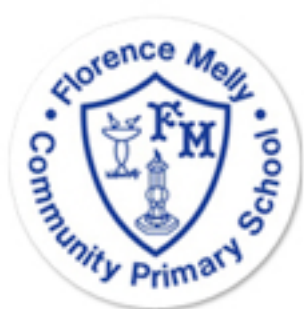




FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

Headteacher's Application Pack

SPRING TERM 2020



Thank you for your interest in the post of Headteacher at Florence Melly Primary School.

Applications are welcome from candidates who would like to lead our 2 form entry, inclusive Primary School located in the Walton area of Liverpool and serving predominantly the communities of Walton, Norris Green, Anfield and Clubmoor. The vacancy arises as a result of the retirement of the current Headteacher, Ken Heaton.

The Governors seek to appoint a dynamic leader who will help our school to build upon the 'outstanding' Ofsted judgement we received in July 2019 and to continue to be successful in all areas including pupil progress, curriculum development and make Florence Melly an exciting place to work and learn. Our school also seeks a leader who will build upon our school's principles, embodied in our school aims of DREAMS - Determination, Resilience, Empowerment, Appreciation, Motivation and Safety.

We are proud of our staff and pupils and that we are at the forefront of many local and national initiatives. We aim to continue to be innovative, outward looking, with our pupils continuing to make excellent progress and achieve well whilst enjoying a culturally rich curriculum, accessing opportunities via school, often for the first time.

Visits to the school are warmly welcomed and can be arranged with Mrs Irene Kane by telephoning the school on 0151 226 1929.

The closing date for applications is midday on Tuesday 25th February. Shortlisting takes place on Friday 28th February with interviews currently scheduled on Monday & Tuesday 30th & 31st March.

We look forward to hearing from you.

Yours Faithfully

Janet Matthews

Janet Matthews
Chair of Governors





ABOUT US

Our school is situated in Walton in the North of Liverpool. We were founded in 1927 by Florence Elizabeth Melly who dedicated her life to serving education in Liverpool.

At Florence Melly Community Primary, we are committed to providing inspirational and innovative teaching and the highest quality learning experiences for all our pupils. We aim to create an environment which promotes curiosity, a love and thirst for learning and empower our children to become independent, lifelong learners. Our children are the 'jewels in our crown' and we ensure every child is valued, challenged and encouraged to achieve their full potential.

Our aim is to equip our children with not the minimum statutory requirements of the curriculum but to prepare them for their role as active, responsible citizens. Our wide range of additional learning opportunities provide the opportunity for our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We offer a rich curriculum, a curriculum which is based around our six core values embodied in DREAMS. These sit at the very heart of everything we do at Florence Melly and help prepare pupils at our school for the opportunities, responsibilities and experiences of later life.

Our School Development priorities are detailed below



LEADERSHIP & MANAGEMENT

To provide strong and inspirational leadership & management in so doing:

- Ensuring the organisational structure remains 'fit for purpose'
- Creating leadership capacity at all levels throughout the school
- Managing the school's finances effectively, especially the PFI contract

MAINTAINING HIGH EXPECTATIONS

Whilst recognising and understanding the barriers to learning faced by many of our pupils we must maintain the highest expectations relating to:

- Behaviour & Attitudes to Learning
- Attendance
- Our DREAMS values
- Mental health of the entire school community

OUTCOMES FOR CHILDREN

Whilst our school is deservedly recognised as Outstanding, we must maintain a sharp focus on the quality of education including:

- The provision of high quality teaching and learning opportunities
- Developing our pupil's academic, social and cultural capital
- The best possible start at EYFS

Provisional Key Stage 2 (end of primary school) results 2018/19:

Average Progress Scores:

Reading progress score (confidence interval in brackets): **0.19** (-1.5 to 1.8)

Writing progress score (confidence interval in brackets): **-0.82** (-2.3 to 0.7)

Mathematics progress score (confidence interval in brackets): **0.08** (-1.4 to 1.5)

Average scaled score per pupil

Average scaled score in reading – **105.1**

Average scaled score in maths – **106.1**

Average scaled score in EGPS – **104.9**

Individual subjects – Attainment at KS2

Reading: % of ALL PUPILS achieving expected standard – **79%**

Reading: % of ALL PUPILS achieving a high standard – **26%**

Writing: % of ALL PUPILS achieving expected standard – **78%**

Writing: % of ALL PUPILS working at greater depth within expected standard – **19%**

Maths % of ALL PUPILS achieving expected standard – **76%**

Maths: % of ALL PUPILS achieving a high standard – **36%**

EGPS: % of pupils achieving expected standard – **72%**

EGPS: % of pupils achieving a high standard – **31%**

Reading, Writing and Mathematics Combined – Attainment

RWM: % of ALL PUPILS achieving the expected standard – **66%**

RWM: % of ALL PUPILS achieving a high score – **7%**

Person Specification

Position	Headteacher
Pay Range	L18-24
Responsible to	School Governing Body & Local Authority

