



St Benedict's Church of England Voluntary Aided Junior School

Recruitment Pack



Dream, Believe, Achieve



**St Benedict's C of E VA Junior School
Benedict St,
Glastonbury,
Somerset,
BA6 9EX**

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Letter from the Chair of Governors

Dear Applicant,

Thank you for the interest you have shown in the Headship of our school. I hope that the information enclosed about the school and our local community will encourage you to continue your application.

The opportunity has arisen because our Headteacher, Mr Steve Gumm, moved to a new school at the start of the autumn term after five successful years here.

Led by Steve, the staff have successfully raised attainment and developed pupils' learning behaviours within the context of a broad and creative curriculum. Their work was deservedly and publicly recognised in our most recent Ofsted report in which the school was judged to be "good".

The new Headteacher will be expected to work closely with the governing board and the staff to build on this achievement, and other key issues under consideration, such as the future designation of the school.

The governing board is seeking a Headteacher who will ensure continued stability for the children, and also bring a fresh perspective to the school. We are proud to be a Church School that serves the whole community and our new head must be committed to upholding our Christian ethos.

As the school is very much at the heart of the local community, the new Headteacher will maintain and extend links beyond the school boundaries while leading and developing our enthusiastic staff. He or she will build on links already established with the infant and secondary schools, together with our strong links with the two churches – St Benedict's and St John's.

Please feel welcome to make a preliminary visit, when the interim Head teacher, Mr Piers Ranger, staff and governors (if available) will be more than willing to answer any queries you may have.

When writing your letter of application, as well as addressing the priorities in the information pack, please could you also tell us:

- a) your reasons for applying for the Headship of St Benedict's,
- b) the experience and skills you can offer which will answer the particular needs of our school.

I would like to thank you again for your interest in this post and look forward to receiving your application.

Yours faithfully

Helen Roper
Chair of Governors

Letter from the previous Headteacher

Dear Applicant,

I am delighted to write a short piece for this recruitment pack and give you a flavour of St Benedict's from the Headteacher's perspective.

I was appointed in September 2013, since then the school has progressed in many ways, such as its achievement data, which has improved significantly and the school site, which has been enhanced and renovated.

The ethos and values of St Benedict's, captured very well in the latest 'Good' SIAMS and Ofsted reports of November 2016 and May 2017, underpin everything and make it a friendly, compassionate, creative and inclusive school.

St Benedict's is also a vibrant school where the provision of a creative, broad and balanced curriculum is vital. As a school it aims to mould rounded and successful learners and it is proud of the pastoral support and resources that it provides.

It was a real pleasure to lead the school community as a whole; a dedicated, supportive staff team who have high expectations and delightful pupils whose enthusiasm, motivation and increasingly reflective and self-aware approach to what they learn are qualities very much engendered by our work on meta-cognition.

The new Headteacher will have the privilege of working with a diverse school community, including a parent body where the vast majority are very supportive and a dedicated, hard-working governing board who offered me and the school immeasurable support in my time there.

I thoroughly enjoyed my time at the school and miss its children, staff and its special character. For the right person, being Headteacher of St Benedict's is a hugely rewarding and stimulating responsibility. I moved on as I felt that it was the right time to take on a new challenge. However, I would have been very happy to continue as Headteacher at St Benedict's had I not secured the right appointment!

Yours faithfully

Steve Gumm
Headteacher 2013-2018

The Children's Views

We value our pupils' views very much, so we asked our children, *"What do you want from a Headteacher?"*

The responses varied hugely.

Toby said:

"I expect somebody who puts the pupils first and looks out for us."

whilst Maddie is looking for

"A Headteacher who is tolerant but firm."

Some children used it as an opportunity to write a wish-list.

For example, Angelika in Year 4 was keen for

"Someone who gives us lots of discos, mufti-days and stuff like that!"

Certain traits kept appearing, however, particularly respect, kindness, understanding and a sense of humour.

"I think our Head Teacher should be kind, sporty, friendly, athletic, funny and helpful!"

Archie, Year 4
(all applicants should please bring a smile and a pair of trainers!)

Some more of the children's comments appear in the boxes, over the following pages.

Ethos

St Benedict's is a Church of England Voluntary Aided school in the Diocese of Bath and Wells.

The ethos statement for church schools in the Diocese of Bath and Wells is as follows:



Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to service its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

The inclusive Christian ethos of St Benedict's informs the whole of the school's life and, in particular, a high value is placed on the well-being of the children and staff.

