



Robertswood School

Headteacher Information Pack

Application closing date:

Monday 21st November @ 9.30am

Interviews:

Wednesday 30th November

Thursday 1st December

Denham Lane
Chalfont St. Peter
Buckinghamshire
SL9 0EW

01753 888327

office@robertswoodschool.co.uk

www.robertswoodschool.co.uk

Board of Governors letter

Dear Applicant,

Thank you for your interest in the Headteacher role at Robertswood School.

We wish to appoint an energetic, inspirational and passionate Headteacher who will work in partnership with our dedicated and caring staff, supportive governing body and happy, motivated and receptive pupils from September 2023. We invite you to read our application pack and visit us at your convenience.

The successful candidate will commit to and further develop our strategic vision to provide an outstanding education within a secure and happy environment, where each pupil is valued and equipped with the necessary skills, knowledge and understanding to become caring, confident and successful individuals. The Governing Board want to work with you and are keen to back the ideas you and your new team are motivated to drive to further enhance Robertswood.

We expect the successful candidate to:

- Be an effective leader who can inspire and motivate staff and pupils
- Be passionate about engaging and communicating across our community (pupils, staff, families and governors) and the local community
- Uphold ambitious educational outcomes for all pupils
- Continue to help ensure our SEN pupils flourish
- Be confident to adapt and deliver changes in national policy within the school context
- Ensure the efficient and effective management of the budget and all resources within the school

Good luck with your application and we look forward to meeting you in the future.

Yours Faithfully

Sally Parkin

Carys Moore-Saxton

Co-Chairs of Governors

We would like to invite you to visit Robertswood before the interview dates so you can meet our team and see our school in action.

To book a visit please contact Sarah Monger on 01753 888327

If you have any questions please email governors@robertswoodschool.co.uk



All About Robertswood



About our School



Situated in the village of Chalfont St Peter in the beautiful Chillterns, Robertswood is a two-form entry school with its own thriving nursery. We currently have xxx pupils on roll and class sizes do not exceed 30.



History

In 1983 Gravel Hill First, Gravel Hill Middle and Cheena Combined School joined together to become Robertswood Combined School, located on the popular Chalfont Common side of the village. Since that time, the school has expanded and flourished into today's community that we are proud to be a part of; Robertswood School.

Staff

We have 50 staff members working a mix of full and part-time roles. This includes 20 Teachers, 31 learning support assistants, a dedicated SENCO, a School Business Manager, 2 administrative staff and a caretaker.

Our Leadership team currently comprises the Headteacher, Deputy Headteacher and 2 Assistant Headteachers.

Our Vision and Aims

Our Vision

We are committed to providing an outstanding education within a secure and happy environment, where each child is valued and equipped with the necessary skills, knowledge and understanding to become caring, confident and successful individuals.

Our Aims

- To be happy
- To be safe
- to be well supported
- to have a well-resourced environment
- to develop high levels of respect
- to develop high rates of self-esteem
- To develop confidence
- To develop resilience
- To develop a love for learning and a passion for discovery
- to acquire skills and positive attitudes for success in life
- to use and develop capabilities in order to achieve full potential

Our Star Values & Skills



Star Values

Our 'Star Values' are very useful. They remind us of expectations and help us to live generously towards each other within and outside of school. They are used to provide focus for assemblies and are explored in lessons in order to develop the culture of Robertswood into a harmonious, safe and enjoyable environment in which to learn.

Each Friday the whole school gathers for assembly to hear who is the "Star of the Week" in each class. Class Teachers explain why the child has been chosen, and they are awarded a certificate. All the "Stars" attend a celebratory tea party at the end of each term, and a class "Star of the Term" is chosen.

The Star Values

- * treat others as you would like to be treated
- * listen to others and don't interrupt
- * think before you act or speak
- * always be polite
- * always be honest
- * look after the school and its grounds
- * move quietly and sensibly in school
- * always allow people to work hard and concentrate
- * always try hard to do your best in everything that you do
- * respect others and their belongings

Robertswood Skills

Running alongside our values are eight essential skills. Known by many different names, these eight skills maps across to the four domains that come up time and again as essential whether in the context of education, employment or entrepreneurship. In pairs, they cover interpersonal, self-management, creative problem-solving and communication skills.



