



St Andrew's C of E Primary School

Application pack for Headteacher



January 2020

Dear Applicant,

This is a key time in the development of St Andrew's Primary School and we are looking for a permanent Headteacher to lead our community. This is a wonderful opportunity to lead a village primary school within a Trust with great potential, some real strengths and the ability and desire to develop further. All the primary schools work together and the Trust provides central support for finance, HR, estates, compliance and IT.

We are seeking someone who could lead the School from April 2020 but will consider outstanding candidates who may not be able to join until later. This year, two local Headteachers and a very experienced interim headteacher have supported the school on a temporary basis. When you visit the school you will notice the:

- Friendly and welcoming atmosphere
- Children are happy, comfortable and safe
- Breadth of experiences and opportunities
- Hard working, committed and caring staff
- Beautiful surroundings and facilities
- Strong local community

There are currently 86 children, in four classes which we are keen to sustain, with the capacity for the School to grow. The School was inspected in January 2017 and judged to be Inadequate. It joined the Trust in November as a sponsored academy and progress has been made since then. There are considerable strengths and the ability to thrive in the future.

We are looking for someone with high expectations, a love of learning, able to inspire and also laugh and enjoy the challenges of this role. You need to be a team player, you will go the extra mile to support children and want to continually develop and pick up the best ideas from around the world in education. In return, you will join a School and Trust that is full of activity, opportunity and optimism.

All of our schools are located in and around the North Dorset town of Shaftesbury. There are easy road and direct rail links to London, Bath, Bristol, Exeter and the glorious Dorset coast and countryside. It is a great area in which to live, offering something for everyone. This picturesque town and its surrounding villages are located with easy access to the A350, the A303 and within easy commuting distance of the south coast of England, Bath, Salisbury, Yeovil or beyond.

The Trust is at an exciting stage in its development. It is currently exploring the opportunity of joining the Sherborne Area Schools' Trust during 2020. It has 13 schools in the local area including a national Teaching School and there will be some real benefits of being part of a larger partnership of leaders, teachers and staff.

In summary, there is a great sense of pride in what we collectively already achieve, but we accept the challenge for achievement to be even higher. Education is more than just test and exam results – we place great value on the personal development of each child. We aim for them to ultimately leave school as well-rounded young people with a strong sense of what is socially, morally and culturally acceptable, and to feel that they have a contribution to make to the greater community.

Please do get in touch if you would like to know more or to visit the school and /or the Trust. There is further information about the School on our website. On behalf of the Governors, staff and children we look forward to seeing your application and meeting you.

Very best wishes



Steve Hillier
Interim CEO

The Advert

Headteacher St Andrew's CE Primary School, Fontmell Magna, Shaftesbury, Dorset

Start Date: 20 April 2020 if available (1 September 2020 at the latest)

Closing Date: 12.00am on Monday 20 January 2020

Interviews: 28 and 29 January 2020

Salary: LS 9-15 £49,779 - £57,700 (starting point to be agreed on appointment)

Contract: Full time Permanent

St Andrew's CE School is a friendly and welcoming school at the heart of the rural community serving the village and surrounding area. Applications are invited for the post of Headteacher with responsibility for the day-to-day leadership and management of the school.

This is a great opportunity to become a Headteacher in a village primary school with wonderful children in a beautiful part of Dorset. We are at an exciting period in our long history. There will be considerable support and collaboration with the other schools and leaders across the schools in the Trust including providing some of the central functions so that you can focus on the quality of teaching and learning and school improvement.

You will be working with the Trust, School Headteachers, the Local Governing Body, staff, children and parents to ensure excellence and a high quality education for all.

St Andrew's CE School, is a popular Church of England School in the Diocese of Salisbury that welcomes those of all faiths and of none. The Shaftesbury area is one of the best places to live in Britain. There are easy road and direct rail links to London, Bath, Bristol, Exeter and the glorious Dorset coast and countryside. It is a great area in which to live, offering something for everyone.

The successful candidate will:

- Have a passion for education and making a difference to children's lives
- Have the ability to lead and shape the vision of the School and the Trust
- Have the ability to support, challenge and inspire our children, encouraging them to achieve the best they can through the promotion of outstanding teaching and learning
- Have excellent communication skills and the ability to celebrate and promote high quality teaching and learning
- Have a positive and optimistic approach; be proactive and confident
- Be able to build relationships quickly
- Have a real interest in educational issues, approaches and alternatives from around the world
- Use resources, intellect, creativity and innovation to be successful
- Have the ability to be a team player and leader who will go the extra mile to support children and families
- Be committed to partnership, collaboration and sharing

Our values and ethos focuses on developing a love of learning, high achievement both personally and academically which comes from the tremendous work of all our staff and the great achievements of our children.

