

Edward Peake

Church of England (VC) Middle School

Northill

Church of England (VA) Lower School



Federation Headteacher Application Pack

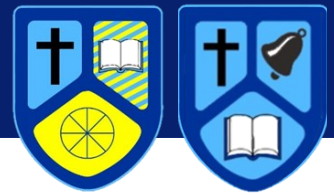


Federation Headteacher Application Pack

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Letter from the Chair of Governors, Edward Peake Church of England VC Middle School

Dear Applicant,

Thank you for your interest in our Federation Headteacher vacancy, arising from January 2017 when our current Headteacher has retired. This is a unique and exciting opportunity for you to lead our expanding federation of growing schools, building on the excellent progress that our present Headteacher has made during her past seven years at Edward Peake School, the last three and a half as Federation Headteacher.

Your principal role will be as the Headteacher of Edward Peake Church of England VC Middle School and you will be supported in this by a strong and hardworking Senior Leadership Team. In addition, you will be the Federation Headteacher of Northill Church of England VA Lower School, providing leadership and guidance through the Head of School, who is responsible for day to day on-site management. You will work with both Governing Bodies to deliver the vision and strategic direction for each school.

Governors are keen to build on the successes of the federation, seeking expansion through partnerships with local schools with similar aims and visions. As a result Edward Peake Middle School is currently working closely with Caldecote Church of England VC Lower School and governors are planning to formalise this by forming a hard federation. Preparations are currently underway to consult with stakeholders, seeking their approval for a merger from September 2016. If approved our Headteacher becomes the Federation Headteacher and the Governing Bodies merge.

We have much to offer within our schools – dedicated and caring staff; happy, well behaved pupils who enjoy coming to school; supportive, trusting parents and Governors who work in close partnership, supporting the Headteacher, Senior Leadership Team and Head of School. We have excellent links with parents, our parish churches and the wider community, and are assisted by active PTAs whose general support and fundraising enhances school life.

Lots of further information can be found on our schools' websites:-

<http://www.edwardpeake.beds.sch.uk>

<http://www.northillschool.org.uk>

<http://www.caldecotelowerschool.co.uk>

We strongly encourage you to visit, so you can see at first-hand the exciting opportunity that is on offer and the career development that it presents. We do hope that this application pack will provide you with all the information you need, but please feel free to contact us through the school, should you have any further questions.

We look forward to hearing from you and receiving your application

Yours sincerely,

Clare Neish

Chair of Governors

Edward Peake Church of England VC Middle School





Letter from the current Headteacher, Edward Peake Church of England VC Middle School

Dear Applicant,

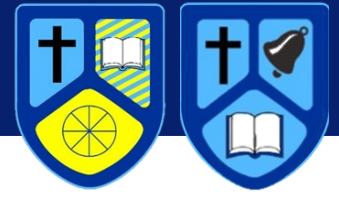
I am very proud to have been Headteacher of Edward Peake C of E (VC) Middle School for the past seven years and more recently Federation Headteacher for Northill C of E (VA) Lower School. If successful, you will find yourself leading an extremely dedicated team of teachers and support staff who constantly strive to improve standards and the learning outcomes for our children.

One of the first tasks the Edward Peake Governing Body set, shortly after my appointment, was to develop the distinctive Christian ethos of the school. St Andrews Church now plays an important part in the life of the school; children regularly take part in church services which generally celebrate key Christian festivals as well as pupil attainment, worship is an enjoyable daily feature, and we are an accredited Values driven school. Our most recent SIAMS inspection graded us as a 'good' school with 'outstanding' leadership and management. At Northill we have close links with our church, St Mary the Virgin and were graded 'outstanding' overall by SIAMS. Through this Christian foundation however, we manage not to indoctrinate our children but give the children the tools to make personal choices based on a clear framework of predominantly Christian values.

We have very high expectations in both academic performance and behaviour. Our SATs results at Edward Peake Middle School compare favourably with LA and national figures despite the children entering at generally just below national expectations. Because of this, we prefer to report on the data we collect from the beginning of Year 5 to the end of Year 8 which shows above average progress during the middle school years. Similarly, our data compares favourably with LA and National figures, indicating that our pupil progress is greater than nationally at the end of Year 9.

The Governing Bodies have strengthened in both numbers and expertise. All meetings are conducted professionally and efficiently. Governor visits to the school are now fully embedded and governors have started to join SLT for monitoring activities.

We continue to offer as many opportunities as we can for our children before school, after school and during lunchtime which are many and varied, Steel Pans, chess club, gardening, puzzles, board games etc. in addition to the usual sports and music activities. Pupils are given the opportunity to learn a range of orchestral instruments as well as guitar and keyboard. At Edward Peake Middle School we run two main residential trips – in Year 6, pupils have the opportunity to spend a week at an outdoor activity centre and Year 8 spend a week in France experiencing the different culture and practising their spoken language skills. We have spent much time raising the profile of both schools: Pupils at Northill Lower School take part in the traditional annual Ickwell May Day celebrations and in Biggleswade every year we enter a float in the carnival. We perform in musical events as often as invited. I am pleased to say that last year at Edward Peake Middle School we were oversubscribed, although our PAN has now changed to accommodate 150 pupils into Next year's Year 5.