Qualifications & Training	<ul style="list-style-type: none"> - Educated to Degree Level - UK Qualified Teacher Status
Experience	<ul style="list-style-type: none"> - Substantial and proven successful primary teaching experience - A track record of substantial and successful leadership and management experience at a senior level - Experience of monitoring and evaluating performance and practice - Experience of coaching, guiding and mentoring individuals and teams - Experience of innovation and leadership and management of organisational change/improvement - Experience of developing a culture of Safeguarding within a school - Experience at more than one relevant Key Stage - Experience of managing a budget
Professional Knowledge	<ul style="list-style-type: none"> - The ability to communicate a clear vision for the School and how it will develop over the next five years. - The ability to build effective relationships with a wide variety of people – staff, learners, senior leaders, governors, local residents and other stakeholders - Excellent critical thinking, problem solving, negotiating and decision making skills - The ability to create and implement a strategic school improvement plan, based on effective self-review which identifies priorities and targets, ensuring that all students are included, achieve high standards, and make progress - The ability to motivate and enable all staff to carry out their respective roles to the highest standard through performance management and continuing professional development - The ability to ensure that parents and pupils are well-informed about the curriculum and attainment and progress, and about the contribution they can make to achieving - The ability to prioritise, evaluate and manage financial and human resources
Professional Skills	<ul style="list-style-type: none"> - Extensive knowledge and experience of primary education - A sound understanding of how children learn, how teachers can best teach, and how to raise standards through careful monitoring and target setting - An understanding of strategies for increasing teachers' effectiveness, and securing school improvement - Knowledge of the statutory frameworks and good practice for curriculum delivery and assessment - High expectations of pupil behaviour and the effective use of behaviour management strategies - Knowledge and understanding of safeguarding best practice
Philosophy & Commitment	<ul style="list-style-type: none"> - High expectations and an ambition for excellence - A commitment to pupil development and the development of inclusive practice for all members of the school community - A willingness to make him/herself approachable to all members of the school community, and listen to their opinions and ideas - A commitment to continuous professional development for self and other staff - A commitment to ensuring that the views and concerns of local residents are listened to
Personal Qualities	<ul style="list-style-type: none"> - Ability to relate to people at all levels - Good judgement, Self-motivating & enthusiastic, Resilient - Ability to set targets, meet deadlines and work under pressure - The strength to challenge under achievement - Caring and understanding approach - Present a good role model for pupils and staff

All aspects of this Person Specification will be tested via the Application Form, throughout the interview process and references.

Job Description

Strategic Direction	<ul style="list-style-type: none"> - Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively - 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 - Ensure that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and maintain a record of self-evaluation and areas for improvement - Seek new opportunities to generate income where appropriate - Consult with LA and DfE representatives as appropriate and ensure compliance with all applicable LA and DfE policies, in consultation with governors and staff - Work in partnership with a school improvement partner as part of the self-evaluation cycle and for continuous improvement
Teaching & Learning	<ul style="list-style-type: none"> - Demand ambitious standards for all our pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff - Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, - Continually develop all staff members in the performance of their work to build the school's capacity for sustained improvement and manage underperformance effectively - Maintain a rigorous and robust system of assessment where pupil performance information is used regularly and effectively to inform planning and improve outcomes - Demonstrate effective implementation of the school's behaviour management policy - Ensure our school is outward-facing and works with other schools and organisations to champion best practice and secure excellent achievements for all pupils - Seek out and harness the findings of well evidenced research to implement new approaches in the pursuit of achieving excellence
Leadership & Management	<ul style="list-style-type: none"> - Lead by example, maintain high morale and set an example of professional standards and leadership - Foster an environment where staff and volunteers raise concerns about poor or unsafe practice - Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other - Hold all staff to account for their professional conduct and practice - Identify and develop emerging talents and establish a climate where excellence is the standard - Present an accurate account of the school's performance to governors, the LA, Ofsted, DfE and others to enable them to play their part effectively in raising standards and outcomes - Closely monitor budget, present half termly statements to the Governing Body and take appropriate action relating to actual or anticipated overspend
Effective deployment of resources	<ul style="list-style-type: none"> - Optimise the deployment and development of staff to improve the quality of education and raise standards for all pupils - Lead the recruitment and selection of the highest quality teaching and support staff who are able and willing to contribute to the ethos of the school - Determine appropriate priorities for expenditure, allocation of funds and effective administration and control - Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, the pupils and health and safety regulations and take responsibility for managing the PFI contract - Demonstrate good management with external agencies and services contracted to the school, to the governing body and the LA
Mental Health, Safeguarding & Pastoral	<ul style="list-style-type: none"> - Provide a safe environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society - Develop an ethos in which all individuals feel valued and where personal endeavour and responsibility are encouraged and embedded within the school and wider community - Maintain an environment where all members of the school community actively demonstrate their care and concern for everyone paying particular attention to vulnerable learners and hard to reach families - Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting children's learning and achieving the school's targets for improvement - Work with parents and carers to ensure children have access to extended services and extra-curricular opportunities - Consider and respond to feedback sought from pupils, parents and the wider community

Contact

To request an application form, arrange a school visit or for any other enquiries regarding this position, please contact Irene Kane on:

0151 226 1929

i.kane@fmp.liverpool.sch.uk