulation, Mindfulness, Mind Up, Positive Psychology, Take Care Agreements.
- Activity Passports: Educational Visits, Clip & Climb, Wild Wood, Launchpad, and Volunteering
- Creative & Cultural Activities, Outside School, Competitive sports, Home Learning including projects

### Leadership and Management

- Appoint a Headteacher who has an ambitious and inclusive vision
- Continue to develop Teacher, TA subject expertise and sound pedagogy, drawing on evidence
- Reading for Pleasure, Science PSQM, EYFS, Maths No Problem, Phonics, Writing, Design Technology
- Oracy, Mrs Wordsmith, Dialogic Practice, Spirals of Inquiry
- Continue to look at Workload including Whole Class Feedback, DLGs incl. Mark Plan Teach
- Leadership for ICT, Capital and Cloud based systems, Google Docs, Arbor, Tapestry, MyConcern



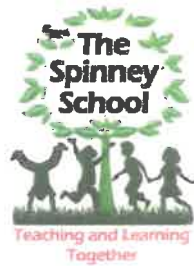
**Child-centredness, Teamwork & Community, Excellence, Learning, Improvement, Responsibility, Optimism**



### *The Spinney School Context*

The Spinney is an average sized primary school with a PAN of 210 pupils from 4-11 with broadly equal numbers of boys and girls. The percentage of pupils eligible for free schools meals at 3.58% is significantly lower than schools nationally which is 14.2%. 48.2% pupils are from Minority Ethnic Groups compared to 33.1% nationally, and 47% of pupils have a first language not believed to be English. A small number of pupils have statements for special educational needs/EHC plan which is slightly lower than National at 3.1 %. 3.37% have SEN support compared with 12.2% Nationally. Stability 83.3% compared to the National figure of 85.7%. The school's deprivation indicator is 0.08 compared to the National indicator of 0.21. The Spinney is a happy, welcoming, popular and attractive school judged as outstanding in 2008/2009. The school was reported to be the most oversubscribed school in Cambridgeshire this year with 3.9 times the number of available places requested for admission. The Spinney is located in Cherry Hinton, one of the villages to the south of the city of Cambridge. It serves pupils from within the school catchment and beyond. The school is very proud of the linguistic, social, ethnic and cultural diversity of the families we serve and takes an active role in the community. The leadership team have been working together since 2007 and have identified 7 core values that underpin the strategic and day-to-day direction of the school. There is a strong focus on raising attainment and achievement for all pupils. The Spinney does not currently have Nursery provision on site and pupils enter from as many as 14 different settings. Attainment on entry to the school is broadly average however due to a well-tailored curriculum and excellent provision, progress through the EYFS stage is good and through KS1 and KS2 attainment and progress is outstanding.

# This is The Spinney





### Working at The Spinney

"I am always happy to work at The Spinney - the children are enthusiastic, hardworking and well mannered. From my very first visit I was made to feel very welcome by all the staff and pupils." **Supply teacher 2018**

The Spinney is a happy and welcoming Group 2 village school on the South East outskirts of Cambridge, age range 4-11, described in its last Ofsted report as 'an outstanding school where pupils thrive in both their academic and personal development' where 'the children's positive behaviour is exceptional' (OFSTED 2008/9).

The Spinney is an Ashoka Changemaker School, one of just 15 in the United Kingdom, we are a Whole Education Partner School and we achieved the Arts Council England's Arts Mark Platinum Award in 2018. We are committed to ensuring a full and supportive induction.

#### Values and Ethos

**"It's lovely to work here!"**

The Spinney is a warm, happy and successful school committed to excellence in everything we do.

Teamwork and Community is the second of our seven values and we recognise that our colleagues are one of the most important elements in our organisation which help us to secure success. In recruiting new colleagues to join our team we are looking for people who share in and will contribute to our values.

Ours school mission statement is Teaching and Learning Together.

To ensure the optimal opportunities and outcomes for our children, we look to appoint people who see themselves as learners too, they are likely to be well-motivated, innovative, creative, open, flexible, kind, warm-hearted and determined to make a positive difference within our community.

