

# Sibsey Free School



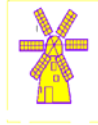
## Headteacher Application Pack

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# Sibsey Free School – Curriculum Drivers

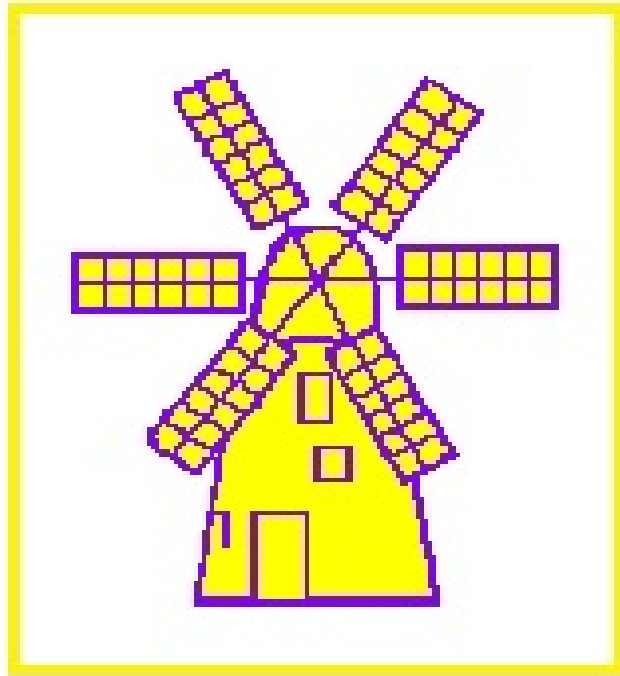


Determination

Respect

Inspiration

Courage



## Our Aims:

- To foster a love of reading
- To aim for the highest standards in all that we do
- To develop creative, independent learners

## Our Mission Statement:

Our aim at Sibsey Free School is to provide children with a sound foundation of knowledge and understanding through a happy, secure and stimulating environment in which all are valued and encouraged to care for others and look for excellence in all they do. We aim to celebrate achievement, encourage kindness, consideration and respect and to foster self-esteem to provide a sound foundation for life.



## Sibsey Free School



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Boston  
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PE22 0RR

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[www.sibseyfreeprimary.co.uk](http://www.sibseyfreeprimary.co.uk)

9 January 2016

### Welcome from the Governors of Sibsey Free Primary School

Dear Applicant

Thank you for taking the time to enquire about the post of Headteacher at Sibsey Free Primary School. Enclosed is the Information Pack that we hope will give the necessary information you may need about the school and the post.

Our current Headteacher is retiring at the end of August 2016. He has lead a dedicated team of teachers and support staff for many years. The school has developed over his time as Headteacher and has consistently been judged as a "Good" school by Ofsted.

The Board of Governors come from a wide range of backgrounds and we provide support to the school with robust challenge when required.

The parents of the school are very supportive, which is shown through the feedback we receive. Many of the comments we receive relate to the ethos and the learning environment. This is one of the great strengths of the school and it is hoped that this will be maintained and enhanced by our next Headteacher.

The school is a focal point in the village of Sibsey which is 5 miles north of the market town of Boston. The school has strong links with the local community and in particular with the local Church.

We need our next Headteacher to be someone who will continue to develop the school and is motivated to continue our journey to "Outstanding" in all areas. Someone who can see the importance of establishing a learning environment where every child can reach their full potential during their time at Sibsey Free Primary School.

Having read the Information Pack I would like to invite interested applicants to visit our school. Please contact the Clerk to the Governors, Mrs Angela Sykes on 01205 750335 to arrange an appointment.

We hope to meet you in the near future.

Nick Locke

Chair of Governors

# Sibsey Free School – Key Facts



Type of School	Primary
School Category	Voluntary Controlled (Local Authority Maintained)
Age Range	4 – 11 years
Location	Sibsey, Boston, Lincolnshire
Number of Children	173
Number of Classes	6
Date School Established	1723
Last Ofsted Report	Judged as “Good” October 2011 <a href="http://www.sibseyfreeprimary.co.uk">www.sibseyfreeprimary.co.uk</a>



