



Head Teacher

Information For Applicants

Barford Primary School



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1. Letter From Chair of Governors

Dear Applicant,

Thank you for your interest in the role of Headteacher at Barford Primary school. Our long serving Head Teacher has decided to retire at the end of the calendar year, so we are looking for a dynamic, experienced and committed Headteacher or Deputy Head to lead the continuation of progress and improvement the school has made over the last decade.

Over the past ten years the physical environment of the school has been transformed into a welcoming, interactive space where children are free to play, learn and express themselves. We pride ourselves on being an inclusive, welcoming school. Inside the classroom behaviour is good, and children at Barford take pride in their school and their learning.

We are OFSTED rated 'good' school from a visit in 2017 which was the culmination of lots of hard work from both senior leaders, teachers, support staff and governors. If successful, you will be joining a school with a dedicated team of support staff, teachers and senior leadership.

The governing board is an experienced and diverse body made up of staff, parent governors and members of the local community. The governance in the school was commended in the most recent OFSTED report.

In making this appointment the governors are seeking someone with proven leadership qualities who can continue and extend the schools success. You can find further information from our website and you are welcome to arrange an informal visit to the school prior to the close of applications.

Sincerely

Sam Murphy

Chair of Governors

Barford Primary School



2. School Information

Barford Primary School is a large two form entry school, with a 35 place part-time Nursery. Located less than one mile from the city centre the school has a varied population with 52 different ethnic groups represented and 40 different first languages spoken. By celebrating the cultural diversity of our pupils, and placing a strong emphasis on tolerance, respect and understanding of others, we provide a diverse, inclusive and vibrant learning community in which all children are encouraged to be the very best they can be.

Over recent years investing in the development of our building, environment and resources has significantly enhanced our facilities, especially our outside areas. This has enabled us to better cater for the needs of all our pupils, making learning enjoyable and rewarding, and allowing all our children to grow and thrive during their time with us.

At Barford Primary School, our vision is for every child to be the very best that they can be, becoming independent learners in all areas of the curriculum.

Barford School Mission Statement

Our aim is to provide all our children with a happy, secure and stimulating environment in which they can learn and flourish as individuals.

- We aim to establish a positive climate to foster confidence to build self-esteem, to excite curiosity and to challenge.
- We value equally our children's moral, social and academic development.
- We aim to bring out the best in our children and to instil into them a love of life and knowledge, which they will never lose.

Barford School Aims

We aim for:

- High levels of effort from every child.
- High levels of attainment in all school work.
- High levels of self-discipline and sensitivity towards others.
- High levels of understanding and respect for all members of our school community.
- High levels of care and respect for the school buildings, the surroundings and for the environment as a whole.

Ethos

We believe in teaching the 3 R's: Respect - Responsible - Ready

Respect:

Respect for others
Respect for their beliefs
Respect for themselves

Responsible:

Responsible for their actions
Responsible for their own learning
Responsible member of the community

Ready:

Ready for all challenges

3. Our new Head Teacher

Are you an ambitious Head Teacher, Acting Head Teacher or Deputy Head Teacher with the drive, determination, resilience and energy to provide the best possible education for our children?

Could you motivate and inspire a staff team determined to deliver an engaging curriculum that enables all children to reach their full potential in our inclusive school?

Are you a leader who will develop staff, including the leadership team, and help them to realise their own ambitions?

We want a candidate who:

- has a proven track record of success as a teacher and leader
- is a dedicated, innovative and dynamic leader with the ability to motivate and inspire others with clear and decisive leadership
- has the ability and determination to secure further improvement and success for the school
- has personal and professional integrity; is visible and approachable with resilience to meet the day to day challenges of headship
- will empower and inspire staff and children to fulfil their potential
- has a passion for teaching and learning with high expectations of staff and pupils
- is able to sustain and accelerate progress in raising standards of teaching and learning
- drives the development of a curriculum that both engages and challenges children
- is able to further support a learning community in which children flourish emotionally, socially and academically and have fun whilst doing so!
- will continue to develop and widen parental involvement
- is forward-thinking and flexible to adapt to the changing educational landscape
- has outstanding interpersonal and communication skills
- is able to build a strong rapport with pupils, parents, staff, governors and the wider community
- can articulate a clear strategic vision with and has a passion for the school community
- places every child at the centre of his/her thinking

