



Headteacher Candidate Brochure



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Welcome Letter

Dear Applicant

Thank you for your interest in the role of Headteacher at Vale View Primary School.

We are seeking an inspirational, strategic leader to realise our vision for Vale View and to continue to improve standards, attainment and aspirations of all its pupils.

Vale View Primary School is a new modern, larger than average primary school with a Resource Unit. Our school provides education for children between the ages of three and eleven. It is situated in Reddish, Stockport and rated 'Good' by Ofsted (January 2015).

Our school like many others have faced significant budgetary challenges and our governors have had to make some very tough but essential decisions. We believe this now places the school on a firmer footing to be able to continue to deliver the education that we think our amazing children deserve.

What's next for our school? The governing body and staff want a school that continues to provide a stable, safe environment for our children where learning is creative and inspirational. We want our children to believe in themselves to have a learning experience that gives them knowledge and life experiences beyond the national curriculum and classroom. With you as our inspirational Headteacher who leads by example our staff will consistently be outstanding practitioners building further on our achievements. We want our school to innovate, try new initiatives and be forward thinking with a real grasp of new technologies. We believe with our support you can help make our vision a reality and impact the life chances of the most important people, our children and make them believe they can be the next Tim Peake or Jessica Ennis-Hill. This is the *'Very Vale View'* way.

This is an exciting time and if you join us you will be leading a hard-working, ambitious school and staff. Our Governors and staff are dedicated and committed to supporting our children and you.

We would encourage you to visit and see our school at work and see for yourself what this role could offer and why we are so proud of our school.

Yours faithfully

Charlie Thompson

Chair of Governors

Vale View Key Facts

Type of School	Community Primary School
Age Range	3-11
Location	Stockport
Ofsted Rating	Good - January 2015
Co-educational	Yes
Number on Roll	530
Average Class Size	28
Number of teaching staff	23
Newly Qualified Teachers	2
% of children on free school meals	24.4%
SEN % in the school	5
% English as an additional language	6



About Vale View Primary

At Vale View Primary School, we care for each and every pupil. We want the children to feel safe, secure and happy as they start out on or continue their learning journey. We see excellence at the core of our school, setting high standards and high expectations for all to achieve, enjoy and succeed, allowing everyone to reach their full potential.

At Vale View, we are committed to inclusion, believing that, where all are equally valued and where mutual respect exists, every child can make a unique and important contribution to the school community.

Vale View Primary School is not just about the building that you see from the outside, fantastic and amazing though it is, but also about the people on the inside, who make it what it is. We strive to all join together and make Vale View Primary School a very special, successful and happy school.

Background to the school

Vale View Primary School is a state of the art primary school, which has excellent classroom facilities, 21st Century ICT equipment and an incredible outdoor play environment for all the children.

Inclusion



As a resourced primary school with an additional unit for 16 pupils, we are firmly committed to inclusion. We believe all pupils should have access to a broad and balanced curriculum, and opportunity to make the greatest possible progress irrespective of background, gender, ability, ethnicity or disability.

Each child is important to us and our aim is to develop the individual potential of each child in all fields of learning as fully as possible. To do this we provide a carefully planned curriculum based upon our knowledge of child development, and always with regard to the needs of individual children.



“The school’s performance of pupil’s spiritual, moral, social and cultural development is good” (Ofsted 2015)

Golden Time & Rules

Golden Time is an approach which positively reinforces good behaviour in children. This is achieved by awarding all children a set amount of ‘Golden Time’ each week. This is up to 30 minutes, when children are involved in purposeful, planned activities. Negative behaviour during the week may result in them incrementally losing time, but children may earn back any lost time by showing that they are able to behave in an acceptable and appropriate way.

Golden Rules

DO

- be gentle
- be kind and helpful
- be honest
- work hard
- look after property
- listen to people

DON'T

- hurt anyone
- hurt people’s feelings
- cover up the truth
- waste time
- waste or damage things
- interrupt

About Vale View Primary

Curriculum

The Foundation Stage Curriculum

Nursery and Reception children follow the Early Years Foundation Stage Framework. There are 7 areas of learning within this which are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Children can access learning in all 7 areas in the outside provision as well as in the classroom. The children's interests are at the very heart of the foundation stage.

We aim to foster happy, confident children who access the curriculum independently through offering stimulating and exciting opportunities to learn through play. The children access daily group times and a broad spectrum of adult-led activities. At Vale View Primary School children and staff work together to create a happy, caring, challenging and fun environment.

