



Fieldhead Carr Primary School

Headteacher Recruitment Pack

March 2019

Naburn Approach
Whinmoor
Leeds
West Yorkshire
LS14 2EG

Telephone: 0113 2930226

Introductions

Dear Applicant

On behalf of the Governing Body I would like to say thank you very much for showing an interest in the position of Headteacher at Fieldhead Carr Primary School.

The school is in East Leeds; close to where development for the East Leeds Extension is taking place. The school has been through an exciting expansion recently taking the school to have the capacity to be 2 form entry over the next few years.

As a Governing Body we want the best for the pupils at this early stage of their education and life. We are looking for an individual who will work in partnership with the Governing Body and strive to make the school an outstanding one. We are a “Good” school, as rated in the last three Ofsted inspections, the latest one being in November 2018. In this pack you will find links to our OFSTED data dashboard and last inspection report.

We require a Headteacher who will motivate and inspire our strong management team; talented staff and children. Our successful applicant will be able to effect change in a supportive way.

We are looking for someone who can demonstrate the ability to work well as a team member and promote joined up working across the school; can become fully engaged in the school community being both approachable and nurturing to staff, families and children. This is particularly important as the school develops its relationships with parents and external agencies. We recognise that the role is not solely inward facing and Education is facing many challenges in the years ahead. In this time of change our new Headteacher needs to be able to look beyond the school and work closely with our alliance partners and the within the wider education landscape

Thank you for asking for this information pack. I hope that it gives you both a flavour of the school and helps you understand the sort of person that we are looking to appoint. If you think you have what it takes to be our Headteacher, then please do not hesitate to return your application form. The assessment days will take place on 15th and 16th April 2019; further information will be provided if you are shortlisted for the position.

I look forward to hearing from you and wish you good luck with your application. The Interim headteacher and the deputy headteacher would welcome visits to the school or are available to talk on the phone should you require further information.

Tammy Best
Acting Chair of Governors
On behalf of the Governing Body

Introductions

Letter from the current Acting Head Teacher

Dear prospective candidate,

Fieldhead Carr is a vibrant and exciting place for children to learn and staff to work, with state of the art facilities and a special character which touches you from the moment you enter the building. I joined the school in January 2018 as Interim Headteacher to work alongside the newly appointed deputy.

I have been fortunate to be part of the school, even if only a short period of time and quickly been welcomed by staff, governors, parents and children. During this period I have worked alongside a deeply committed deputy headteacher and professional team always seeking excellence and securing their own part of this.

The recent successful Ofsted inspection identified many characteristics which make the school a 'good' school and provided the new deputy and myself with a sound basis for continuing to initiate long lasting improvements.

Working within such a rich community of learners at all levels means that we are all eager for clarity of direction which will take the school to the next level of development. This is a post which will give a successful candidate a strong sense of action and purpose.

There are issues to tackle, as indeed there are in any school, we have made a solid start to these and laid the foundation for the new leader to demonstrate their passion and vision for a school ready to launch into action.

Both inside and outside school the canvas is prepared and ready and waiting for your personal touch.

Tim Richards

Interim Headteacher

School Information

At present there are 257 children on roll. We have separate Foundation 1 and 2 classes. With Years 1 to 6 organised into 6 separate classes. At our most recent inspection, a team of two inspectors described our school as having good overall effectiveness,

“Senior leaders and governors are ambitious for the school. They have established a culture that is firmly focused on pupils’ achievement and welfare. Staff and pupils are proud of their school’s motto, ‘Love to Learn’, and they recognise that, together, everyone still has new things to learn.” (Ofsted Nov 2018)

Full report – see link below

Standards have improved in the last few years and consistently good teaching has meant that children achieve well despite the starting points of many children being below average. We are now ready to reflect carefully on the way we collect, analyse and respond to the data we collect.

Our EYFS is very strong. We believe that children up to the age of 7 benefit from learning through play and our provision is regularly praised by the numerous visitors who visit us to learn from our practice there. We have developed effective leaders through school who are keen to drive through further improvements to the curriculum and standards across the whole school as we continue to grow. We are proud that all our teaching is good or outstanding. We have good links with ITT training and have ‘grown our own’ NQT’s through the ‘Educate’ scheme, endorsing our commitment to develop our own talent.

Whilst we are proud of our achievements, what is most important to us as a school is that we are driven by our values, where every member of our school community is enabled to succeed in a nurturing atmosphere of mutual respect.