These eight skills underpin the Skills Builder Framework and we use them as part of discreet lessons teaching the skill and across a variety of subjects. Each class has a display so that highlight the criteria underpinning each skill. Pupils enjoy trying to switch on all 8 lights connected with each skill when they have used them as part of a lesson.

Attainment

Robertswood has a diverse community with a huge range of ability so we are really pleased with our latest KS1 & KS2 performance.

Reading	Year 2	Nat Ave
Working at Expected Standard and Greater Depth	84	68
Working at Greater Depth	23	26
Writing		
Working at Expected Standard and Greater Depth	79	59
Working at Greater Depth	9	16
Maths		
Working at Expected Standard and Greater Depth	88	70
Working at Greater Depth	28	22
Spelling, Grammar & Punctuation		
Working at Expected Standard and Greater Depth	n/a	n/a
Working at Greater Depth	n/a	n/a

Reading	Year 6	Nat Ave
Working at Expected Standard and Greater Depth	83	74
Working at Greater Depth	33	TBC
Writing		
Working at Expected Standard and Greater Depth	71	69
Working at Greater Depth	5	TBC
Maths		
Working at Expected Standard and Greater Depth	79	71
Working at Greater Depth	33	TBC
Spelling, Grammar & Punctuation		
Working at Expected Standard and Greater Depth	84	72
Working at Greater Depth	41	TBC

National Screening	School	2019 National Average
Reception - Good Level of Development	59%	71.8%
Year 1 Phonic Check	54%	82%

Both the Good Level of Development and Year 1 Phonics results have dropped below National comparisons for the first time in three years.



Robertswood SEND Provision

Facilities

Robertswood is fully accessible for wheelchair users. The school has a designated disabled parking space and facilities for personal care, including toilets, for pupils with physical disabilities. Robertswood nursery has its own toilet and changing facility for pupils with disabilities. Ramps, rails and other ancillary aids e.g. adapted chairs are available following guidance from specialists.

We have a specialist Nurture Room, furnished to resemble part school, part home, where pupils can enjoy a wide range of resources and share food with their peers and adults. Our Nurture provision has been filmed to use for training future practitioners.

We also have a designated room, resources and a fully trained ELSA practitioner who provides emotional and social skills support to pupils where this need has been identified.

Robertswood caters for a wide range of SEND and we welcome pupils with SEND as part of our inclusive approach. We operate a 'whole pupil, whole school' approach to the management and support of pupils with SEND.

In 2021/22, 9% of our pupils, on average, were on the SEND Register. Approximately 29% of these pupils have an Education & Health Care Plan. The most common areas of SEND are supporting pupils with Moderate Learning Difficulties, Specific Learning Difficulties e.g. Dyslexia and Speech, Language and Communication delay/disorder. We also support pupils with physical disabilities, Social, Emotional and Mental Health concerns, Autism Spectrum Disorder and medical needs.

Our Approach

Robertswood's approach to teaching pupils with SEND High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. Specific interventions, where required, are recorded on the pupil's Provision Map. Pupils with SEND are included as fully as possible in the whole class environment. Sometimes it may be appropriate to withdraw a pupil for individual or small group support.



The SENDCo provides professional guidance to colleagues and works closely with staff, families and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching. Teachers are responsible for the progress and development of all pupils in their class.

Facilities



The facilities we have at Robertswood include the main hall with gym apparatus, and a small hall with musical instruments, the ICT Suite with 30 PCs, and a school library. There are also 30 i-pads for use outside of computing lessons.



Each classroom has a standard set of equipment including new smart panels installed in each classroom over the last 2 years thanks to support from our PTA, together with visualisers to help engage pupils in their learning. We utilise the shared areas outside our classrooms for smaller group or one on one focussed activities.

Outside Space

Outside, we have a large playground split into zones with assault courses, a climbing wall and a quiet area. Our Reception pupils also have a separate area just outside their classrooms with a covered section and a series of play zones to support free flow play.

We also have a large field used for sports, nature walks and picnics and which is also used by our Robertswood Rangers pupils most Saturday mornings.



Robertswood Nursery

The Robertswood Nursery is in a separate building in the school grounds with its own garden and outdoor play area.