"Teaching is consistently good" (Ofsted 2015)



Nursey Teaching and Learning

When your child joins the Nursery, they will be allocated a key person who will be their special adult when they are away from their parents. They will be in a group of usually no more than 13 children and will

meet together each day for directed group time sessions. The key person will build a strong relationship with your child and will be the first point of contact for any information regarding their progress and well-being.



Curriculum Summary

The school follows the published requirements of the new National Curriculum in the core subjects of English, Maths, Computing and Science, and the foundation subjects of Design and Technology, History, Geography, P.E., Art, Music, PSHE and Religious Education.

National Curriculum documents, the Stockport Revised Syllabus for Religious Education, the School Development Plan, Curriculum Statement and Schemes of Work are available for inspection at the school.

Children are organised on a mixed ability basis in classes which may have children from more than one age group. Often children are working on individual National Curriculum subjects either in classes, groups or Individually.

Teachers use a variety of teaching methods which include whole class lessons - daily for literacy and numeracy - group work, and individual tuition as appropriate.

About Vale View Primary

National curriculum subjects covered in school

- English/Literacy
- Music
- Maths/Numeracy
- Physical Education
- Science Modern
- Foreign Languages
- Design Technology
- Art
- History RE/Collective Worship
- Geography
- Computing
- Personal, Social, Citizenship & Health Education (PSCHE)

We seek to use the enthusiasm and interest of each child to encourage high standards of attainment and presentation.

We aim to provide a broad and balanced curriculum which allows for differences between children, and in which they may acquire knowledge, understanding, positive attitude and skills in a variety of areas.

We place a great emphasis on the basic skills of reading, writing and mathematics.



We aim to teach the children: -

- to speak, read, listen and write well.
- to understand and appreciate mathematics and to gain some expertise in mathematical skills.
- to solve problems.
- to think, question and argue rationally.
- to gain understanding and experience in Science, Technology, History and Geography;
- to express themselves in Art, Drama, Music and Physical Activities.
- to develop moral values.
- to develop social skills.
- to respect the cultures of other people.
- to understand modern religion.
- to understand, promote and respect modern British values.

We are constantly aware of the need to update and improve the way in which we present the curriculum to the children. We offer a range of different experiences in order to stimulate learning and provide pupils with the skills necessary and relevant to life in a rapidly changing, highly technical, multi-cultural society. All areas of the curriculum are reviewed and evaluated regularly by staff.

“Children are proud of their work, keen to learn and treat others with respect” (Ofsted 2015)



Job Description

Grade/Salary Scale	L21 – L27 £65,384 - £75,735 (Potential enhancement for an exceptional candidate)
Reports to	The Governing Body and Stockport's Director of Education Services
Teaching Commitment	When required or deemed necessary by the Governing Body
Main Purpose	<p>The Headteacher shall:</p> <ul style="list-style-type: none"> • Be responsible for the leadership, internal organisation, management and the daily control of the school. • Provide the vision and the professional leadership through the school's self-evaluation process, feedback from Ofsted monitoring outcomes and other monitoring mechanisms. • Be responsible for ensuring sustained high quality education for all of the school's pupils and to continue to raise standards of achievement. • Provide an environment in which staff and pupils are encouraged to achieve their full potential and to perform at the highest level possible. • Manage the resources and buildings so as to promote and secure the achievement of both pupils and staff. • To offer support, guidance and reassurance to staff, pupils and parents during periods of change and uncertainty.
Leading Learning and Teaching	<ul style="list-style-type: none"> • Give a high priority to meeting the requirements of the school's Improvement Plan and the development of a wide range of teaching and learning opportunities. • To ensure that a system for monitoring and developing the quality assurance of teaching and learning is in place and that recording and evidence is available to the appropriate monitoring groups. • Provide a broad balanced and relevant curriculum. • Have oversight of the curriculum, pastoral care and administration of the school, all of which should be appropriate to the pupil's experience, interests and aptitudes. • Promote the effective management of pupil behaviour. • Ensure that there is an effective assessment, recording and reporting system of pupil progress in place that is understood and used by all staff.
Leading and Managing Staff	<ul style="list-style-type: none"> • Liaise with the Governors in the recruitment and selection of staff. • Maximise the contribution of all staff to improving the quality of education provided and standards achieved. • Manage effectively the deployment, appraisal, performance and development of all staff. Have a duty of care regarding staff welfare. Encourage initiative and team work.