The School has an absolute commitment to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced criminal record check via the DBS. The Trust values the diversity of our workforce and welcomes applications from all sectors of the community

Information about the Southern Academy Trust

We are a growing group of schools with a shared passion for the quality of outcomes for all young people within our schools and beyond. We understand that we have a clear responsibility for the education of a generation. The Trust was initially formed from three schools in the North Dorset area, a secondary and two primary schools who understood that schools are stronger working together than they are apart.

By working together as a group of schools we can better take up our responsibility for all the young people in our area. We are promoting the best outcomes for young people through the best teaching delivered by the best teachers, working with the best support staff. We will work together as a Trust to further strengthen the best in every school and enhance and improve those areas schools can improve.

We work together in an open and mutually supportive way to ensure that the children for which we are responsible have the best experience and achieve the best outcomes to prepare them for their futures. Teachers and headteachers are being freed up to concentrate on the core function of teaching and learning.

The Trust board is drawn from a wide range of backgrounds, chosen using a skills matrix, and includes trustees appointed by the Diocese of Salisbury. The board is responsible for the overall management of the business of the Trust and supporting the individual schools both financially and educationally. The Trust employs a CEO who runs the day to day business of the Trust and the Trust is both accountable to the schools and to the DfE. In the summer the previous CEO left to become the Dorset County Director of Education. Currently Interim CEO and Accounting officer consultancy support is being provided through the North Dorset Teaching School Alliance

Each school retains a local governing body with a clear scheme of delegated authority. The chairs and vice chairs of the governing bodies have regular meetings with the chair of the Trust to ensure that there is clear communication of priorities and needs in both directions.

Day to day decision making is done by the local school leaders, as was always the case, with heads within the Trust meeting together on a fortnightly basis to support and challenge each other as equal partners in the Trust.

We look to use the people in our own organisation first to grow capacity and provide school to school support. We are mutually accountable to each other for the outcomes of all young people. We look for talent in our staff and grow it. Beyond that we join with other schools nationally who are achieving the best and submit ourselves to external scrutiny to help us understand where we are in our improvement journey. We support each other and challenge what we do and are always open to hear from each other. The basic premise is that we are stronger together with greater buying power therefore we can achieve economies of scale in what we do.

Ultimately our goal is better outcomes for students. We achieve these by supporting leadership through challenge and access to wider networks. We improve affordability by making sure that the business services are tailored to each school. We support day to day with developing teachers, providing resources and support and ensuring that the schools are helped on their long term journey to be the best that they can possibly be.

Vision

Our vision for every young person in our care is that they become the best that they can possibly be. We look to support them to believe that they can achieve more than they first thought possible. As a Trust we work to foster that love and passion for learning which goes beyond the school gates and the traditional curriculum. Our students must feel safe and be happy in our schools. We will help all our young people to be fully prepared for their future and to have the qualifications and skills to equip them for their future lives.

Improving schools

Above all we believe in continual improvement in all that we do. We aim for all our schools to achieve excellence, both in terms of outcomes for young people and in the way that they fulfil their responsibilities to the wider community. We work hard to ensure that teachers and headteachers are free to focus on the quality of the provision in their schools. Each school or organisation that we work with brings its own individuality and context to the collective whole and we believe that the Trust is there to support the collaboration of organisations to achieve the best outcomes for everyone. We increase the quality in one school to support the development of another to grow the strength of all our schools. Each school choosing the Trust comes in as a valued partner and the educational leadership within the Trust will support and benefit from each school.

Values

Our Trust is underpinned by a clear set of principles which are derived from the Christian origins of our founding schools. This does not mean that every school has to be a church school, rather we work with schools of all varieties in an inclusive and equal manner.

We believe that dignity and respect for the background of each school is essential to the development of our Trust, working in collaboration together we become stronger and better able to support and develop as a whole. We take our responsibility for schools outside the Trust seriously and believe there is a moral imperative to ensure that we work with not only within our Trust but also with schools beyond.

The Trust has Service, Trust and Partnership as its core Christian values.

