

Woolaston Primary School

Headteacher Prospectus



January 2020



## Letter from Chair of Governors

First, may I thank you for your interest in our Headteacher role. Woolaston Primary School is a thriving one-form entry primary school in the Forest of Dean in south-west Gloucestershire. We are looking to recruit a Headteacher who is keen to demonstrate their high-quality leadership skills in order to drive forward a programme of sustained educational improvement.

The new Ofsted inspection regime challenges all schools to consider how to provide the best possible education for their pupils. At Woolaston, we see this as a golden opportunity to improve our school, so that it becomes one of the strongest primary schools in the Forest of Dean. As a Governing Body, we are proud that our school is firmly embedded in its community, but we are also ambitious in our aims to meet the changing needs of our children. Aspiration for our pupils and local community is at the heart of our vision and forms the core principle of our school motto to '*learn, achieve, celebrate together*'. Our new website – <https://www.woolastonprimary.co.uk/> – will give you a quick snapshot of our school.

The governors, leadership team and staff at Woolaston are already engaged in developing the next phase of our school's journey, but we recognise that focussed, insightful and inspiring leadership will be key to delivering success. The Headteacher role will give the right candidate the chance to shape our school's future and to change the course of our young people's lives for the better. Hard work will be required to achieve our aims, but everyone at Woolaston is ready to play their part. We are seeking to appoint an exceptional Headteacher who:

- will make a real and noticeable difference both to individual pupils and the wider school community.
- has excellent and proven leadership and management skills.
- is open and approachable, willing to share and delegate, listen and learn.
- has a breadth of experience in managing and supporting staff through change.
- is committed to identifying, developing and implementing strategies to achieve and maintain high standards of teaching and learning
- has wide-ranging, ambitious aspirations for the school.
- can evaluate and develop the curriculum in the light of children's needs and in line with local and national priorities.
- forms excellent partnerships with local schools, educationalists and the community to drive forward our improvement agenda.
- will model and maintain the ethos, values and aims of the school, in collaboration with staff, governors and children.

So, if you are looking for your next big project; if you have a vision of education that is inclusive and aspires to achieve the best for every child, and if you are ready to take our school to the next level, we want to hear from you.

Yours faithfully,

Richard Heys - Chair of Governors



## School Vision

Woolaston Primary School nurtures a culture of respect where everyone is valued. We support and develop the well-being of our school family. We enable children to be creative, independent and resilient learners. We aspire to be the best that we can be by learning, achieving and celebrating together.

## The Wider School

In September 2019, we welcomed 176 pupils into our school community and currently have 174 on roll. We have seven classes, one per year group and our students feed mainly into Wyedean Secondary School or the Dean Academy.

In our latest performance results for 2018-19 our pupils have demonstrated clear strengths across the school:

- 81% of Early Years pupils are reaching a 'good' level at Woolaston. This compares to 69% across Gloucestershire and 72% nationally.
- At the end of Year 1, 96% of our children passed the phonics 'screening check'. This compares to 81% across Gloucestershire and 82% nationally.
- At the end of Key Stage 1 our pupils out-perform the Gloucestershire and England averages in terms of reaching the expected level in reading, writing and maths.
- At Key Stage 2, 66% of our pupils met the age-related expectation in all three of reading, writing and maths, compared to 65% nationally.

Woolaston Primary School has achieved the Gold Award Games Mark for PE in recognition of the range of sporting opportunities on offer to pupils. The school enters local competitions and often performs well for its size. However, it is not just sport where we excel. We also have a strong gardening club which regularly attends Monmouth Show; the club won first prize in 2019, after a string of runner-up places in preceding years. Ofsted recently noted how *'pupils attending the gardening club have enhanced the school environment impressively and won national competitions.'*

One of the schools most notable strengths is its arts provision. We have a dedicated arts teacher who encourages children to produce work of the highest quality. For example, one of our Year 5 pupils, Jacob Jones, had his drawing 'Lost in a Crowd' displayed in the Royal Academy of Arts 2019 Summer Exhibition for children. His artwork was one of only 139 pieces chosen out of over 6,200 pieces that were submitted.

Our children are also active in supporting local charities. In May 2019 we raised, for example, £170 for the MPS charity.