Sibsey Free Primary School Main Entrance

# Sibsey Free School – School Performance



## Summary of KS1 and KS2 Results for 2014/2015

### Key Stage 1

#### Reading

L2+ - 100%

L3 – 41%

#### Writing

L2+ - 93%

L3 - 19%

#### Mathematics

L2+ - 100%

L3 – 44%

### Key Stage 2

#### Reading

L4+ - 89%

L5 – 54%

#### Writing

L4+ - 92%

L5 – 31%

L6 – 8%

#### Mathematics

L4+ - 96%

L5 – 42%

L6 – 8%

#### Grammar, Punctuation and Spelling

L4+ - 81%

L5 – 54%

L6 – 8%

Year 1 Phonics Screening Check – 80%

Year 2 Phonics Screening Check – 100%

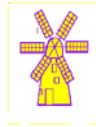
Attendance in 2014/2015 – was 96%



See also Appendix 1: Key pages from Raise Online 2015 (p24-25)



# Sibsey Free School – About Our School



Our school is situated by the side of the A16 approximately 5 miles north of Boston. The front of the school is Victorian in its design but the school itself has undergone many changes over the past few years with new classrooms, a hall, new entrance facilities and the conversion of the school house into an ICT suite and offices (now further developed into a teaching area and PPA area). The school is extremely well equipped and there are plenty of activities for the children to be involved in both during school hours and in after school clubs. The school has a lovely field with adventure equipment designed by the children and a wildlife area for science investigations. There is also a space at the front of the old school house which has been set up as an Autism quiet area. This area is a memorial to a former pupil and is available for all children to use for quiet reflection and reading. We encourage the children to be actively involved in making decisions about school life and the fabric of the environment.

People often ask, “Why is it called ‘Free’ School?” The answer probably lies in the origins of the first school to be built in the village. This was in 1723 when a school was built on land leased for nine years belonging to Mr. John Gape. It was situated “contiguous to the churchyard”, probably in Vicarage Lane. The master was to give instruction to his scholars in reading, writing and arithmetic.

In 1796 there were three schools in the village – the original school near the churchyard and two Dame Schools. In 1822 the lease referred to above expired. The proprietor of the land was unwilling to renew the lease or otherwise let the premises to the trustees. Instead he offered them a new site and the materials of the old schoolhouse and eventually in 1827 a new building was erected. In 1837 as well as the main school there were three preparatory schools in Sibsey.

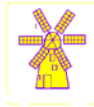
In 1869 the present building was constructed by Mr. Samuel Sherwin of Boston at a cost of £565 and at the same time the schoolhouse for the master was erected at a cost of £282. The school was designed by Mr. Kirk of Sleaford and the first headmaster was Mr. Wood. The maintenance of the school building remained under the charge of the Trustees as an Aided School until 1992 when the Local Education Authority took over control and became responsible for the upkeep and repairs.

1996 saw the beginning of the long overdue refurbishment with the start of an extensive new building programme which was completed in September 1997. Since 1997 two more classrooms have been added to help with the rapid growth in pupil numbers. (The school has doubled in size since 1996.)

In 2006 the Governors approved the building of a log cabin which now houses the Bright Sparks @ Sibsey Playgroup and associated breakfast, after school and holiday clubs.

In 2013 a new entrance, office and library area were built and the interior of the school renovated. This has led to improved security and safety for our children whilst providing a professional and welcoming environment for all.

# Sibsey Free School – Our Staff



The school has 6 classes, 4 of which are mixed age.

Class1 – EYFS

Class 2 – Y1

Class 3 – Y2/Y3

Class 4 – Y3/4

Class 5 – Y4/Y5

Class 6 – Y5/Y6.

There are 11 teaching assistants who work in the classrooms and also offer SEND support, PPA cover and provide high quality phonics teaching through the Read, Write, Inc. programme.

The sports premium funding has been used to provide specialist PE teaching for half a day a week and to provide CPD for the staff to improve the PE provision. Children in KS2 are taught by a sports coach and a language specialist and undertake Philosophy for Children during PPA time. The school also has music tuition provided by Lincolnshire Music Support Service (percussion, piano, woodwind and guitar).

The support staff include an Administrator and an Assistant Administrator as well as a part time Caretaker and two Cleaners.

Hot school meals are provided by Willoughby Foods, an outside catering company, who deliver the meals to school.





