



Appointment of Head Teacher

Grendon Primary School

Information for applicants



Grendon Primary School

Grendon Road

Kings Heath

Birmingham

B14 4RB

www.grendon.bham.sch.uk

Contents

- Letter from the Chair
- Advert and return details for application form
- School Information
- Job Description
- Person Specification



Dear Applicant,

On behalf of the Governing Board, I welcome your interest in the post of head teacher at Grendon Primary School. I hope that the supporting information and our website will give you a clear and positive insight into our school.

Our present head teacher, Tina Pyke, will be retiring from Education at the end of the year, having successfully led the school for 15 years. The Governors are rightly very proud of the school and so are searching for the next exceptional leader whose vision and enthusiasm will ensure our school grows from strength to strength, and who will further embed the values and inclusive culture, believing in the future of every child.

Prospective candidates will be warmly welcomed and are encouraged to make arrangements to visit the school prior to application. Please contact Mrs Angela Rainford, Senior Office Manager, 0121 474 2460 or by email: enquiry@grendon.bham.sch.uk to agree a mutually convenient time.

We look forward to your visit.

**Yours sincerely
Carina Monnelly-Owen
Chair of Governors**





Head Teacher

£65,561 - £75,936 L20 – L26, starting point dependent upon experience

Grendon Primary School, Grendon Road, Kings Heath, Birmingham, B14 4RB

Tel: 0121 474 2460

Chair of Governors: Mrs C Monnelly-Owen

The successful candidate will be expected to take up the appointment at the beginning of the Summer Term 2020

We have a diverse community and a 'We Can' philosophy. We are looking for an inspirational and creative leader to take our school onto the next stage of development. You will build on our existing success in raising standards of attainment and achievement, and further develop our exciting curriculum. You will be able to inspire and lead our school to further excellence driven by our school Aims:

- Provide teaching that develops knowledge and skills to children learn and progress effectively
 - Offer enriching activities, event and experiences
 - Work together to remove barriers and ensure equality
- Build independent and resilient learners who are able to communicate confidently
- Listen to and treat each other and all members of the community with respect, tolerance and concern
- Recognise ability, maximise potential and prepare children well for their future and life in modern Britain

Visits to our school are warmly welcomed, please contact Mrs Rainford, Senior Office Manager, on 0121 474 2460 or e-mail: enquiry@grendon.bham.sch.uk to arrange an appointment.

Closing Date: Friday 15 November, 12 noon

Interviews to be held: Tuesday 10 December

Completed applications should be returned to Performance, Engagement & Commissioning Services, PO Box 16461, Birmingham, B2 2DB or via email to:

CSURecruitment@birmingham.gov.uk

Grendon Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

Successful candidates will be required to complete an enhanced DBS check and will be subject to relevant pre-employment checks;

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role.

OUR SCHOOL

Grendon School is a 2 form-entry, mixed, community school for pupils aged 4-11 years, and currently there are 344 pupils on roll.

'School is a vibrant, happy place in which to learn, where the education provided is underpinned by its ethos of 'we can'. Pupils are happy and proud of their school and show highly positive attitudes to learning. They are extremely polite, well-mannered and their conduct around school is excellent' – extract from latest Ofsted report.

School attendance continues to improve with a reduction in unauthorised absence. Current attendance rate for all pupils is in line with last year's national figure. In addition, the rate of persistent absence has reduced. The Fast Track Programme is an effective tool to work with parents, as are termly rewards for good attendance.

The number of children entering school at all ages with English as an Additional Language continues to increase, with an increased number of children entering are in early stages of acquisition.

School employs a range of specialist support services as a number of children have significant needs requiring a variety of support, from universal planning, to working with outside agencies. Assessment shows these plans are effective in their impact on progress and meeting individual targets. The majority work at well below expected levels.

Most current deprivation indicator shows Grendon in the highest percentile on the quintile graph which is above the national average.

School has established a strong safeguarding culture to ensure that pupils are safe and well cared for.

School works with 3 schools on the Birmingham Education Partnership Peer Review Process, which examines and identifies areas for further development and strengths of the School.

ACCOMMODATION

Grendon was built in 1978 although there has been a school on the site far longer. It is a true community school with staff members having attended school themselves.

We are fortunate to have extensive outside areas and have a productive school garden and wildlife area, which have been developed allowing us to gain RHS awards.

THE GOVERNING BOARD

The school is governed, in accordance with an Instrument and Articles of Government, by a governing board of 12 members, comprising:

- 4 Parent Governors
- 1 Governor appointed by the Authority
- 1 Staff Governor
- 5 Co-opted Governors
- 1 Head Teacher

Governance is a strength of the school with governors being aware of their roles and responsibilities. The head teacher automatically becomes a member of the governing board unless he or she elects otherwise, and notifies the Clerk of the governing board in writing of his or her decision not to become a member of the governing board.

The governing board meets at least once a term. However, most governing bodies find it necessary to meet more than once a term.

STAFFING

Staffing for each academic year is determined in light of the school's formula funded budget and Best Value criteria. Teachers are seen as the schools most valuable resource and are developed accordingly. Our systems of support and monitoring for all staff form a key area of development and Performance Management.

