



# Blundeston Church of England VC Primary School



## Headteacher Application Pack

Employment Status

Full time, Permanent

Employment Location

Blundeston, Suffolk

Salary Range

Group 2, L11-17 £56,796-£65,699

Application Closing Date

9am Monday 17th April 2023



“A Place to Flourish”

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## Letter from the Chair of Governors

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Dear Prospective Candidate,

On behalf of the Governing Body, I am writing to thank you for your interest in the position of Headteacher at Blundeston CofE VC Primary School. I hope this information pack gives you a clear overview for the caring and nurturing environment that encompasses our vision to give all our children 'A Place to Flourish' at our school. Our vision is embedded in everything we do. Celebrating our children's achievements, whether small or great, is important to us.

We were Ofsted inspected in December 2019 rated as GOOD, early years as Outstanding, and at our last SIAMS inspection we were rated as Outstanding. We have aspirations to reach Outstanding at the next OFSTED inspection. Our popular school, located in the beautiful rural village of Blundeston in Suffolk, has a lot to offer its pupils, staff and community.

We offer a happy working environment, supportive parents, a team of hardworking and innovative staff, a board of professionally-skilled governors, and children who are eager to learn. We will expect our new Headteacher to encourage communication and openness at all levels, including with parents. It is important our new leader has drive, passion and ambition to bring out the best in their team, pupils and stakeholders.

We want our new headteacher to maintain our caring and inclusive ethos. To continue to encourage and nurture all children, providing the best opportunities for each to reach their potential, develop character and attitudes so they are socially and emotionally ready for the next stage of their lives.

Through the changes and challenges of education today, governors will work creatively and constructively with the senior leadership team in our united desire to provide the best education for all our children and their families.

Our current website is a window to who we are. We are very close to launching our new website, which is planned to be migrated by the end of the school year.

Please do arrange a visit to our school if you would like apply. Contact Ali Gillings in the school office on 01502 730488, or email the office at [admin@blundeston.suffolk.sch.uk](mailto:admin@blundeston.suffolk.sch.uk)

Kind regards,

Claire Robertson  
Chair of Governors





## Letter from the Departing Headteacher

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Dear Prospective Headteacher Applicant,

I am delighted that you are considering applying for the Headteacher post at Blundeston CEVC Primary School. If you are successful, you will have the privilege of leading a special and treasured school.

Blundeston is a Suffolk Local Authority maintained Church of England school, with the Diocese of Norwich. The school has a very close bond and working relationship with the Diocese, accessing support, advice and guidance across a range of different areas. As I tell the children regularly, being a Church school makes Blundeston extra special!

During my time at the school, leaders have worked hard to ensure the school lives out our Christian vision as "A Place to Flourish", and I am sure when you visit the school, you will see this flourishing in a variety of ways and places.

Although we are currently without an incumbent at the village church, the school has continued to forge relationships with local clergy. They contribute regularly to our vibrant collective worship programme. Children also contribute through the writing and sharing of prayers, planning and delivering worship to the school community, and setting up spaces ready for worship.

If successful, you will be joining a very experienced, dedicated and accomplished staff team, who support each other and the children very well. They are a great team and I have often said that, when the chips are down, 'Team Blundy' really springs into action! This was never more evident than during the pandemic as the staff worked together to overcome the challenges of remote learning and keeping the school open for our vulnerable children.

Staff are at different stage of their careers; some have been at Blundeston for many years, others are newer to the school. Staff development and wellbeing is a priority at Blundeston. We have a staff wellbeing champion and two teachers are about to embark on NPQs. I have worked hard to develop confident and competent subject leaders in recent years, using the expertise and skills of some of our most experienced members of staff.

The children at Blundeston are simply wonderful! They have really embraced the concept of flourishing and I often hear them talking about it in their lessons. Our weekly 'Flourishers' collective worship is a favourite time of the week for everyone.