Barford Primary School can offer:

- a diverse and vibrant school community
- a welcoming and inclusive school with friendly, polite, courteous, and well-behaved children who have an excellent and positive attitude to learning
- the opportunity to work at a school where you feel that you make a difference to young lives every day
- the opportunity to develop professionally and personally
- a “good” school (July 2017) with ambition to become outstanding
- an experienced and committed Senior Leadership Team with high expectations of themselves, staff and children
- a hardworking, determined and committed team of teachers and support staff
- a Governing Board that provides key support and challenge
- a school that is well-managed and in a stable financial position
- excellent networking opportunities, including a dedicated Consortium of local schools who provide a wealth of experience, knowledge, support and advice

4. Job Description

SALARY SCALE: Group 3 ISR L11-L17 (Salary is negotiable dependent upon the level of experience of the successful candidate)

JOB TITLE: Head Teacher, EVC, Assessment, and deputise for the DSL

JOB PURPOSE:

As required by the School Teachers' Pay and Conditions Document, to be responsible for the internal organisation, management and control of the school.

DUTIES AND RESPONSIBILITIES:

1. To act in accordance with the conditions of employment for Head Teachers in the School Teachers' Pay and Conditions Document.
2. To undertake the professional duties of a Head Teacher as set out in the School Teachers' Pay and Conditions Document.
3. To act in accordance with other legislation affecting the conduct of the school, particularly that governing health & safety matters and employment rights.

Job Description – Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) must be a senior member of the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice & support to staff, liaising with the Local Authority and working with a range of other agencies.

Areas of responsibility

Policy and procedure:

- Ensure all staff have read, understood & signed to confirm they are aware of the School's Safeguarding Policy and procedures
- Induct new members of staff/volunteers with regard to the School and Children's Services Safeguarding Policies and procedures
- Ensure the School Safeguarding Policy is updated and reviewed annually or as/when necessary
- Ensure parents have access to the Safeguarding Policy online & physical copies in School to avoid potential conflict later
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct)

Reporting concerns:

- Recognise how to identify signs of abuse and when/how to make a referral
- Respond appropriately to disclosures or concerns relating to the well-being of a child
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information
- Liaise with the Head Teacher to inform them of any issues and ongoing investigations
- Liaise with the Governor with safeguarding responsibilities; regularly report to the governing body re: Safeguarding & Child Protection
- Be compliant with LA requirements for Children Who Go Missing From School
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely
- When pupils move school, ensure their safeguarding file is sent to the new establishment immediately (within 15 days) and securely

- Refer cases to the police where there are radicalisation, FGM & sexting concerns as required
- Be a single point of contact for the Prevent Agenda
- Support staff who make referrals to the police
- Investigate allegations of abuse or neglect by members of staff working or volunteering with children in school. Where the allegation is against the DSL, this falls to the Head Teacher or to the Chair of Governors where the allegation is against the Head Teacher; understand the role of LADO

Multi Agency working:

- Ensure that pupils who are victims of abuse are supported appropriately & sensitively and that all actions from planning & intervention meetings are carried out and monitored
- Attend & contribute effectively to Child In Need meetings, Child Protection conferences, LAC meetings, planning & review meetings
- Liaise & co-ordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the Early Help Safeguarding Board (EHSB); acting as Lead Professional as appropriate

Training & Support:

- Ensure all staff have safeguarding induction within their first 7 days and receive frequent updates so that they are able to recognise & report any concerns immediately
- Lead in-house training, providing resources & maintaining registers; ensure all appropriate staff have statutory training within relevant timescales and other suitable courses for additional staff
- Attend relevant training every 2 years and an annual basis attend briefings to reinforce and enhance Safeguarding knowledge and practice
- Represent the school at Designated Lead forums and disseminate the information to colleagues
- Prepare for/attend regular DSL Supervision meetings with the Head Teacher & Safeguarding governor

Knowledge and skills:

- Act as a source of support, advice and expertise within the school
- Have a working knowledge of how the Birmingham Safeguarding Children Board operates
- Ensure that staff members are following up to date procedures inline with National and Local expectations
- Act with integrity; maintaining confidentiality at all times

General Duties:

- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job
- To ensure that the Section 175 Audit published by Birmingham Safeguarding Children Board (BSCB) is completed annually and returned by deadline and reviewed regularly

LINE MANAGEMENT

Responsible for the supervision of all staff employed in the school.