## STAFFING ACADEMIC YEAR 2015/2016

School Address: Sibsey Free School Telephone: 01205 750335  
Old Main Road Fax: 01205 751463  
Sibsey  
BOSTON E-mail: [phillip.coote@sibsey.lincs.sch.uk](mailto:phillip.coote@sibsey.lincs.sch.uk)  
Lincs.  
PE22 ORR Website: [www.sibseyfreeprimary.co.uk](http://www.sibseyfreeprimary.co.uk)

School Office Open from 8.45 am to 3.30 pm

Headteacher	Mr. Phil Coote
Administrator	Mrs. Debbie Squires
Assistant Administrator	Mrs. Claire Felipes
SENCO	Mr. Phillip Coote
Assistant SENCO	Mrs. Angela Sykes
Gifted and Talented Co-ordinator	Mr. Phillip Coote
Assistant Gifted and Talented Co-ordinator	Mrs. Angela Sykes

### Subject Leaders

English: Mrs. Lydia MacNicol	Mathematics: Mr. David Flynn
Science: Mrs. Tracey Howsam	Computing: Mr. David Flynn

### Special Responsibilities

Music: Mr. David Flynn	PE: Mr. Phil Coote
Art: Mrs. Tracey Howsam/ Mrs. Jo Lomas	PSHE: Mrs. Kerri Grooby/Mrs. Lynne Hoeft

Pupil Voice: Mrs. Kerri Grooby/Mrs. Jo Lomas

### Leadership Team

Mr. Phil Coote	Mrs. Tracey Howsam
Mrs. Lydia MacNicol	Mr. David Flynn
Mrs. Lynne Hoeft	

### Class Teachers

Foundation	Class 1 Mrs. Kathryn Brummitt
Year 1	Class 2 Mrs. Mary Ennis
Year 2/3	Class 3 Mr. David Flynn
Year 3/4	Class 4 Mrs. Elaine Crozier
Year 4/5	Class 5 Mrs. Kerri Grooby
Year 5/6	Class 6 Mrs. Lydia MacNicol

Modern Foreign Language Teacher Classes 4/5/6

Madame Emerson

### Teaching Assistants

Class 1	Mrs. Jane Robinson
Class 2	Miss Natalie Bull
Class 3	Miss Sian Bellamy
Class 4/KS2 }	
Class 5/KS2 }	Mrs. Jane Murdoch/Mrs. Angela Robinson/Mrs. Jo Lomas
Class 6/KS2 }	

### Learning Support

Mrs. Angela Sykes	Mrs. Lindsey Coonan	1:1 Assistant – Mrs. Donna Adams
		1:1 Assistant – Miss Charlotte Hardy

### ICT/Computing Teaching Assistant

Mrs. Angela Robinson

### Philosophy/PPA Cover/TA

Mrs. Lynne Hoeft

### Leadership Release Time Cover

Mrs. Lynne Hoeft/Miss Sian Bellamy

### Midday Supervisors

Mrs. Jacki Lumbus (Senior Supervisor)	
Mrs. Jo Lomas	Mrs. Pat Waters
Mrs. Lindsey Coonan	Mrs. Michelle Grooby
Mrs. Lucy Rodgers	Mrs. Sue Duell
Mrs. Gill Balderston	

### Caretaker

Mrs. Mary Smith

### Cleaners

Mr. Ray Darcy    Mrs. Jacki Lumbus

### Crossing Patrol

Mr. Ray Darcy



# Sibsey Free School – Involvement



## Parental and Governor Involvement

Parents and governors are encouraged to work closely with the staff of the school for the benefit of the children.

The governors are kept fully informed on curriculum developments and make regular visits to see the children at work. Some Governors have a curriculum area or other responsibility and regularly liaise with the relevant staff over developments in these areas.

Parents are invited to attend parents' evenings and curriculum evenings and are welcome to discuss curriculum issues with the Headteacher. The school adopts an 'open door policy' where parents are encouraged to come in to discuss the successes of the children and challenges that face them.

Parents and volunteers are very welcome in our school to support the children in their learning.

Many parents come into school to assist with activities such as reading, art, baking and sport as well as offering expertise during special curriculum weeks.

The school recognises its responsibilities regarding the safeguarding of children and all volunteers undergo a Disclosure Barring Service (DBS) check before they work with the children.

## Pupil Involvement

We promote the involvement of children in decision making connected with school life. The Pupil Voice Committee, which is made up of a number of children from across the year groups, meets regularly (with adult support) to discuss, canvas opinion from around the classes and then plan initiatives to improve life in our school. Projects that have been particularly successful include the renovation of the toilets, new playground markings, a school and anti-bullying code (which has been integrated into whole school policies), fund raising events and most recently the sponsorship of two children in the Gambia.

Children are encouraged to play an active part in the life of the school. They are given every opportunity to make comment on how things are organised and what could be done to make life in school even more enjoyable. Children from the Pupil Voice Committee consult with classmates about school events. They also attend planning meetings with Governors and devise rules for the benefit of the whole school community.

We promote the concept of Peer Mediation where older children act as mediators in minor disputes between children and help to resolve small problems under the guidance of adults. Children also act as Playground Leaders to guide younger children in play activities and games. We have Junior E-safety officers who work with adults in the local community to promote and develop E-Safety.