I am very proud of our nurture and pastoral support provision and whole school approach to children who have previously had difficult experiences in education, suffered trauma or bereavement. This provision has been developed over several years and we now have a full-time Nurture & Pastoral Support Lead in school.

They support our children and families in a number of ways, from our nurture groups to individual support on a range of issues. The impact of this support has been significant. These children are some of our biggest success stories and they tell us how Blundeston has helped them to achieve their very best and to flourish, with one child describing the "old me" and the "new me" when reflecting on the support they have received in school.

The school has an experienced part-time SENDCO who has worked hard to develop the school's SEND offer, as well as staff knowledge and skills, over the last few years. The school has a robust assess-plan-do-review cycle in place and makes good use of data to track progress of SEND children.

Staff have worked tirelessly in recent years to develop a well-structured and exciting curriculum. We have sourced high-quality resources to support curriculum development and delivery. This is underpinned by a rich programme of visits which celebrate the local area. We have always taken a whole-school approach to curriculum design. This means our less experienced teachers and subject leaders are well-supported and our curriculum is cohesive.

Outcomes are good, with our KS2 data being above national in reading, writing and maths in 2022. We were delighted with these results in light of the pandemic. Staff are innovative and creative. At pupil progress meetings, I am always blown away by how well staff know their children and their depth of understanding about where they need to focus their attention to ensure good outcomes for all.

Parents and carers are very supportive of the school. They understand the sense of 'family' and the Christian ethos at Blundeston. Some say this is why they chose the school.

We have a very active PTA who have recently recruited several new members. They support the school through fundraising events. The Summer Fun Afternoon is a much-loved part of the school calendar! PTA funds have helped to pay for transport for trips, iPads and author visits.

Our relatively new breakfast and after-school clubs have been a really popular and well-supported addition. These provide wraparound care for working families, as well as offering sports sessions with our sports coach every day.

The school is set in beautiful grounds in rural Suffolk and I shall certainly miss the views from the school and my office window! We have invested our PE Premium to develop the facilities at the school, including our fantastic adventure playground and MUGA all-weather pitch.

If successful, you will be inheriting a very healthy budget due to the careful financial management of the school over several years. Funding has been spent on the right things at the right time. Recently, the school has made a major investment in IT, including technical support, broadband and a class suite of laptops. The school is well-stocked with iPads.

I hope I have managed to explain just some of the reasons why Blundeston is such a special school.

I look forward to meeting you when you visit and wish you all the best with your application.

With warm wishes,

*H. Laflin*  
Helen Laflin



# Safeguarding

At Blundeston CEVC Primary School, safeguarding and promoting the welfare of our children and staff is a key priority: one which we view as belonging to all of us. We take this responsibility seriously as we want to ensure that everyone is able to flourish.

All staff and Governors undertake regular safeguarding and child protection training, as well as specialised training in areas such as The Prevent Duty.

Our Designated Safeguarding Lead, Deputy Safeguarding Leads and Online Safety Leads are trained to a high standard to ensure concerns are dealt with robustly and effectively, as well as offering advice and support.

We have staff members and Governors who are trained in safer recruitment to ensure that we only employ people with the right values, attitudes and behaviour to work in our school. We carry out rigorous recruitment procedures and checks in order to achieve this.

We have a comprehensive Early Help Offer available, using the expertise and knowledge of our own staff, as well as external agencies.

## Our Ethos

### Our Vision

At Blundeston, we have thought carefully about how to articulate our vision. We worked together with our pupils, staff and governors to create our shared vision during the summer of 2019. With the help of our incumbent at the time, Father Glen, we chose a short, yet powerful, verse to root our vision in biblical teaching.

The vision we created is simple but perfectly sums up what we want to achieve for our whole school community. It is celebrated and brought to life through our beautiful hall mural.