As a result of our 'good' Ofsted outcome in July 2013, Edward Peake was identified by the LA as the middle school in Biggleswade to increase in size to accommodate an additional 120 places (hence the increased PAN). We are due to open in September as a 600 place school. Our current building has already had work done to create a space large enough for us to assemble as a whole school (very important to support our Christian ethos). The new build will offer a 2 court Sports Hall and changing facilities, increased administrative areas, a new library (pupil resource centre) and 6 additional classrooms. With this increase in size, I feel that the main challenge will be to maintain our unique 'Edward Peakeness' and not lose sight of our close caring family ethos.

So, in conclusion, what kind of schools will I be passing on to someone to develop even further? I'll be leaving you ones that are caring, highly inclusive, schools with high expectations in standards and behaviour, values driven schools, listening schools, safe schools but most importantly, fun schools.

I wish you well in the application process. Should you require any further information, do not hesitate to contact my PA, Miss Karen Chatwin, who will make the necessary arrangements

Mandy Reddick

Headteacher (for a little while!!)





The Selection Process

The vacancy is for a Headteacher to start from January 2017.

We are currently a Group 4 school.

Salary — L20 - £61,013

Your application form should be completed with reference to the Job Description and Person Specification and we ask that you limit any further information to two A4 pages.

The selection panel will take into account the qualifications and skills of each applicant as well as experience. Selection decisions will be based on the criteria set out in the Person Specification and Job Description which are aligned to the 2015 National Standards for Head Teachers. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing the application you should ensure that you address each of the selection criteria through reference to work or other relevant experience.

Visits to the school are welcomed. To arrange a visit please contact Karen Chatwin on 01767 314562

Key Dates

Closing date for applications: 9:00am Monday 6th June 2016.

Short listing: Monday 13th June. Candidates chosen for the short list will be notified as soon as possible afterward. Unsuccessful candidates will also be notified.

Interviews: Thursday 30th June and Friday 1st July. The Interview will include a presentation, the subject of which will be advised upon invitation to interview. Other activities with pupils, staff or governors may also be included.

Please return your completed application form, marked for the attention of Tracy Hartley to:

Education Personnel Management Ltd St John's House, Spitfire Close, Ermine Business Park, Huntingdon, Cambridgeshire, PE29 6EP or by email to: headship@epm.co.uk EPM can also be contacted on 01480 423434

Safeguarding

Our school is committed to safeguarding and promoting the welfare of children and expects its staff to share this commitment. The post-holder must uphold this commitment at all times. This post is subject to an enhanced DBS check and satisfactory references.

Equal Opportunities

The Governing Body undertakes not to discriminate unlawfully, either directly or indirectly, against a job applicant or one of its own employees, on the grounds of sex or marital status, or by reason of race, nationality, gender orientation, colour or ethnic or national origins.

Please note that in keeping with current legislation, canvassing any member of staff or member of the governing body is prohibited and will be considered grounds for disqualification.





Our Schools:

The federation was formed in September 2012 and currently comprises Edward Peake Church of England VC Middle School and Northill Church of England VA Lower School. We are currently in the process of consulting



stakeholders on a second lower school joining with us.

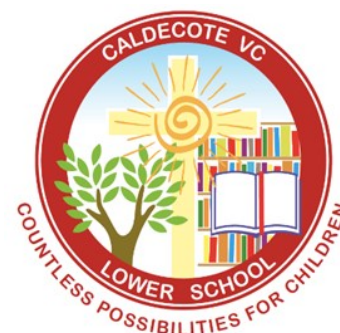
Edward Peake Middle School currently has 433 pupils on role and is located in the rapidly expanding Market Town of Biggleswade. As a direct result of the town's expansion the school is currently benefiting from significant Local Authority investment which is facilitating its expansion from a four to a five-form entry school. This is providing many new facilities along with significant improvements to the existing buildings. The project is well advanced and will be ready for use, on schedule, in September 2016.

Edward Peake Middle School is a popular choice for an ever increasing proportion of local families and as a result has had five Year 5 classes starting the school from September 2015. The school was rated "Good" by OFSTED in July 2013 and "Good" in the latest SIAMS inspection in March 2014.

Northill Lower School is located in the one of the most picturesque villages in rural Bedfordshire. Currently providing for 50 pupils, the school has operated on its current site since its creation in 1855. A popular local school, since coming into the federation it has been rated "Good" by

OFSTED (November 2014) and was awarded "Outstanding" in the latest SIAMS inspection (May 2015).

In addition to her existing duties, the Federation Headteacher became acting Headteacher of Caldecote Church of England VC Lower School from September 2015, supported by the Local Authority and the Diocese. Like Northill Lower School, Caldecote Lower School is a rural village school with 88 pupils. It is located 1.9 miles from Northill and pupils from Caldecote also transfer to Edward Peake Middle School at the end of Year 4. The Governing Bodies of Caldecote and Edward Peake schools are currently consulting with stakeholders to form a Hard Federation, with the consultation process expected to run during the Summer Term. If approved, the merger will come into effect in September 2016.



The three schools have much in common – primarily their Christian school foundation and well developed values-based education. The existing federation has delivered many benefits including improved transition, shared resources, together with additional career opportunities and greater understanding of cross phase education amongst teaching staff. By extending this collaboration to include Caldecote Lower School we believe these benefits will be further enhanced and widened.