## Thoughts from our Pupils

We asked our pupils which characteristics they value in a Headteacher. They hope we appoint someone who:

- is kind, caring and respectful to the children, staff and families.
- is prepared to improvise in difficult situations.
- makes sure that everyone is happy and safe in school so that they can achieve their best.
- sorts out problems, no matter how big or small they are.
- is firm but fair.
- is a good communicator who listens to the children and staff.
- looks after the school buildings and equipment.
- who gets to know us by spending time with each class each week, or whenever they can.

## Life in the Forest of Dean

The Forest of Dean is one of the most beautiful parts of the UK. Situated between the Rivers Wye and Severn, the Forest sits alongside the Welsh border and is home to many natural and historic sites of importance. Whether you want to explore the forest with your dog or on your bike, hike the Offa's Dyke path, experience the Severn bore, get to know our industrial and mining heritage, or visit the vibrant local cities of Bristol, Cardiff and Gloucester, the Forest of Dean has something for everyone. If you know the area, you will already be familiar with its special character; if you are thinking of moving to the area, be assured that you and your family won't regret it.



The Forest offers attractive property options for those who are considering a move to the area. The average price for a property in the Forest of Dean stood at £253,797 in December 2019<sup>1</sup>, having grown at 8.0%p.a. up to May 2019. Since the removal of the tolls from the Severn Bridges, it is easier than ever to reach Bristol and the M4/M5 motorways. The A48 provides access north to Gloucester; Newport and the vibrant capital city of Cardiff are also easily accessible via the A48/M48 to the south.

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<sup>1</sup> <https://www.zoopla.co.uk/house-prices/forest-of-dean/>



## Structures Around Our School

Woolaston Primary School is actively supported by Gloucestershire County Council. It also has close relationships with a number of neighbouring schools, either through the West Gloucestershire Schools Partnership or through specific links with Heads and other experts working in the local area. Alongside these external arrangements, the school has an experienced governor body which is strongly committed to delivering a long-term improvement strategy for the school. The staff team is a good balance of more experienced and younger teachers, supported by experienced teaching assistants.

## Application Details

Closing date: **Friday 31st January 2020 at 12.00 noon.**

**Please complete the attached application form plus include:**

- A covering letter, maximum 2,400 words, that provides evidence of how you meet the requirements of the person specification. Please lay this out under the six headline requirements in the person specification.

Formal applications must be submitted electronically to Wendy Gallagher at Governor Services, Gloucestershire, County Council. Email: [governor.services@gloucestershire.gov.uk](mailto:governor.services@gloucestershire.gov.uk)

Late applications will not be accepted. Incomplete applications may not be accepted or may be marked down accordingly. Spelling, punctuation and grammar are expected to be exemplary.

All information in this prospectus is correct at the time of publication.

All candidates will be sifted against how well they have demonstrated in their cover letter and application form that they have met the six headline requirements in the person specification. Unsuccessful candidates can receive brief written feedback if requested.

Candidates invited to interview will be informed of the format of the interview stage at this point.

Interviews will take place on Wednesday 26th February. The successful candidate will be informed shortly after the completion of all interviews. Unsuccessful candidates will be able to request telephone feedback.

Potential candidates who wish to attend an informal visit to the school are asked to contact Amanda Breese (Office Manager) at [admin@woolaston.gloucs.sch.uk](mailto:admin@woolaston.gloucs.sch.uk) to arrange a convenient time. Potential candidates who wish to have a telephone discussion with the Chair of Governors concerning the role and the school are asked to contact Amanda Breese at [admin@woolaston.gloucs.sch.uk](mailto:admin@woolaston.gloucs.sch.uk) with three convenient times and contact telephone details.



## Headteacher Job Description

**REPORTING TO:** The Governing Body, working with them, the senior management team and other colleagues in relation to the key areas.

**MAIN PURPOSE:** To provide professional leadership for the school in order to secure its success and improvement, to ensure high-quality education for all its children and to raise standards of achievement.

### Job Content

#### Strategic purpose

The post-holder shall be responsible to the board of governors for the overall leadership and management of the school, leading governors and colleagues in the development of policy and strategic planning within a culture of continuous improvement. In particular, the Headteacher will be expected to establish rigorous academic and pastoral policies to ensure that children receive the highest standard of education, and that demanding and measurable targets and objectives are set for staff.

