



# **Damson Wood Nursery & Infant School Academy**

## **Headteacher Recruitment Pack**

**(March 2024)**

**(Part of Central Schools Trust)**



# Content

Introduction

About the Trust

CST Values, Ethos, Culture and Vision

CST Career Growth and Well-being

School History

Key Points and Context

Safeguarding Statement

Damson Wood Vision and Values

Curriculum

Data (EYFS, Phonics and KS1 2022-2023)

What the community would like from their new Headteacher

Application process and timelines

Job Description

Person Specification

## Introduction from the CEO

The people within an organisation make the culture of that organisation.

Culture encompasses the whole community and, if developed effectively, the culture touches the hearts and souls of all, inspiring greatness from within.

The right people and the right culture, therefore, make organisations what they are.

A great culture within an organisation doesn't just happen by accident; it takes time to develop and establish and then it requires the engagement of each and every person; each person needs to live the shared vision and values every day, demonstrating them in everything that is done; it means we all share the same goals, have the same ambition and the same determination to create futures for children and families that really matter.

This culture is well established within CST, at all levels. Premises operatives, those involved with administration, teaching assistants, teachers, school leaders, governors and trustees all embrace this culture.

The impact is seen within. Children and pupils display respect and are well behaved; they are honest and hardworking and prepared to take risks with their learning. Staff engage willingly in professional development; they want to learn more, are confident to take risks to become as effective as they can; they take pride in everything they do. Parents recognise the value of the culture and consolidate it at home; governors and trustees commend the work of the schools and celebrate the values at every opportunity.

The two schools within CST are fabulous places to work, to learn and to flourish together.

**G T Burgess**  
**Chief Executive Officer**

## Introduction from the Chair of Trustees

On behalf of the trustees of Central Schools Trust, thank you for your interest in Damson Wood Nursery and Infant School Academy and for considering the exciting and rewarding role of Headteacher.

In this pack, you will find extensive information about the Headteacher role, our school, and the values that underpin our Multi-Academy Trust. As Headteacher, you will play a pivotal role not only at Damson Wood, but also in contributing to the broader vision of our Multi-Academy Trust. We are seeking a leader who can align with our collective values, work collaboratively, and bring a fresh perspective to our wonderful school community.

The successful candidate will be supported by an established CEO and highly effective Trust Board who are passionate about education and strive to inspire every child to reach their full potential. Our values and ethos promote an aspirational culture of professionalism, mutual respect and honesty throughout every layer of our Trust. We would be delighted to welcome you to join our team.

**S Miller**  
**Chair of Trustees**

## **Introduction from the Chair of Local Governors**

On behalf of our Local Governing Body, I would like to thank you for your interest in the position of Headteacher of Damson Wood Nursery and Infant Academy.

At Damson Wood, we firmly believe in fostering an environment where each student feels valued and inspired to achieve academically, creatively, and personally. We are committed to nurturing the holistic development of every individual, ensuring they thrive both within and beyond the classroom. Our highly effective team of staff put the children at the heart of everything they do. We are very proud of our children – friendly, kind and enthusiastic learners who are eager to learn and grow together.

We are seeking a passionate and dedicated Headteacher who will set high expectations for all, inspiring both students and staff to strive for excellence and achieve their fullest potential.

As the Local Governing Body, we look forward to working with you, acting as critical friends, and supporting you as you lead Damson Wood on its journey of continuous improvement.

**L Evans**  
**Chair of the Local Governing Body**

# ABOUT THE TRUST

## Mission

That all children in all academies within the Trust:

- are confident, socially and emotionally well-adjusted young people who are prepared for the next stage in their lives
- achieve well and reach the highest possible academic standards.

## CST Values, Ethos and Culture

Children who attend our schools:

- are treated fairly
- are emotionally and socially well-adjusted young people who feel confident and safe
- are provided with learning experiences that are engaging and fun
- say that they want to come to school, that they enjoy coming to school and that they feel excited about the work they do in school
- are provided with the very best learning experiences possible, irrespective of their individual starting points or specific needs, so that they achieve to the very best of their potential.

That the parents who bring their children to our schools know that:

- their children are well-cared for and kept safe from harm
- their children are supported well socially, emotionally and academically during their time in school
- that they, as parents and carers, are included fully in their children's educational journey.