Service:

Jesus said that he 'came not to be served, but to serve, and to give his life as a ransom for many.' Jesus washed the feet of his disciples at the Last Supper. This turned upside down the normal relationship between master and disciple, leader and follower. In many ways, this astonishing action symbolises the essence of the Incarnation: God stooping to share the human condition. Jesus is very clear about the meaning of his action: 'Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done.' The parable of the Good Samaritan shows we should serve those in need whoever they are. Such service is not offered to gain some advantage for ourselves. 'Going the extra mile' involves sacrifice, putting ourselves out for someone else's benefit.

Trust:

Trust is essential to human life and lies at the heart of all relationships. Trust entails vulnerability, putting yourself in others' hands. We have to trust experts - pilots, dentists, surgeons. Yet, within our society, there often seems to be mutual distrust between people and those responsible for governing them. Trust is central to civilised society, to living together in harmony, so it is to be valued and honoured. With wisdom and discernment, we can relearn to trust. We can begin to rebuild trust in our mistrustful society by being reliable ourselves, by not letting people down. Similarly, when we work with others, if we are willing to let go of control ourselves and trust in the abilities and integrity of others, everyone can be enriched. Jesus, after all, entrusted his ongoing work to his disciples and ultimately to us.

Partnership:

The Greek word Koinonia means 'that which is in common' and is often translated as 'fellowship' or 'community'. Other translations might include 'union', 'partnership'. By combining strength, it helps work to be done and burdens to be carried. Koinonia expresses the quality of relationship within the Christian community. A central element of being a family is interdependence: all are needed and valued and each person is important to the whole. The same message is found in Paul's image of the Christian community as the body of Christ. Each member of the body shares the joys and sufferings of the others and each depends upon every else.

Boarding provision

We have a high quality boarding provision within the Trust that provides support to other boarding schools and the wider group of schools in the Trust.

We have a clear international dimension to our work, both through our boarding provision but also in the way that we will support the development of young people. Difference and individuality are celebrated and we want all our young people to develop an understanding of the global world in which we live.

We treasure our boarding provision and believe that it is an essential part of what makes the Trust so special. We are very interested in working with other schools with boarding provision as part of their offer.

Quality of teaching

We want our young people to be supported by the most excellent teaching staff possible but also by a range of qualified and well trained support staff and volunteers. All the staff in our schools and wider provision are supported in developing their careers and receive high quality ongoing professional development.

We have programmes in place to support teacher training, newly qualified teachers, those in their early years of career and leadership and excellent teacher programmes to support more experienced colleagues. The development of staff is a high priority and there is a clear career path within the Trust for all staff. Staff retention and development is a key aim of the Trust.

We believe that being a student in a rural school brings both huge positives and also significant challenges. We have no doubt about the value of the local school to the development of a community and consequentially the development of young people. Growing up in these schools is a fantastic family experience but at the same time we must nurture the understanding of the wider world in our young people. We have to encourage them to have high aspirations and to realise that the world is out there for them to take up their future.

School improvement strategy

The overarching principle that underpins our work in improving schools is focussed on using collaboration to achieve the best. This collaboration is both within the Trust and beyond it.

We ensure that the trustees, local governing body, principals and headteachers all understand the context of each school and work so that schools are supported in delivering school improvement.

We challenge each other in a mutually supportive way and do not see ourselves as in competition with each other within the Trust. Each of our schools is charged with ensuring that the provision in all our schools is the best it can be by working together in the Trust.

We have an agreed annual school improvement cycle that is informed by external and internal inspection and review. We believe data is only one part of the story for school development and will use a wide range of partners to ensure that the context of each school is clearly understood. Regular reporting on progress against clear school improvement aims is a genuine part of our work.

We draw on a wide range of experience to agree priorities for development and ensure that our collaborative nature is used to support these.

We know it is essential for teachers and leaders across the Trust to understand the journey of young people's development from 0 to 19 in order to achieve the best experience for students. We will support teachers in working across the age range and developing their expertise at every level. From helping to support the school readiness of the youngest children to the aspirations and dreams of the oldest we will ensure we put in place clear, evidence driven mechanisms to support and challenge all our work.

St Andrew's CE Primary School– USEFUL INFORMATION

Successful learning is a result of successful teaching and all at St Andrew's take this responsibility very seriously. St Andrew's is special because it combines high academic standards, challenging expectations, and a rich, exciting and stimulating extended curriculum.

Music, art and sport are strengths that have been recognised by national accreditations. The more opportunities we give our children, the more opportunities they have to succeed. This, we believe, is a truly inclusive curriculum. However, above all, we know that happy, secure children are good learners.