# Sibsey Free School – Partnerships



## Cluster Group:

As a school, we have strong links with the Boston area schools, with especially close links to Stickney, Fishtoft, New Leake and Wrangle Primary Schools. Links within the group are maintained formally and informally with a strong network of support and school-to-school working arrangements including shared CPD for staff and subject leaders as well as opportunities to moderate work.

## Brightsparks:

There is a very close working relationship between the school and the Bright Sparks @ Sibsey group which enhances the transition for the children between the two settings.

## Friends of Sibsey School:

The Friends of Sibsey Free School are a dedicated and hard working group of parents and staff. The Friends devote their time and energy into organising and running various events throughout the school year to raise much needed additional funds.

The children benefit directly from every penny raised and recent purchases have been made to improve the school and enhance the curriculum.

In addition to the committee function, the 'Friends' are friends indeed. We meet socially, and strong friendships are made, all this contributes to fostering relationships within the wider school family. Regular fundraising events include key stage 1 & 2 discos, family bingo, the Autumn Ball, and special seasonal treats for the children. The Friends also support the parish council Christmas lights switch on & the county junior chess championships. In recent years we have laid on three very successful pantomimes, in addition we have held a race night, Ceilidh's, a fashion show, competitive sports evenings, an Olympic Fair, sang ourselves hoarse carol singing round the village and supported the round table 'Santa run'.

Recent purchases include paying for a consultant to come into school to work with the children and produce the magnificent mural in the entrance foyer, paying for a consultant to redesign and produce with the children a plant and wildlife area. This is all in addition to purchasing construction toys, outdoor storage, and ICT equipment for Class 1, construction resources for class 2, physical education equipment for all the school, sound equipment and microphones.



# Sibsey Free School – Feedback



## Our Pupils say...

"I feel relaxed and safe. This is the best place in the world – it's like my second home but it's still my school"

"This is a school where the atmosphere is not competitive, but where everyone encourages each other"

"Everyone here makes me feel as if I belong"

## Our Parents say...

"The family feel of the school (staff towards the children, children towards one another). My child feels that they "belong" to the school and love attending."

"It's such a caring school. The children always come first."

"We are particularly happy with the caring and nurturing nature that the school adopts with the children and how the staff are always friendly and approachable for parents."

"The teachers genuinely care for their pupils as individuals"

"A wonderful, welcoming atmosphere and incredibly hardworking staff who are dedicated to providing the best possible education and experiences for all children that attend!"

"Children mix well between years and develop social and communication skills well. Our child has grown in confidence very well. He also shows very good awareness of other people and the wider community and different cultures."

## Ofsted Say...

"The school is very much at the heart of the community it serves"

"The care, guidance and support the school provides are outstanding, including the arrangements to ensure that pupils are safe"

"Pupils are proud of their achievements. Their behaviour is excellent and they respond with great enthusiasm to the challenges set for them during lessons"

"The introduction of strategies to increase the proportion of pupils attaining at higher levels in English and mathematics has resulted in steady but clear improvements in attainment over the last three years"

"The close working partnerships forged with other schools also have a significant positive effect on pupils' attainment, progress and personal development"



## **Your Application - What to do next.....**

We really hope that you have found the information in this Applicants' Pack to be of use and interest to you in deciding whether to apply. We believe that our school is a great place to work and achieve personal and professional goals. Our village is lovely and the community offers a tremendous level of support and engagement. Our pupils and staff work as a real team, supported by effective governors, committed parents and local community groups. Our parents have high expectations for their children and in partnership we always seek to achieve the highest quality outcomes in all aspects of life and learning.

**SO.....** If you now feel that we are a school that you would like to lead, please read on!

This vacancy is for a full time, permanent Head Teacher. Ideally you will start in September, 2016.

The school is in Leadership Group 2 and the starting salary will be within the range L15-21.

If you have any questions about this position, please do feel free to email either the Chair of Governors, the current Headteacher or call our Office to arrange a call back.

Of course, we strongly encourage potential applicants to visit our school before applying. Please contact our Clerk to the Governors (Angela Sykes) to arrange such a visit – contact details below. Visits will be informal and are not part of the selection process. Neither will visits be led by any of the selection panel..... other governors and maybe even some of our wonderful pupils will be delighted to show you around!