### **Aspirational**

- set high expectations of ourselves and others

### **Honesty and Transparency**

- conduct ourselves responsibly, ensuring we remain honest and true

### **Professionalism and Integrity**

- hold with clarity a clear understanding of our core educational purpose and remain professional at all times

### **Mutual Respect and Partnerships**

- treat others with the utmost respect, and expect the same level of respect from others

## Vision

- Every child will achieve their personal and academic potential through targeted support and learning opportunities
- Throughout their time in our schools, every child will feel safe, happy, valued and included
- Provide opportunities and recognition for high quality professional and personal development
- Maximise the sustainability and benefit of the Trust's assets for all stakeholders. Be recognized by the wider community as a high performing Trust that is desirable to parents and carers

## Career Growth and Well-being

Damson Wood Infant and Nursery School Academy is one of two schools within Central Schools Trust (CST), the other being Balsall Common Primary School Academy. Valuing and developing staff are key priorities. We want to work with highly motivated teachers who have a proven track record, or would like to develop a proven track record, of high outcomes for all children. We care about recruiting the right people, and about retaining them.

Consequently, we have a clear plan for developing employees through an employee development programme, which sets clear guidelines for career advancement from entry level to coordinator, manager and director positions. The support received from within our organisation will develop skills and experience which can be used as a stepping stone for future advancement.

We offer employee benefits through Boostworks and the Schools Advisory Service.

Boostworks provides staff with discounts and special offers from a wide range of well-known retailers, such as supermarkets and high street stores.

Ensuring that the well-being of staff, within the Trust, remains high on our agenda, employees also benefit from membership of the Schools Advisory Service which can provide free fast-tracked private medical treatment at local, private hospitals, health screening, stress awareness and relationship counselling, physiotherapy, menopause support and a weight management programme.

## Employee Development Programme

### **Teaching**

The career path for a teacher within the CST from entry level, as an ECT, to Headteacher level is predicted to be about ten years. Of course, this could be quicker, or it could take longer.

Sometimes it is possible for this career development to take place within the Trust itself; at other times it may be necessary to move to a different school; it will depend on the individual candidate and the availability of posts within CST.

The information below outlines the level of support that teachers can expect to get at each stage of their career development.

### **ECT (First and Second Years)**

- Dedicated mentor who is an experienced member of the senior team
- Working alongside year group teachers and teaching assistants
- 10% release time, in the first year and 5% release time in the second year, as well as 10% PPA time
- Tailored support, depending on need
- Opportunities to see other teaching
- Partnership with other schools, both those within the Trust and others which are part of a Collegiate Learning Group, allowing reciprocal visits from similar and diverse schools
- This is the entry level to teaching and can lead to becoming a Year Group Leader

## **Subject Leadership (Third Year)**

- Responsibility for leading a subject
- Coaching and mentoring around 'how to be an effective leader of a subject'
- Opportunities to scrutinise children's work and conduct learning walks and lesson observations
- Partnership with other schools, both those within the Trust and others which are part of a Collegiate Learning Group, allowing reciprocal visits from similar and diverse schools

## **Year Group Leaders (Third/Fourth Year)**

- Responsibility to lead the year group and experience what it is like to offer direction to other teachers and TA's within the year group
- Direct access to senior leaders for support and guidance
- Tailored support, depending on need
- Opportunities to see other teaching
- Partnership with other schools, both those within the Trust and others which are part of a Collegiate Learning Group, allowing reciprocal visits from similar and diverse schools
- Opportunities to access the NPQ ML
- This is a stepping stone leading to being responsible for a phase

## **Phase Leaders (Fourth/Fifth Year)**

- Responsibility to work across two year groups, leading and managing staff within the phase
- Work directly with senior leaders to shape the strategic direction of the school
- Tailored support, depending on need
- Partnership with other schools, both those within the Trust and others which are part of a Collegiate Learning Group, allowing development at middle leader level
- Opportunities to access the NPQ SL
- Preparation for movement to the Upper Pay Spine
- This is a stepping stone leading to a post of AHT or DHT