Our vision is for our school to be "A Place to Flourish", so that we can transform the lives of those within our school community. This is based on John 10:10 when Jesus said "I have come that they may have life, and have it to the full". This is what we want for everyone in our school community: to reach their potential, as God intended. We see flourishing in its broadest sense, and not just academically, as we understand that flourishing will mean different things to different people at different times. We want our whole school community to flourish, underpinned by our Christian ethos and fundamental British values.



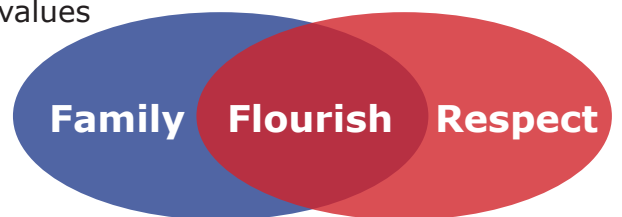
## Our Aims

### To achieve our vision, we aim to:

- Keep it at the forefront of our minds, and in our hearts, in everything we do in school, recognising that sometimes we may have to look a little harder to find “flourishing”, but having faith that it will still be there, somewhere.
- Celebrate being a Church school and be proud of all that this means and brings, including being part of our Diocese and the wider Christian community.
- Deliver a rich curriculum that nurtures, provides real-life experiences, is rooted in the local area, creates links and builds on deep-seated learning.
- Nurture staff so that they can be the best they can be.
- Provide pastoral support for our children, parents, carers and families when they need it
- To strive for excellence in everything that we do;
- To promote a sense of spirituality and community within a strong Christian ethos;
- To develop children who demonstrate self-confidence, self-reliance, resilience and a sense of responsibility;
- To show respect and tolerance towards each other;
- To promote good attendance which we believe is essential to fulfilling potential;
- To make a positive contribution to the wider community.

## Our Values

We thought long and hard about our core values of Family, Flourish and Respect at Blundeston. We wanted our chosen values to reflect what we stand for and what underpins our work in school every day. We also wanted these values to be accessible and meaningful for everyone in our school, from our youngest children to the oldest.



The diagram shows our three values:

FAMILY, RESPECT, FLOURISH. The circles deliberately overlap and interlock to show that flourishing can happen when the other two values are in place. The children are taught Bible stories and verses that explore these values.

Our children are encouraged to develop their understanding of, and reflect upon, these values through our curriculum and collective worship programme.



# Learning

We passionately believe that child-led learning through structured play in the early years creates enthusiastic, independent learners.

We celebrate all forms of learning and achievement both inside and outside of school.

We have a wealth of facilities and activities to support learning including:

- The early help offering of breakfast club and a Sports coach led after school clubs every day.
- A widely used, across all year 7 groups Reception to year 6, outdoor learning wildlife facility.
- A newly installed outdoor playground, and MUGA all weather pitch.
- A new IT infrastructure with a dedicated broadband line, new computers and hubs.
- Strong community links with Lound nursing home, and local Churches
- School council, Eco council, Road Safety team and SPOC (Stop Palm Oil Club), Digital Leader
- School choir



# Diocese Relationship

We are without an incumbent Priest at present but our current Headteacher has well established links with the diocese. Reverend Andy Bunton from the neighbouring Oulton team ministry, visits to regularly lead collective worship. The School has collective worship every day in different locations whether as a whole school or in the pupils' classrooms. These are teacher-led *and* pupil-led. The children participate in singing, praise expression and reflection which allows each individual child to explore faith and flourish in a safe environment. The children visit the Church for special services and educational purposes including Harvest, Remembrance, Easter and Christmas. All are well attended by parents and friends.



# Premises Overview

The School is a mix of old and modern and has all the facilities on site to support our energetic Primary School. In addition to a classroom per year group there are shared activity areas, a hall for whole school gathering, PE and meals, a Library/IT room and a nurture room. There is a Headteacher's office, a staff/meeting room and a reception office suite. The hard playground has fixed play equipment and the generous sports field is supplemented by a newly installed synthetic grass fenced MUGA pitch. There is also a wildlife area with a fixed pergola for outdoor learning opportunities. The fencing around the perimeter has been well maintained to ensure the safeguarding of our children and is within keeping of the area.

