



UPLANDS PRIMARY SCHOOL AND NURSERY

HEADTEACHER APPLICATION PACK

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"I really like the school and how spacious the classrooms are."
(pupil survey 2023)

"The children and staff are at the heart of all decisions made."
(staff survey 2023)

"I love this school because lessons are really fun and it's a brilliant place to be. The staff are so nice to me and other people in the school."
(pupil survey 2023)

"Uplands offers a brilliant setting for the children to learn and develop. Our child thoroughly enjoys attending Uplands."
(parent survey 2023)





LETTER FROM PUPILS



Uplands Primary School and Nursery
Forest Learning Alliance

Inspired to Achieve

Respectful - Kind - Resilient - Brave - Motivated



Dear Potential Applicant,

We are pupils in Year Five Uplands Primary and Nursery School and we are writing to share with you what it is like to be a member of our school community. We wanted to provide you with some helpful information about our school so that you know what we are looking for in our new headteacher. We have been at Uplands for a long time and the time we have ~~been~~ here has been really precious to us, and this is why we are writing this letter to you.

Why Uplands is one of a kind!

Uplands is a very special place where everyone knows one another which helps to create a safe and friendly community. We are a small school with big ideas! We feel that our school is one of a kind because we try and include lots of exciting opportunities and challenges (such as the Junior Duke Award, which helps children realise their abilities and find new talents) alongside our learning to help improve our brains and enhance our experience. We encourage children to take on responsibilities by becoming role models (such as head pupils, prefects, house captains, school council representatives, sports captains etc.) and build teamwork through our school houses: Lutra, Cervus, Aquila, Strix and Vulpes. Children are helped to find their voices and we celebrate our successes with a weekly celebration assembly that recognises our achievements, academic and personal. We are passionate about reading and each class has its own reading challenge to encourage all children to open their minds to the wider world and develop

their imaginations. Albion Road, Sandhurst, Berkshire GU47 9BP
(+44) 01252 873069

office@uplandsberkshire.org / www.uplandsberkshire.org
info@forestlearningalliance.org / www.forestlearningalliance.org



LETTER FROM PUPILS



Uplands Primary School and Nursery
Forest Learning Alliance

Inspired to Achieve

Respectful - Kind - Resilient - Brave - Motivated



Why might you want to work here?

You will enjoy working here because the pupils are kind and respectful. The teaching staff want the best for us and are fun to work with. Our school values encourage kindness, Bravery, Motivation, respect and resilience and we try to ensure that we are always inspired to achieve. We want Uplands to be a place where everyone feels valued.

What do we want in a head teacher?

We really want a headteacher who will develop our school community, engage with our parents as well as the wider community. Someone who will inspire us to be the best version of ourselves. We want you to make our school life very

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enjoyable but offer us challenges that help us to grow. We also want a headteacher who will have high expectations for behaviour and guide us to make good decisions, for ourselves and for others. We want the three 'gs': fun, firm, fair!

We really hope that you will apply for the role as headteacher and help us continue to make Uplands a special place.

Good luck!

Tayla Eshan Layla Ben

Albion Road, Sandhurst, Berkshire GU47 9BP
(+44) 01252 873069

office@uplandsberkshire.org / www.uplandsberkshire.org
info@forestlearningalliance.org / www.forestlearningalliance.org



LETTER FROM CO-CHAIRS OF GOVERNING BOARD



Uplands Primary School and Nursery
Forest Learning Alliance
Inspired to Achieve
Respectful - Kind - Resilient - Brave - Motivated



March 2024

Dear Applicant

We are delighted that you are considering applying to become our next Headteacher. We would like to introduce you to our school and invite you to read our applicant pack. Our current Headteacher is leaving us after a long career with our school to take on new challenges.

The Governing Board is therefore seeking to appoint an exceptional and dynamic new Headteacher to lead our welcoming and ambitious school community. As Headteacher, you will play a pivotal role in shaping the future of our school, fostering a culture of academic excellence, personal growth, and community engagement.

We are on course to join The Keys Academy Trust on 1st June 2024. Our new Headteacher will be crucial in navigating this change and embracing the many opportunities this will bring to the school. The trust has a strong focus on professional development for all staff and offers significant opportunities for our new leader to grow across their family of schools and beyond.

