



‘Our pupils are our priority. Our community is built on trust, faith and mutual respect.

Pupils get one chance. It is up to us to help them to make it count!’

Working with Berlesduna Academy Trust





Timeline

for

St Mary's Headteacher Recruitment Process

Wednesday 15th January 2020
Headteacher Post Advertised

Monday 24th February 2020 (12 noon)
Closing Date for Applications

Thursday 27th February 2020 (PM)
Shortlisting of Candidates to Take Place

Thursday 5th March 2020
Interviews to Take Place



Welcome from the Chief Executive Officer

I would like to take this opportunity to welcome you to The Berlesduna Academy Trust.

The Trust currently consists of Seven schools: Merrylands Primary School and Nursery, The Willows Primary School and Nursery, Whitmore Primary School and Nursery, Crays Hill Primary School, Felmore Primary School, Fairhouse Primary School and Cherry Tree Primary School.

The vision of The Berlesduna Multi Academy Trust is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils. With an absolute focus on this core purpose coupled with hard work and determination, this vision is achievable for all Berlesduna Trust children. This in turn will deliver what I think most parents want; happy self-motivated children who leave school with plenty of life choices available to them and who are well-equipped to play a leading role in modern society.

The Berlesduna Trust has a bright and challenging future ahead, with opportunities, that when seized, will be vast. It is my firm belief that, if we continue with the core principles, focus on the things that matter most and work together, great things will be achieved.

Mr Sean Tobin



Thank you for your interest in the post of Headteacher at St Mary's Primary School.

The Directors are seeking an inspirational, dynamic and dedicated school leader to drive the school forward to achieve at least 'Good' at the next Ofsted.

The school has a wonderful learning environment for all pupils to learn and achieve. We are well resourced both in and outside of the classrooms. All our children are special to us, we motivate them to learn and we have a wonderful school team who are highly skilled and supportive. We can offer high-quality and tailored opportunities for your continued professional development and have good support and networking links across the Trust and with local primary and secondary schools.

Berlesduna Trust has a proven track record in delivering school improvement and supporting new headteachers. Directors are fully supportive and determined to ensure that St Mary's continues to improve to be the best for both pupils and staff and an inspiration to the whole local community. Therefore, a leader is required that can communicate and deliver these aims and future results to all pupils, staff, parents and the community as a whole, including our partners in Berlesduna and other key organisations in Essex.

This is an exciting opportunity for you to be part of our future development. Please arrange a visit to see the school and experience the excellent educational environment.

**Eileen Patching
Chair of Trustees**



Welcome

As a school we have high expectations and set challenging tasks to enhance children's learning. We strive to encourage children to engage in their learning and show curiosity and enthusiasm. These expectations are supported by the whole school community and through the learning environment.

We also believe that communities build schools and we aim to work together with the school community to constantly improve the school and the education that we provide for pupils, whatever level we reach. Our aim is to provide children with a love of learning, social competence and the best possible tools to succeed personally, academically, spiritually, morally and socially in a fast paced, ever changing and technological 21st Century world.

Our school also works closely with Canewdon Endowed CofE (VC) Primary School and St. Nicholas CofE (VC) Primary School and we are looking forward to develop close relationships with the Berlesduna Trust schools based in Basildon.

We are proud to be a Church of England Primary School and we have worked hard to develop the Christian ethos of our school. As a community, we work together for the good of all of our learners. The caring, Christian ethos of the school is firmly based on our core values which remind us all that we must consistently strive to achieve and exceed our potential.

This is the beginning of a new and exciting phase in the history of the school. We are looking to expand our age range to have Nursery provision and are working with Essex Local Authority to have an 8 place SEMH provision in the school. We are also the first school in the new hub for the Berlesduna Trust and would hope to take a lead role in its development and growth.



Our Vision

Our vision is to provide children with a love of learning, social competence and the best possible tools to succeed personally, academically, spiritually, morally and socially in a fast paced, ever changing and technological 21st Century world.

We are proud to be a Church of England, Voluntary Aided Primary School and we have worked hard to embed our vision into the Christian ethos of our school.

*"I will instruct you and teach you in the way you should go;
I will counsel you with my loving eye on you." Psalm 32.8*

As a community, we work together for the good of all of our learners. The caring, Christian ethos of the school is firmly based on our core values which remind us all that we must consistently strive to achieve and exceed our potential.

Working with the Berlesduna Academy Trust





Woodham Ferrers is a small village about 7.5 miles (12 km) southeast of Chelmsford, located between South Woodham Ferrers and Bicknacre in the county of Essex, England.



The village is served by St. Mary's Primary School and St Mary's Church.

Originally a hermitage during the reign of Henry II the name Woodham was adopted in 1175 when it became a priory, including 60 acres (240,000 m²) of forest stretching towards Danbury.

There is a residence in the village that was once owned by the Bishop of York and was attacked during the Peasants' Revolt in 1381.

At the turn of the 16th century, the convent was used as a hospital until being returned to the church in 1540.





St Mary's Primary School Headteacher Job Description

As a school we have high expectations and set challenging tasks to enhance children's learning. We strive to encourage children to engage in their learning and show curiosity and enthusiasm. These expectations are supported by the whole school community and through the learning environment.

Our school community identified three core, Christian, values that we believe should underpin every aspect of our work, play and relationships. They are at the heart of everything we do and our commitment to providing the very best for the pupils in our care. These were reviewed (by representatives of our school community) in 2017 and it was agreed that they were still relevant to our aspiration for excellence.

Our Core Values are:

Respect: Every member of our school community aims to demonstrate politeness, honour and care towards others, ourselves, the environment and our world.