CONDITIONS OF EMPLOYMENT

The above responsibilities are in accordance with the requirements of the current Teachers' Pay and Conditions Document and subsequent Orders in terms of duties and working time, also any local agreements, LA circulars and guidelines giving interpretations of teachers' conditions of service.

SAFEGUARDING AND PROMOTING WELFARE

All employees have a legal responsibility to safeguard and promote the welfare of all children within school. Staff should:

- ☐ Make arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised; and
- ☐ Make arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies.

REVIEW AND AMENDMENT

This job description is normally subject to annual review. Subject to the provisions of the Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

COMPLAINTS

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

5. Personnel Specification

	ESSENTIAL	*METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	Qualified Teacher Status.	AF,I
FURTHER QUALIFICATIONS	Recent, relevant in-service training in current educational practice, including the leadership and management of teaching, and learning, such as NPQH Knowledge and understanding of education and schools systems locally and nationally.	AF, I AF, I
EXPERIENCE	Considerable successful experience in leadership and management and demonstrating the ability to differentiate between them Demonstration of a good understanding of School Improvement, planning and Implementation Experience of implementing performance management. Experience of partnership working with parents and the wider community, including external agencies Successful and varied teaching experience in appropriate phase(s),including working with children with social, emotional and mental, health difficulties Experience of coordinating family support services as appropriate Experience of establishing an appropriate budget to achieve educational and other goals	AF, I AF, I AF,I AF, I AF AF ,I AF, I, P
SKILLS AND ABILITIES	To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British values To develop a culture for learning and set high expectations for achieving success for all To work to high professional standards, strategically and operationally, leading by example To monitor, evaluate, and plan strategically for School Improvement and continuous professional development To lead and manage effectively in an environment of high accountability	AF, I AF, I AF, I AF, I AF, I

Other	To manage the implementation of change effectively and sensitively	AF, I
	Demonstrate the ability to manage, motivate and support Individuals and teams effectively	AF, I
	To Deal effectively with under performance, in accordance with relevant policies and procedures	AF, I
	To understand and interpret complex data to inform effective decision-making	AF, I, P
	To maintain a clear strategic financial overview of the school.	AF, I
	To set and monitor a budget in consideration of the School's aims and objectives	AF, I, P
	To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk- taking	AF, I
	To demonstrate a wide range of high level communication skills, including new technologies	AF, I
	To use authority appropriately to maintain discipline.	AF, I
	To promote and foster a positive school image.	AF, I
	To seek and maintain effective multi-agency partnerships and collaboration, to share and disseminate best practice throughout the whole school and beyond	AF, I
	Evidence of motivation for working with children.	
	Evidence of ability to form and maintain appropriate relationships and personal boundaries with staff and children	AF, I AF, I
	Evidence of emotional resilience in working with children and staff exhibiting challenging behavior	AF, I
	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management	AF, I
	Ability to coach and develop all school staff appropriately.	AF, I
	Ability to work effectively with the governing body in the rigorous monitoring and evaluation of school life and work.	AF, I
	Demonstrate the promotion of positive behaviour strategies and constructive handling of problems	AF, I
	Evidence of actively involving all staff, parents, governors and the community in the life and work of the school, other schools and networks.	AF, I
	Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well-being of the school community	AF, I

	Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of employment law	AF, I
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- Those elements marked **AF** - will be assessed in your application form
- Those elements marked **AF/I/P** - will be assessed in your application form and during the selection process e.g. interview, presentation.
- Those elements marked **I/P** - will be evaluated during the selection process e.g. interview, presentation

NB: *If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.*

7. Recruitment Process

Candidates are warmly invited and encouraged to visit the school. To take up this opportunity please contact Nikki Burling on 0121 296 2994.

Application forms should be returned to: hr@sips.co.uk

Informal Visits: 21 October 2019 at 9.15am & 2pm

Application Closing Date: 11 November 2019 at 9.00am

Shortlisting: 19 November 2019

Interviews: 11 December 2019

Start Date: Easter 2020 or sooner

Barford Primary School is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Appointment to this post is subject to an enhanced DBS check, satisfactory reference checks and other relevant pre-employment checks as necessary.