School Council

Each year, every class from Year 1 - 6 nominates a child to represent them on our School Council. These pupils are the voice of their peers and meet weekly to work together to discuss and agree ideas to improve the school for everyone.

Last year, they identified that they wanted to repair and refurbish our climbing wall in the playground. They worked together to generate fund raising ideas and successfully raised enough money to complete the work in the summer term.



Eco Warriors

Each class also nominates a representative to be an “Eco Warrior”.



Robertswood School currently retains an Eco Schools Bronze Award status.

Last year we planted a number of new trees in our “Quiet Area” which the pupils have helped care for – especially during the summer months.

We have arranged a “Bag 2 School” collection for November which will not only help us recycle but also raise some money for Robertswood.

Robertswood Eco Code

Electricity shouldn’t be wasted – switch off!

Care for the planet and compost

Our planet is special
Trees shouldn’t be cut down

Eat healthy, eat Eco

Avoid waste

Maybe we could all save the planet...

School House Captains

All pupils in the school are assigned to one of our four houses; Sapphire, Emerald, Garnet and Citrine. Each house is then represented by 2 Captains from Year 6 who help ensure the school is running smoothly and pupils are following the Star Values.

The House Captains also help to oversee their house by counting up the hard earned respect tokens and leading events such as Sports Day



Robertswood in the Community

Robertswood pupils proudly represent the school at the village Remembrance Day Parade in November.



They also sing at the turning on of the village Christmas lights and have performed at the summer Feast Day held on Chalfont Common.

Pupils also make visits to the local area as part of the school's curriculum study.

Before & After School Provision

We firmly believe in supporting our working families and so run our own breakfast and after school clubs each day.

Breakfast Club runs from 7.50am to 8.40am

After School Club runs from 3.15pm to 6pm

Extra-Curricular Activities

Our wonderful staff run a number of extra-curricular clubs during lunch times and after school for pupils of all ages. These include sports such as football (boys and girls), netball and dodge ball, as well as book club, homework club and craft club.

There are also a number of externally runs clubs further enhancing the breadth of activities pupils can participate in, e.g. music lessons, French, dance, football, cricket and hockey.



Parent Support

Our families help the school in many ways above and beyond the PTA, Pantomime Group and Robertswood Rangers fundraising.

They volunteer to accompany school trips, provide transport to school matches and run a weekly book club for pupils.

Reading Volunteers



As part of our focus to help ensure all pupils can read we have a fantastic group of parents who have received additional phonics training who now regularly come in to school to help listen to individual pupils read.

What do our Parent and Families say?

"I have two pupils at Robertswood and am delighted both with the quality of teaching and the care and sense of community"

"... a great school. My daughter is very happy"

Our Summer 2021 Parent Survey identified the following top 3 strengths of Robertswood:

1. A great community based school with pupils having a strong sense of belonging and aligning to the culture
2. Robertswood pupils are happy and settled
3. Quality of leadership and teaching staff and how accessible and supportive they are

We are delighted that 6 areas scored over 95% for a combination of families 'agreeing' or 'strongly agreeing' with statements relating to 'happiness', 'safety', being 'well looked after', being 'well taught', with 'the school being well led and managed' and families feeling that they would 'recommend Robertswood'.

Volunteer Fundraising



Robertswood Rangers

Rangers is open to all Robertswood pupils as well as children from the wider community. Its aim is to help pupils develop their football skills while they have fun with their friends. The Club is run by volunteer families every Saturday on the school field.

We have 3 parent volunteer groups supporting and raising money for the school.

PTA

We have an active and supportive PTA group who run regular events throughout the year to raise valuable additional money for the School. Events include Summer and Christmas Fairs, Bingo Night, Mothers & Fathers Day Shops where pupils can purchase a gift to take home, and a Colour Run to name but a few!



Pantomime Group

Robertswood also has its very own Pantomime Group who each year work hard to put on a unique pantomime each January to raise money.