### **Contact Details:**

Phil Coote (Headteacher)	<a href="mailto:phillip.coote@sibsey.lincs.sch.uk">phillip.coote@sibsey.lincs.sch.uk</a>	01205 750335
Nick Locke (Chairman of Governors)	<a href="mailto:nicklocke6@gmail.com">nicklocke6@gmail.com</a>	01205 750712
Angela Sykes (Clerk to Governors)	<a href="mailto:angela.sykes@sibsey.lincs.sch.uk">angela.sykes@sibsey.lincs.sch.uk</a>	01205 750335
Debbie Squires (School Administrator)	<a href="mailto:enquiries@sibsey.lincs.sch.uk">enquiries@sibsey.lincs.sch.uk</a>	01205 750335

Your application form (Lincolnshire LA) should be completed with clear reference to the Person Specification and information within this pack. **PLEASE DO NOT INCLUDE A CV – these are not acceptable.**

Please do enclose a covering letter of no more than two sides of A4, minimum 11 point typeface, showing how your experience has equipped you to meet our requirements.

The selection panel will take into consideration, the qualifications and skills of each applicant as well as experience and personal attributes.

Please return completed applications **BY EMAIL** to the Clerk to Governors  
[angela.sykes@sibsey.lincs.sch.uk](mailto:angela.sykes@sibsey.lincs.sch.uk)

If you do have to use the postal service then please ensure that your application is marked for the attention of Angela Sykes, to:

Clerk to the Governors  
Sibsey Free Primary School  
Old Main Road  
Sibsey  
Boston  
PE22 0RR

**Applications close on Monday, 8<sup>th</sup> February at 12 noon.**

Shortlisting will be held within two days of that date and shortlisted applicants informed by email through the Clerk to Governors (Angela Sykes) by February 11<sup>th</sup>.

Formal references will be called for, at that time for those applicants shortlisted and so if shortlisted you should check with your named referees that they have received the request. References will be required via email submission to ensure their receipt prior to interview.

Shortlisted candidates will be informed of the programme of tasks and activities for the interview day **by email before February 18<sup>th</sup>**

**Interviews will be held on February 23<sup>rd</sup> at the school**

Candidates may claim reasonable travel expenses and, in the case of those who need to travel considerable distances, approved overnight accommodation expenses.

The Governing Body will meet on the evening of February 23<sup>rd</sup> to finalise their decision. The Chair of the Governing Body expects to inform each candidate of the decision by telephone on that same evening. Any offer made to the successful candidate will be subject to employment and medical checks being successfully completed.

Once again, we thank you for your interest and hope that you will apply – we would love to meet you and talk about this exciting job!



### Our mission Statement

*Our aim at Sibsey Free School is to provide children with a sound foundation of knowledge and understanding through a happy, secure and stimulating environment in which all are valued and encouraged to care for others and look for excellence in all they do. We aim to celebrate achievement, encourage kindness, consideration and respect and to foster self-esteem to provide a sound foundation for life*

### HEADTEACHER – Person Specification

*Candidates should have a clear understanding of and experience within the four domains identified by the National Standards of Excellence for Headteachers and show how they demonstrate the requirements noted in this Person Specification, through their application and letter.*

Category	Specification Aspects	*
<b>Education &amp; Experience</b>	<ul style="list-style-type: none"> <li>Degree level qualification</li> <li>Qualified Teacher Status</li> <li>Further professional qualification</li> <li>Leadership role/s within the primary age range</li> <li>Professional training for Senior Leadership/Headship</li> <li>Experience at Headteacher/Deputy Headteacher/Senior Teacher level</li> <li>Awareness and understanding/experience of SENCo role</li> <li>Enhanced DBS</li> </ul>	<b>A, I</b>
<b>Qualities &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>Motivating, inspiring and developing staff to effect whole school improvement</li> <li>Creating, promoting and maintaining successful and effective partnerships with pupils, staff, parents, governors and the wider community</li> <li>Treating everyone fairly, with dignity, respect and integrity so as to create and maintain a positive climate in which all are motivated to achieve</li> <li>Leading by example, being creative, resilient and clear; drawing on your experience and skills as well as those around you to ensure that school improvement plans have real impact</li> <li>Understanding and demonstrating what 'outstanding teaching and learning' looks like in practice</li> </ul>	<b>A, I, R</b>  <b>A, R</b>  <b>A, R</b>  <b>A, R</b>  <b>A, T, I</b>