The latest SIAMS (Statutory Inspection of Anglican and Methodist Schools) report of November 2016 stated that:

The school has a distinctively caring Christian ethos. This Christian ethos ensures an inclusive environment in which the value, creativity and uniqueness of all individuals are celebrated.

The report continues ***Warm relationships and extending hospitality are hallmarks of the school. These two aspects are clearly identified as the outworking of the school's distinctively Christian values.***

Please go to page 18 of the pack to access the full SIAMS report.



"I think a Headteacher should be strict when they need to be but have a good sense of humour. They should make assemblies fun, make the school a better place to be and ALWAYS see the positives!"

Beren, Year 5

The Children

Our catchment area consists of the whole of Glastonbury, whose community the school was set up to serve when it was founded by the church in 1897. We are the only junior school in the town, with almost all our pupils coming to us via our feeder school, St John's Infants. Most children transfer to our local secondary school, St Dunstan's, at the end of Year 6.

There is no requirement for the children to have any Christian affiliation but we make it clear that ours is a church school and parents need to be aware of our status and Christian ethos.

Our current admission number is set at 67, however the governing board is set to consult on reducing this to 60, a figure that more accurately reflects the capacity of the school.

The majority of the children come from white British families and the percentage of children with special educational needs/and or physical disabilities is much higher than average.

The children are divided into eight classes (average class size at present ~28), with teachers and pupil numbers currently as follows:

Year 3

- Unicorn Class Mrs Tina Anderson
- Cat Class Miss Amy Lowe

Year 4

- Owl Class Mrs Jackie Ford
- Chameleon Class Mrs Jane Brown

Year 5

- Spider Class Mrs Shena Caston
- Tortoise Class Mrs Liz Coton

Year 6

- Leopard Class Mrs Amelia Kirby
- Peacock Class Mrs Rachel Rood

There is some movement of teachers between academic years and this is discussed as part of the 'setting up' process for a new school year in June/July.



Facilities

St Benedict's School is a Victorian stone building incorporating open-beamed ceilings with modern classroom additions and up-to-date facilities.

There are eight classrooms, together with a 'Bee Hive' (home to our Learning Mentor and the school's nurture area), a modern treatment/wet room and kitchen.

The main entrance, upper classrooms and main hall all have disabled access. There is ramp access to the rear entrance and school playground and playing field.

Our ICT suite includes PCs and laptops; each class has an iPad.

We have a dedicated Maths area adjacent to the large School Hall with its removable stage, lighting and sound system for school productions.

Over the 2018 summer holiday, an exciting building project began to take place at St Benedict's. Part of the brief was to transform the pupils' toilets into a new unisex block. With this in place, work is currently taking place to create a mental health area which will link to our current Year 4 and Year 6 classrooms, as well as an open library area to provide a more child-centred core to the main school corridor.



At the rear of the school is a large playground with a spacious sports/playing field, together with storage buildings and pavilion. There is also a conservation area with pond and outdoor learning area. Our most recent addition is an outdoor classroom adjacent to the 'Garden of Tranquillity'. The current Year 6 helped to design and create the garden, assisted by, along with professionals from the Chalice Well, parents, staff and pupils from other year groups.



"I want a Headteacher who talks to us, and comes in to check on us."

Scarlett-Rose

Before and After-School Activities

The multi-talented staff of St Benedict's are proud to offer our pupils a wide variety of after-school activities. This term's offerings include the regular favourites: Netball, Football, Cross-Country, Chess and Gardening club - as well as Film, Animation, Big Art, Choir and Glee Club.



Our children enjoy participating in competitive sport and we take part in local leagues for Netball, Football, Cricket and Cross-Country as well as participating in the annual 'Schools' Area Swimming Gala' at Strode Leisure Centre in nearby Street.

All children have the option to take part in our before-school DASH (Do Activity Stay Healthy) Club which involves physical exercise followed by a healthy breakfast.

The JB's Club offers on-site after-school care. Working parents can pay for their children to take part in sessions including cookery, games, drama and swimming.

"I think a Headteacher should know the strengths and weaknesses of their pupils."

Luka

Teaching Staff

We currently have two classes per year group and employ eight classroom teachers. Our present Senior Leadership Team consists of the interim Head and two assistant heads and a senior teacher responsible for the leadership of Maths, English and Special Needs Education.

Each class has at least one teaching assistant; in addition, certain children with behavioural, educational or medical needs may have 1:1 support. In the mornings, teaching assistants are classroom-based and offer support in English and Maths. In the afternoons, they carry out Maths and/or English interventions, ranging from Accelerad-Accelwrite to 1-2-3 Maths. Teaching Assistants help to cover PPA, art and swimming. Outside the classroom, we have a Learning Mentor who has a packed timetable. She works with our most vulnerable children, offering programmes ranging from social skills to bereavement counselling.