“The special educational needs coordinator ensures that effective tailored programmes of support are in place to meet the individual needs of pupils with SEND. Pupils make good progress from their different starting points.” (Ofsted 2018)





About our school

Creative Curriculum

At Fieldhead Carr School we have developed a creative approach to our curriculum. Our Creative Curriculum is organised through a topic based approach which incorporates the requirements as set out in the National Curriculum and the EYFS.

Through the Creative Curriculum we aim to:

- Provide a broad and balanced curriculum
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles
- Embed key skills in order to prepare children for real-life and everyday situations
- Provide opportunities to apply knowledge and learning in practical ways
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- We aim to make links with class topics into core subjects as well as foundation subjects

See our website for detailed plans.



About our school

Pupil Groups

As we feel that it is important that the children are involved in decision making, we have a School Council which is made up of pupil representatives. The council have fortnightly breakfast meetings, playing an important role as a voice for the children.

We also have a number of other pupil groups, playing vital roles in our school life:

- **FAB (Fieldhead Against Bullying) friends.** These children contribute greatly to the feeling of safety that our pupils enjoy. They are led by our Pastoral Leader. Two of our FAB friends have achieved the Diana award for their outstanding commitment to challenge bullying.
- **Digital Leaders.** These are led by our Computing leader who happily refers to herself as a computer 'geek'. They are children with excellent computing skills and behaviour. They lead daily computer sessions at lunchtimes.
- **Lunch ambassadors.** This group of children are currently being trained to contribute to our push for healthy foods at lunch and break times.



About our school

New Behaviour Policy

We are currently putting our new school behaviour policy into place, this focuses on celebrating children's successes and recognising the effort of everyone in school.



About our school

Communication, Support and Relationships

We know that when we work together with parents it will always benefit the child, both socially and academically.

These are some of the 'tools' we use:

- School website and twitter
- Pastoral Leader available at all times
- Staff available at the end of each day to talk
- An informative school website
- Class Blogs
- Parents Association including a facebook page
- Head Teacher Newsletters
- School newsletters
- Class curriculum newsletters
- Reading Records
- Target setting day and parents evening
- Parent questionnaires
- Prospectus
- Email, jotter and text service



About our school

Extra-curricular activities

We provide a broad and balanced curriculum for all of our pupils. In November 2018 Ofsted commented, *'Leaders offer a rich curriculum that engages pupils' interests and inspires them to learn'* and the curriculum gives due weight to progression across a range of subjects, so that as well as English and Mathematics, pupils study subjects such as Science, History and Art in depth. Educational visits enhance learning effectively.

We currently use part of our PE funding to employ external sports coaches. We also run varied lunch time and after school activities, this is under review as we reflect on the most effective way to deploy this resource and match our provision to need.

As well as sport activities we also have clubs for choir, home learning and dance. We are committed to the future of our children and to inspire them to be lifelong learners. To realise this commitment we dedicate a half day each week within the school day to our University for Children. This gives all our children, even those whose parents may not be able to bring them to after school clubs, access to different opportunities.

Our University for Children is run by class teachers and support staff. They are given only one instruction- to organise and run a course for a term on a subject that they love. The staff then 'pitch' their course to years 1 to 6 and the children apply for the activity that appeals to them most. The following are a small example of the courses: Ballet, Harry Potter, Art and Craft, Origami, Karate, Guitar, Yoga, Sewing, Knitting, Animation/Digital, Film and Book, Boxing, Rugby, Drama production culminating in a performance, and Cookery. During this session, every person both child and adult is involved in something that they particularly enjoy. The University is organised over 3 'semesters' with a graduation ceremony at the end of the school year.

STAFF AND THEIR RESPONSIBILITIES

<u>Headteacher</u>		
<u>Deputy Headteacher/ Inclusion Leader</u> SENDCo, Child Protection, Safeguarding Staff Management, Assessment, H&S, Teaching & Learning, Educational Visits, Performance Management, Curriculum leader, CPD, Pupil Premium, LAC, EAL, intervention	<u>Business Manager</u> Personnel, Recruitment, Finance, Administration Management, Estate Management, School Club finance, H&S, lettings, Safeguarding	<u>Pastoral Leader</u> Child protection, FAB Friends, Lunchtime Leader, EVOLVE, Safeguarding, Behaviour Management, Attendance. Transition, after school clubs, school council



<u>FS Leader</u>	<u>KS1 Leader</u>	<u>KS2 leader</u>
Attendance Manager, FS leadership team & Line Manager for Performance Management.	Interventions Manager, KS1 leader & Line Manager for Performance Management.	English Children's University, interventions Manager, KS2 leader & Line Manager for Performance Management.