We are proud and passionate about our vision, ethos and behaviours and are looking for an individual who will embody them. The well-being of our children and staff is at the centre of everything we do. Our Headteacher will know every child well and be visible in the Uplands community. They will be committed to our children's educational achievements and ensure they are well equipped to live in the modern world.

We are excited to be able to offer a unique opportunity at Uplands, involving not only leading a fantastic primary school and nursery, but also benefiting from collaborating with the Forest Learning Alliance (FLA), our highly valued CPD provider. The day-to-day operation and its strategic direction are successfully managed by our Director of FLA, and she looks forward to creating professional development opportunities with the new Headteacher.

If you are an inspiring and dynamic leader, with a passion to lead our school through its exciting next phase, then we look forward to your application.

Yours faithfully,

Andy Batty
Co-Chair of Governors

Libby May
Co-Chair of Governors



WELCOME TO UPLANDS PRIMARY SCHOOL AND NURSERY

Uplands Primary School and Nursery opened in 1962 and was built on the site of 'Uplands House'. Uplands is judged Good by Ofsted (2023), and is a well-respected, one form entry school with a nursery on site. Our school is a top performer locally and nationally, and we are proud of our curriculum offer, which ensures all children experience all subjects in depth. Behaviour is exceptional and expectations are very high, which creates a purposeful environment. Staff are energetic, committed and creative, and visitors, parents/carers, pupils and staff all comment on the 'family feel' and 'buzz' around the site.

We offer our own Wake Up Club from 08:00 and have a strong partnership with our afterschool club provider who deliver after-school care from 15:10 to 18:00.

We have sizeable school grounds set in the heart of a leafy residential area, including a large field, two playgrounds, adventure playground (called the trim trail), outside classroom, gazebo and Squirrel Wood, our nature area. Inside, we have a number of group work rooms, a large library, training room and a cookery room.

238

pupils from
Nursery to
Year 6

"Uplands has really gone above and beyond in maintaining standards and creating a secure environment for students to excel."
(parent survey 2023)

As well as our primary school and nursery, we also run a CPD provider, called the Forest Learning Alliance, which delivers Initial Teacher Training for School Direct students (in conjunction with the University of Reading), and both the Early Career Framework for local schools and National Professional Qualifications suite as a delivery partner through Education Development Trust.

Uplands is not just a one form entry school; it provides so much more, including additional leadership and strategic opportunities.



SCHOOL INFORMATION

Uplands Primary School and Nursery
Albion Road
Sandhurst
Berkshire
GU47 9BP
Tel: 01252 873069

Email: recruitment@uplandsberkshire.org
Website: www.uplandsberkshire.org
Social media: uplandsberks on [Facebook](#)

Number on roll: 238 (including nursery pupils)



Trim trail and gazebo



Reception outside area



Trim trail

KEY INFORMATION ABOUT THE ROLE

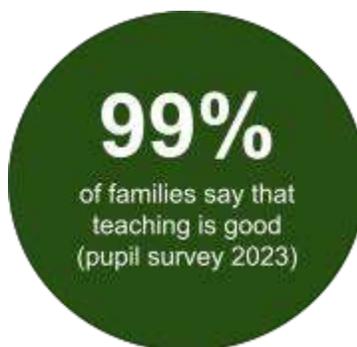
Salary band/group for the role: L15 to L21 (£67,928 to £77,730) (inc. London Fringe weighting).

School group: Group 2

Start date for Headteacher role: 1st September 2024.

Application deadline: Sunday 14th April 2024, 23:59. See the '[how to apply](#)' page for full details.

[Job Description](#) and [Person Specification](#) can be located on the relevant pages.



WHAT MAKES US UNIQUE?

Forest Learning Alliance

The Forest Learning Alliance is our unique CPD provider. Please [click here](#) to read more about the FLA. The FLA allows Uplands to be part of supporting other schools and improving outcomes for more than just our pupils, which is a special and exciting opportunity.

Our staff

The Uplands staff are enthusiastic, always laughing and having fun, and truly committed to improving outcomes for pupils. They are dedicated and brilliant educators.