We are proud of the relationship we have with our parents, as together we work to provide the best for our children. This is achieved by regular, open communication and by creative, enthusiastic fund-raising. Our PTFA has provided thousands of pounds' worth of high quality equipment, as well as organising and supporting special events. Teachers, parents and friends of our school also donate time and expertise to provide exciting extra-curricular activities. There is always a project for parents, staff and children to work together, plan and look forward to.

The School website gives a description of the school's culture and organisation. St Andrew's CE Primary School is currently a Group 1 school with 86 on role – it has capacity for 175 children.

There are four mixed age classes.

The staff team includes: the Headteacher, four full-time teachers and one part-time teacher, five Learning Support Mentors and full time administrator, two lunchtime supervisors and a sports apprentice.

Performance Summary 2019

2019	KS2 2019		KS1 2019
RWM	46		
RWM greater depth	0		

Reading Progress	-4.6		
Writing Progress	-2.5		
Maths Progress	-4.3		

KS2 Reading expected	62	KS1 Reading expected	64
KS2 Reading greater depth	15	KS1 Reading greater depth	36
KS2 Writing expected	62	KS1 Writing expected	55
KS2 Writing greater depth	8	KS1 Writing greater depth	9
KS2 Maths expected	62	KS1 Maths expected	73
KS2 Maths greater depth	0	KS1 Maths greater depth	18
KS2 GPS expected	54		
KS2 GPS greater depth	8	Y1 Phonics	89

THE APPLICATION PROCESS

We look forward to receiving your application by **12.00 am on Monday 20 January 2020**. It is hoped that the interviews will take place as soon as possible thereafter. You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned either by post, marked 'Confidential' to Kirsty Williams, Trust Operations Manager, Southern Academy Trust, Shaftesbury School, Salisbury Road, Shaftesbury Dorset, SP7 8ER or by email to: hr@southernacademytrust.co.uk

Should you wish to arrange a visit to view the School, please do not hesitate to contact Susannah Morris Susannah.morris@standrewsfontmell.co.uk

Shortlisting is planned for the Tuesday 21 January 2020 and interview scheduled for Tuesday 28 January and Wednesday 29 January 2020

St Andrew's CE Primary School has an absolute commitment to safeguarding and promoting the welfare of children. The School follows the national and Somerset policies and procedures for child protection and security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted through references as part of the verification process pre-appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service.

St Andrew's CE Primary School is committed to equal opportunities and positively encourages applications from all sections of the community.

JOB DESCRIPTION

Location:	St Andrew's Primary School
Post:	Head Teacher
Contract Type:	Permanent
Scale:	Leadership Scale Point 9-15
Hours:	Full time

Main Job Purpose

To provide professional vision and leadership for the school that secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement. The professional duties of the head teacher are contained in the School Teacher's Pay and Conditions Document and the key areas of Headship are contained in the DfE National Standards for Head teachers.

Policy Framework and Requirements

A head teacher shall carry out his/her professional duties in accordance with and subject to:

- The School Teachers Pay and Conditions Document
- The provisions of the Education Acts
- Any orders and regulations having effect thereunder
- The instrument of government of the school of which s/he is head teacher
- Targets as agreed with the Local Authority.

A head teacher shall carry out such duties in accordance with and subject to the following:

- Any rules, regulations or policies laid down by the governing body under their powers
- Any rules, regulations or policies laid down by the authority with respect to matters for which the governing body is not so responsible
- Any rules, regulations or policies laid down by his/her employers, and
- The terms of his/her employment.

Professional Duties

The professional duties of a head teacher shall include:

- School aims: Formulating the overall aims and objectives of the school and policies for their implementation
- Strategic direction and development of the school: Leading by example, providing educational vision and direction to secure the strong and passionate commitment of staff, parents/carers and pupils.

Management of Staff

- Leading the selection and appointment of the teaching and non-teaching staff of the school alongside the Trust HR department.
- Deploying and managing all teaching and non-teaching staff of the school and allocating particular duties to them in a manner consistent with their conditions of employment, maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere.

- Ensuring that staff are aware of current educational developments and are kept up to date through an ongoing programme of continuous professional development
- Leading, motivating, supporting, challenging and developing staff at all levels in order to secure and sustain continuous improvement and staff well-being and to be committed to personal continuing professional development
- Supporting middle and senior leadership of the school to build capacity, recognize existing talents and encourage delegation
- Evaluating the standards of teaching and learning in the school, and ensuring that proper standards of professional performance are established and maintained.
- Supervising and participating in arrangements for the appraisal of the performance of teachers in the school
- Challenging underperformance at all levels and putting in place effective procedures to deal with underperforming staff

Curriculum

- Determining, organizing and implementing a broad and balanced curriculum for the school, having regard to the needs, experiences, interests, aptitudes and stage of development of the pupils and the resources available to the school
- Ensuring that improvements in the curriculum are a priority for all pupils including those with SEN, Gifted and Talented and EAL.