<u>FS1</u>	<u>FS2</u>	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Year group and Subject leadership responsibilities								



<u>Superintendent</u>	<u>Admin Staff</u>	<u>School Club Management</u>
Site Security, H&S, cleaning, building maintenance, grounds	Dinner Money, Attendance Admin FOF treasurer	School club management (staff, provision, finance admin) Child Protection, H&S, Safeguarding, Educational Visits



About our school

Website and other data

This pack can only give you a snapshot about our school and we would encourage you to both visit our website for further information and to come and visit the school before you apply. Details of who to contact to arrange this are on our advert.

In addition you might want to look at our OFSTED report from November 2018

<https://reports.ofsted.gov.uk/provider/21/107945>



Our New Head Teacher

What we are looking for in our new Head Teacher

A school leader who:

- Will promote our aims, shared values and ethos
- Will further develop our curriculum and assessment process
- Can enhance our changing school with a fresh dynamic vision
- Can use data effectively to drive up standards and make improvements
- Will embrace the possible expansion of the school and manage the building site work
- Will embed new initiatives into the pedagogy of the school
- Is able to effect change in a supportive way
- Has a good knowledge of effective pedagogy, and how this works across the school.
- Can work well as a team member and promote joined up working across the school
- Is able to look beyond the school – working with local alliances and within the wider education landscape
- Is approachable and nurturing to children, families, staff
- Will become fully engaged in the school community
- Has the ambition to strive to make Fieldhead Carr an outstanding school
- Will work well in partnership with the Governing Body.

What the children are looking for in our new Head Teacher

This is a representation of all the children's views, through the school council, in age order from Year 1 to Year 6:

"Kind and helpful, help all of us."

"Someone who won't shout at people"

"We want the Head Teacher to be in some of our lessons"

"Someone who will stay at our school for a long time"

"We want more assemblies"

"Someone who is interested in our University for Children"

"Cheerful...funny...sensible...friendly"

"Comes into class a lot to say hello"

"Teaches our class every so often"

"Be sporty so we can learn sport from them"

"Be on the playground lots so we can get to know them"

"Someone who is interactive, we want them to come into class and do stuff with us and get to know us"

"Someone not too strict but not too soft, we want them to be fair with us"

"Someone who takes part in everything"

"Is happy and jolly and says hello to everyone"

"Is approachable...involved...respectful"



JOB DESCRIPTION

Headteacher

Location: Fieldhead Carr Primary School

Starting date: September 2019

Pay Range: L18-24

Main Purpose

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aim and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards.

Statutory requirements

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **Schools Teachers' Pay and Conditions** document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The appointment is also subject to other current educational and employment legislations and policies laid down by the Governing Body under their powers derived from statutory sources.

Duties and Responsibilities

Strategic Leadership

- Define vision and clear values for the school which can be understood, communicated and acted upon effectively.
- 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.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance.
- Develop an outward-facing school capable of collaborating in partnership with other schools and organisations to champion best practices and excellent outcomes for pupils.
- Lead by example – with integrity, creativity and clarity – to inspire and influence other stakeholders to believe in the fundamental importance of education and to promote the value of education.

Educational Excellence

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of ownership and accountability from staff for the impact their work has on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design.
- Challenge educational orthodoxies with relevant research and robust data analysis, to provide a world class education for the pupils.
- Shape the current and future quality of teaching profession through high quality training, systematic approach to monitoring and sustained professional development for all staff.
- Develop strong partnerships with parents and carers to support students' achievement and personal development.

Operational Management

- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Exercise strategic, fair and open deployment of budgets and resources, in the best interests of the pupils' achievements and the school's sustainability.
- 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.
- 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.

- Focus on clear succession planning by identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is standard.
- Ensure that the school's system, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- Project Manage Change within the school environment

Securing Accountability

- Welcome strong governance and actively support the governing board to understand its role and deliver internal and external accountability – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
- Present a coherent account of the school's performance in a form appropriate to the range of audiences, including governors, parents and the local community, Ofsted and other necessary stakeholders.
- Hold all staff accountable for their professional conduct and practice.
- Foster an autonomous culture that ensures policies and practice takes account of national and local policies and initiatives and comply with legal requirements.