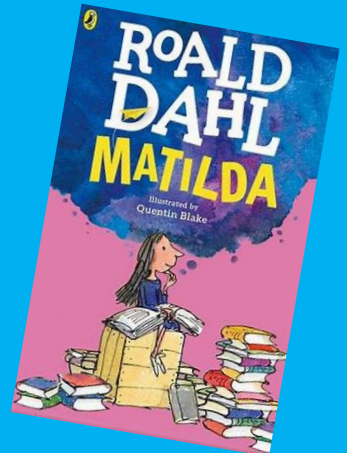


Come and work with us!



Qualities our pupils want to see

At Robertswood we encourage our pupils to get involved in all aspects of the school, so we asked some of them to help us and tell us what qualities they would like to see in their new Headteacher. Our favourite request is that you are not like Miss Trunchball!



Role Description

Main purpose

The headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Maintain a positive partnership between all members of the school and the wider community and ensure that the school has an open and inclusive ethos.
- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently.
- Identify barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented in a timely manner.
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively

Qualities

The headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community in line with our equality, diversity and inclusion commitment
- Serve in the best interests of the school's pupils and families

Duties and responsibilities

School culture and behaviour

The headteacher will:

- Create a culture where pupils and staff experience a positive and enriching school life
- Promote the intellectual, spiritual, moral, cultural and physical development of pupils through strong professional and personal leadership. Securing the conditions for all pupils to develop to their full potential irrespective of social or economic factors, race, gender, ethnicity, disability or learning needs.
- Uphold educational standards and have ambitious expectations for all pupils in order to prepare pupils for their next phase of education and life
- Ensure a culture of staff professionalism and create an environment where the staff voice is encouraged and considered in the development of school initiatives.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Full-time, permanent position to start September 2023

**Group:
L18 – L24
£65,310- £75,466
(pending pay review)**

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**Responsible for:
Carrying out the duties of a Headteacher as set out in the current School Teacher's Pay and Conditions document, the National Standards for Headteachers and the policies and procedures of the Governing Body.**

Teaching, curriculum and assessment

The headteacher will:

- Maintain and develop high-quality teaching across all subjects and phases
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and ensure the best possible outcomes for all pupils
- Ensure high achieving pupils are not only interested and engaged with whatever activity they are doing, but that they are also developing important skills and extending their learning and understanding
- Ensure a rich environment and a broad, balanced and creative curriculum structured to promote successful teaching, learning and high standards of achievement and engagement, identifying and recognising good practice.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities of practice
- Use valid, reliable and research led approaches to assessing pupils' knowledge and understanding of the curriculum
- Maintain and develop a whole school approach to reading so that all pupils are taught to read to enable full access and engagement with the curriculum

Additional and special educational needs (SEN) and disabilities

The headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities.
- Ensure support for children who are vulnerable so they can fully access learning.
- Make sure the school works effectively with families, carers and professionals to identify additional needs and provide support and adaptation where appropriate Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Managing the school

- The headteacher will:
- Promote and safeguard the welfare of all children within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils and students, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.
- Manage staff well with due attention to workload and other factors affecting their wellbeing.
- Ensure rigorous approaches to identifying, managing and mitigating risk and to ensure that the school is a safe environment where pupils and staff are protected and cared for.

Professional development

The headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities within and beyond their areas of expertise
- Sustain wide, current knowledge and understanding of education and school systems locally and nationally through continuous professional development that supports confident leadership to adapt and deliver change

Leadership and management of the school

- Manage senior and middle leaders, maintaining a professional culture amongst all staff at the school
- Support and challenge staff, dealing with underperformance sensitively and effectively while making sure staff are given the support to do their jobs well
- Manage the school's budget and resources alongside the Business Manager
- Implement the school's appraisal policy and other management processes and systems
- Undertake self-evaluation and school improvement planning to improve areas of weakness in the school
- Recruit and retain high quality teaching and support staff and ensure that safe recruitment requirements are met.
- Identify areas of progression and promotion for staff that support professional development and succession planning for the school.