Background to schooling in Biggleswade:

The three tier system in and around Biggleswade is as robust as it is unique. Within this structure many schools have formed partnerships and federations to ensure their continuing viability whilst preserving their identity and individual characteristics. We believe that our three-tier system offers very strong benefits to our pupils, with our Lower Schools providing a gentle but exciting beginning to their educational journey. Through our two middle schools, pupils begin to benefit from additional specialist teaching and facilities from Year 5, rather than Year 7. Transfer to Stratton Upper School at the end of Year 8 completes the journey through to 6th Form for those who want to complete A Levels at Key Stage 5.

Pupils here have a gradual progress through school, being taught in small to medium sized schools, where only 4-5 different year groups are mixed together at any one time. This approach ensures pupils and their families are cared for on a more individual basis. Our three tier system therefore also gives our pupils an additional opportunity to take on significant personal responsibilities in their early teens.

As a Federation we are proud to be at the heart of the Biggleswade Community Union of Schools (BCUS). This is the group to which all the schools in and around Biggleswade belong. Our Headteachers work hard to make transition through our schools as seamless as possible. Northhill Lower School and Caldecote Lower School (Reception to Year 4) take pupils from each village as well as the neighbouring area and are chosen by parents who want their child to experience the benefits of a small village school. Pupils at Edward Peake Middle School (Year 5-8) come from five



feeder lower schools from within the town and local villages. St Andrews VC Lower school is our main feeder school and a sister foundation school, also undergoing expansion to meet increasing pupil numbers. Edward Peake Middle School too takes pupils from a much wider area, because the ethos and community that the school offers is valued. We have strong links with Stratton School and BCUS as a whole and benefit from subject specialist links, pastoral liaison, shared Headteacher and Chair of Governors Groups, access to a very local Teaching School and shared Governors.

Our Vision

By September 2016, Edward Peake C of E (VC) Middle School will be a school where:

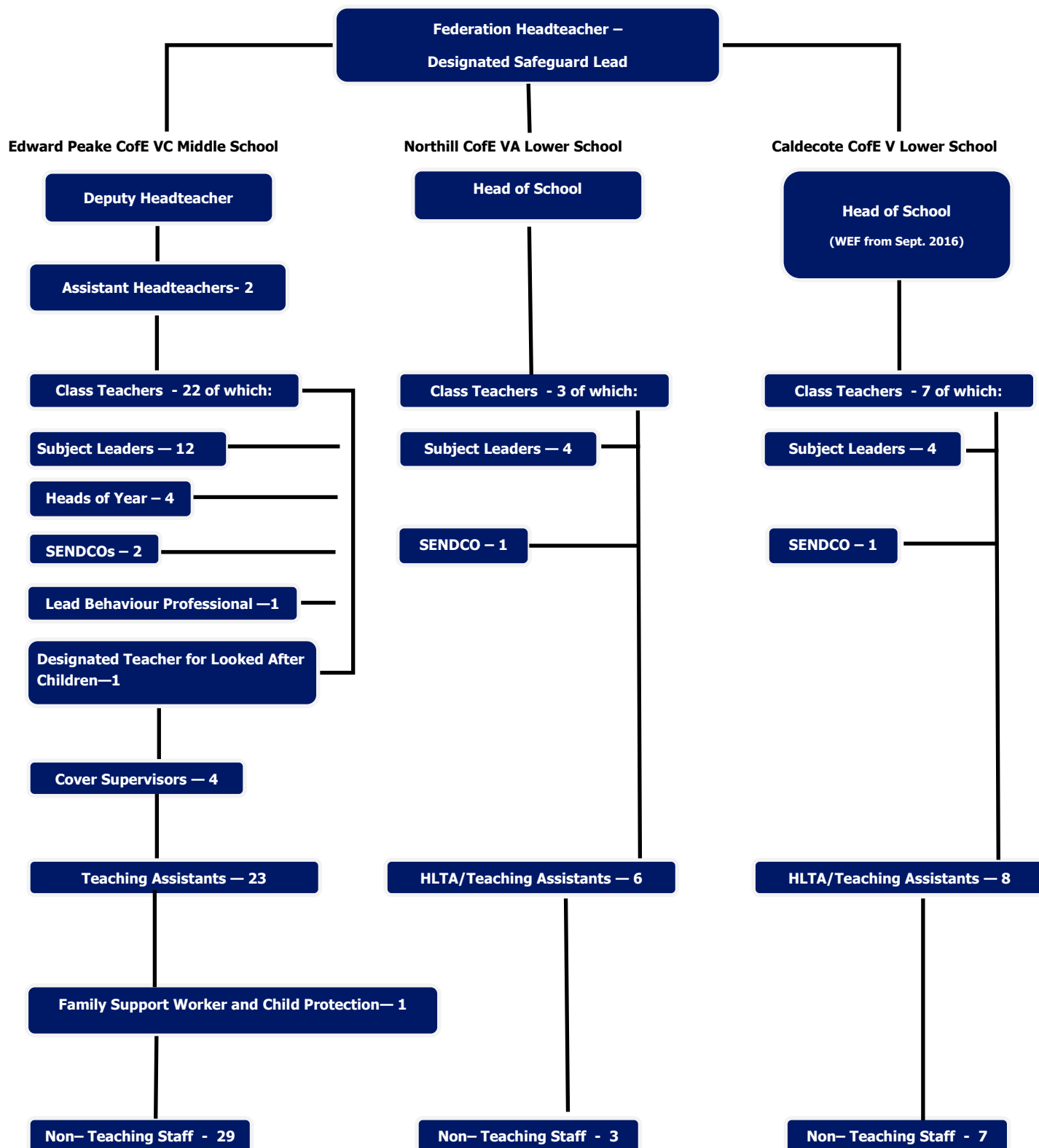
- 100% of teaching is good or better
- All pupils make better than expected progress
- Behaviour is outstanding.