High numbers of Teaching Assistants

Uplands invests heavily in adult support and has highly skilled teaching assistants to support learners across the school, both in mornings and afternoons. Our teaching assistants also cover classes, and we are proud to have not used supply teachers for many years. We have at least one TA in each class every morning, and many classes have TAs in the afternoons.

Dedicated SENDCo

Our SENDCo works at least 2 days per week out of class to support SEND pupils and staff with in-class observations and guidance. Our SENDCo holds a NASENCO qualification and works with other agencies to provide targeted support for the pupils of Uplands.

Dedicated Sports Coach

Our sports coach is employed to teach all classes (Nursery to Year 6) and to lead three clubs per week after school. They also lead sports events, of which there are many in Bracknell Forest. We ensure all pupils represent the school at an event during Key Stage 2.

Cookery Room

We have a cookery room, which is available to all pupils from Nursery to Year 6. It has workstations and three sinks, ovens and hobs to allow for multiple groups to cook at one time.

Outdoor Adventures in Squirrel Wood and Foxes Wood

Our outdoor nature areas (Squirrel Wood for the main school and Foxes Wood for nursery) allow our pupils the opportunity to experience outdoor learning within our school grounds. The two areas are used for many different lessons throughout the week.

Jubilee Suite

Our designated training room is used for Forest Learning Alliance training sessions but is also an example of the additional space we have for group work and meetings at Uplands. This room, which used to be our IT room many years ago, is a multi-functional room which is always in use to support pupils, parents/carers or staff.

Technology

All teaching staff are provided with a work laptop and all in-class teachers have a class tablet to use (brand new purchases to be made in 2024). We have another 30 tablets and 30 laptops for pupil use, and we also have Smart Boards in each classroom and group work room.



OUR VISION, ETHOS AND BEHAVIOURS

We regularly review our vision, ethos and behaviours with pupils, staff and governors. 2022 was our latest review, and we spent time thinking about what Uplands meant to us. With a passionate and active School Council, we redesigned the board in our hall, and with all stakeholders developed our new behaviours and reclarified our vision and ethos. We also wanted our vision to be used within the Forest Learning Alliance.

Vision

At Uplands, our vision is for all to be inspired to achieve.

Behaviours

We are:
Respectful
Kind
Resilient
Brave
Motivated

Ethos

Inspired to achieve

Our School Council designed the mural below, which is proudly displayed in our school hall, in 2019. Initially, we had imagined a symmetrical-looking Martlet bird (which is our school badge logo) and one that looked regal, but one pupil said they wanted this bird because “at Uplands, we are not perfect, but we are always soaring, trying to get a little bit better”. This resonated with the staff and the School Council, and we happily adopted this design as it fits so well with our motto of ‘Inspired to Achieve’.



OUR CURRICULUM

We follow the National Curriculum and Early Years Foundation Stage. We have also designed and created our own 'PRIME' curriculum. The PRIME curriculum is our driving force behind all of our planning for our curriculum. PRIME stands for:

Purpose:

We want our children to know the purpose of what they are learning and understand how it will help them in life. We want our curriculum to strike a balance between knowledge and skills.

Relationships:

We want to build meaningful and explicit links between subjects and topics, and help children create relationships between skills taught, as well as places and events in time. Children can then use their skills and knowledge in a range of situations and topics. This includes the interconnectivity (relationships) between different subjects and learning (e.g. History links with Art/Music or geographical locations of events).

Impact:

We want our children to understand the impact of what we are learning in relation to:

- us, as children and adults, as well as our community;
- our country; and
- our culture, as well as other cultures.

Metacognition:

We want our children to:

- think about how they learn in different situations;
- develop strategies to overcome barriers and build resilience (Growth Mindset culture); and
- monitor and evaluate their own learning.

Experiences:

We want our children to be given the opportunity to have rich experiences which motivate and inspire them, and shape future interests and learning. We want to equip pupils with the knowledge and 'cultural capital' to succeed in later life.

At Uplands, **Cultural Capital** means the skills, knowledge and connections acquired from a range of different experiences that allow pupils depth of understanding in a variety of areas.