All members of the senior leadership team work well together as a highly effective unit ensuring that school improvement priorities are achieved.

Staff are committed, hardworking and have high expectations of themselves and pupils.

CURRICULUM

Our academic and pastoral curricula meet the needs of all pupils and promote British values. School has a strong 'We Can' philosophy. We aim to provide challenge, progression and excitement; opportunities to become successful future adults, having an understanding of democracy, what it is to be law-abiding, and to be respectful, and tolerant of others.

'Staff have worked hard to provide pupils with a broad, balanced and rich curriculum, meeting the needs of the pupils well and ensures that they are exposed to a wide range of educational experiences. One of the main aims has been to develop pupils' resilience, problem-solving skills and confidence when facing a challenge' – extract from Ofsted Report.

Meetings with parents, and parent workshops, in the autumn term outline the areas of learning, and give opportunities for parents to join in shared activities.

JOB DESCRIPTION

Grendon Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

An enhanced DBS check is required for all successful applicants.

Head Teacher Pay Range: Group 3, L20 – L26,

1. Job Purpose

The job description is subject to the general conditions of service for a head teacher as set out in the current School Teachers Pay and Conditions Document. To be responsible for the internal organisation, management and day to day running of the school.

2.0 Duties and responsibilities

2.1 General

- To act in accordance with the requirements of the School Teachers' Pay and Conditions Document, in particular paragraphs 44-47.
- To undertake the professional responsibilities of a head teacher as set out the School Teachers' Pay and Conditions Document.

2.2 Specific

- Seek training and continuing professional development to meet own needs.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on excellent education for all pupils.
- To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights.
- Work with political and financial astuteness, translating policy into the school's context.
- Communicate the school's vision compellingly and drive strategic leadership.
- Designated Safeguarding Lead
- Monitoring of Teaching and Learning

3 Line Management

- Responsible for the supervision of all staff employed in the school (other than school meals staff).

4. Conditions of employment

- The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

5. Review and Amendment

5.1 This job description is normally subject to annual review. Subject to the provisions of the School 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.

6. Complaints

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

Job description issued after consultation _____ (Signature of the Chair of the Staffing Committee)

Copy received by _____ (Signature of the Head Teacher)

Date _____

PERSON SPECIFICATION

	ESSENTIAL	*METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	Qualified Teacher Status	AF, I
	Degree	AF
	NPQH (National professional qualification for headship (or evidence of working towards)).	AF
FURTHER QUALIFICATIONS/ PROFESIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning.	AF, I
	Knowledge and understanding of education and schools systems locally and nationally.	AF, I
	Knowledge of the National Standards of Excellence for Head teachers.	AF, I
EXPERIENCE	Considerable successful experience in leadership and management and demonstrating the ability to differentiate between them.	AF, I
	Demonstration of a good understanding of School Improvement Planning and implementation.	AF, I
	Experience of implementing Performance Management.	AF, I
	Experience of partnership working with parents and the wider community including external agencies.	AF, I
	Successful and varied teaching experience in appropriate phase(s), including working with children with social, emotional and mental health difficulties.	AF, I
	Experience of co-ordinating family support services as appropriate.	AF, I
SKILLS AND ABILITIES	To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British Values.	AF, I
	To develop a culture for learning and set high expectations for achieving success for all.	AF, I
	To work to high professional standards, strategically and operationally, leading by example.	AF, I
	To monitor, evaluate, and plan strategically for School Improvement and continuous professional development.	AF, I, P
	To lead and manage effectively in an environment of high accountability.	AF, I
	To manage the implementation of change effectively and sensitively.	AF, I, P
	To lead and manage GDPR processes	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	AF, I

	<p>policies and procedures. To understand and interpret complex data to inform effective decision-making.</p> <p>Contribute to, and implement a clear strategic financial plan</p> <p>To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.</p> <p>To demonstrate a wide range of high level communication skills including new technologies.</p> <p>To focus on innovation and creativity and be willing to work in a context of resource generation and appropriate risk-taking</p> <p>To use authority appropriately to maintain discipline.</p> <p>To promote and foster a positive school image.</p> <p>To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond</p> <p>To be able to converse at ease with parents/pupils and members of the public and communicate in accurate spoken English is essential for this post.</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>
OTHER	<p>Evidence of motivation for working with children.</p> <p>Evidence of ability to form and maintain appropriate relationships and personal boundaries with children, parents, staff and governors.</p> <p>Evidence of emotional resilience in leading a school where pupils and families will, at times, experience challenging circumstances and exhibit challenging behaviour.</p> <p>Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.</p> <p>Ability to coach, support and develop all school staff appropriately.</p> <p>Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.</p> <p>Evidence of actively involving all staff, parents, governors and the community in the life and work of the school, other schools and networks</p> <p>Evidence of implementing Equal Opportunities and other legislations essential for the health, safety and well-being of the school community.</p> <p>Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.</p> <p>Commitment to maintaining confidentiality, safeguarding and equality</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>

- 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.*