Safeguarding

- 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.
- Ensure that the child protection and safeguarding policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Ensures that sufficient resources and time are allocated to enable staff to discharge their child protection and safeguarding related responsibilities effectively.

Signature of Chair of Governors:

Date

Signature of post holder:

Date



PERSON SPECIFICATION

Key:

App – Application Form

Ref – Reference

SP – Selection process.

This could include a range of assessment exercises, and a more formal interview.

Knowledge, Experience and Skills		
	Essential/ Desirable	How identified
<i>Strategic Leadership</i>		
Experience of leadership roles	E	App/SP
Ability to build effective relationships with staff, parents, governors and external stakeholders	E	App/SP
Implements the schools vision and values	E	App/SP
Prioritises learning outcomes in all strategic decision making	E	App/SP
Ability to make and implement difficult decisions	E	App/SP
Implements a strategic plan across the whole school, identifying priorities and evaluating the impact	E	App/SP
Works with and motivates teams and individuals to implement changes across the school	E	App/SP
Awareness of the Leeds City and nationwide educational improvement agenda and other statutory changes in Education	E	App/SP
Understanding of entrepreneurial and innovative approaches to influence and drive forward school improvement	D	App/SP
<i>Educational Excellence</i>		
Implementation of strategies which secure high standards of teaching and learning	E	App/SP
Experience of curriculum innovation and development that has resulted in raised standards	E	App/SP
In depth knowledge of the use of data to monitor pupil progress	E	App/SP
Effective use of assessment tools to monitor teaching and learning	E	App/SP
Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback	E	App/SP
Regularly reviews own practice and continually participates in quality CPD	E	App/SP
A proven ability to motivate, lead and interact with staff, pupils and parents/carers.	E	App/SP
<i>Operational Management</i>		
Recruits, develops, retains and manages a range of school staff	E	App/SP
Ability to deploy effectively staff and resources	E	
Ensures effective performance management systems are in place and manage capability	E	App/SP
Ability to distribute work effectively	E	App/SP
Uses CPD to motivate, enthuse and develop all staff	E	App/SP
Effective use of robust and transparent effective interventions to ensure pupils maintain good progress	E	App/SP

Understanding of the main aspects of managing a school budget	E	App/SP
Financial management of school budgets	D	App/SP
Manages the school's environment in line with health and safety regulations	E	App/SP
Implements changes to staffing structures	D	App/SP
Develops appropriate school development plans	D	App/SP
Securing accountability		
Holds people to account for conduct and practice	E	App/SP
Works effectively with the governing body to ensure both parties fulfil statutory duties	E	App/SP
Provides performance data to parents, governors and school improvement officers	E	App/SP
Develops appropriate school policies and procedures	E	App/SP
Builds relationships and promotes the schools reputation with community groups, outside agencies and other schools which create innovative learning experiences for pupils and drive improvement in standards	E	App/SP
Works with parents and carers to improve pupil achievement	E	App/SP
In depth knowledge of relevant performance data and the ability to use it to drive school improvement	E	App/SP
Safeguarding		
Can demonstrate knowledge of, and the ability to implement and adhere to, effective policies and procedures	E	App/SP
Ability to deal with sensitive issues in a supportive and effective manner	E	App/SP
Experience in strategies to manage behaviour	E	App/SP
Has experience of a multi-agency team approach	D	App/SP
Qualifications and training		
Qualified Teacher Status or other educational qualification	E	App/SP
A degree or management qualification	E	App/SP
NPQH	D	App/SP
NCSL/CWDC Safer recruitment certificate (Required within the first year of Headship)	D	App/SP
Personal qualities and attributes		
Moral purpose (Equality, diversity and inclusion, children and adults treated with respect)	E	SP
Excellent communicator (Listening, putting a message across)	E	SP
Child centred	E	SP
Resilient	E	SP
Integrity	E	SP
Self-motivated and able to coach, mentor and motivate others	E	SP
Enjoys challenge	E	SP
Works to deadlines	E	SP
Enthusiastic and optimistic	E	SP
Excellent problem solving/analytical skills	E	SP
Emotional confidence (knowledge of strengths and areas of developments)	E	SP
Conceptual thinking (identify patterns between potentially unrelated concepts)	D	SP