SCHOOL DEVELOPMENT PLAN

To create a new English curriculum/scheme of work that is designed with the intended outcomes as the starting point and is clearly sequenced throughout the school

To ensure that the teaching of phonics in Year 1 is fully embedded and secure

To continue to develop the curriculum in the foundation subjects

To improve attendance and persistent absence
(currently in highest performing 10% of similar schools nationally)

To continue to build relationships with parents and wider stakeholders, strengthening the 'Uplands family' and ensuring that all parents and carers are fully engaged with the current vision and ethos of the school

To implement actions identified as a result of the SEND Peer Review Programme

THE FOREST LEARNING ALLIANCE

The Forest Learning Alliance (FLA) is an educational training and support provider, offering evidence-based CPD for teachers and schools' leaders. We work closely with an Alliance of schools covering all phases and settings, and other educational professionals across the South of England and specifically across Berkshire. We work together to provide high quality support for all areas of school and career stage teacher development opportunities



The FLA lead school is Uplands Primary School and Nursery, which was a designated National Teaching School from March 2013 through to 31st August 2021 when all National Teaching Schools were superseded by the UK government's Teaching School and Curriculum Hub initiatives. Our Director of FLA leads the Forest Learning Alliance, along with other dedicated team members.

100%

of staff say they are committed to the Uplands vision (staff survey 2023)

The Forest Learning Alliance is a Nationally Accredited provider for National Professional Qualifications (2017- 2022) and is also a Delivery Partner for the newly reformed suite of National Professional Qualifications (2021- onwards), together with Lead National Provider, Education Development Trust (EDT). Alongside the NPQs, we are offering the Education Development Trust's Early Career Development programme as their Delivery Partner. Early career training is currently fully funded by the Department for Education to support the rollout of the Early Career Framework and DfEs wider 'Golden Thread' initiative for teacher development. Forest Learning Alliance is also the RSHE Curriculum Hub for Northwest London South Central area.

As part of its career development opportunities, the FLA runs a highly successful School Direct programme with the University of Reading. We have recruited 165+ trainees for the local area since 2013.

We have successfully secured funded professional development opportunities for schools, including Maths School Improvement Programme, Sport England, STEM Internships and more recently, Relationships, Sex and Health Education (RSHE) Hub train the trainer programme.



"I love working at Uplands. I always feel I can be creative and take initiative, and I am supported to run with and develop ideas" (staff survey 2023)



UPLANDS NURSERY

Uplands Nursery is our on-site provision which offers places to children from 3 years old. We have led Uplands Nursery since 2014, although a nursery has been on site at Uplands for many years. We enable pupils to have the best start in education by promoting independence and confidence; monitoring and developing key personal and academic skills; celebrating and modelling core values; and nurturing a love of learning.