**"There's a great balance at the Spinney, very professional standards and high expectations, balanced with a warm, friendly supportive and collegiate atmosphere"**

We want the Spinney to be a great place to work and to learn together. We recognise that supportive trusting relationships are key; we embrace innovation and we respect and value each other.

At The Spinney we believe it is important that we all manage a good work-life/home-life balance and we have introduced a number of practices to minimise unnecessary bureaucracy. For many years we've been committed to offering and supporting flexible working practices where they can be reasonably accommodated in the organisation and dependent on the role.

Any requests for flexible working are balanced with the needs of the organisation, however we are committed to the principle of flexible working where it will mutually benefit the employee and the school, as demonstrated by more than half of our classrooms now having job shares. Please mention your preferences in your application and these will be considered.

Our Friends team is highly creative and runs a calendar of lively, fun initiatives to raise funds and further build the school community, such as the very popular Christmas and summer fairs; an ice-lolly stall after school on Fridays in the summer, and children's discos.

The Governing Body is knowledgeable about the work of the school and provides an appropriate balance of support and challenge. It is deeply committed to seeing the school thrive.

For the financial year 2019/20, the overall income is expected to be approximately £1,000,000, including per pupil funds, sums from lettings, income from wraparound care, additional funds for EAL and SEND pupils and charitable contributions raised by The Friends.

We want all our children to develop lively, enquiring minds and a love of learning. We want them to have high self-esteem and work with independence whilst valuing and caring for others. Through an exciting and engaging curriculum, as well as through explicit teaching related to our seven key values – Child-centredness, Teamwork & Community, Excellence, Learning, Improvement, Responsibility and Optimism - we aim to support all the children to make a positive contribution to the school community, and be responsible global citizens by preparing them for 21st century society.

If you are thinking of applying for a job in our school – please come and meet us!

*The Spinney is committed to safeguarding and promoting the well-being of all its pupils and expects all staff, parents and volunteers to share in this commitment.*

## Getting up a head of STEAM



Rhoda Green, 7, and sister Eunice, 6



More than 1,100 people including 336 families from more than 100 schools attended the annual Family STEAM Festival at The Spinney Primary School on Saturday September 29.

The Kite Teaching School Alliance event aimed to raise aspirations across STEAM subjects and improving parental engagement in their children's learning. There were 30 workshops and shows.



Children try building drains

## The Spinney School Makes the News

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### Pupils' classroom demo

**SCHOOL CHILDRAN HOLD EVENT CALLED 'EMPOWER FOR FARM'**

Children at the Spinney School have been inspired to hold an event called 'Empower for Farm' to raise awareness of the importance of farming in our lives. The event was held in the school's hall and was attended by many parents and children. The children performed a play about farming and sang songs about the importance of food. The event was a great success and the children were very proud of their work.



### Pupils' classroom demo

Children at the Spinney School have been inspired to hold an event called 'Empower for Farm' to raise awareness of the importance of farming in our lives. The event was held in the school's hall and was attended by many parents and children. The children performed a play about farming and sang songs about the importance of food. The event was a great success and the children were very proud of their work.





## Relationships at the heart of everything

Our curriculum has been designed to ensure that our children are "happy today, fulfilled in the future and able to make their world an even better place".

We draw our model as three interconnected circles of "skills", "knowledge" and "character", with "relationships" at the heart of the Venn diagram.

We developed this model over time, connecting with the education ecosystem, learning with and from others, in this country and across the globe. This included introducing a range of research-informed pedagogies, programmes and innovations and working with a number of individuals and partner organisations.

So, what does our model look like?

Examples of our approach include Dialogic Literary Gatherings (also known as DLGs). The children read a classic abridged text such as *Don Quixote*, *The Iliad* or *Great Expectations*, and, having read an agreed number of pages at home, come to sit together in a circle to discuss the themes in the book. This activity not only improves academic outcomes but also develops pro-social skills.

Another example is MindUp, created by Goldie Hawn. Through the programme, the children learn about basic neuroscience and positive psychology, as well as mindfulness techniques.

Then we have the Big Count; the children are grouped into 16 House Families and work in mixed-aged groups to solve a set of mathematical problems. The older children model mathematical problem-solving at the same time as demonstrating leadership and showing younger children how to work collaboratively in interactive groups.