Review

- Ensuring that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and maintaining a record of self-evaluation and areas for improvement, and of progress made in respect of these.

Pupil Progress

- Ensuring that the progress of pupils of the school is monitored and recorded
- Ensuring continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning
- Using this data continuously to support and improve standards.

Relationships

- Arranging for parents/carers to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, to promote common understanding of its aims
- Creating and maintaining an effective partnership with parents/carers to support and improve pupils' achievement and personal development
- Maintaining liaison with other schools and education establishments with which the school has a relationship.

Resources

- Working with the Trust Management Accountant to allocate, control and account for those financial and material resources of the school which are under the control of the head teacher.
- Adhering to financial regulations.

PLEASE NOTE that this is for guidance only. Post holders are expected to be flexible and may be required to operate in different areas of work/carry out different duties as may be reasonably assigned by the CEO.

Other duties

1. To have due regard for safeguarding and to follow child protection policies and procedures adopted by Shaftesbury Academy Trust
2. Understand the importance of inclusion, equality and diversity and to promote equal opportunities for all.
3. Uphold and promote the values and ethos of the academy.
4. Take a proactive approach to health and safety to minimise and mitigate potential hazards and actively contribute to the security of the school.

Employee Signature Date.....

Employee Name
Please print

Headteacher Person Specification

	Essential	Desirable
Qualifications and Professional Development	<p>Qualified Teacher Status supported by a degree or relevant qualification</p> <p>Evidence of recent professional development (in part relevant to senior management activity)</p>	<p>Other relevant professional qualifications e.g. NPQH</p>
Knowledge and Experience	<p>Successful experience or potential of a senior leadership role in a primary school</p> <p>Learning across the primary school age-range</p> <p>Supporting and enhancing the Christian distinctiveness of a School</p> <p>Committed to the Christian faith with demonstrable ability to support the school's Foundation</p>	<p>Working within a Multi Academy Trust</p> <p>Knowledge of small village school issues</p> <p>Working in more than one School</p> <p>A member of the Church of England or other mainstream Christian church</p>
Qualities and Skills	<p>Personal optimism and positivity</p> <p>Encourages and values creativity</p> <p>An effective communicator at all levels</p> <p>Able to build and maintain effective teams</p> <p>Respects the views of all stakeholders</p> <p>Emotionally resilient and literate</p> <p>Experience of analysis of performance data</p> <p>Promote the spiritual, social, moral and cultural development of pupils</p> <p>Commitment to inclusive practice and equal opportunities</p>	<p>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils and to challenge poor performance where appropriate</p> <p>Demonstrable ICT skills along with an understanding of the use of new and emerging technologies to support learning and teaching</p>
Leadership and Management	<p>A proven inspirational leader who can articulate a strategic vision of excellence</p> <p>Evidence of successfully implementing strategies for planning, monitoring and evaluating school improvement</p> <p>Leading performance management and development of staff</p> <p>Knowledge of current legislation and developments in education</p> <p>Ability to identify challenges and generate solutions</p> <p>Commitment to a collaborative management style</p> <p>Possess an attention to detail and quality provision</p>	
Learning and Teaching	<p>Outstanding teacher and coach</p> <p>Committed to a broad and balanced curriculum with a diverse range of experiences and opportunities for children</p> <p>Promotion of a love learning</p> <p>Experience of assessment strategies that enhance children's learning</p> <p>Understand and support the Christian ethos and champion its role in delivery of the school curriculum</p> <p>Confident application of school ICT systems to support learning and progress</p>	

Relationships	Being outward looking, committed to sharing, partnership and collaboration Evidence of promotion of the school to a wider community Effective partnerships with local parish and the community Maintaining an excellent working relationship with the governing body and wider parent body Maintaining a positive working relationship with relevant authorities Collaboration with other local schools to improve pupils' outcomes Effective management of own workload and support for all staff so that they can achieve an appropriate work-life balance
Safeguarding	Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of children and young people Commitment to the protection and safeguarding of children and young people Co-operation and engagement with the relevant safeguarding agencies

Referencing and Eligibility:

All appointments are subject to satisfactory references, eligibility to work in the UK.

The Trust is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. An enhanced DBS will be required for this role.