The premises are managed by the Facilities and Administration Manager and maintained by a full time caretaker. Specialist maintenance and improvement work is undertaken by engagement of Contractors. The School is currently engaged in an IT upgrade programme to improve internet speed and capacity to meet future demands for online learning.

## PTA

The PTA is run by a highly motivated team of parents/carers and is a great opportunity for the parents, carers and friends to get involved, support the school and meet other friends and families of the school. The PTA runs many events throughout the school year to raise money for the school. In previous years the PTA have raised funds to pay for books for the library, fittings and housing for the defibrillator, ipads, atlases, nurture room resources, and most recently have paid for the author Nigel Lungenmuss-Ward to visit the school to name a few of their fantastic contributions.

Our PTA events:

Christmas Bazaar

Christmas disco in school time

School disco - spring term

Summer fun day

Sponsored event

They have lots of ideas and are always looking for new ways of raising money for the school.



# Staffing Complement



# Governing Board

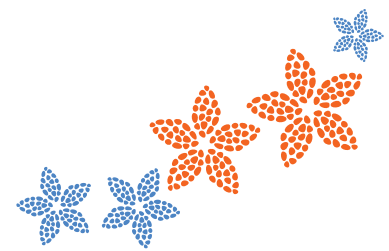
The governing board is comprised of 12 Governors:

Claire Robertson	Chair of Governors, Co-opted Governor
Sarah Mann	Vice Chair, Parent Governor
Paul Strowlger	Co-opted Governor
Liz Lewis	Foundation Governor
Jonathan Salisbury	Foundation Governor
David Gallagher	LA Governor
Ruth Jooste	Parent Governor
Andrea Whiting	Parent Governor
Headteacher	Staff Governor
Craig Easterbrook	Staff Governor

2 vacancies at the moment:

Foundation Governor

Co-opted Governor



We have an active and engaged Governing Board whose members take their responsibilities seriously. We work collaboratively and constructively with our Headteacher and are united in our commitment to our school's long term success.



# What our pupils have to say...

## What is special about our school:

The library is a calm place to read lovely books

We take part in tournaments, go on trips and have residential every year

Pupils with special needs are taken care of

Plenty of outdoor activities and we have a new playground

Everyone supports each other. Pupils and staff. Teachers listen to pupils

We have flourishing assemblies and visits to the church

## I would like our new Headteacher to be:

Strict but not too strict

Someone who cares for the school and lets us celebrate special occasions

Someone who cares for the planet who is respectful, caring and sharing

Understanding, able to listen to any problems pupils might have

Lovely, respectful and kind with a sense of humour

Someone who makes us work hard

# Thoughts from the staff...

Qualities we would like to see in our new head:



**Approachable**  
**Fair**  
**Organised**  
**Empathetic towards Children, Staff and parents**  
**Patience**  
**Energy**  
**Positivity**  
**Transparency**

**Ensure everyone's wellbeing is considered**  
Someone who values staff well-being and realises the importance of this to get the best out of their teachers

**Where possible give plenty of fore-warning for extra tasks**

# What our parents have to say...

Skills for the new head to bring:



**Positivity**  
**Needs to be visible and engage with the parents/children in person**  
**Strong Leader**  
**Improve sharing of achievements e.g. e-postcards**  
**Broaden learning opportunities/trips for students: Music, Art, Cookery, international world**  
Child centric approach to education. Think creatively to encourage play alongside learning  
**Understand childhood is precious**  
**Put children and their wellbeing first**  
Focus on Good Mental Health: good food, exercise, access to outdoor learning  
**Warmth**  
**Expand the extra curricular activities: singing, drama, dance, football**  
Build on established community links  
Increase children's exposure to life outside school

Continue to fight for SEND children and receive the best possible support

To continue to nurture the student, stay on top of the kindness culture with the students