The school environment will be fit for purpose and at the centre of the community in our growing population. We will offer a seamless education for children in and around Biggleswade, where agreed values are at the heart of all we do.





Staff Structure





Key Information

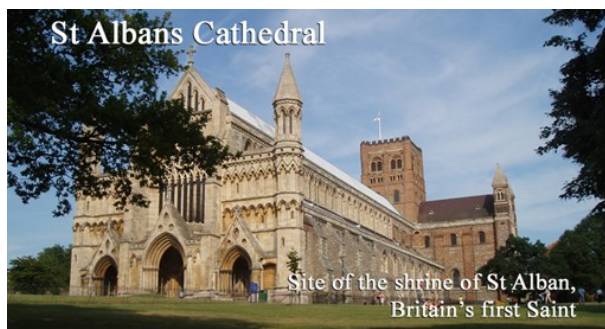
School	Edward Peake C of E (VC) Middle School	Northill C of E (VA) Lower School	Caldecote C of E (VC) Lower School
Postal address	Potton Road, Biggleswade Bedfordshire SG18 0EJ	Bedford Road, Northill, Biggleswade, SG18 9AH	Manor Place, Upper Caldecote, Biggleswade, Bedfordshire SG18 9DA
Phase	Middle	Lower	Lower
Organisation Type	Mainstream - Foundation	Mainstream - Foundation	Mainstream - Foundation
Funding Status	State - Voluntary Controlled	State – Voluntary Aided	State - Voluntary Controlled
Denomination	Church of England	Church of England	Church of England
Website	www.edwardpeake.beds.sch.uk	www.northillschool.org.uk	www.caldecotelowerschool.co.uk
Age Range	9 - 13	4 - 9	4 - 9
Number on roll – September 2016	450	59	90
Gender	Mixed	Mixed	Mixed
PAN	150	15	24
Date School Established	1974	1855	1860
Number of Staff	82	13	23
Governing Body *	13 Governors including the Headteacher plus a clerk	14 Governors including the Headteacher plus a clerk	11 Governors including the Headteacher plus a clerk

School meals at Edward Peake Middle school are cooked in-house by our own kitchen staff and transported to both lower schools arriving hot and fresh for the children to eat. Our "Peake Eats" as the service is known, is very popular and provides a wide range of nutritious meals on a three week cycle

* If approved, the hard federation between Edward Peake Middle School and Caldecote Lower Schools will consist of 18 Governors including the Headteacher plus a clerk.



The Diocese of St Albans



Diocesan Vision

Living God's Love is the vision of the parishes, church schools and chaplaincies across Hertfordshire, Bedfordshire, Luton and Barnet.

The vision of the Diocesan Board of Education (DBE) is to see church schools at the heart of the diocese's mission. Building on the excellent contribution of 136 Church Schools of which 86.25% are either Outstanding or Good, the priorities of the DBE are:-

- Community-focused schools serving the common good
- Outstanding education delivered in a distinctively Christian setting
- Church schools at the centre of the diocesan vision Living God's Love
- High quality Religious Education
- The creation of new church schools within new housing developments
- Strong and fruitful school/parish relationships
- Rigorous safeguarding that ensures church school

pupils are celebrated as children of God

These priorities are delivered in ways that recognise the unique local context of each of our schools.

Our schools

The School Team liaises with the 136 Anglican Church schools in the Diocese of St Albans, covering five Local Authorities: the London Borough of Barnet, Bedford Borough, Central Bedfordshire, Hertfordshire and Luton.

The Diocesan Board of Education

The Schools Team is governed by the Diocesan Board of Education. This is a statutory body established under the Diocesan Boards of Education Measure 1991, with functions including the promotion of education consistent with the faith and practice of the Church of England, the promotion of religious education and religious worship in schools and academies, the promotion of Church schools and academies in the diocese, and advice to school governors on any matter affecting Church schools and academies.

The Board of Education of the Diocese of St Albans exists to provide support and advice to church schools throughout the Diocese. The Diocesan Resource Centre holds resources for schools, youth work, children's work in churches and general parish use. The Centre is open to all churches and to church schools, community schools and private schools.

<http://www.stalbans.anglican.org/>



THE CHURCH OF ENGLAND
**DIOCESE OF
ST ALBANS**



Job Details

Employer	Edward Peake Church of England (VC) Middle School, Biggleswade
Location	Biggleswade and Northill, Central Bedfordshire
Salary	L20 £61,013 per annum
Contract Type	Full Time
Contract Term	Permanent
Closing date	9:00am Monday 6th June 2016
Job Starts	January 2017

Edward Peake Church of England (VC) Middle School is a thriving and popular school in an expanding community, with an excellent reputation. Our current Headteacher has led this successful school for the last seven years and we are proud of her achievements. Following her retirement we are seeking a Headteacher who will relish working with us on the next phase of our development.

Our school has strong links with a local school as part of a highly collaborative soft governance federation. The role advertised is principally Headteacher of Edward Peake Church of England (VC) Middle School supported by a strong Senior Leadership team. In addition to this you will be the Federation Headteacher of Northill Church of England (VA) Lower School, providing leadership and guidance through the Head of School.