#### Core responsibilities

- Lead, manage and develop staff to ensure the highest possible standards of education through the promotion of effective teaching and learning; a balanced curriculum; the provision of excellent pastoral care and support for children, and a rich extra-curricular programme.
- Through the direct management of the school's leadership team, ensuring that effective responsibility is delegated through an appropriate management structure, and that the school complies with educational and other relevant legislation, including health and safety.
- Promote the aims and values of the school and ensure effective communication with all stakeholders.
- Play an active role in the Governing Body; providing regular reports to monitor and evaluate the performance of the school, contributing to the formulation of policies and procedures concerning all aspects of the school.
- Keep abreast of changes in government policy and wider educational practices and adapt the school's provision accordingly.
- Be accountable for the effectiveness, efficiency and quality outcomes of all aspects of the school, including financial and human resources, pupil behaviour and discipline, educational and support services, and marketing and communications.
- Support the busy and varied life of the school, attending its events and wider programme of activities.
- Ensure that child protection and the safeguarding of children are given high priority at all times.

#### Whole school organisation, strategy and development

- Lead the shaping of the school's future and, working through your leadership team, ensure that everyone is enabled to contribute effectively to its progress and development, and that all those involved in the school are committed and proactive in working to achieve its aims, objectives and targets.
- Lead by example, providing inspiring and purposeful leadership for the staff and children.
- Work in partnership with the Governing Body, staff, parents and Gloucestershire County Council to maintain and continue to develop the ethos and values which underpin the school.



- Create and implement a Development Plan that is underpinned by sound financial planning, which identifies priorities and targets to ensure that children achieve high standards and make progress; that teaching is increasingly effective, and that school improvement is secured.
- Ensure that the management, finances, organisation and administration of the school support its vision and aims.
- Ensure that the school's policies, practices and procedures are effectively implemented and take account of national, local and school data, including inspection reports, research findings and the outcomes of school self-evaluation.
- Determine and implement policies that promote:
  - good conduct and behaviour, self-discipline and regard for authority and the law and that provide clear guidance on exclusions and other disciplinary matters;
  - implementation of key statutory policies, including equal opportunities, anti-discrimination, special educational needs and disability, and to promote an understanding of the diversity of life in Britain and fundamental British values;
  - positive strategies and programmes for pupils to achieve against aspirational targets.
- Determine, organise and implement a policy for the personal, social and moral development of all children in the school.
- Monitor, evaluate and review the effects of the school's policies, priorities and targets, and take action if necessary.

### **Leading and managing teaching**

- Lead and manage effective teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of children.
- Monitor and evaluate teaching, learning and the standards of children's achievement and progress; set targets for improvement.
- Create and maintain an environment and a code of conduct to promote and secure good teaching, effective learning, high standards of achievement, sustained progress and respectful behaviour.
- Determine, organise, implement and monitor the curriculum and its assessment; ensure that they meet with statutory requirements, are relevant to the needs of all children, fulfil the Headteacher's duties under the 2011 Education Act and any subsequent revisions, in relation to the National Curriculum and Religious Education, and lead to improved educational provision.
- Develop effective links with the community, in order to extend the curriculum and enhance teaching and learning.
- Maintain effective partnerships with parents to support and improve children's achievement and personal development.
- Ensure that improvements in literacy, numeracy and science are priority targets for all children, including those with special educational needs.
- To participate, to such an extent as may be appropriate having regard to the Headteacher's other duties, in teaching children in the school.

### **Leading and managing staff**

- Lead the recruitment and selection of teaching and non-teaching staff, advising the Governing Body as appropriate.
- Lead, manage and develop the staff, including appraising and managing performance.



- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment. Ensure that professional duties are fulfilled, as specified in the School teachers' pay and conditions document.
- Promote harmonious working relationships within the school and secure the trust of teaching staff in order to build motivation and confidence.
- Implement and sustain effective systems for the management of staff performance, incorporating appraisal and target setting.
- Lead, co-ordinate and monitor the continuing professional development of staff, including the induction of newly qualified teachers, based on assessment of needs and in relation to the standards for qualified teacher status (QTS), the career entry profile and standards for induction.
- Arrange for a Deputy Headteacher, or other suitable person, to assume responsibility for the discharge of the Headteacher's function at any time when the Headteacher is absent from school.

### **Efficient and effective deployment of staff and resources**

- Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
- Organise and deploy resources within the school.
- Maintain relationships with organisations representing both teachers and support staff.
- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve children's achievements, ensure efficiency and secure value for money by setting appropriate priorities for expenditure, allocation of funds and effective administration and control by:
  - effective management of the school's budget;
  - rational allocation and monitoring of time, space and material resources;
  - ensuring effective and safe arrangements for the siting and storage of material and equipment.
- Ensure effective working relationships with external agencies and services contracted to the school, to the Governing Body and the LA.