On alternate Wednesdays, we employ a teacher to deliver French lessons. Qualified PE coaches who deliver our before-school DASH Club and staff from Somerset Music teach ukulele to Year 4. Children also have the opportunity to have private music lessons within school hours – we currently offer guitar, piano and recorder.

As part of our commitment to the wider community, we frequently offer placements to trainee students. We also employ two Apprentice Teaching Assistants.

We consider our staff to be a huge strength of the school.

"Our Headteacher should be supportive...and fun!"

Freya, Year 5

Support Staff

The school administrator looks after much of the day-to-day administration in the school while the Business Manager keeps the accounts and runs the school bank account.

We currently have five lunchtime supervisors who are assisted on the playground by our Peer Supporters (a group of Year 6 children who help to monitor break-times).

Our caretaker is responsible for the site and is assisted by three cleaners.

Beech Catering provides school meals.

Governors

There are fourteen places on the governing board of St Benedict's. Eight places are for foundation governors, seven of whom are appointed by the Diocese of Bath and Wells; the eighth place is reserved for the incumbent of St Benedict's. The remaining governor places are reserved for two elected parent governors, a local authority governor, one staff governor and one co-opted governor. The Full Governing board meets four times a year, with each of the two Sub-Committees, Curriculum & Finance, and Premises & Finance, twice a term.

The governing board is a mix of new and experienced governors united by a determination to ensure the school serves the community by providing education of the highest quality.

"The Headteacher should be able to have a joke with you, but also not allow bullying and be strict when it matters."

Martha

Parents, Teachers and Friends' Association

We are fortunate at our school to have a Parents, Teachers & Friends' Association (PTFA) that is an integral part of the school community. All parents, carers and members of the school community are automatically members of the PTFA when their children join our school. The PTFA exists to provide closer links between home and school and it is an excellent way to bring staff, parents and friends together socially in support of the school, working towards a common goal.

The PTFA is very conscious of the diversity of our school and tries extremely hard to respect this when organising and planning events. Not all events are run as fundraisers. Our children's discos, for example, have the aim of giving the children a good time and are a way of thanking families for their continued support of the PTFA.

In its time the PTFA has raised thousands of pounds, funds which have contributed to a stage with lighting and sound equipment for the school hall, the playground mural, the school minibus and an outdoor play area. Our current focus is to save for a new minibus.

Recent achievements

The PTFA Summer Fair raised nearly £1,200 and there have been a number of events this term including a Magical Spooky Disco and a hot dogs and hot chocolate sale on the last day of the half-term. The PTFA team are currently planning our forthcoming Christmas Fair.

Our Church



Across the road from the school stands St Benedict's Church, to whom the school owes its foundation in 1876 and with which, of course, the school has the closest of links.

The church, a Norman chapel dating from the 11th century formerly dedicated to Benignus, the supposed successor of Patrick as Abbot of Glastonbury, was substantially enlarged and rebuilt around 1500 under the auspices of Richard Bere, penultimate abbot of Glastonbury, whose influence is seen both inside and outside the building.

Further changes were made by the Victorians, in particular the adding of a south aisle with its lovely stained-glass windows.

The present clergy, PCC and congregation have completed the five-year process of the church's reordering that has transformed this beautiful, historic building into a well-equipped and multi-purpose facility for the community.

The school has benefited immensely from the flexibility this refurbishment has brought, with study, worship, prayer, appreciation and performance all taking place regularly under the guidance of staff and clergy, and some of it in the presence of parents, friends and the church community.

Our Town

Our school sits at the lower end of Glastonbury, with the church of St Benedict directly opposite and the larger church of St John the Baptist some 100 metres up the High Street.

The town is centred on the ruins of Glastonbury Abbey, once the longest and wealthiest church in England and the site, according to 12th century monks, of the grave of King Arthur. The Abbey, which attracts visitors from home and abroad and hosts annual Anglican and Roman Catholic pilgrimages, has a museum, an active Education Department for school visits, a wildlife area and activities for all the family.



The Christian faith in Glastonbury is served by Anglican, Catholic, Methodist, United Reformed, Baptist and Mid-Somerset Community churches.

Glastonbury attracts a wide diversity of other faiths and spiritualities, and is a vibrant, colourful community.