Plans are underway to expand the federation further to include Caldecote Church of England (VC) Lower School. We are currently consulting with stakeholders, seeking their approval for a merger. If approved our Headteacher becomes the Federation Headteacher and the Governing Bodies merge from September 2016.

We also work closely with the Biggleswade Community Union of Schools (BCUS) to share knowledge, resources, and expertise and to deliver seamless cross-phase transition from Reception to 6th Form.

If you are an existing Primary or Middle School Headteacher or a Primary or Middle Deputy with a range of experience and are looking for the next step in your leadership career, then we can offer you a unique opportunity for professional development.



You will have:

- passion to foster a lifelong love of learning and realise the full potential of every child
- inspiration, able to work with senior leaders to build a strong foundation from which to achieve even higher standards in all areas of the federation's work
- enthusiasm with the energy, drive and passion to build upon the existing strengths and high expectations of each school, creating a cohesive federation which moves forward to achieve even greater success, and, above all, outstanding pupil achievement
- a deep respect for the Christian foundation of our schools and ability to continue to grow and develop the current Christian ethos which is embedded throughout the life of our schools and curriculum.

We offer:

- a unique opportunity to work across the Primary age range and lower Secondary
- a dedicated team of senior leaders supported by professional and hardworking staff
- engaged pupils with excellent behaviour and a love of learning
- ambitious, supportive Governing Bodies each lead by an experienced Chairman
- support from fellow Headteachers through our links with BCUS and the diocese

Visits to the school are welcome: Please contact Karen Chatwin 01767 314562 to arrange a visit or if you need a printed application pack and application form.

Closing date for applications: 9:00am Monday 6th June 2016.

Short listing: Monday 13th June. Candidates chosen for the short list will be notified as soon as possible afterward. Unsuccessful candidates will be notified.

Interviews: Thursday 30th June and Friday 1st July. The interview will include a presentation, the subject of which will be advised upon invitation to interview. Other activities with pupils, staff or governors may also be included.

Application Forms: Please return your completed forms -

By post to Tracy Hartley, Education Personnel Management Ltd St John's House, Spitfire Close, Ermine Business Park, Huntingdon, Cambridgeshire, PE29 6EP.

Or by email to: headship@epm.co.uk

EPM can also be contacted on 01480 423434

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Enhanced DBS checks are required.



Job Description

Job Title	Headteacher Edward Peake Church of England (VC) Middle School and Federation Headteacher of Northill Church of England (VA) Lower School
GRADE:	Group 4 - Individual School Range L20—L26
Responsible to:	The Governing Body of Edward Peake Church of England (VC) Middle School and the Governing Body of Northill (VA) Lower School

Principal Responsibilities:

Principally you will be Headteacher of Edward Peake Church of England VC Middle School supported by the Senior Leadership team. In addition, you will be the Federation Headteacher of Northill Church of England VA Lower School, providing leadership and guidance through the Head of School.

You will be accountable to the Governing Bodies, maintaining the current ethos of the federation by providing vision, professional leadership, strategic direction and operational management for all federated schools. The impact of policies, priorities and targets will be monitored, evaluated and reviewed, and timely action taken to ensure each school meets its aims and targets.

In your role you will provide inspirational professional leadership, continuing to build a strong foundation from which to achieve even higher standards in all areas of the federation's work. You will be a dynamic leader with the energy, drive and passion to build upon the existing strengths and high expectations of each school, creating a cohesive federation which moves forward to achieve even greater success, and, above all, outstanding pupil achievement.

The Governing Bodies are committed to safeguarding and promoting the welfare of children and young people thus the Headteacher must ensure that the highest priority is given to following all guidance and regulations which safeguard children and young people.

This job description should be read in conjunction with the National Conditions of Excellence for Headteachers 2015

Specific Responsibilities

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for all pupils.
2. Demonstrate optimistic personal behaviour; build positive relationships and attitudes towards pupils and staff, parents and governors, members of the parish churches and the local communities.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on sound scholarship, expertise and skills, including that of those around them.
4. Possess wide, current knowledge and understanding of education and school systems locally, nationally and globally, sustained by continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on each school's vision, ably translating local and national policy into the context of the federation.
6. Communicate compellingly each school's vision and drive the strategic leadership, empowering all pupils and staff to excel.



Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn, the core features of successful classroom practice and of curriculum design, leading to rich curriculum opportunities and high expectations for all pupils' development and wellbeing.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to work together to develop their own skills and subject knowledge to high levels, and to support each other in doing this across the federation.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear capacity building and succession planning.
6. Hold all staff to account for maintaining high standards in their professional conduct and practice.

Systems and processes

1. Ensure that each school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Exercise strategic, curriculum-led financial planning to ensure the equitable and most effective deployment of budgets and resources, in the best interests of pupils' achievements and the sustainability and success of each school in the federation.
5. Distribute leadership throughout the federation, continuing to strengthen the senior leadership team and middle leadership roles. Create and build teams where staff have distinct roles and responsibilities and hold each other to account for their decision-making and overall success.
6. Welcome strong governance and actively support governors in carrying out their role and responsibilities.
7. Present a coherent and accurate account of the schools' performance in a form appropriate to a range of audiences, including governors, parents, the local authority, the local community, OFSTED and others, to enable them to review the performance of the individual schools and of the federation.
8. Ensure that all legal requirements, including Child Protection and Health and Safety, are fulfilled. The Headteacher is the designated safeguarding lead.