## **AHT/DHT (Six/Seventh Year)**

- Non-class based responsibilities around key areas of school development
- Working alongside other AHT/DHT, Headteachers and the Chief Executive Officer
- Independent leadership of a dedicated key area
- Support from Headteachers and the CEO as and when required
- Regular meetings with other senior leaders from within the school and the Trust
- Opportunities to engage in a planned programme of professional development, with access to the NPQ SL and NPQH
- This is a stepping stone leading to a post of Headteacher

## **Headteacher (Ninth/Tenth Year)**

- Support directly from the CEO and other Headteachers within the Trust
- Planned school visits to strengthen knowledge and expertise
- Opportunities to engage in a planned programme of professional development and to access the NPQ EL
- Working alongside fellow Headteachers within clusters, as well as within the Trust
- Significant opportunities to plan the strategic direction of the Trust
- This is a stepping stone leading to a post of Executive Headteacher/CEO

This approach to Professional Development is tabled in the pathway below.

## CST Professional Development Pathway : Teacher to Leader

		Subject Management	ECT Mentor Phase Director			Core Subject Leader English/Maths Leader					
ECT M1	ECT M2	M3	T H R E S H O L D	M4	M5	M6	T H R E S H O L D	UPS1	UPS2	UPS3	
		Developing		Experienced			Specialist				
			Leadership Potential Assessment					SLT Potential Assessment			
Improving Leader programme			NPQ ML	Outstanding Teacher Programme Coaching & Mentoring			NPQ ML	Specialist training • Lead Practitioner • SEND		NPQ SL	
CST Development Opportunities				CST Development Opportunities CST Coaching & Mentoring				CST Development Opportunities CST Coaching & Mentoring			

# DAMSON WOOD SCHOOL HISTORY



Damson Wood Nursery and Infant School first opened its doors to pupils on June 12 1967.

In 2017, the school celebrated 50 years with a summer street party.

Pupils and staff were joined by members of the Damson Wood community, including past staff, parents and pupils from over the years and took a step back in time to the 1960s.

They wore tie-dye t-shirts and took part in a festival of activities including circus skills and a magic show with Monty the jester.

Photos and memories were displayed and there was an opportunity for everyone to share their fond memories of this long-standing school.

There was also a ceramic damson tree and a willow sculpture, as well as having a golden disco and birthday cake sale, all in celebration of the event.



The Observer, Thursday April 6, 2017

## School aims to celebrate its 50 years

PREPARATIONS are under way for Damson Wood Nursery and Infant School Academy's 50th anniversary celebrations this summer.

There will be a children's street party to mark the golden anniversary and staff and parents have already started getting things in place.

The Solihull Rise school first opened its doors to pupils on June 12 1967.

Emily Hughes, Head of School, was a former pupil and is looking forward to meeting with other current staff members who have been both parents and pupils over the years.

Miss Hughes said: "I have very fond memories of my time at Damson Wood and look forward to celebrating this wonderful achievement with past and present members of our school community."

The school is keen to hear from past staff and pupils who may have memories or photographs of their time at Damson Wood. Staff would also be keen to know if any past pupils have ended up doing exciting things both in Solihull and around the world.

To send any pictures or memories, email [DWS50@damsonwood.solihull.sch.uk](mailto:DWS50@damsonwood.solihull.sch.uk).

For more on the upcoming celebrations, visit [www.damson-wood.co.uk](http://www.damson-wood.co.uk)



## KEY POINTS & CONTEXT

### Type of School

Nursery and Infant School

Co-education, age range 3 -7 years

One form entry

Status: Academy

Local Authority: Solihull

Ofsted rating (2019): Good

### Number of Children on Roll as at February 2024

Whole School: 186

Pre-Nursery 32

Nursery: 38

Reception: 30

Years 1 - 2: 86

### Location

Stockwell Rise

Solihull

West Midlands

B92 9LX

Attendance: 94.4%

Percentage eligible for Pupil Premium: 22%

Percentage with EHCP: 4.9%

Percentage of children on SEND register: 10.6%

## **Our Safeguarding Statement**

There is a strong, collective culture of safeguarding within CST. Staff are all clear regarding their responsibilities to keep children safe from harm, both in school, at home, or online. Policies and procedures are updated annually and all staff read and understand the Central Schools Trust (CST), Damson Wood Nursery and Infant School Academy (DW), Balsall Common Primary School Academy (BCPS) Safeguarding and Child Protection Policies. Every September, all staff are provided with annual safeguarding training, which includes any important updates from Keeping Children Safe in Education and local safeguarding issues. If staff join the school during the year, they have a safeguarding induction to ensure that the key points around safeguarding training are delivered.