Overlooking the town are the famous Glastonbury Tor, with its medieval tower, and Wearyall Hill, where, according to legend, Joseph of Arimathea planted the first Glastonbury Holy Thorn, perhaps accompanied by his great-nephew Jesus as suggested in the hymn, Jerusalem. On the lower slopes of the Tor lies Chalice Hill, with its red spring, where Joseph is said to have hidden the Holy Grail, never to be found.



From these hills one looks out across the Somerset Moors and Wetlands, with its wild life reserves and SSSIs, where the last battle on English soil took place and where the Glastonbury Lake Village, one of the most important wetland sites in Europe, was discovered. In addition to a small museum of finds from the Lake Village in town, there is, towards the Tor in the Abbey Tithe Barn, a Museum of Rural Life, which also runs

activities for visiting schools and families.

The nearby 'village' of Street is home to Clarks Shoes and its shoe museum, to the Clarks Village discount retail complex, to the public school, Millfield, whose preparatory school is situated on the outskirts of Glastonbury, and to Strode College, the nearest state tertiary college. Street boasts two public swimming pools, a thriving theatre/cinema which not only has a programme of live professional and amateur events and film and visual art, but also digital links to London theatres.

Some six miles away, and nestling at the foot of the beautiful, and historically and geologically significant Mendip Hills, is the city of Wells famous for its Cathedral and moated Bishop's Palace, with specialist music school, Wells Cathedral School, close by.

The area offers a wide variety of sports, and youth activities such as Scouts and Guides, Army, Air and Sea Cadets, whilst Glastonbury itself is a major venue for the Guy Fawkes Winter Carnival Circuit which attracts thousands of spectators each year in raising money for local charities.

Also, just six miles away, is Worthy Farm in Pilton, venue for the internationally renowned Glastonbury Festival, which offers fund-raising opportunities for local schools and organisations.

All in all, we think this a great place to call home!

"I would like a Headteacher who listens to our opinions."

Banjo, Year 6

Who we are looking for

A job description and person specification accompany this pack but we hope the following points offer further information about the school's particular needs.

We are looking for a Headteacher who will:

- quickly get to know the children and parents, by engaging with all in a warm and empathetic but, where necessary, firm way in the best interests of the whole school,
- be an approachable and reassuring presence around the school, operate an open-door policy for pupils and parents, ensure a safe learning environment for all, maintain high standards in and out of the classroom and forge and reinforce the Home/School partnership in what is a diverse community,
- appreciate and acknowledge in private and in public the efforts, qualities and successes of the staff and have the ear of the staff in all aspects of school life,
- be proactive in promoting the personal professional development of the staff, encourage and make the most of their talents, interests and specialisms, working with them on any areas of inexperience or weakness,
- use information technology to carefully consider the school's performance, make-up and direction, and act on any clear needs,
- take a keen interest in and promote all extra-curricular activities and initiatives, especially music, drama and sport,
- lead the school with vision and commitment, communicating Christian values and beliefs to children, staff and parents, working closely with the Governing Board, the Diocese, the Local Authority, the PTFA and appropriate external agencies
- be instrumental in creating a positive culture in which everyone is valued and respected, reflecting the ethos of the school in action,
- engage well with the leaders of all the schools in the area, particularly those which the school feeds and is fed by, collaborating fully on joint projects and initiatives,
- be eager to be the human and Christian face of the school in the wider world and to foster links that will contribute to the building of a strong, cohesive and sustainable community.

Safeguarding

The successful candidate will be required to undergo enhanced disclosure from the Disclosure and Barring Service.

Headteacher Salary

St Benedict's is a Group 2 school, Leadership Scale 15-21.

The Next Steps

Answering your questions

We hope that you will want to take your interest further with a preliminary visit to our school. You may first wish to speak by telephone to the Chair of Governors or the interim Head, Piers Ranger.

In either case, please ring the school to arrange a time for a phone call or a visit.

Application timetable and Key Dates

Your completed application form must be returned to the Recruitment Team by Monday 26th November 2018 to:

Email: SSERecruitment@somerset.gov.uk or

Post: Recruitment, Support Services for Education, Cheddon Road, Taunton, TA2 7QP

We will be long-listing on Tuesday, 27th November 2018

Interviews will be held on Tuesday 15th and Wednesday, 16th January 2019

The successful candidate will take up their appointment Summer Term 2019

Useful Contacts

St Benedict's C of E VA Junior School
Benedict Street
Glastonbury
Somerset
BA6 9EX

<http://stbenedictsjuniorschoolglastonbury.org/>



Tel: 01458 831811

Email: sch.164@educ.somerset.gov.uk

Support Services
for Education



Support Services for Education: David Theobald,
Senior Primary Education Advisor
County Hall, Taunton Tel 01823 355812



Diocese of Bath & Wells

Pauline Dodds, School Effectiveness Adviser
and SIAMS Manager: 01749 670 777

The Somerset Context

The county of Somerset has a population of over half a million people (555,195 June 2017). It covers 3,452 square kilometres and is the 8th most rural authority in England. It has few big towns; more than half of its population live in communities numbering less than 3,000 and only about a third of the population live in the county's four largest towns – Taunton, Bridgwater, Yeovil and Frome.