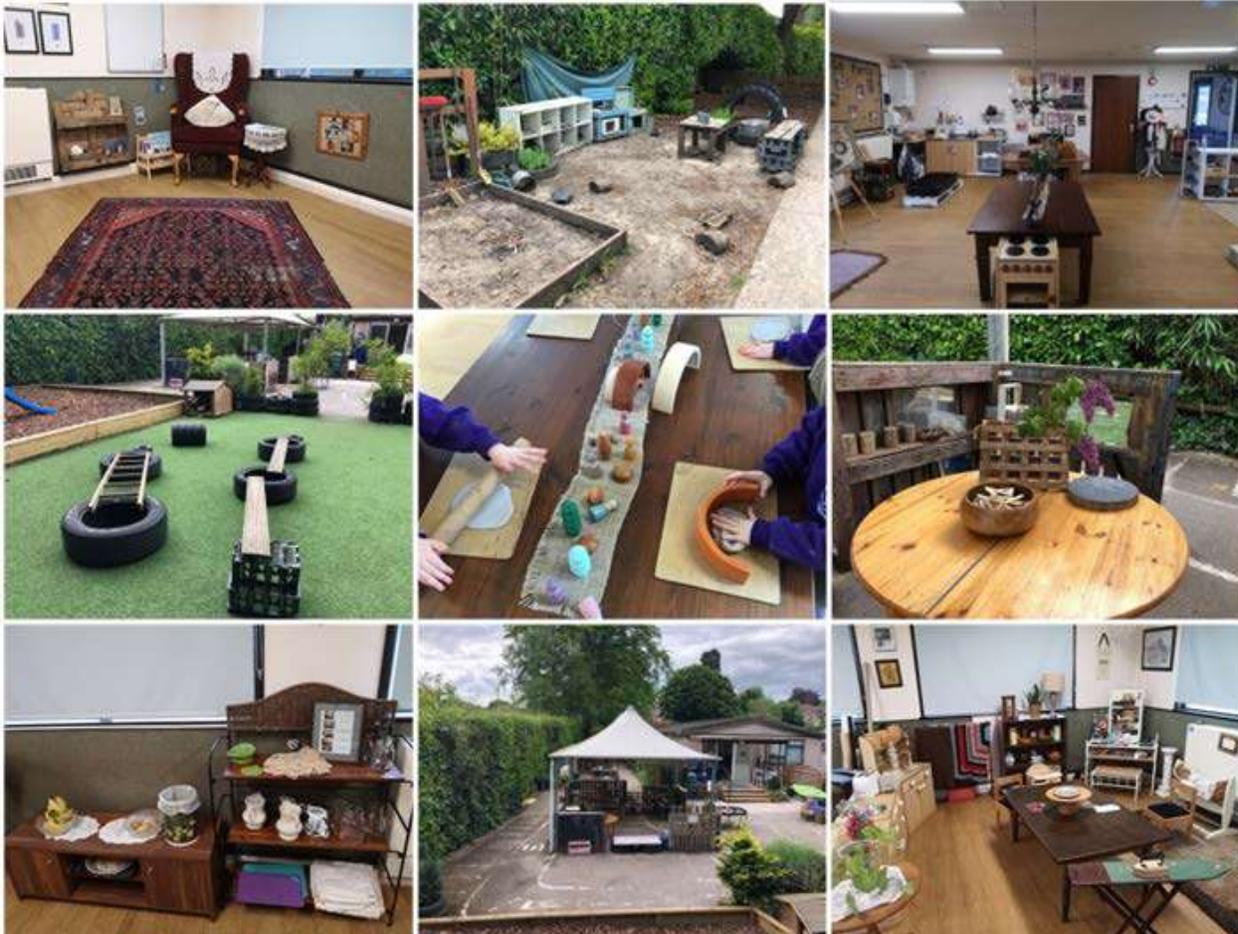
32
places per session

“I really think that our large playground, trim trail and field are beneficial and I also love the interesting work and support from teachers. love this school.” (pupil survey 2023)

The skills and values that we promote prepare every child for transition into primary school. We are also embracing the curiosity approach style of learning, and this has had a fantastic effect on the pupils’ engagement, concentration, care and depth of play-based learning.

We offer flexible provision, across the week, with morning, lunch and afternoon sessions. Uplands Nursery offers both the 15 hours (universal entitlement) and 30 hours (extended entitlement) of government funded provision.

Uplands Nursery provides an additional income stream for Uplands Primary School and Nursery as a whole and, on average, 70% of our new Reception intake each year comes from Uplands Nursery.



COMMUNITY VOICE

Each year, we conduct surveys with our staff, pupils and parents/carers. Below are some of the key statistics to highlight the impact of our work at Uplands on the community's view of the school. Responses to our parent and carer survey in 2023 was nearly 80%, also emphasising the commitment of parents/carers to providing meaningful feedback.

Our community voice is a vital part of the school's feedback mechanisms, and we also hold regular Parent and Carer Council meetings and School Council meetings.

100%

of pupils say that adults treat them fairly and help them (pupil survey 2023)

"Friendship and kindness are very good in this school"
(pupil survey 2023)

100%

of staff say there is fairness in the workplace (staff survey 2023)

"I couldn't wish for a better team to work with"
(staff survey 2023)

100%

of pupils say they are expected to try their best (pupil survey 2023)

"I feel very lucky to work in such a happy and supportive school"
(staff survey 2023)

99%

of parents say pupils are well-behaved and well-mannered (parent survey 2023)

"I feel so grateful that my child is in a school that cares so deeply about their wellbeing"
(parent survey 2023)

99%

of parents say their child is making good progress and is expected to do their best (parent survey 2023)



COMMUNITY LINKS

As well as our work in school to develop an understanding of the importance of supporting others and being a good citizen, pupils at Uplands also engage with local community charities, business and events. Examples of this community work are:

Community Events

This first photo shows our harvest collection. The second photo shows our choir performing at the Pride of Bracknell Awards, where we opened the event.