The culture across the Trust is one of being vigilant, open-minded and ready to listen to and observe pupils carefully. In line with our school's child protection procedures, all concerns, no matter how small, are reported to the DSL. Deputy DSLs are available if staff cannot report to one of the DSLs. Staff report concerns to one of the DSLs via a reporting system called CPOMS. All concerns are logged as soon as possible on CPOMS. They are factually accurate and specific, using children's own language where relevant. In an emergency, they would also speak directly to a DSL or, if required, know to call 999. They receive feedback on any concerns logged and know that they have the option to contact Children's Services directly if they are concerned that appropriate action has not been taken by a DSL. Teachers are also aware that they must report any cases of possible FGM to the police.

# **DAMSON WOOD - VISION and VALUES**

## **Our Vision Statement – Learning and Growing Together**

### **Learning**

Our pupils are taught an ambitious curriculum, covering a wide range of subjects, which supports and challenges everyone to increase their skills and knowledge over time and make sustained progress. We work particularly hard to ensure no child is left behind by providing equally high-quality learning opportunities for all our pupils, including those with SEND.

### **Growing**

Our pupils are encouraged to grow successfully in their confidence, self-awareness and emotional intelligence. We focus on the whole child at Damson Wood and our hope is that children instil our core values, including safety, kindness and pride. We treat our children with care and respect and use consistent systems within a positive ethos to support children with their behaviour and to take care of their well-being.

### **Together**

Damson Wood is a close community with a shared vision to provide the best possible learning and growth opportunities for our children from when they arrive in Woodies Childcare to when they leave us to embark on their journey to junior school. Staff work in collaboration with parents to understand and support our pupils in the best way possible and this partnership is highly valued by all. Children come together in many different ways and learn to play and live together successfully.

The learning and growth our children experience at Damson Wood lays a strong and well-grounded foundation for children to continue to progress in the future.

Our teachers and support staff also value the ethos of learning and growing together. They are reflective practitioners and take a highly proactive approach towards their own professional development. Staff are supported to look after their own well-being and take good care of each other. They recognise the efforts and progress of children and their colleagues and, together, have the drive and determination to create the best school for children and adults to thrive in.

We commit ourselves fully to 'Learning and Growing Together' at Damson Wood and this aspiration, underpinned by our core SPARKS values, drives all we do.

**VALUES** - At Damson Wood Nursery & Infant School, we are all...

**S** – Safe

**P** – Proud

**A** – Ambitious

**R** – Ready

**K** – Kind

**S** - Successful

Our aim is for all pupils to be bright SPARKS; for their minds to be ignited to light the way for others in the future!

## OUR CURRICULUM

The curriculum at Damson Wood Nursery and Infant School Academy is ambitious, rich, challenging and relevant to our pupils. Our curriculum intent is designed to give all learners, whatever their individual starting point, the knowledge and cultural capital they need to succeed in life. We aim to provide an exciting and stimulating curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Our mission is to motivate all our pupils and enable every learner to enjoy and achieve.



From when children arrive at Woodies Childcare or in the EYFS at Damson Wood, there is a strong focus on developing children's early language and communication. Children's speaking and listening skills are prioritised and we work hard to develop children's vocabulary knowledge.

We ensure that our children are taught the fundamental skills of Reading, Writing, Maths and Science as well as the other National Curriculum subjects. We provide challenging and engaging activities that take account of prior learning to ensure depth and progression. The needs of all learners are taken into account. Where it naturally occurs, cross-curricular links are made in Maths, English and Science, as well as through the thematic teaching of other subjects. Computing, Music and Forest School are taught in fortnightly sessions from Reception to Year 2.

Our timetable plans for regular retrieval of weekly and previous learning to ensure that knowledge is remembered over time and that schemas are created to ensure children apply their knowledge in different contexts and become knowledgeable citizens.