Our pupils do very well academically (and perform well in standardised tests). We describe ourselves as "pragmatists" and it is important to us, and to the children and parents whom we work with, that our pupils have sustainable study skills to "ace the tests" and that they leave us with high standards in the "core subjects" (reading, writing, maths... and ukulele).

But we also have high expectations for pro-social skills and other global competencies: communication, collaboration, critical and creative thinking, citizenship and character.

Rae Snape is headteacher and a national leader of education at The Spinney Primary School, Cambridgeshire. The Spinney is an Ashoka Changemaker School, promoting empathy, creativity, teamwork, leadership and change-making. She is also an ambassador for Hundred, which is based in Finland.



## **APPENDICES**

### **Appendix 1: The Cambridgeshire Context**

Cambridgeshire is the fastest growing county in the country and one of the main economic drivers for the UK.

The 0-19 population of Cambridgeshire is expected to increase by 18.5% between 2016 and 2036, although not evenly across the county. Cambridge City is expected to grow by 12.3% over this period, while South Cambridgeshire is facing an increase of 29.4%.

- There are around 137,800 children and young people under the age of 18 years living in the county, which represents 21% of the total population. The levels of free school meals is lower than the national averages. Nationally 14.5% of primary pupils and 13.2% of secondary pupils are eligible; across Cambridgeshire the levels are 9.8% and 8.3% respectively.

Children and young people of school age from minority ethnic groups account for 12.2% of primary pupils and 9.4% of secondary pupils - compared with 31.4% and 27.9% respectively for the country as a whole. Locally the largest minority ethnic group is Asian (3.8% of school-aged children).

Travellers of Gypsy Roma and Irish heritage account for 0.7% of the school age population compared with a national average of 0.4%.

Cambridgeshire is a relatively prosperous county. Our children generally have above average health, educational attainment and life chances. However there are pockets within the county where deprivation levels exceed or equal the national average, particularly in parts of Wisbech, Huntingdon North and the north east of Cambridge City. A particular feature of Cambridgeshire is that deprivation is spread widely across the county. 65% of children living in low income families live in our more affluent areas.

### **Appendix 2: Cambridgeshire County Council's Equality Pledge**

"We believe in the dignity of all people and their right to respect and equality of opportunity. We value the strength that comes with difference and the positive contribution that diversity brings to our community. Our aspiration is for Cambridge and the wider region to be safe, welcoming and inclusive."

#### **Cambridgeshire County Council's Equality Objectives**

- Promote equality and inclusion with our workforce
- Support employee and Member support networks
- Improve the diversity of our workforce to reflect the communities we serve
- Promote and celebrate diversity across the Council campaigns
- Raise the profile of equality and diversity through communications

### **Appendix 3: Support for newly appointed primary school Headteachers**

New Headteachers need a suitable induction programme and the governing body should ensure this is included in the budget. The Local Authority provides an induction programme (New to Headship) that also offers regular opportunities for meeting colleagues who have also recently been appointed.

Where the school buys in to the Primary Offer, the LA Primary Adviser should also make arrangements for the new Headteacher to have the contact details of a peer mentor. This is an informal support mechanism that is intended primarily as a supportive contact without the need for reports or feedback. This may also result in wider contacts and school to school partnership developing.

In the first term, Headteachers new to headship/Cambridgeshire will have access to an early introductory meeting with an Education Adviser, who will make contact to arrange this visit and will outline the support available for new Headteachers in Cambridgeshire.

The New to Headship Adviser will inform the new Headteacher about the Local Authority Induction Programme, which runs continuously throughout the academic year. There is a standard charge for this course. Seven meetings take place in schools across the county, over the academic year. These feature contributions from serving Headteachers, LA representatives and provide opportunities for discussion and networking with other new Headteachers.

Further information on the New to Headship programme provided by advisers from the Local Authority can be found on the Cambridgeshire County Council education page of the website: [www.cambridgeshire.gov.uk/learntogether](http://www.cambridgeshire.gov.uk/learntogether)

The National College for School Leadership also licenses regional institutions to deliver school leadership training, including the National Professional Qualification for Headship. Visit <https://www.gov.uk/government/publications/licensees-national-qualifications-and-study-modules-for-school-leaders> for more information.