There are currently 41,000 primary aged pupils in Somerset and 26,000 of secondary age, 18% of the county's population. The primary school aged population is expected to begin to decrease slightly after 2018. The overall population is expected to rise by about 15% by 2030 but much of this growth

will be in the 65+ age group.

The population of Somerset is predominately white, but its non-white British population has more than doubled in the past 10 years. In January 2018, 89.4% of school pupils were of a white British background, 5% were "white other". In 2018, 7.7% of pupils in Somerset schools did not speak English as their first language. The five most common first languages are Polish followed by Portuguese, Bengali, Malayalam and Tagalog/Filipino.

Somerset as a whole has a mixed economy of agriculture, tourism and manufacturing. It is home to major businesses such as Agusta Westland, Clarks International, IBM, Butlins and Yeo Valley, as well as RNAS Yeovilton. The construction and operation of a new nuclear reactor at Hinkley Point power station has the potential to bring thousands of jobs into the county. However, due to its rural nature, small businesses remain vital to the Somerset economy. 89.6% of all Somerset's businesses employ between 1 and 9 people and 8.8% of businesses in Somerset employ 10-49 people. Somerset has a relatively low-wage economy; men and women working in Somerset earn 13% less than the UK average for their gender, based on full-time employment figures. The ratio of entry-level house prices to earnings is high in Somerset; in 2016 the ratio was 8.11 to 1 compared with 7.16 to 1 in England generally.

January 2017 School Census data suggest that 10.5% of Somerset pupils are eligible for Free School Meals. Levels of child poverty in Somerset are consistently below South West and national averages, but mask significant variations at ward levels. In 2015 the proportion of children (under 16) living in poverty within Somerset was thought to be around 13% but 3 wards including St Edmunds in Glastonbury had over 25%. A total of 730 children were looked after at any time during the year ending 31 March 2017. Over 400 children are subject to a Child Protection Plan. Neglect is the most common initial reason for children being subject to a child protection plan, followed by emotional abuse.

Support for New Headteachers

Induction will be available for the new Headteacher; more details upon request.

Policy statement



Somerset County Council is AN EQUAL OPPORTUNITY EMPLOYER

Ofsted and SIAMS (Statutory Inspection of Anglican and Methodist Schools) reports

Please control and click [here](#) for the Ofsted Report of May 2017

Please Control and click [here](#) for the SIAMS Report of November 2016



Dream, Believe, Achieve



“Leaders promote the school’s vision: ‘Dream, Believe, Achieve’, aspiring for all pupils to achieve their best. They set high expectations of pupils’ behaviour and learning and pupils demonstrate a willingness to learn. A culture of respect and tolerance underpins the work of the school.” – Ofsted report

Dream

At St Benedict's C of E Junior School, we strive to nurture and educate the whole child. We encourage every child to aspire to achieve their dreams and succeed. We offer a broad and varied range of activities including visits to art galleries and historical monuments, outdoor activities, after school clubs and opportunities to try a broad range of sports.

Glastonbury is a vibrant and creative community and at St Benedict's we pride ourselves in developing artistic talent. We are lucky to have both important historical monuments and a stunning natural environment on our doorstep to inspire us. We have a strong tradition in all areas of the arts including visual and performing arts. We strive to foster children's ideas and imaginations as well as their academic talents. We have strong community links and have a wide range of visitors including community leaders, authors, poets, police officers, sporting figures and even documentary producers!

"The school has a distinctively caring Christian ethos. This ensures an inclusive environment in which the value, creativity and uniqueness of all individuals are celebrated." – SIAMS inspection.



Believe

At St Benedict's we inspire children's belief in themselves by promoting self-reflection. Children are encouraged to recognise their strengths and learn to persevere through difficulties. We celebrate achievement across the curriculum in a wide variety of ways. Our system of ELLI animals allows children to recognise the skills they need to be self-sufficient and independent in their learning.

"It's a way of children knowing *how* to learn, rather than *what* to learn." – Year 6 pupil.