**Make it fun to enable children to Flourish**

The school's greatest attribute:



**Excellent outdoor and wildlife nature facilities**  
**Teachers are committed**  
**Children are kind and have friends across year groups**  
Staff are accessible for communication  
**Interaction with the village and the church**  
A lovely community with a caring ethos  
**Children really do flourish at Blundeston**  
Safe and structured environment to learn, develop and socialise  
**Has a family feel**  
Teachers are happy at school  
Children feel safe and supported as individuals  
**The children's achievements and strengths are recognised and celebrated**

# 2022 Results for Key stage assessments

Measure	Number of Children	Year Group	2022 School Result	2022 National Result
EYFS Good Level of Development (GLD)	24	Reception	83%	65%
EYFS Average Total Points Score (ATPS)	24	Reception	32.6	31.1
Year 1 Phonics	30	Year 1	70%	75%
Year 2 Phonics	4	Year 2	25%	44%

KS1 Reading EXS+	23	Year 2	70%	67%
KS1 Writing EXS+	23	Year 2	57%	58%
KS1 Maths EXS+	23	Year 2	78%	68%
KS1 RWM combined EXS+	23	Year 2	52%	53%
KS1 Reading GDS	23	Year 2	22%	18%
KS1 Writing GDS	23	Year 2	4%	8%
KS1 Maths GDS	23	Year 2	26%	15%
KS1 RWM combined GDS	23	Year 2	4%	
KS1 Science EXS	23	Year 2	74%	77%

KS2 Reading EXS+	29	Year 6	83%	75%
KS2 Writing EXS+	29	Year 6	86%	69%
KS2 Maths EXS+	29	Year 6	79%	71%
KS2 RWM combined EXS+	29	Year 6	72%	59%
KS2 Grammar, Punctuation & Spelling EXS+	29	Year 6	55%	72%
KS2 Reading GDS	29	Year 6	24%	TBC (2019 national result 27%)
KS2 Writing GDS	29	Year 6	24%	TBC (2019 national result 20%)
KS2 Maths GDS	29	Year 6	14%	TBC (2019 national result 27%)
KS2 RWM combined GDS	29	Year 6	10%	TBC (2019 national result 11%)
KS2 Grammar, Punctuation & Spelling GDS	29	Year 6	10%	TBC (2019 national result 36%)
KS2 Science EXS	29	Year 6	83%	79%
KS2 Reading Progress Measure	29	Year 6	-1.8	0.0
KS2 Writing Progress Measure	29	Year 6	1.5	0.0
KS2 Maths Progress Measure	29	Year 6	-2.3	0.0
Average scaled score in Reading	29	Year 6	106	105
Average scaled score in Maths	29	Year 6	104	103
Average scaled score in Grammar, Punctuation & Spelling	29	Year 6	TBC	TBC (2019 national result 106)

EXS = Expected Standard GDS = Greater Depth Standard RWM = Reading, Writing & Maths combined

# Headteacher Job Description

## Purpose of the Headteacher post:

To develop, provide and implement the vision and strategic direction for Blundeton CofE VC Primary School. To ensure all pupils receive an outstanding education which raises their ambitions, broadens their horizons and enables them to achieve their full potential in their academic, spiritual and creative lives.

## Leadership

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- Ensures that the vision for Blundeston CEVCP school is clearly articulated and shared, understood and acted upon effectively by all.
- Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement and financial viability.
- Demonstrates the vision and values in everyday work and practice.
- Maintain an ethos based on strong school values within which pupils and staff are nurtured, motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Ensures Good Mental Health is a key priority to improve wellbeing for everyone.
- Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large.

## Safeguarding

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- Is responsible and accountable for promoting the welfare of all children and young people.
- Creates an organisational culture which is vigilant to, monitors and prioritises the safeguarding of children and young people above all considerations.
- Manages appropriately the training and professional development of all staff with regard to safeguarding children and young people at Blundeston school.
- Understands how to deal with all forms of bullying, including cyber-bullying and implements preventative methods.