The self-improving school

1. Work with Governors to analyse and plan for the future needs and further development of the pupils within the federation, translating this vision into a plan with agreed, prioritised objectives and operational plans, which will promote and sustain school improvement within an agreed timeframe.
2. Create outward-facing schools, which work with other schools and organisations - in a climate of mutual professional challenge - to champion best practice and secure excellent achievement for all.
3. Develop effective relationships with fellow professionals and colleagues both within the federation and across other schools and agencies to improve academic and social outcomes for all pupils.
4. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to build and develop better self-regulating and self-improving schools.
5. Shape the current and future quality of the teaching staff through high quality training and sustained professional development for all staff.
6. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
7. Inspire and influence others - within and beyond the federation - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

NOTES

Safer Recruitment – The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The role requires the Federation Headteacher to work across three school sites and to be able to travel between them during the school day. There are no public transport links, thus use of your own transport is essential.

The Headteacher may be asked by the Governing Body to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post.

This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.



Person Specification

This Governing Body and the Local Authority are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.

A = Application Form SE = Selection event/interview

	COMPETENCIES, KNOWLEDGE, QUALIFICATIONS <i>All requirements are essential unless otherwise stated</i> A = Application Form SE = Selection event/interview	
QUALIFICATIONS AND CPD RECORD	Qualified Teacher Status and first degree (or equivalent, e.g.Cert Ed) NPQH Record of CPD relevant to Headship Strong commitment to own personal and professional development Higher degree relevant to Headship (desirable) CPD record includes substantial relevant achievement (desirable)	A A A A A A
EMPLOYMENT RECORD	Exemplary record of leadership in the primary or middle school sector in England in a successful school and across the relevant age range Substantial successful teaching experience in the age range Leadership experience across more than one school across the relevant age range (desirable)	A A A
PERSONAL EFFECTIVENESS	Is authoritative, calm and level headed, highly organised and flexible, able to manage a wide range of tasks and responsibilities competently Has stamina, energy, drive, confidence and gravitas Is adaptable and responsive – able to identify, prioritise, make decisions however difficult and resolve issues decisively and effectively Acts with consistency and inner integrity Demonstrates sensitivity and resilience when dealing with difficult situations Has a deep respect for the Christian foundation of our school and ability to continue to grow and develop the current Christian ethos which is embedded throughout the life of our schools and curriculum Takes a visible and active part in key aspects of the daily life of the schools and communities	A, SE A, SE A, SE A, SE A, SE A, SE



PUPIL ACHIEVEMENT, PROGRESS AND SAFETY	<p>Demands ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring all pupils achieve their full potential</p> <p>Has an in-depth knowledge and understanding of the National Curriculum and sound experience of curriculum delivery, monitoring and assessment which guides school provision, informs school priorities and creates a clear vision for the future across the federation</p> <p>Understands the crucial importance of providing for different learning styles, and is committed to regular pupil assessment for the monitoring of progress, demanding high levels of achievement for all. The desired candidate:-</p> <ul style="list-style-type: none"> • secures excellent teaching through promoting analytical understanding of how pupils learn and the identification and modelling of core features of highly successful classroom practice and curriculum design • is concerned about individual pupil needs; regards achievement for each individual as the highest priority, and has the ability to inspire high levels of performance in all pupils • analyses the complex issues relating to pupils' attainment and progress and helps everyone to develop effective and creative responses • demonstrates a deep appreciation of and a successful track record in managing techniques of monitoring and evaluating performance • evaluates pupil progress, within the context of assessment without levels, translating findings into detailed plans with specific measurable targets <p>Provides a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour</p> <p>Respects agreed spiritual and moral beliefs and advocates Christian values and alongside Governors, promotes an environment where all members of the school communities actively demonstrate their care and concern for everyone, especially vulnerable learners and hard to reach families</p>	<p>A, SE</p> <p>A, SE</p> <p>A, SE</p> <p>A, SE</p> <p>A, SE</p>
LEADERSHIP AND MANAGEMENT OF PEOPLE	<p>Articulates a compelling vision, clear values and moral purpose, leading by example to inspire others</p> <p>Possesses excellent communication skills, with an ability to listen actively and relate to pupils, staff, parents, governors and church communities</p> <p>Has an understanding of management structures and systems, uses appropriate delegation, and is able to work effectively with distributed leadership across both senior and middle leader roles across multiple sites.</p> <p>Demands rigorous monitoring and enforcement of accountability which ensures effective management</p> <p>Instils a strong sense of accountability in staff by holding them to account for pupil outcomes and their highest achievable standard of professional conduct and practice</p> <p>Is positive and approachable, creating an ethos that motivates and supports all staff, shapes continuous professional development to improve performance and achievement, nurtures talent and aspiring leaders, and promotes high morale</p>	<p>A, SE</p> <p>A, SE</p> <p>A, SE</p> <p>A, SE</p> <p>A, SE</p> <p>A, SE</p>