Universal, moral and Christian values are embedded across the school. Visitors comment on the warm and friendly environment and children feel happy and secure at school. The corridors of St Benedict's are lined with photographs depicting our pupils in everyday situations that exemplify our spiritual and moral values; these serve to illustrate our expectations as a school.

St Benedict's was commended for having "....warm relationships and extending hospitality as hallmarks of the school," in a recent inspection. We have, in this regard, drawn inspiration from our namesake, St Benedict, and his tradition of hospitality. In our foyer, a mural of St Benedict greets visitors as they enter the school, along with a mural depicting the tradition of pilgrimage associated with Glastonbury.



"What is good about this school is how much kindness we have." - a pupil.

"My daughter has totally thrived....you make a world of difference!" - a parent.

Achieve

Our high expectations for every child and focus on academic achievement ensure that all children make good progress during their time at St Benedict's. Our recent Ofsted report recognised the progress that children make throughout our school, at all levels and from all backgrounds. We personalise children's education to meet their needs across a wide spectrum of academic abilities.

As part of our efforts to motivate students, we offer a wide range of rewards which celebrate both hard work and personal, as well as academic, achievement. As a school, we recognise that children achieve in different ways and our broad and balanced curriculum allows us to celebrate success in a variety of endeavours. Success at St Benedict's might be having artwork accepted for a local exhibition; it might be the sound of applause after a triumphant stage performance; it might be earning a place in the netball team; it might be the satisfaction that you have been a role-model to a younger pupil or it might be academic success.

"The rate of pupil progress has steadily improved over the last three years meaning that the school is now often meeting and sometimes exceeding national expectations in English and Maths. Children are able to explain clearly how values affect their approach to learning and as a consequence are more equipped to overcome obstacles to achievement." – SIAMS inspection

"Pupils are well prepared for life in modern Britain. The school encourages them to take on positions of responsibility such as sports leadership, helping in the school office and fund-raising." – Our recent Ofsted report



Environment

At St Benedict's, we are lucky to have an extensive site and lots of outdoor space. Children take responsibility for caring for the site and we are constantly working to improve our outside space with artwork, play equipment and environmental projects. Our new Garden of Tranquillity has been designed by the children in partnership with the Chalice Well Garden Trust and developed with the help of volunteers including parents, staff members and friends of the school.

"The school has developed some quiet areas in the outside space to promote spiritual reflection and these are used by children when they want time away from the main playground. Pupils feel safe and nurtured at school." – a recent SIAMS inspection

We are lucky to have a beautiful Victorian building full of character and original features. The school has lots of space to work flexibly, with generous classrooms and spaces for group work.

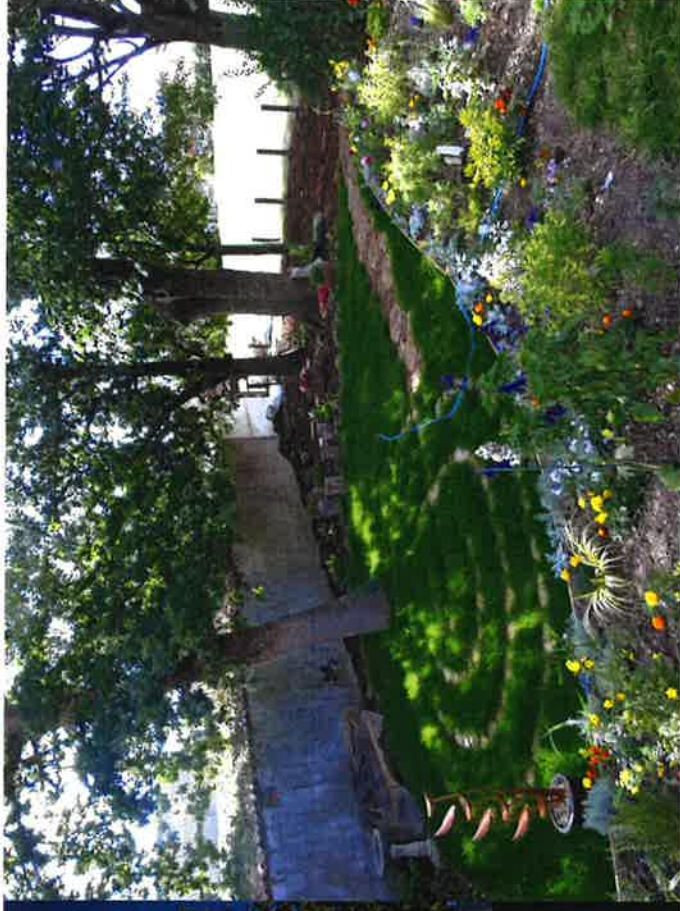
We are also fortunate to make frequent use of St Benedict's Church which is across the road from the school and is often used for collective worship and events such as our Christmas play and choir concerts. Locally, we are very lucky to have facilities such as the Rural Life Museum, Glastonbury Abbey and Tor, Avalon Marshes, Wells Cathedral and the Chalice Well Garden right on our doorstep which we can draw on to enhance our curriculum.