Our curriculum is knowledge rich and focuses on a thematic approach, where appropriate; each theme has a 'Stunning Starter' and a 'Fabulous Finale' to inspire children and to share what they have learnt. The learning that takes place during these days delivers the opportunity for real life, hands-on experiences for the topic being studied. Experiences include dressing up and spending the day as Victorians, visiting Tamworth Castle, enjoying a 'Pirate Party', tasting foods from around the world, or creating the Polar Regions in the classroom!

Throughout the school year, we have many trips which help to develop social skills and independence. These also provide an opportunity to extend the children's knowledge and understanding in the various curriculum areas, such as links to Science in Year 1 with a trip to The Parkridge Centre.

We believe in the approach of 'learning to learn' and 'learning without limits'. Through the ethos of the school and our curriculum children are encouraged to develop learning capacities which will help them to become resilient, independent and confident, life-long learners and are equipped with the knowledge and skills for future learning and employment. Children are encouraged to challenge themselves and are exposed to high-level learning in every classroom.



We offer an extensive range of extra-curricular opportunities, including sporting activities, such as football, athletics, and dance. We also offer choir, cookery, science, art, and Lego.

We believe our curriculum contributes to the development of our pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives. Children's knowledge and understanding of different faiths and cultures is explored during lessons and encourages a real tolerance of others. We provide learning opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations both in and outside of school. As a result, children have a good appreciation of radicalisation and are being prepared to meet the challenges of living in modern Britain and of becoming successful citizens of the future.



## **DATA: EYFS, PHONICS and KS1 2022-2023**

### **Early Years Foundation Stage (EYFS), Reception, Good Level of Development (GLD)**

	<b>GLD</b>
<b>National 2023</b>	65.7
<b>School 2023</b>	54.8

### **Key Stage 1, Year 1, Phonics Screening Check**

	<b>Phonics</b>
<b>National 2023</b>	79
<b>School 2023</b>	77.5

### **Key Stage 1, Year 2, SATs (Writing is teacher assessed)**

This is the final year for Statutory Testing in Year 2

	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	<b>ARE+</b>	<b>GD</b>	<b>ARE+</b>	<b>GD</b>	<b>ARE+</b>	<b>GD</b>
<b>National</b>	68	19	60	8	71	16
<b>School</b>	63	7	46	7	75	7

## What the community would like from their new Headteacher

The Council meets every week to discuss any current issues that the children might have, or discuss any areas of improvement they would like leaders to make in school.

### **What the school council would like from their new Headteacher**

- Kind
- Caring (towards children and staff)
- Protect (the children)
- Help others
- Hard working
- Fair
- Responsible
- Super head teacher who can solve problems
- Hero



### **What the staff would like from their new Headteacher**

- Brave and confident
- Strong moral purpose and core values
- Not afraid to say if they have made a mistake
- Shares and celebrates the success of individuals and the team
- Good social conscience
- Passionate and committed
- Stays calm and positive in a crisis
- Able to deal with challenging circumstances and is supportive of staff
- Able to cope with the pressure of working in a challenging school
- Able to consolidate and build upon the existing a strong and culture
- Values early years and recognises the importance of play in learning
- Values creativity in the curriculum

### **What the parents would like from their new Headteacher**

- A big heart
- Highly principled
- Passion and compassion
- Expectation of high standards of behaviour from all pupils
- Ensure staff and pupils' safety through effective safeguarding culture
- Trust staff to have the children's best interests at heart and to get on with the job
- Approachable and available
- Consult teachers about issues which affect them
- Treat all staff the same
- Listens to the point of view of others in order to achieve the same goal
- Open to ideas

# **APPLICATION PROCESS**

## **1. Timeline**

- i. Advert live by Monday 18<sup>th</sup> March, 2024
- ii. Closing date for applications, midday, 12.00noon, Friday 26<sup>th</sup> April, 2024
- iii. Shortlisting process commencing Monday 29<sup>th</sup> April, 2024
- iv. Interviews Tuesday 7<sup>th</sup> and Wednesday 8<sup>th</sup> May, 2024

## **2. Process**

- i. Visit the school
- ii. Application using the CST Application Form
- iii. Applications reviewed and candidates contacted
- iv. Day One interview
- v. Selected candidates from Day One invited to Day Two



# Job Description for Headteacher at Damson Wood Nursery and Infant School Academy

**Group 2: Salary Range L8-L14**

## **Purpose of role**

The Headteacher will lead Damson Wood Nursery and Infant School Academy, inspiring staff to achieve the highest possible standards in teaching in order to develop well-rounded and ambitious pupils.