MANAGING RESOURCES	<p>Exercises strategic, curriculum-led financial planning to ensure the most effective deployment of budgets and resources, in the best interests of pupils' achievement, school improvement and the federation's sustainability</p> <p>Ensures that systems and processes are well considered, efficient and fit for purpose and deliver best value for money</p> <p>Has experience of securing funding from sources, other than traditional income streams, which have improved a school, for example through improved resources or increased pupil opportunity</p> <p>Demonstrates the ability to manage resources across the federation to ensure that they are used effectively, meeting the needs of each individual school and the pupils therein</p>	<p>A, SE</p> <p>A, SE</p> <p>A, SE</p> <p>A, SE</p>
STAKEHOLDERS AND THE LOCAL COMMUNITY	<p>Maintains and enhances the high standing of the schools within their community and engages actively with a wide variety of stakeholders</p> <p>Is outward-facing and develops constructive relationships with other schools and organisations, delivering benefits for all stakeholders</p> <p>Values and actively promotes positive relationships with parents, governors, the church and the local community, using effective communication to maintain strong and effective links</p> <p>Works in partnership with the Governing Bodies to develop their roles and deliver their functions more effectively</p>	<p>A, SE</p> <p>A, SE</p> <p>A, SE</p> <p>A, SE</p>
DELIVERING SELF-IMPROVEMENT	<p>Values and promotes successful school development planning and maintains a strong track record of implementing and managing the delivery of sustained improvement</p> <p>Establishes a culture of "open classrooms" as a basis for sharing best practice within and between schools, supporting governors in their strategic role delivering school improvement</p> <p>Takes an innovative approach to sustained school improvement, leadership and governance, inspiring others to be courageous in making changes that will benefit pupils and their learning</p> <p>Has the ability to lead schools through change, recognising and balancing the needs, interests, expertise and capabilities of pupils, staff, parents and governors.</p>	<p>A, SE</p> <p>A, SE</p> <p>A, SE</p> <p>A, SE</p>

Internal use only

Ref . No. _____

Date Received _____



For a Word version of this form, please email:- headship@epm.co.uk

Employment Application Form: Headship

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please ensure that you complete all sections of Part 1 and Part 2 of the application. Please note that providing false information will result in your application being rejected, or withdrawal of any offer of employment, or summary dismissal if you are in post, and possible referral to the police. Please note that checks may be carried out to verify the contents of your application form. Please complete the form in black ink or type. CVs are not accepted. **Please return your application to:- headship@epm.co.uk by 9.00 am Monday 6th June 2016**

Vacancy Job Title	
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Part 1. INFORMATION FOR SHORTLISTING AND INTERVIEWING

Initials _____

Surname or Family name _____

2. **LETTER OF APPLICATION** Please enclose a letter of application. *Please refer to the applicant information pack which may include instructions on completion of the letter of application*

3. CURRENT / MOST RECENT EMPLOYMENT: IF TEACHING

Name, address and telephone number of current school	
1 Type of school	Boys Girls Mixed Age range Number on Roll
2 Type of school	eg Community, Aided, Foundation, Academy, Free School, Independent etc
Job title <i>Please enclose a copy of your current job description</i>	
Subjects/age groups taught	
Date appointed to this post	
Salary	
Date available to begin new job	

4. CURRENT / MOST RECENT EMPLOYMENT: IF NON-TEACHING

Name and address of employer	
Job title <i>Please enclose a copy of your current job description</i>	
Date appointed to this post	
Salary	
Date available to begin new job	

- 5. FULL CHRONOLOGICAL HISTORY** Please provide a full history in chronological order since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.

Job Title or Position	Name and address of school, other employer, or description of activity	Number on roll and type of school, if applicable	F/T or P/T	Dates		Reason for leaving
				From	To	
				DD/MM/YYYY	DD/MM/YYYY	
5.1						
5.2						
5.3						
5.4						
5.5						
5.6						
5.7						
5.8						

Please enclose a continuation sheet if necessary

6. SECONDARY EDUCATION & QUALIFICATIONS

Examinations Passed	Date(s)	Subjects and Grades
'A' Level or Equivalent		
Other (please specify)		

7. HIGHER EDUCATION

Names and Addresses of University or College and/or University Education Department	Dates From To	Full or Part- time	Courses/subjects taken and Passed	Date of Examination and Qualifications Obtained	Age Groups for which Trained

8. **PROFESSIONAL TRAINING ATTENDED AND/ OR DELIVERED** Please list relevant courses attended/delivered in the past 3 years.

Subject and Organising Body	Trainer or trainee?	Date(s)	Duration

9. **NATIONAL PROFESSIONAL QUALIFICATION FOR HEADSHIP (Please give details.** From 8th February 2012 the NPQH became optional for appointment as a Headteacher in a maintained school. Nevertheless prospective employers are entitled to prefer candidates with NPQH.

10. OTHER RELEVANT EXPERIENCE, INTERESTS AND SKILLS

11. REFEREES

Give here details of two people to whom reference may be made. The first referee should normally be your present Headteacher, or Director of Children's Services in the case of serving Headteachers in LA Schools, Chair of Governors in other cases. If you are not currently working with children please provide a referee from your most recent employment involving children. Referees will be asked about disciplinary offences relating to children, which may include any in which the penalty is "time expired" and whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. References will not be accepted from relatives or from people writing solely in the capacity of friends.

First referee

Title and Name	
Address and post code	
Telephone number	
Email address	
Job Title	
Relationship to applicant	

Second referee

Title and Name	
Address and post code	
Telephone number	
Email address	
Job Title	
Relationship to applicant	

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This section will be separated from Part 1 on receipt. Relevant responses may be verified prior to shortlisting and/or used for administration purposes but will not then be used for selection purposes. If you are called to interview you may be asked about the answers you have given to questions 15 to 19 and question 14 if relevant to the job.