### **Health, safety and discipline**

- Promote the safety and well-being of children and staff.
- Ensure good order and discipline amongst children, staff and visitors.
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum and health and safety regulations, making necessary arrangements for the security and effective supervision of the school buildings, their contents and the grounds.

### **Professional development**

- Promote the participation of staff in relevant continuing professional development.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.



### **Communication**

- Consult and communicate with the Governing Body, staff, children, parents and carers. Work with colleagues and other relevant professionals.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school, including relevant external agencies and bodies.

### **Accountability**

The Headteacher will account for the efficiency and effectiveness of the school to the community, and will:

- Develop an organisation in which all the staff recognise that they are accountable for the success of the school.
- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, the LA, the local community, OFSTED and others, to enable them to play their part effectively.
- Ensure that parents/carers are well informed about curriculum, attainment and progress at the school and about the contribution they can make in supporting their child's learning and in achieving the school's targets for improvement.
- Maintain such records for the school as are appropriate to demonstrate progress.
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- Carry out any such duties as may be reasonably required by the Governing Body.



## Person Specification

<b>Professional Qualifications &amp; Experience</b>	<b>Essential/ Desirable</b>
Qualified Teacher Status.	<b>E</b>
Educated to Degree Level or Equivalent.	<b>E</b>
Evidence of a continued commitment to further professional development, such as NPQH or relevant further degree.	<b>E</b>
Previous experience in a Senior Management position.	<b>E</b>
Primary school teaching experience, with a proven record as an excellent teacher.	<b>E</b>
Experience of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children.	<b>E</b>
Demonstrable commitment to enabling a learning culture where children become effective, enthusiastic, independent learners.	<b>E</b>
Can evidence creative thinking as both a leader and a practitioner.	<b>E</b>
Experience of more than one school and key stage.	<b>D</b>
<b>Strengthening Community</b>	<b>Essential/ Desirable</b>
Commitment to working in partnership with parents and carers.	<b>E</b>
Ability to apply positive strategies to prevent and challenge racial and other discrimination and harassment.	<b>E</b>
Ability to create and utilise opportunities for the school to benefit from collaborating with other schools, businesses, and other organisations.	<b>D</b>
<b>National Standards of Excellence for Headteachers: Qualities and Values</b>	<b>Essential/ Desirable</b>
Hold and articulate clear values and moral purpose, focused on providing a world-class education for the children.	<b>E</b>
Lead by example – with integrity, creativity, resilience, ambition, enthusiasm and clarity – drawing on your own scholarship, expertise and skills, and those around you.	<b>E</b>
Demonstrate optimistic personal behaviour, positive relationships and attitudes towards children and staff, and towards parents, governors and members of the local community	<b>D</b>
Communicate compellingly the school's vision and drive the strategic leadership, empowering all children and staff to excel.	<b>E</b>
<b>National Standards of Excellence for Headteachers: Children and Staff</b>	<b>Essential/ Desirable</b>
Demand ambitious standards for all children, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on children's outcomes.	<b>E</b>
Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and children's well-being.	<b>E</b>
Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	<b>D</b>
Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	<b>E</b>
Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard.	<b>E</b>
Hold all staff to account for their professional conduct and practice.	<b>E</b>



<b>National Standards of Excellence for Headteachers: Systems and Process</b>	<b>Essential/ Desirable</b>
Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	<b>E</b>
Provide a safe, calm and well-ordered environment for all children and staff, focused on safeguarding children and developing exemplary behaviour in and out of school.	<b>E</b>
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.	<b>E</b>
Welcome strong governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular setting school strategy and holding the Headteacher to account for pupil, staff and financial performance.	<b>E</b>
Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of children's achievements and the school's sustainability.	<b>E</b>
Distribute leadership throughout the organisation, forging teams of colleagues with distinct roles and responsibilities, and who hold each other to account.	<b>E</b>

<b>National Standards of Excellence for Headteachers: The Self-Improving School System</b>	<b>Essential/ Desirable</b>
Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all children.	<b>E</b>
Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all children.	<b>E</b>
Shape the current and future quality of teaching through high quality training and sustained professional development for all staff.	<b>E</b>
Model entrepreneurial and innovative approaches to school improvement, leadership and governance, observing necessary internal and external accountability.	<b>E</b>
Inspire and influence others - within and beyond schools - in the fundamental importance of education in young people's lives, and promote the value of education.	<b>E</b>
Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.	<b>D</b>