## Leading Learning & Teaching

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- Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensures that learning is at the centre of strategic planning and resource management.
- Establishes creative, responsive and effective approaches to learning and teaching.
- Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrates and articulates high expectations and sets stretching targets for the whole school, promoting equality and inclusion in all aspects of school life for all pupils including pupils with SEND and disabilities.
- Implements strategies which secure high standards of behaviour and attendance.
- Determines, organises and implements a diverse, flexible, broad and balanced curriculum, fostering the varied interests and talents of pupils and drawing upon the expertise of teachers.
- Implements an effective assessment framework for all areas of the curriculum.
- Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitors, evaluates and reviews classroom practice and promotes improvement strategies.
- Challenges underperformance at all levels and ensures effective corrective action and follow-up.
- Ensures that teachers have the time available to listen to individual pupils when required.

## Developing Self and Working with Others

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- Manages own workload and that of others to achieve the vision and values of the school.
- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities and develop leadership opportunities.
- Develops and maintains effective strategies and procedures for staff induction, professional development and performance review.
- Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals.
- Ensures clear delegation of tasks and devolution of responsibilities.
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams. Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.
- Regularly reviews own practice, sets personal targets and takes responsibility for own personal development.
- Takes into account the views and needs of all stakeholders within the school community.
- Has due regard for the well-being and personal issues of staff, understands the pressures of teaching and offers support where appropriate.

## Managing the Organisation

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- Creates an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
- Manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities, whilst ensuring a robust budget is set.
- Recruits, retrains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.
- Implements successful performance management processes with all staff.
- Uses consistent and fair approaches to managing behaviour.
- Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Uses and integrates a range of technologies effectively and efficiently to manage the school.
- Empowers teachers to achieve their full potential and allows them to show initiative.



## Securing Accountability

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- Fulfils commitments arising from contractual accountability to the Governing Board.
- Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Works with the Governing Board (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
- Reflects on personal contribution to school achievements and takes account of feedback from others.

## Strengthening Community

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- Builds a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensures learning experiences for pupils are linked into and integrated with the wider community.
- Ensures a range of community-based learning experiences.
- Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seeks opportunities to invite parents and carers, community figures, diocesan and church representatives, businesses or other organisations into the school, in order to enhance and enrich the school and its value to the wider community.
- Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operates and works with relevant agencies to protect children.
- Manages appropriately the training and professional development of all staff with regard to safeguarding children and young people at Blundeston school.

## Christian Character of Blundeston CEVCP school

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- Build and enhance a caring culture where pupils experience a positive and enriching school life, underpinned by our schools' distinctive Christian ethos and values.
- Ensures that there is space within the activities of the school for the spiritual development of pupils.
- Helps the school build on its relationship with St Mary's Church, Blundeston and other Faith organisations.
- Uphold and promote the Christian values and traditions of the school.
- Ensures that there are arrangements in place for the induction of new staff into the character and Christian traditions of the school.
- Ensures that religious education is accorded a high status within the school.



# Selection Criteria

	Essential	Desirable
<b>Qualifications</b>	Qualified teacher status	NPQH
<b>Professional Development</b>	Has significant leadership experience	Can show evidence of continued career development
<b>Experience</b>	<p>Experience as a Headteacher or Deputy Headteacher working towards NPQH</p> <p>Proven leadership and experience leading to improved pupil outcomes</p> <p>Excellent classroom teaching with record of success across primary age range</p> <p>Experience of ICT and its role in school management</p> <p>Experience of managing a budget successfully</p> <p>Knowledge of financial planning and principles of best value</p> <p>Knowledge of writing, delivering and evaluating strategic plans to improve learning and standards</p> <p>Experience of data analysis to monitor pupil performance and improve attainment</p>	<p>Experience as a Headteacher or significant exposure to the Headteacher role</p> <p>Experience in managing specialist SEND provision</p> <p>Experience in managing buildings</p> <p>Experience of managing a school effectively on a day to day basis</p> <p>Experience of managing and meeting financial challenges</p>
<b>Professional Knowledge</b>	<p>Clear knowledge and understanding of local and national educational strategies, issues and developments including current external inspection arrangements</p> <p>Understanding of strategies for raising the standards of pupil achievement</p> <p>Understanding of current safeguarding regulations and their application</p>	Experience as a safeguarding lead