	<ul style="list-style-type: none"> <li>• Modelling professional standards in all aspects of work and ensuring that our school continues to be a successful, hard-working and happy school</li> <li>• Taking new opportunities offered through the arrangements for the curriculum and assessment to innovate solutions</li> <li>• Ensuring that assessment information is well used by leaders, staff and governors to further improve pupil outcomes</li> <li>• Demonstrating financial awareness and management of budgets in relation to a school's needs and planning to meet those needs</li> <li>• Ensuring that the school curriculum meets national requirements and is relevant to our pupils' needs and futures</li> <li>• Providing a safe, equitable and exciting learning environment in which pupils are encouraged to take responsibility and achieve success in all they do</li> </ul>	<p>A, T, I</p> <p>A, T, I</p> <p>A, T, I</p> <p>A, I, R</p> <p>A, I</p> <p>A</p>
<b>Pupils &amp; Staff</b>	<ul style="list-style-type: none"> <li>• Ensuring that all pupils experience high quality teaching and learning</li> <li>• Ensuring that disadvantaged pupils and those with Special Educational Needs and Disabilities achieve well so that gaps are closed</li> <li>• Challenging pupils who achieve above expected outcomes so that they also achieve highly and extend their mastery of key skills, knowledge and understanding</li> <li>• Ensuring that teachers apply key assessment for learning skills and create high quality learning experiences that promote improvement and progress for all pupils</li> <li>• Creating and promoting the personal, spiritual, moral, social and cultural development of pupils and ensuring that pupils are aware of British values</li> <li>• Maintaining good relationships with parents and sharing important curriculum and progress information so that parents are partners in learning and know how well their children are doing</li> <li>• Supporting and promoting effective Early Years education so that children continue to make an excellent start to their learning journey</li> <li>• Working with staff and governors to create clear policies that guide successful schools</li> <li>• Evaluating the strengths and needs of all aspects of the school so that excellence is maintained and further secured</li> </ul>	<p>A, T, I, R</p> <p>A, T, I, R</p> <p>A, T, I, R</p> <p>A, T, I, R</p> <p>A, T, I, R</p> <p>A, I, R</p> <p>A, T, I, R</p> <p>A</p> <p>A, T, I, R</p>

	<ul style="list-style-type: none"> <li>Securing and further promoting a highly positive ethos, ensuring that all pupils, staff, governors and parents take pride in the school, their work and their community</li> <li>Working with courtesy and respect as a norm</li> </ul>	<p>A, R</p> <p>A, R</p>
<b>Systems &amp; Process</b>	<ul style="list-style-type: none"> <li>Promoting professional dialogue with staff to ensure that the school's planning, assessing, teaching and reporting processes are fit for purpose and lead to high quality experiences for pupils</li> <li>Setting up systems for assessment that utilise all staff skills and ensure pupil progress through teaching, well matched to pupils' needs</li> <li>Monitoring teaching through a range of activities and processes so that all teaching is at least good with much that is outstanding and the impact is seen in high levels of pupil progress</li> <li>Carrying out school wide monitoring and evaluation against school improvement plans and reporting outcomes effectively to staff and governors so that accountability is evident</li> <li>Promoting high quality professional development for all staff and monitoring their professional work against targets and needs</li> <li>Surveying and sampling the views of pupils, staff, parents, governors and the wider community for levels of satisfaction</li> <li>Providing high quality reports to governors, the local Authority and other agencies as required</li> <li>Working to deadlines and handling pressure so that the work of the school is effective, timely and relevant to needs</li> <li>Ensuring that the school maintains its position as a prominent and central part of locality or village life</li> <li>Effectively deploying, managing, and motivating high quality teaching assistants</li> </ul>	<p>A, I, R</p> <p>A, T, I, R</p> <p>A, T, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, R</p> <p>A, I, R</p> <p>A</p> <p>A, R</p> <p>A, I, R</p>
<b>Self-Improving Schools</b>	<ul style="list-style-type: none"> <li>Knowing about and deploying school self- evaluation skills to promote change and maintain high standards in all aspects</li> <li>Working with all stakeholders to create and achieve a vision for the school that ensures clear direction of resources, talent and activities</li> </ul>	<p>A, I, R</p> <p>A, I, R</p>
<b>Personal Qualities</b>	<p><i>The school Pupil Voice Committee wish applicants to share how they demonstrate the following qualities:</i></p> <p>Kindness, helpfulness, sporting skills, friendliness, humour, discipline and generosity</p>	<p>T, I</p>





## **Headteacher Job Description**

### **Accountable to: The Governing Body**

*This job description based upon the National Standards of Excellence for Headteachers, January 2015. E Teachers' Standards, 2011, including the Personal and professional Code of Conduct \*which applies to teachers, provide a foundation upon which the standards for Headteachers are built.*

*Headteachers are required to carry out their professional duties in accordance with the School Teachers Pay and Conditions Policy, agreed nationally and operating currently.*