Working with local and national politicians

We have been lucky to meet MP James Sunderland and Cabinet Minister Victoria Atkins to discuss Bracknell Forest and safeguarding pupils respectively.

Supporting Sandhurst's community

Our pupils attend events such as the annual Remembrance Day service, where the pupils lay a wreath and deliver a reading. We also deliver harvest baskets to local charities and residents each year.

99%

of parents say the school is well thought of in the community (parent survey 2023)

99%

of parents say standards are very high at Uplands (parent survey 2023)

“Uplands is a very special school, with very talented students. The pupils’ knowledge of your RSHE curriculum really impressed me.” (quote from Minister Atkins)



WHY WORK IN BRACKNELL FOREST?

For a Headteacher, they can expect a supportive, helpful community of other school leaders who enjoy working collaboratively. An active local authority provides support and training for a number of areas, including a strong finance and HR department.



Great connections to other places in England. Bracknell is a main line station to London, and Reading is a key local station for access to other areas of England.

Swinley Forest is managed by the Crown Estate and stretches over 2,600 acres of hills, woodlands and forests in Bracknell and the surrounding area. A thriving arts centre (South Hill Park) and other facilities make Bracknell an attractive place to live and work.



Sandhurst is a very active community, with local areas such as the Memorial Park, balancing pond and Snaprails Park

London Fringe salary weighting, combined with a town that is in an exciting regeneration period, with new shopping and leisure facilities.



JOB DESCRIPTION

School: Uplands Primary School and Nursery

Responsible to: The Governing Board

Responsible for: Leadership, Management and Safeguarding of Uplands Primary School and Nursery and deployment of resources.

Title/s / Role/s: Headteacher of Uplands Primary School and Nursery.

General: The conditions of employment for Headteachers specify the general professional duties of all teachers. In addition to the duties of a classroom teacher (outlined in the National School Teachers' Pay and Conditions document), the Headteacher's role is outlined below.

Core purpose:

- Take the lead role on working with the Governing Board to develop a bold and collaborative vision for the school, which embraces excellence, high standards and inclusion. Translate the vision into a development plan and implement it successfully.
- Secure excellent teaching to achieve high standards of learning and attainment across the nursery and primary phase, including preparation for secondary education.
- Hold all staff to account for their professional conduct and practice.
- Ensure inclusion, diversity and accessibility.
- Lead by example to foster an open, transparent and equitable culture.
- Be responsible for the internal organisation, management and control of the school.
- Manage school finances and resources astutely and effectively, to maximise their use and value.
- Develop and sustain effective relationships with the Governing Board, the Chair / Co-Chairs of Governors along with other key stakeholders, to ensure effective governance of the school, along with the school's strategic vision.
- Build, develop and maintain effective relationships with parents/carers and all members of the school and wider community to enhance the education of all pupils.
- Create an outward-facing school to work with other organisations and partners to champion good practice.
- Uphold the highest standards of professional and business ethics, and support the Governing Board in ensuring that this impacts all aspects of the decision making processes.
- Keep children safe and implement/oversee the highest possible standards of child protection, 'Prevent' strategies and safeguarding throughout the school in line with current legislation.
- Represent the school at relevant panels, working groups and meetings as required by the Governing Board or other key stakeholders.
- Undertake other duties and responsibilities as reasonably directed by the Governing Board or other key stakeholders.



Duties and responsibilities

Qualities and knowledge – the post holder should have the ability to:

- Hold and articulate clear values and moral purpose, focusing on providing high-quality education for all pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, towards parents/carers, key stakeholders and members of the local community.
- Lead by example – with courage, integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain broad, current knowledge and understanding of education systems locally, nationally and globally, and pursue CPD.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school context.
- Communicate the school vision in a compelling way and drive the strategic leadership, empowering all pupils and staff to excel.
- Communicate with and engage all stakeholders, including parents/carers, fostering positive relationships and partnership working.