Responsibility: Every member of our community aims to demonstrate good judgement and the ability to act correctly and make decisions on our own. We try to understand and demonstrate our understanding of the fact that actions have consequences.

Integrity: Every member of our school community aims to consistently demonstrate honesty and tries hard to do what is morally right. We tell the truth, own up to our mistakes and we know the importance of giving praise and receiving praise.

We are working with the Berlesduna Academy Trust whose vision is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background.

Core Purpose

The headteacher will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the Trust and the instrument and articles of governance of the school.

The headteacher, working with the Directors, governing body, senior leadership team and school staff, will provide overall strategic leadership for the school. The headteacher will:

- lead, develop and support the direction, vision, values and priorities of the school
- develop, implement and evaluate the school's policies, practices and procedures
- lead and manage teaching and learning throughout the school
- ensure accurate school self-evaluation to inform school improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school

The job description should be read in conjunction with the contractual requirements and responsibilities of headteachers set out in the School Teachers' Pay and Conditions Document.

Principle accountabilities:

Safeguarding

Take responsibility as the designated professional lead for Safeguarding
The DSL's main areas of responsibility are set out on pages 59 to 61 and 15 to 16 of Keeping Children Safe in Education.

Managing referrals

The DSL should refer cases of suspected abuse to the local authority (LA) children's social care team as required, and to:

The Channel programme where there is a radicalisation concern

The Disclosure and Barring Service (DBS), in cases where a person is dismissed or leaves due to risk or harm to a child

The police, in cases where a crime may have been committed

The DSL should also support staff who make referrals.

Work with others

The DSL is expected to liaise with:

- The headteacher – to inform them of issues, especially enquiries under section 47 of the Children Act 1989 and police investigations
- The 'case manager' and the designated officers at the LA – for all child protection concerns involving a staff member
- Staff – on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies, and act as a source of support, advice and expertise for staff

The DSL and any deputies should liaise with the LA and work with other agencies in line with statutory multi-agency safeguarding guidance, *Working Together to Safeguard Children*.

Raising awareness

The DSL should ensure that the school's policies are known and used appropriately. This will involve:

- Working with the governing board to ensure the child protection policy is reviewed annually, and that safeguarding procedures are updated and reviewed regularly
- Ensuring that the child protection policy is publicly available and parents are aware that referrals about suspected abuse or neglect may be made, and the role of the school or college in this
- Communicating with the local safeguarding children's board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding

Child protection file

The DSL has a responsibility to ensure that where a pupil leaves the school or college, their child protection file is transferred to the new school or college as soon as possible. This should be securely transferred separately from the main file and confirmation of receipt should be obtained.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.

2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.

3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. 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.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. 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.

Systems and Process

1. 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.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. 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.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with the governing body, staff, pupils, parents and carers.
9. Lead and manage / be responsible for safeguarding and promoting the welfare of children.

The self-improving school system

1. Create outward-facing schools which collaborate with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. 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.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.



Person Specification for the role

Education, Training and Qualifications	Essential	Desirable
Qualified teacher status	•	
Educational management training or qualification (NPQH or working towards NPQH)		•
Demonstrable commitment to continuing professional and personal development	•	
Experience		
Successful experience of leadership in at least one primary school	•	
Experience of successful teaching within the whole primary age range	•	
Experience of teaching in more than one school		•
Experience of a range of responsibilities covering different aspects of school life which have had demonstrable outcomes for children	•	
Experience of successfully leading and managing whole school change initiatives	•	
Successful experience of raising achievement	•	
Successful experience of monitoring and evaluating teaching and learning	•	
Successful experience of developing relationships with professional partners outside the school, and relationships within the wider community	•	
Experience of managing budgets successfully	•	
Experience of working within an academy		•
Experience of working in a collegiate manner with senior leaders from other schools		•
Experience of managing a large and diverse range of staff	•	
Knowledge		
Understanding of the environment within which the school operates at both national and local level	•	
Knowledge of relevant statutory requirements relating to schools	•	
Sound up to date knowledge of developments in education, teaching and learning and best practise	•	
Understanding how high-quality performance management for all staff is linked to school improvement	•	

Up to date knowledge and experience of safeguarding requirements and an ability to put this into practice	•	
Understanding the differences between an academy and a maintained school	•	
Understanding of equal opportunities and able to put this into practise including the need to prepare pupils for life in a multicultural society	•	
Knowledge of the principles of financial management in schools	•	
Basic knowledge of health and safety and employment law		•
Knowledge of the latest research and approaches for working with SEND children.	•	
Knowledge and experience of recruiting staff, dealing with staff absence and performance management of staff.	•	
Competencies		
To think strategically and develop a vision for the school	•	
To think creatively and imaginatively to identify opportunities	•	
To set, monitor and evaluate targets	•	
To think analytically, making informed use of inspection, benchmarking and research findings	•	
To investigate problems, evaluate options, identify solutions, make and implement plans and monitor outcomes	•	
To provide a sense of community in school where each individual is valued and respected	•	
To develop and promote a positive image of the school	•	
To use resources cost-effectively and apply the principles of best value	•	
To work effectively within policies and procedures	•	
To make sound decisions, often under pressure and to tight deadlines	•	
High standard of written communication skills	•	
To use numerical and financial data confidently	•	
To communicate sensitively, clearly and persuasively with people at all levels	•	
To manage and motivate individuals and teams to achieve high standards of performance	•	
To manage conflict effectively	•	
To develop and maintain collaborative relationships with a wide range of agencies, individuals and other local schools	•	
Other Requirements		
Satisfactory Enhanced Disclosure and Barring Service check	•	
Satisfactory references	•	