12. PERSONAL INFORMATION

1. Surname or family name	
2. All previous surnames	
3. All forenames	
4. Title	
5. Current Address	
6. Postcode	
7. Resident at this address since	
8. Home telephone number	
9. Mobile telephone number	
10. Date of birth	
11. Email address	
12. DfE reference number	
13. National Insurance Number	
14. Do you have a current full driving licence?	Yes No
15. Did you qualify as a teacher after May 1999?	Yes No If Yes, in which school was induction completed?
16. Have you ever been subject to a child protection investigation by your employer or any other organisation?	Yes No If YES please state separately under confidential cover the circumstances and the outcome including any orders or conditions. This will not be opened unless you are called to interview.
17. Do you require sponsorship (previously a work permit)?	Yes No If YES please provide details under separate cover.
18. Are you related to or have a close personal relationship with any pupil, employee, or governor?	Yes No If YES give details separately under confidential cover. This will not be opened unless you are called to interview.
19. Are there any special arrangements which we can make for you if you are called for an interview and/or work based assessment?	Yes No If Yes please specify, (e.g. ground floor venue, sign language, interpreter, audiotape etc).

13. COMPULSORY DECLARATION OF ANY CONVICTIONS, CAUTIONS OR REPRIMANDS, WARNINGS OR BIND-OVERS

If you are shortlisted you will be required to complete a "Disclosure of Criminal Record" form and bring the completed form to interview. If the job involves contact with children up to age 8 you will also be required to make a Disqualification Declaration. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a "regulated position" under the Under the Criminal Justice & Courts Services Act 2000.

13. PROHIBITION FROM TEACHING

In accordance with the requirements of The School Staffing (England) (Amendment) Regulations 2013, any future appointment is subject to a check with the Department for Education to ensure that you are not subject to a prohibition order or an interim prohibition order.

14. DATA PROTECTION ACT 1998

The information collected on this form will be used in compliance with the Data Protection Act 1998. By supplying information, you are giving your consent to the information being processed for all employment purposes as defined in the Data Protection Act 1998. The information may be disclosed, as appropriate, to the governors, to Occupational Health, to the Teachers Pensions Agency, to the Department for Education, to pension, payroll and personnel providers and relevant statutory bodies. You should also note that checks may be made to verify the information provided and may also be used to prevent and/or detect fraud. This form will be kept strictly confidential but may be photocopied and may be transmitted electronically for use by those entitled to see the information as part of the recruitment process. When the recruitment process is completed, the form will be stored for a maximum of six months then destroyed. If you are employed as a result of this recruitment process then this application form will be retained as part of your personnel record.

15. NOTES

- (a) Under the Criminal Justice & Courts Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, accept, or do any work in a 'regulated position'. The position you are applying for is a "regulated position".
- (b) Canvassing, directly or indirectly, an employee or governor will disqualify the application.
- (c) Candidates recommended for appointment will be required to provide a satisfactory Enhanced DBS certificate and complete a pre-employment medical questionnaire and may be required to undergo a medical examination.

16. DECLARATION

I certify that, to the best of my knowledge and belief, all particulars included in my application are correct. I understand and accept that providing false information will result in my application being rejected or withdrawal of any offer of employment, or summary dismissal if I am in post, and possible referral to the police. I understand and accept that the information I have provided may be used in accordance with paragraph 13 above, and in particular that checks may be carried out to verify the contents of my application form

Signature of Applicant

Date

Print Name

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PART 3

EQUALITY AND DIVERSITY MONITORING

This section will be separated from part 1 and part 2. Collection of equality information is solely for monitoring purposes to ensure that our policies and procedures are effective. We also collect this data in accordance with the general and specific public sector equality duties under the Equality Act 2010. Any data you enter onto this monitoring form will only be used for monitoring purposes and will not be used in assessing and or scoring your application or during the interview process. This information is kept fully confidential and access is strictly limited in accordance with the Data Protection Act.

Ethnic Group

	Workforce Census Code		Please tick
White	WBRI	British English Welsh Northern Irish Scottish	
	WIRI	Irish	
	OOTH	Irish Traveller	
	OOTH	Gypsy	
	WOTH	Other White background	
Mixed	MWBC	White and Black Caribbean	
	MWBA	White and Black African	
	MWAS	White and Asian	
	MOTH	Other Mixed background	
Asian or Asian British	AIND	Indian	
	APKN	Pakistani	
	ABAN	Bangladeshi	
	CHNE	Chinese	
	AOTH	Other Asian background	
Black or Black British	BCRB	Caribbean	
	BAFR	African	
	BOTH	Other Black background	
Other ethnic group	OOTH	Arab	
		Write in:	
Prefer not to say	REFU		

Religion

	Please tick
No religion	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	
Buddhist	
Hindu	
Jewish	
Muslim	
Sikh	
Any other religion write in	
Prefer not to say	

Sexual Orientation

Please tick

Bi-sexual	
Gay	
Lesbian	
Heterosexual	
Other	
Prefer not to say	

Gender

Please tick

Personal Relationship

Please tick

Single	
Living together	
Married	
Civil Partnership	
Prefer not to say	

Disability

Do you consider that you have a disability? Please tick

Yes Please complete the grid below	
No	
Prefer not to say	
My disability is: Please tick	
Physical Impairment	
Sensory Impairment	
Mental Health Condition	
Learning Disability/ Difficulty	
Long standing illness	
Other	
Prefer not to say	

Female	
Male	
Transgender	
Prefer not to say	