Pupils and staff – the post holder should have the ability to:

- Set ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities.
- Establish an educational culture of openness as a basis for sharing good practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Champion mental health and well-being within the school, across all members of the school community.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice, including ensuring all staff have an up-to-date job description.

Systems and process – the post holder should have the ability to:

- Ensure that the school, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity.
- Provide a safe, calm and well-organised environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.



- Embrace strong governance, actively supporting the governors and other key stakeholders to deliver their functions effectively.
- Exercise strategic, curriculum-led financial planning, dynamic budget management with an ability to adeptly balance risk and return. This is to ensure the appropriate deployment of resources, in the best interests of pupils' achievements, whilst considering school sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. This includes policy making and updating, risk assessment management, recruitment and all other aspects of staffing and safety.
- Hold responsibility for the site, including proactively seeking out improvement opportunities to ensure safety and improve learning.

The self-improving school system – the post holder should have the ability to:

- Create an outward-facing school which works with other organisations and key stakeholders, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Improve the future quality of teaching by accessing high-quality training and sustained professional development for all staff.
- Build a financially stable school with support from key stakeholders and members of staff.
- Inspire and influence others, within and beyond school, to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Attend key meetings where appropriate and relevant, in order to position Uplands as an outward-facing school.
- Support the Director of FLA to build, cultivate and maintain strong collaborative relationships with key partners to grow the reach and impact for the school.

Safeguarding – the post holder should:

- Be responsible for Child Protection
- Complete Designated Safeguarding Lead (DSL) - Safeguarding Training every 2 years
- Ensure all staff are trained in and uphold Safeguarding practices

PERSON SPECIFICATION

	Essential or Desirable	Required in Application
<p>Qualifications</p> <ul style="list-style-type: none"> • Qualified teacher status. • Degree level qualification or equivalent. • Further relevant professional/academic study and evidence of CPD and knowledge of current issues in education. • Designated Safeguarding Lead (DSL) qualification. • NPQH (or equivalent) or Masters. 	<p>E E E D D</p>	<p>Y Y Y Y Y</p>
<p>Leadership and Management</p> <ul style="list-style-type: none"> • Proven record of strong, sustained successful leadership as a Headteacher/Head of School/Deputy Headteacher or other senior leader in a primary school. • Experience of successfully leading an effective whole-school improvement project which has impacted positively on pupil attainment and on teaching and learning. • Knowledge and understanding of strategic, curriculum-led financial planning and budget management. • Taking a lead role in preparing a school for an OFSTED inspection. • Ability to establish, lead, and develop a high-performing team, with a culture striving for high expectations and continuous improvement. • Demonstrating a strategic leadership style that is characterised by courage, integrity, creativity and resilience. • A clear understanding of, and commitment to, promoting and safeguarding the welfare of children, with up-to-date knowledge and understanding of legislation and good practice. • Experience and understanding of SEND provision and associated legal duties. • Experience of leading within a school that includes nursery provision. 	<p>E E D E E D E E D</p>	<p>Y Y Y Y Y Y Y N Y</p>
<p>Strategic Development</p> <ul style="list-style-type: none"> • Ability to take a lead role on working with the Governing Board and other key stakeholders to develop a collaborative vision for the school, which embraces excellence, high standards and inclusion. • Translate your vision into an ambitious development plan and implement it robustly and successfully. • Demonstrable record of working collaboratively with school governors to identify improvement areas, analysing and interpreting relevant data in order to accurately prioritise objectives for school development and to raise standards. 	<p>E E D</p>	<p>Y Y Y</p>