Teaching and learning

- Work with staff to promote high quality teaching across all subjects
- Identify any areas of weakness in teaching and implement, monitor and review interventions to improve these areas as well as teaching and learning across the school
- Make sure the school's assessment system continues to provides teachers with accurate information about pupils to deliver timely interventions
- Monitor the outcomes of pupils and draw out any patterns of underperformance in key groups of pupils, such as high achievers, disadvantaged pupils or pupils with special educational needs
- Make sure standards of behaviour are high to foster an environment in which learning can thrive

Managing resources

- Contribute to the budget setting, cash-flow management and all other financial management processes
- Ensure value for money in any delegated financial responsibilities for purchasing and procurement
- Ensure the efficient and effective use of school resources

Governance, accountability and working in partnership

The headteacher will:

- Work closely with the Governing Body and its sub-committees and secure a positive working relationship with all Governors
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance - recognising that the Governing Body is accountable for the success of the school
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement
- Create an outward-facing school which works with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Communication

Strengthening Community :

- Ensure parents are well informed about the progress of their children, curriculum provision, school policies and achievements and about the contribution they can make to the success of the school, through reports, letters, meetings and the school's web site.
- Be fully appraised and aware of educational and other appropriate developments whether national or local and assess their impact on the school.
- Enhance and sustain the school's standing and role within the local community.
- Develop the communication strategy for the school to ensure an accurate, consistent and informative approach across all media is used.

Person Specification

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the initial **essential** criteria under qualifications, knowledge and experience.

Qualifications, knowledge and experience	Essential/ Desirable	Application form	Assessment stage
Degree and Qualified Teacher Status	E	Y	Y
National professional qualification for headship (NPQH)	D	Y	
Experience of working with/ teaching in Early Years Foundation Stage/ KS1/ KS2 pupils and staff	E	Y	Y
Recent successful leadership experience as a Headteacher, Deputy headteacher, Assistant headteacher or School Improvement Lead	E	Y	Y
Thorough understanding and experience of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care	E		Y
Experience of leading safeguarding in a school	D	Y	Y
School culture			
Ability to articulate a clear vision for the future and provide strategic direction for staff, pupils and the community	E	Y	Y
Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school	E		Y
Ensures a culture of high staff professionalism, holds others to account	E		Y
Upholds ambitious educational standards for all pupils	E		Y
Demonstrates commitment to principles of diversity, inclusion and equality	E	Y	Y

Teaching, curriculum & assessment			
Clear understanding of the curriculum and how to ensure this can be effectively accessed by all	E		Y
Reviews and monitors progress against agreed, measurable targets	E		Y
Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND and higher attainers	E	Y	Y
Knowledge and experience of working with children with SEND across the primary phases	D	Y	Y
Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this	D		Y
Experience of deploying and managing staff to deliver effective outcomes	D		Y
Professional development			
Evidence of formal and/ or informal professional career development for the role of Headteacher	E	Y	
Has successfully undertaken approved safer recruitment training	D	Y	
Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school	D	Y	Y
Successful track record of developing staff through effective performance management	D		Y
Organisational management/ continuous school improvement			
Have had active involvement in effective school self-evaluation and development planning	D	Y	Y
Have had responsibility for whole school policy development and implementation	D		Y
Experience of leading change effectively and successfully	D		Y
Clear commitment to promoting health and safety and the wellbeing of children and staff	E		Y

Working in partnership/ Governance & accountability			
Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils	E	Y	Y
Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility	E		Y
Experience of and contributing to a successful governing body.	D		Y
Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes	D		Y
Personal Qualities/ Ethics and professional conduct			
Passion for education, coupled with ability and enthusiasm to see every child fulfill their potential	E		Y
Excellent communication skills, including written communication. Ability to tailor message to different audiences.	E		Y
Visible and approachable, empathetic and enjoys engaging and inspiring children and others	E		Y
Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate	E		Y
Capacity for sustained hard work with energy and enthusiasm	E		Y
Shows resilience and calmness in the face of criticism	D		Y

Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the Seven Principles of Public Life at all times	E		Y
Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	E		Y

Application procedure

Process

Please complete the official Buckingham County Council application form, which is also available from the school website at www.robertswoodschoo.co.uk/join-robertswood. Completed forms should be sent with a covering letter to governors@robertswoodschoo.co.uk.

References

Suitable references will be required from your current and previous employer. We will only request references in relation to candidates shortlisted for interview.

Interviews

We will be inviting shortlisted candidates for an interview on either Wednesday 30th November or Thursday 1st December.

Further information about interview arrangements will be provided to shortlisted candidates.