## **Description of role**

The Headteacher will report to the Chief Executive Officer (CEO). They will:

- support the CEO to set and review the **Trust's** priorities and objectives, leading activity to ensure these are delivered
- demonstrate exemplary leadership
- develop, motivate and deploy teaching and non-teaching staff to secure the best possible use of staff skills
- determine and drive appropriate standards and targets to deliver improvement
- create an accountable, safe and positive learning environment in which diversity and co-operation are celebrated.

## **Responsibilities**

The post holder will carry out the duties of the Headteacher in consultation, where appropriate, with the CEO, governing body, school staff and parents and carers. Specific duties and responsibilities are set out below.

## **Curriculum, teaching and learning**

- Work with staff to develop, organise and implement an appropriate curriculum for the school, taking into account the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school
- Monitor and evaluate the standards of teaching and learning in the school and ensure that proper standards of professional performance are established and maintained
- Develop a culture of coaching and peer support to enable teachers and staff to develop professionally and enable our children and community to succeed
- Ensure that the progress of the pupils at the school is monitored, evaluated and effectively recorded
  - Analyse and use available school based and comparative data to assist in raising standards.

## **Pupils**

- Develop and maintain a sound practice for the pastoral care of pupils
- Maintain, review and develop policies and procedures for promoting pupils' self-discipline and good behaviour in the context of a proper regard for authority
- Ensure the maintenance of good order and discipline during the school day, when pupils are present on the school premises or engaged in authorised school activities on and off school premises.

## **Staff**

- Participate in the selection and appointment of the teaching and non-teaching staff of the school
- Deploy and manage all teaching and non-teaching staff of the school and allocate particular duties to them in a manner consistent with their conditions of service and the need to ensure a proper work-life balance
- Delegate, as appropriate and agreed, specified duties of the Headteacher to the Assistant Headteachers or other members of staff
- Ensure that cover is provided for absent teachers, taking account of conditions of service and the availability of supply teachers
- Ensure that teachers at the school receive the information they need to carry out their professional duties effectively
- Supervise and participate in arrangements for the Performance Management of staff
- Ensure those newly-qualified teachers, ECTs, and those returning to work after a break in service, have access to adequate support and training in their first two years of service or their first year of resumed service
- Exercise responsibility for the supervision and training of teachers during their induction periods
- Manage the threshold assessment process fairly and undertake the assessment of any eligible teacher who requests it, in consultation with the CEO
- Work to identify opportunities for continuing professional development including in house courses, external courses and job related training
- Ensure that all staff in the school have access to advice and development opportunities appropriate to their needs and report to the governing body on the professional development of all staff
- Provide regular updates to the local governing body, on staffing and management matters
- Maintain a professional working relationship with organisations representing teachers and other persons on the staff of the school.

## **Resources**

- Work with the CEO to allocate, control and account for the financial and material resources of the school, which are under the control of the Headteacher, as identified within the Scheme of Delegation, and be accountable to the local governing body and the CST MAT Board for their proper use
- Be responsible for the organisation and management of staff within the school in accordance with statutory guidance within the School Teachers Pay and Conditions Document
- Ensure the effective security, supervision and maintenance of school buildings, their contents and the school grounds.

## **Relationships**

- Make and maintain arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims
- Take account of the views of the stakeholders of the school
- Provide information to the local governing body and the CST MAT Board so that all governors can carry out their roles effectively
- Identify and offer opportunities for approved volunteers to support the work of the school in terms of curriculum and extra-curricular activities.

## **Additional responsibilities**

- Ensure that the businesses operated by the school run efficiently and continue to run at a profit
- Arrange for the assistant Headteacher, or other suitable person, to assume responsibility for the discharge of Headteacher responsibilities at any time when they are unavailable
- Have due regard for local authority and school policies on equal opportunities, health and safety and any other relevant area
- Have regard for the work-life balance of school staff.