### **The Role of the Headteacher**

"Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of Headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools." (National Standards of Excellence for Headteachers, 2015)

At **SIBSEY FREE SCHOOL**, the Headteacher will:

- Be an inspirational and visionary leader
- Build upon the excellent community links and further secure the school's strong position of respect within our community
- Evaluate school performance and establish effective improvement action plans
- Impact strongly on the quality of teaching and pupils' achievements
- Ensure that the school's assessment systems are effective in promoting high attainment and pupil progress
- Promote excellence, equality and high expectations that are shared by all
- Exercise strategic financial planning to ensure equitable deployment of budgets and resources
- Influence positively the work and outcomes achieved by all adults in the school
- Further build upon the commitment of the school's partners and wider community.

## **Principal Responsibilities**

### **Qualities & Knowledge**

#### ***The Headteacher of Sibsey Free School will:***

- Demonstrate through their actions and behaviour, the values of the school and promote the positive 'role model' practices of all staff
- Set a clear vision and strategic direction for the school, in partnership with the parents, staff, governors and wider school community
- Further develop the strong partnership working of the school with its community stakeholders to translate the vision into outcomes promoting and sustaining school improvement
- Develop relevant policies with staff and governors to achieve the aims of the school
- Ensure that all staff promote high expectations, equity and excellence for all pupils
- Engage with the whole school community in school self-evaluation that is rigorous, challenging and draw up actions plans to meet identified needs and priorities
- Effectively manage budgets in partnership with staff and governors so that all resources are deployed so as to have highly positive impact on learning and which meets all statutory and local requirements
- Work in collaboration with the school leadership team to promote a high level of staff involvement in decision making
- Challenge, motivate and influence the practices of all staff members so that they are able to achieve professional excellence and create strong progress for learners
- Demonstrate clear personal enthusiasm and commitment to the learning process for all, giving and receiving effective feedback and acting to improve own performance and impact
- Advise governors on developments in educational thinking at local, regional, national and international levels that might benefit the work of the school
- Maintain, support and develop effective working relationships with members of the school community.

### **Pupils & Staff**

#### ***The Headteacher of Sibsey Free School will:***

- Create and sustain a positive culture in which everyone is valued and respected
- Listen to the expressed needs of pupils and staff to identify needs through ongoing evaluation of the school's processes and outcomes
- Be innovative in the development of engaging and differentiated curriculum experiences which are relevant to the current and future needs of all learners
- Monitor, evaluate and review classroom practice to maintain and raise standards of teaching and learning, promoting solutions and strategies to further improve the school's achievements
- Acknowledge excellence, promote development and challenge underperformance across the school
- Ensure that accurate and detailed data is produced, collected and analysed so as to identify areas of strength and need within the school's work
- Ensure that all staff take responsibility and are held to account for the achievement of their pupils, supporting them in enacting solutions to issues
- Employ the national agreed programme for the appraisal of staff, promoting career development

- Develop leadership capacity within the school, by identifying and nurturing future leaders
- Delegate leadership activity and management tasks, monitoring their implementation
- Seek, create and sustain effective professional relationships with other schools for the benefit of staff and pupils, enhancing learning.

### **Systems & Process**

#### ***The Headteacher of Sibsey Free School will:***

- Create and build an organisational structure that reflects the schools mission statement, vision and values and ensures that the management systems and processes operate effectively, within legal requirements
- Manage the school's financial and human resources effectively and efficiently setting learning at the centre of resource management
- Support the governing body to understand and enact its role and associated responsibilities effectively
- Develop and present accurate and timely accounts of the school's performance to governors through oral and written reports, enabling governors to ask searching questions, support solutions and safeguard learners
- Ensure that the school's action plans are regularly monitored, evaluated and shared with governors so that their progress and impact may be assessed and the school held to account
- Maintain and promote collaborative working with multi-agency services within the Local Authority and beyond so as to promote and safeguard the welfare of children
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal
- Establish rigorous, fair and transparent systems for managing the performance of all staff, challenging and addressing underperformance, supporting staff to improve and valuing excellent practice
- Maintain leadership throughout the school, with clear roles and responsibilities for leaders to engage in self accountability and to hold others to account for their decision making.