We enjoy good relationships with our local secondary school, St Dunstan's, and are often invited to events and to make use of the facilities.





St Benedict's pupils at playtime



Year 5 designed the Garden of Tranquility



The school playing field

HEADTEACHER JOB DESCRIPTION

St BENEDICT'S CofE VA JUNIOR SCHOOL

Brief description of the school

"Dream, believe Achieve"

St Benedict's is a Church of England Voluntary Aided school in the Diocese of Bath and Wells. The inclusive Christian ethos of the school informs the whole of the school's life and it aims to be a welcoming and inclusive environment for all pupils. The school's catchment area is the whole of Glastonbury, a diverse and vibrant community but one with very differing levels of prosperity.

The last Ofsted inspection rated the school as good.

Job Purpose:

To lead and manage the school in consultation with the Governing Body, in order to provide an educational community in which all pupils are enabled to achieve their highest potential and be supported and nurtured on their journey of learning.

Responsible to:

The Headteacher is an employee of the Governing Body and is required to carry out professional duties as detailed in the current version of the Teachers' Pay and Conditions Document and Instrument of Government of the school. The Headteacher must meet the requirements set out by the Governors and implement policies as required. This job description may be amended at any time, following consultation between the Headteacher and the Governing Body and will be reviewed annually.

Core Purpose of the Headteacher:

- To provide professional leadership and management of the school being proactive rather than reactive.
- To have good people skills and be an effective communicator.
- Is supportive of staff and appreciates the implication of work/life balance.
- To establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils.
- To be accountable to the governing body and provide vision, leadership and direction for the school to ensure that it is managed and organised to meet its aims and targets.
- To evaluate the school's performance in order to identify the priorities for continuous improvement.
- To ensure equality of opportunity for all.
- To develop policies and practices to ensure that resources are efficiently and effectively used to achieve the school's aims and objectives.
- To secure the commitment of the wider community to the school by developing and maintaining effective partnerships.

- To establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that:
 - The school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development.
 - The school will promote and safeguard the welfare of all children, enabling every child, regardless of background, faith or circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
 - All statutory requirements are met, and the work of the school is effectively monitored, evaluated and reviewed.

Key Areas of Responsibility

Shaping the Future

To ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.

Leading Learning and Teaching

- To ensure a consistent and continuous focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- To make effective use of all resources in order to close the gap in educational achievement of different groups of children.
- To ensure that learning is at the centre of strategic planning and resource management.
- To ensure high quality Personal, Social, Health and Economic Education and Citizenship.
- To create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.
- To implement strategies that secure high standards of behaviour and attendance.
- To determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- To take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- To monitor, evaluate and review classroom practice and promote improvement strategies.
- To fulfil our responsibilities to secure and train the next generation of teachers and school leaders.

Developing Self and Working with Others

- To inspire, motivate and support colleagues to fulfil the school's mission statement.
- To build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- To actively support the professional development of colleagues and self.
- To develop and maintain effective strategies and procedures for the induction of new staff.
- To ensure effective planning, support and evaluation of work undertaken by groups of staff and individuals.
- To develop and maintain a culture of high expectations for every member of the school community and to take appropriate action when performance is unsatisfactory.

Managing the Organisation

- To create an organisational structure which reflects the school's values and which conforms to legal requirements.
- To produce and implement improvement plans and policies for the development of the school and its facilities.
- To manage the school's financial and human resources effectively and efficiently.
- To recruit, retain and deploy staff appropriately and implement successful Performance Management processes with all staff.
- To manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- To evaluate and review policies to improve the quality of education for all pupils and provide value for money.

Strengthening Community

- To collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- To maintain an effective partnership with parents and carers, local education providers and colleagues, HE providers, the Local Authority and professional bodies.

Safeguarding Children & Safer Recruitment

- To be committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2011 and expect all staff and volunteers to share this commitment.
- To ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.

