



## Headteacher

**Springfield Junior School, QEGSMAT**

**Permanent**

**1.0FTE**

**Leadership Pay Scale L11 - L17 (£56,796 - £65,699 FTE)**

QEGSMAT are seeking to appoint an enthusiastic Headteacher to join our hardworking and high achieving team at Springfield Junior School.

Springfield is in Swadlincote, a former mining town in South Derbyshire. The main school building, The Widdows, is an English Heritage listed building which opened in 1937 and features in the Midway Heritage Trail.

Springfield is a smaller than average junior school with ERS status. There are 9 mainstream classes and an ERS unit designated to support pupils with a diagnosis of ASD.

Pupils join the school at the age of 7 when they are in Year 3 and stay with us until the end of Year 6. Each year group has 2 parallel classes with the support of the ERS unit for pupils with SEND needs.

There are currently 212 pupils on roll from Year 3 to Year 6.

**English as an Additional Language:** 0.9%

**Pupil Premium:** 55.2%

**SEND:** 45.8% **EHC Pupil plans:** 10.8%

The majority of pupils transfer to The Pingle Academy from Year 7 onwards.

Springfield Junior School is also a proud member of QEGSMAT. The Trust's values are for students to 'Question, Explore; Give; and Succeed'. Our exceptional staff, strong leadership, motivated children, as well as excellent facilities, provide the successful formula for this.

At QEGSMAT we believe and promote that exceptional workforce creates exceptional results; they transform lives and transform futures. We support every pupil to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

## **Why work for us?**

- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- Access to Teacher Pension Scheme employer contributions of 23.4% for Teachers.
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.

QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK. Further information about our commitment to Safeguarding can be found - <https://www.qegsmat.com/documents/safeguarding>

Opportunities for a walk around the school are available on the 9<sup>th</sup> and 12<sup>th</sup> September 2022. If you are therefore interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01283 217855.

Further details about our school can be found on our website: <https://springfield.derbyshire.sch.uk/>  
Or, on our Facebook page: <https://www.facebook.com/SpringfieldJuniorsSwad/>

To apply for this position, please visit our Trust Website (<https://www.qegsmat.com/current-vacancies/>) where you can apply via TES.

**Closing date for applications: 23<sup>rd</sup> November 2022**

**Provisional Interview date: 2<sup>nd</sup> December 2022**

**Salary: Leadership Pay Scale L11 - L17 (£56,796 - £65,699 FTE)**

**Potential Start date: April/May 2023**



## **JOB DESCRIPTION**

<b>Post Title:</b>	<b>Headteacher</b>
<b>Reporting to:</b>	Director of Education - Primary
<b>Scale:</b>	Leadership Pay Scale L11 - L17 (£56,796 - £65,699 FTE)
<b>Disclosure Level:</b>	Child Workforce - Enhanced, Childs Barred list

### **PURPOSE OF THE POST:**

#### **Purpose:**

- Responsible for curriculum provision in the school
- Lead on the quality of teaching and learning
- Lead on improving communication with parents and carers
- Ensuring that all members of the school community promote a Christian ethos where care and respect is shown to everyone.
- Organise and oversee interventions and monitor their impact
- Lead on the use of Pupil Premium
- Develop links with stakeholders
- Responsible for the induction and development of staff, students and volunteers

### **Main Duties**

#### **1. School Culture**

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

## **2. Teaching**

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

## **3. Curriculum and Assessment**

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

## **4. Behaviour**

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

## **5. Additional and Special Educational Needs and Disabilities**

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## **6. Professional Development**

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **7. Organisational Management**

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8. Continuous School Improvement**

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **9. Working in Partnership**

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support

- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## **10. Governance and Accountability**

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



## Person Specification

QEGSMAT is seeking a passionate & dynamic leader with the following attributes:

- a. Strong, quantified record of achievement within Primary Education.
- b. Evidence of significant leadership and management experience with a participative & inclusive style.
- c. Student-centred, with evidence of a strong drive to improve the life-chances and educational outcomes of young people, and continually seeking ways to better engage with them in the learning process.
- d. Evidence of significant experience in raising (or maintaining high) academic achievement and attainment with a commitment to inclusivity.
- e. Evidence of highly developed interpersonal skills.
- f. Evidence of sound commercial acumen and the ability to seek out opportunities and manage projects.

Post requirements	Essential	Desirable	Evidence and Assessment
<b>Qualifications</b>			
Degree or equivalent	✓		Application form & Certificates
UK Recognised Teaching Qualification and QTS	✓		Application form & Certificates
Postgraduate qualification	✓		Application form & Certificates
Possession of NPQH		✓	Application form & Certificates
<b>Knowledge and experience</b>			
At least 3 years successful, quantified, senior management & leadership experience in a school	✓		Application form, Personal Statement, current school/college results, references.
Understanding of current developments in the educational sector.	✓		Personal Statement, Assessment Process.

Direct experience of strategic planning and managing budgets.	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
Experience of developing successful relationships with external organisations	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process..
Experienced in successfully representing and promoting an institution to a variety of external groups and committees	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
Experienced in developing good relationships with Governors, the wider	✓		Application form, Personal Statement, current school/college results, references. Personal Statement,

stakeholder community, and external media			Assessment Process.
Experienced in successfully managing the external inspection process. Committed to continuous personal development	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.

<b>Personal Skills and Qualities</b>			
Inspirational people leadership and teambuilding skills, combined with sound judgement & effective problem-solving at a whole-school level.	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
Drive and determination to ensure the implementation of strategic plans and priorities.	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
The ability to present persuasively, effectively, compellingly, inclusively and motivationally to a variety of audiences.	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
An open, but creative, inspirational and decisive management style	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
The ability to develop effective social and work networks, with a wide-ranging remit.	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.

The ability to effectively delegate, prioritise, organise and manage the performance of others, including tackling underperformance & rewarding merit.	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
A clear and compelling moral purpose and the ability to communicate this to all stakeholders	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.

### Specific Skills

The ability to translate skills, experience and knowledge to the specific context of Castle View Primary School and Nursery		✓	Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
Curriculum design		✓	Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
Outstanding teaching and learning	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
Maximising pupil progress	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.

Highly effective data systems	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
Pastoral care, guidance and support	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
Developing leadership in others	✓		Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
Working across phases and in partnership with other schools		✓	Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.

Stakeholder involvement and engagement		✓	Application form, Personal Statement, current school/college results, references. Personal Statement, Assessment Process.
<b>Work related requirements</b>			
A clear enhanced DBS check		✓	DBS Check Application papers
A full, unrestricted UK driving licence (a limited number of penalty points is acceptable provided the ability to drive is not restricted)		✓	Sight of original, current, driving licence

<b>Signature</b>	
<b>Date</b>	