### **The Self-Improving School System**

#### ***The Headteacher of Sibsey Free School will:***

- Contribute to the development of outstanding practice in our school and beyond, by working in partnership with other schools to share best practice
- Ensure that the school works with other schools in a mutually supportive and challenging relationship, assisting the school's self-evaluation and accountability
- Value internal and external review processes that aid accountability and ensure that these are used to effect school improvement
- Be open to new innovations, evaluate possible costs and benefits and identify systems that may benefit school leaders , pupils, staff and governors
- Build and maintain effective links with Further Education and engage in local, regional and National developments in teacher education
- Promote and develop staff skills and knowledge through self and peer evaluation and with relevant professional development opportunities
- Collaborate with other agencies and groups in providing for the academic, spiritual, moral, social, cultural and physical needs and well-being of pupils and their families

## **Other Responsibilities role expectations (to be negotiated and agreed)**

### **The Headteacher should be able to:**

- Act as the school's SENCo or undertake the required professional training to enable this responsibility to be met
- Be the school's Assessment Leader, managing, directing, collating, monitoring and evaluating pupil performance data, as well as other data in regard to well-being
- Lead the Physical Education curriculum and sports opportunities of the school

### **Appraisal**

This Job Description and The National Standards of Excellence for Headteachers will act as the basis upon which the performance of the Headteacher will be evaluated through annual appraisal.

The Job Description and identified roles and responsibilities will be subject to change through mutual agreement with governors on an annual basis

January, 2016





## Appendix 1:

The Sibsey Free Primary School (URN: 120628 DfE No. 9253170)



### Attainment at Key Stage 1

#### Attainment, Average Points Score at Key Stage 1 : Overall and by Subject (KS1.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in reading, writing and mathematics.

**Table 4.2.4**

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below. Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the direction of this change.

Year		2011	2012	2013	2014	2015
<b>All Subjects</b>	Cohort	27	27	24	25	27
	School	15.3	16.0	16.4	16.5	16.8
	National	15.3	15.5	15.8	15.9	16.1
	Difference	0.0	0.5	0.6	0.6	0.7
	Significance			Sig+		
<b>Reading</b>	Cohort	27	27	24	25	27
	School	15.7	16.5	17.2	17.1	17.5
	National	15.8	16.0	16.3	16.5	16.6
	Difference	-0.1	0.5	0.9	0.6	0.9
	Significance					
<b>Writing</b>	Cohort	27	27	24	25	27
	School	14.0	15.4	15.8	15.6	15.9
	National	14.4	14.7	14.9	15.1	15.3
	Difference	-0.4	0.7	0.9	0.5	0.6
	Significance					
<b>Mathematics</b>	Cohort	27	27	24	25	27
	School	16.1	16.2	16.3	16.8	17.1
	National	15.7	15.9	16.1	16.2	16.4
	Difference	0.4	0.3	0.2	0.6	0.7
	Significance					



## Attainment at Key Stage 2

### Attainment, Average Points Score at Key Stage 2 : Overall and by Subjects (KS2.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in the National Curriculum core subjects.

**Table 4.3.5**

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below. Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the direction of this change.

Year		2011	2012	2013**	2014	2015
<b>All Subjects</b>	Cohort	21	27	25	26	26
	School	28.3	29.2	30.3	28.8 ↓	29.7
	National	27.5	28.2	28.3	28.7	28.8
	Difference	0.8	1.0	2.0	0.1	0.9
	Significance			Sig+		
<b>Mathematics</b>	Cohort	21	27	25	26	26
	School	28.4	29.4	30.8	28.8	30.0
	National	27.6	28.4	28.7	29.0	29.0
	Difference	0.8	1.0	2.1	-0.2	1.0
	Significance			Sig+		
<b>Reading</b>	Cohort	21	27	25	26	26
	School	29.6	28.6	31.0	29.5	29.5
	National	28.1	28.8	28.5	29.0	29.0
	Difference	1.5	-0.2	2.5	0.5	0.5
	Significance			Sig+		
<b>Writing(TA)</b>	Cohort	21	27	25	26	26
	School	27.0	29.2	29.2	27.9	29.3
	National	26.4	27.3	27.5	27.9	28.2
	Difference	0.6	1.9	1.7	0.0	1.1
	Significance			Sig+		
<b>English Grammar, Punctuation &amp; Spelling</b>	Cohort	-	-	25	26	26
	School	-	-	30.8	28.4	30.0
	National	-	-	28.0	28.6	29.1
	Difference	-	-	2.8	-0.2	0.9
	Significance			Sig+		
<b>English</b>	Cohort	21	27	-	-	-
	School	28.1	29.0	-	-	-
	National	27.3	28.1	-	-	-
	Difference	0.8	0.9	-	-	-
	Significance			-	-	-

\*\*From 2013 the overall average point score is calculated from mathematics, reading and writing(TA) only.