Job Description

Effective and efficient use of Staff and Resources	<ul style="list-style-type: none"> • Work with the school Business Manager to advise the Governing Body on the formulation of the annual budget in order to ensure that the school secures its objectives. • Plan, manage and monitor the curriculum within the agreed budget; setting appropriate priorities for expenditure, allocating funds and ensuring effective administration control. • Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements. • Ensure that the allocation and use of accommodation/resources provides a positive learning environment that promotes the highest achievements during and after the transitional process.
Accountability	<ul style="list-style-type: none"> • Work closely with the Chair of the Governing Body and Authority Body to secure a positive working relationship and to ensure that all parties are able to fully contribute to the developments required in the school. • Be responsible for operational decision making. • Ensure that the school has a system for the collection and analysis of performance data to promote school improvement. • Present a coherent and accurate record of the school's performance in a form appropriate to a range of audiences. • Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement. • Develop and sustain working partnerships with parents and carers. • Develop and encourage good relations between the schools and the local community. • Work effectively with all external agencies.
Safeguarding	<ul style="list-style-type: none"> • Be responsible for promoting and safeguarding the welfare of all children for whom he/she is responsible, or with whom he/she comes into contact, in accordance with the schools' Safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS). • Undertake responsibility as Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues within the school, with the schools Safeguarding policies and statutory requirements.
Equality	<ul style="list-style-type: none"> • Be responsible for ensuring compliance with the Equalities Act 2010.
Health & Safety	<ul style="list-style-type: none"> • Be responsible for ensuring compliance with the schools' Health and Safety policies under the Health and Safety at work Act (1974). He/she will ensure the safety of all parties, including members of the public, in premises or sites controlled by the schools by ensuring compliance of procedures are observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training instructions and supervision as necessary to accomplish those goals.

Person Specification

Category	Essential	Desirable
Experience	<ul style="list-style-type: none"> Recent successful experience at Headteacher or Deputy Headteacher level. Proven leadership and management experience and expertise at senior management level. Curriculum development. Policy Development. School improvement planning. Performance management. Working in partnership with parents and external agencies. Evidence of experience in key characteristics of leadership in primary education, including: Making considered decisions and taking responsibility for the outcomes. Delegating and sharing leadership. Encouraging, supporting and motivating people, including pupils, staff and parents. Challenging, influencing and motivating others to attain high goals. Record of successfully implementing initiatives to raise standards. Must be an outstanding practitioner 	<ul style="list-style-type: none"> Recent successful experience at Deputy or Headteacher level within the Primary phase. Successful leadership of strategic initiatives. Relevant experience in more than one school. Successful and varied teaching experience throughout the primary phase. Financial experience managing multi-layered school budgets. The ability to work at the head of, and in the midst of, a small staff team. Understands nursery provision. Good understanding of IT within a Primary School environment.
Knowledge, Skills and Understanding	<ul style="list-style-type: none"> Knowledge of ways to build, communicate and implement a shared vision. Knowledge of national and local authority policies and curriculum developments. Experience of analyzing and using school performance data. New teaching technologies, their use, implementation and impact. Understands the importance of school self-evaluation and the current Ofsted inspection process. 	<ul style="list-style-type: none"> Counselling and arbitration skills. An understanding of SEN.
Qualifications and Training	<ul style="list-style-type: none"> First degree / training certificate. Qualified Teacher Status (QTS). Recent professional development relevant to a senior management role. 	<ul style="list-style-type: none"> NPQH.
Job Specific Requirements	<ul style="list-style-type: none"> Commitment to an educational provision of the highest quality Commitment to lifelong learning. Ability to communicate effectively with a wide range of people Ability to work under pressure and to time and targets. Ability to prioritise and delegate appropriately, but also knows when to accept support from others including colleagues and governors. Ability to develop and maintain good working relationships. A commitment to maintaining the school's current identity. A commitment to model the school's core values. 	<ul style="list-style-type: none"> Experience in delivering strategies which encourage parents and carers to support their children's learning. Committed to involving parents and the community in supporting the learning of children and in defining and realising the school's vision. The ability to think creatively and bring fresh ideas to a school that is already achieving very high standards.

The Application Process



If you would like further information, a confidential conversation, or to arrange a school visit , please contact Ross Laird at Academicis on:

Switchboard: 01223 907979

Mobile : 07901 585 959

Email: rlaird@academicis.co.uk

**All applications are to be sent to rlaird@academicis.co.uk
no later than 12 noon Monday 23rd September**

Shortlisting Date: Tuesday 24th September

Interview Day: Thursday 26th/ Friday 27th September

We reserve the right to research applicants on social media platforms and the Internet, and the recruitment panel may take this information into consideration during the recruitment process.

Vale View Primary School is committed to Equal Opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to satisfactory employment checks, references and an enhanced Disclosure and Barring Service check.