	<b>Essential</b>	<b>Desirable</b>
<b>Learning and teaching</b>	<p>Able to articulate the characteristics of effective learning and teaching for pupils of all abilities, towards high academic achievement</p> <p>Understanding of the placement of learning at the centre of strategic planning and resources management</p> <p>Proven ability to analyse and interpret a range of key data to monitor performance and improve learning and teaching</p> <p>Experience and knowledge of SEND pupils and their learning needs</p> <p>Has a clear philosophy on how the curriculum can meet children's needs</p> <p>Able to instil confidence; tolerance; respect; resilience; ambition in pupils</p> <p>Able to ensure that the primary school children will be high school ready, and technologically adept</p>	
<b>Leadership and Management</b>	<p>Have strong leadership qualities with a proven record of managing significant educational responsibilities</p> <p>Able to build, manage, motivate and empower a team of colleagues effectively and harmoniously</p> <p>Commitment to setting and achieving ambitious performance targets and effectively monitoring and evaluating them</p> <p>Able to challenge poor performance in a positive and constructive manner</p> <p>Able to secure high standards of behaviour and attendance</p>	<p>Knowledge and experience of leadership styles and practices, and their relevance in different contexts</p> <p>Knowledge and experience of change management through organisational re-structure in order to deliver education and financial benefits and efficiencies</p>

	<b>Essential</b>	<b>Desirable</b>
<b>Leadership and Management (cont.d)</b>	Committed to CPD in order to sustain school improvement	
<b>Strategic direction and development</b>	<p>Commitment to promote and develop the distinctive Christian Ethos of our Church school</p> <p>Has a commitment to developing and sustaining a safe, secure, happy and healthy school environment</p> <p>Able to develop our vision for the children and staff to flourish which is shared and understood by all.</p> <p>Work within the school community to translate the vision into agreed objectives to achieve sustained school improvements</p> <p>Able to lead and manage change effectively when required</p>	
<b>Achievement and inclusion</b>	Commitment to high standards of achievement and equality of opportunity for all pupils	Proven knowledge and experience of developing strategies for an inclusive school
<b>Communications</b>	<p>Able to build and maintain effective relationships with parents, carers, governors, other schools and agencies to enhance children's enjoyment, achievement, personal development and wellbeing</p> <p>Maintain links with the Church and local communities</p> <p>Understanding of how the school website and information technology can strengthen engagement with parents, carers and the wider community</p>	
<b>Securing accountability</b>	Commitment to individual, team and whole-school accountability for pupil learning outcomes	Experience of accounting for aspects of school performance to parents and the wider community

	Essential	Desirable
<b>Securing accountability (cont.d)</b>	Understanding school self-evaluation and using the outcomes to improve children's achievements	
<b>Personal qualities</b>	<p>Understanding of the strategic role of the governors and the ability to work with them effectively</p> <p>Passionate about children's learning and their potential to grow and develop as learners</p> <p>Able to work under pressure</p> <p>Commitment to ensuring equality and celebrating diversity</p> <p>Excellent interpersonal, ICT and communication skills</p> <p>The ability to prioritise, plan and organise self and others to achieve a healthy work/life balance</p> <p>Commitment to change and innovation</p> <p>Commitment to Christian ethos in order to secure the moral, social and emotional development of all pupils</p> <p>Team builder</p>	





**Blundeston** Church of  
**Primary School** England VC



[www.blundestoncevcpc.co.uk](http://www.blundestoncevcpc.co.uk)