## Person Specification for Headteacher at Damson Wood Nursery and Infant School Academy

### **A: Application Form**

### **C: Certificates**

### **I: Interview**

	HOW	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
Education and Qualifications	C/I C/I	<ul style="list-style-type: none"> <li>Qualified teacher status (as recognised by the Department for Education)</li> <li>Participation in recent, relevant in-service training</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of significant additional study relating directly to the education of primary-aged pupils and/or the management and organisation of a school</li> </ul>
Knowledge and Experience	A/I A/I A/I	<ul style="list-style-type: none"> <li>Knowledge and understanding of the role and responsibilities of senior leaders and governing bodies within primary schools</li> <li>Experience of previous or current responsibilities within a successful senior management team</li> <li>Experience as a Headteacher or substantive experience as a deputy or assistant head</li> </ul>	<ul style="list-style-type: none"> <li>Experience of successfully leading improvements and initiatives</li> </ul>
Skills & Abilities	A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I	<ul style="list-style-type: none"> <li>Think strategically, and to plan effectively, in both the short and long term</li> <li>Embrace, lead and manage change effectively within an organisation</li> <li>Inspire, motivate and support pupils, staff, parents (and carers), governors and the wider community about the work of a school</li> <li>Engage effectively and collaboratively with school governors, encouraging others to do the same</li> <li>Consult, seek advice and be pragmatic when making decisions</li> <li>Motivate a body of staff and maintain their resilience in the face of adversity</li> <li>Communicate effectively with, listen to, and learn from pupils, staff, parents (and carers), governors and other members of the community</li> <li>Promote the professional development of all staff</li> <li>Enthusiasm, passion, commitment, energy and drive</li> <li>Creative and innovative thinker</li> <li>Ability to maintain and develop the high aspirations of the school and its community</li> <li>Excellent leadership and team-building skills</li> <li>Ability to work positively under pressure</li> <li>Ability to exercise independent judgement and initiative</li> <li>Excellent oral and written skills</li> </ul>	<ul style="list-style-type: none"> <li>Well developed and highly effective interpersonal and organisational skills</li> <li>Experience of working with a Trust Board</li> </ul>

Leadership and Management	A/I	<ul style="list-style-type: none"> <li>Understanding of school self-evaluation and the processes involved in becoming an effective self-evaluating school</li> <li>Understanding of effective Performance Management processes for staff</li> </ul>	<ul style="list-style-type: none"> <li>Experience of handling and understanding school finance and budgets</li> </ul>
	A/I	<ul style="list-style-type: none"> <li>Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety and the SEN Code of Practice and how these relate to the classroom</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Work co-operatively with a range of external agencies within a local area and beyond</li> <li>Delegate and manage staff workload effectively</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Devise and implement effective measures for the performance of the school using inspection reports, data and research and to keep these measures under systematic review</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Use management information systems, in particular IT systems, to drive school improvement</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Manage finance efficiently in accordance with the agreed priorities and delegated authority of the school</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Share information with the CST Lead of Funding and Publicity about additional funding required to enhance the school's estate and the experiences of the children</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>The monitoring, assessment, recording and reporting of pupils' progress and the implications for teaching and learning</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>An understanding of the use of data to measure progress and attainment</li> <li>Knowledge of Safeguarding and Child Protection Policy and Practice</li> </ul>	
Excellence in Education	A/I	<ul style="list-style-type: none"> <li>Robust knowledge and understanding of recent developments and legislative changes in education and how these impact on the leadership and management of a primary school</li> </ul>	<ul style="list-style-type: none"> <li>A commitment to career development and progression</li> </ul>
	A/I	<ul style="list-style-type: none"> <li>Substantial and high quality experience of teaching within an infant or primary setting</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Commitment to raising the academic and personal achievement of pupils by holding teachers to account for the progress and attainment that children make</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Understanding of effective assessment in education</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>A proven ability to deliver a differentiated curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Demonstrate a commitment to inclusion, ensuring all pupils have the opportunity to participate in a full range of curricular and enriched extra-curricular activities</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Promote a positive ethos and pride in the school and its physical environment</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Develop and maintain high standards of behaviour among pupils</li> </ul>	
	A/I	<ul style="list-style-type: none"> <li>Raise standards and significantly improve achievement</li> <li>Create a learning environment which is inspiring, engaging and fun for pupils</li> </ul>	