St Benedict's CofE VA Junior School
Headteacher Person Specification



Qualifications and Experience	Desirable	Essential
Qualified Teacher Status (QTS)		X
First degree or equivalent		X
Successful experience of Headteacher	X	
Successful experience of Deputy Headteacher		X
Holder of NPQH	X	
Recent professional development that prepares the applicant for this post		X
Record of successful class teaching with substantial teaching experience in the UK		X
Has experience of the role of Designated Safeguarding Lead or deputy Designated Safeguarding Lead and understands the school's responsibility for safeguarding and promoting the welfare of children		X

Strategic Direction and Shaping the Future	Desirable	Essential
Is committed to: <ul style="list-style-type: none"> Establishing a collaborative school vision of excellence recognising that every child has unique gifts and facilitating them to achieve their maximum potential, including those with special educational needs and disability Setting and achieving ambitious, challenging goals and targets Inclusion and the ability and right of everyone to achieve their future potential 		X
Demonstrates the ability to think strategically, build and communicate a coherent vision		X
Ability to inspire, challenge, motivate and empower others to carry the vision forward		X

Leadership	Desirable	Essential
Demonstrates a history of providing inspirational, strong and collaborative leadership to all staff, governors and parents		X

Leading learning and teaching	Desirable	Essential
Is committed to: <ul style="list-style-type: none"> Raising standards for all in the pursuit of excellence Continuous learning for the whole school community Entitlement of all pupils to effective learning and teaching Delivering an engaging, broad and creative curriculum 		X
Evidence of using data, benchmarks, and feedback to monitor progress in children's learning and development to inform personalisation		X
Initiates and supports research/debate about effective learning		X
Develops relevant strategies for performance improvement		X

Developing self and working with others	Desirable	Essential
Is committed to: <ul style="list-style-type: none"> Effective working relationships Shared leadership Effective team working Continuing Professional Development for all (including self) 		X
Fosters an open, fair, equitable culture and manages conflict		X
Develops, empowers and sustains individuals and teams		X
Collaborates and networks with others within and beyond the school		X
Challenges, influences and motivates others to attain high goals		X
Gives and receives personal feedback and acts to improve personal performance		X
Accepts appropriate support from others including colleagues and governors		X

Managing the organisation	Desirable	Essential
Establishes and sustains appropriate structures and systems		X
Manages the school efficiently and effectively on a day-to-day basis		X
Delegates management tasks and monitors their implementation		X
Appropriately plans and organises themselves and others		X
Makes professional, management and organisational decisions based on informed judgements		X
Thinks creatively to anticipate and solve problems		X
Experience in managing finances and budgets		X

Securing Accountability	Desirable	Essential
Is committed to: <ul style="list-style-type: none"> The principles and practice of school self-evaluation Individual, team, and whole school accountability for pupil learning outcomes 		X
Has an insight into political changes and anticipates trends	X	
Engages the school community in the systematic and rigorous self-evaluation of the work of the school		X
Collects and uses a rich set of data to understand the strengths and weaknesses of the school		X
Combines the outcomes of regular school self-review with external evaluations in order to develop the school		X
Ability to put in place effective communication mechanisms with the Board of Governors to ensure they are provided with the information they need to meet their responsibilities		X

Strengthening Community	Desirable	Essential
Is committed to: <ul style="list-style-type: none"> Effective teamwork within the school and with external partners Working with other agencies for the well-being of all pupils and their families Involving parents and community in supporting the learning of children and in defining and realising the school vision Collaborating and networking with other schools to improve outcomes 		X
Engages in a dialogue which builds partnerships and community consensus on values beliefs and shared responsibility		X
Listens to, reflects and acts on community feedback		X
Builds and maintains effective relationships with parents, carers, partners, and the community to enhance the education of all pupils		X
Actively draws on the richness and diversity within the community to enhance learning opportunities		X
Actively supports the school's Christian values and foundation whilst also valuing a diverse school community		X

Personal Attributes	Desirable	Essential
Excellent written and verbal communication skills		X
Adaptable to changing circumstance and ideas		X
Approachable and enjoys being highly visible to children and parents		X
Energetic, adaptable, enthusiastic and reliable with personal impact and presence		X
Self-motivated with good organisational skills and the ability to prioritise workload effectively		X
Is able to work under pressure		X
Passionate about delivering high quality education to children and their families		X
Demonstrates professionalism, loyalty and integrity		X

Developing the School's Christian character	Desirable	Essential
Be committed to promoting, developing and nurturing the Christian ethos of the school and its links with the church, benefice and diocese		X
Understand the role of the Diocese and local churches in the life of a church school	X	