<p>Strategic Development (continued)</p> <ul style="list-style-type: none"> • Experience of pre-emptive, proactive management and capacity for creative thinking and problem solving. • Experience of financial aspects of the school, and of making effective use of resources, including pupil premium funding, and identifying opportunities to secure additional resources. • Be proactive in promoting the school, making good use of all available communication channels including social media. • Demonstrable commitment to succession planning and team development. 	<p>E D D D</p>	<p>N Y Y N</p>
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Excellent understanding and experience of monitoring, use of data and the effective assessment of teaching and learning to drive improved performance and achievement. • In-depth knowledge and understanding of EYFS, KS1 and KS2 phases. • Champions inclusion and values the pupil voice to provide all children with the opportunity to succeed and realise their full potential. • Record of delivering a rich and creative curriculum, accessible to all children, with an understanding of how they learn best. Able to articulate models of effective practice. • Excellent understanding and experience of securing highly positive behaviour and attitudes. • Experience of teaching across all three key stages within the primary age range. 	<p>E E E E E D</p>	<p>Y Y N Y Y Y</p>
<p>Personal Skills and Attributes</p> <ul style="list-style-type: none"> • Holding and articulating clear and ambitious vision, values and moral purpose, demonstrating optimistic personal behaviour, and positive relationships and attitudes. • Understanding how to empower all pupils and staff to excel. • Able to quickly form strong, positive working relationships with staff, parents/carers, pupils, governors, key stakeholders, and the wider community, and work collaboratively for optimal outcomes. • Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff and parents/carers. • Sufficiently self-aware and knows when to seek appropriate support. • Makes considered and informed decisions, in collaboration with others, communicating effectively and with clarity. • Ability to drive school-wide improvements with a thoughtful, caring, and sensitive approach, maintaining personal well-being, and that of all staff. 	<p>E E E E E E</p>	<p>N N N Y Y Y</p>



<p>Personal Skills and Attributes (continued)</p> <ul style="list-style-type: none"> • Implementing, managing and evaluating change in a creative and collaborative way. • Up-to-date knowledge and understanding of current educational policy, research and landscape. • Demonstrated ability to foster an environment of mutual trust, respect and collaboration. • Effective time management and organisational skills, including the ability to delegate with clarity, multi-task and work to deadlines. • Awareness of own strengths and areas for development, and demonstrable record of promoting continuous professional development. • Good sense of humour and a genuine passion for the job. • A personable and approachable active listener, who welcomes constructive feedback as an opportunity to support further improvement personally, across their leadership team, and the whole school. 	<p>E E E E E E E</p>	<p>Y N Y N N Y N</p>
<p>School Specific Needs</p> <ul style="list-style-type: none"> • Understands the importance of creating an inclusive and ambitious learning culture where children are inspired to achieve. • Experience of working in an outward-facing way with other organisations and partners to champion good practice • Commitment to improving educational outcomes in other schools and organisations. • Proven experience of strengthening a school's position at the heart of the community. • Business acumen and creative financial management, balancing risk and return, to benefit the pupils of the school. 	<p>E D D D D</p>	<p>N Y Y Y N</p>



HOW TO APPLY

Application forms may be found as part of the downloadable attachments on the online advert site. All applications must be submitted to Bracknell Forest's HR department by email to Sarah.Hunter@bracknell-forest.gov.uk by Sunday 14th April 2024, 23:59. Please complete the application form in full; a standalone CV will not be considered.

You should refer to this application pack, including the Job Description and Person Specification, when applying. It is essential that you provide a succinct personal statement that clearly demonstrates how you meet the required skills and attributes outlined in the Job Description and Person Specification. Please use concise examples where possible, to evidence your skill-set, as your personal statement will be the primary tool used to shortlist candidates.

Deadline for applications is 14th April 2024 at 23:59hrs

SHORTLISTING AND INTERVIEW DATES

Interviews held on 24th & 25th April 2024

Following the shortlisting process, successful shortlisted candidates will be invited to interview. The list of tasks for the day will be announced at this point, allowing time for the candidates to prepare for some of the tasks ahead of the interview date.

Shortlisting will be held on **16th April and 17th April 2024.**

Interviews will be held on **24th April and 25th April 2024.**

VISITING THE SCHOOL

Candidates are warmly invited to visit the school to meet Head Pupils and the four Year 5 pupils who wrote the letter within the pack. Open Days for a tour of the school and a discussion with the Senior Leadership Team are available on **25th, 27th and 28th March 2024.** To arrange a visit or meeting, please email our office team via email (recruitment@uplandsberkshire.org). If you are unable to visit the school, do contact us to arrange a telephone/ Zoom meeting.

SAFER RECRUITMENT IN EDUCATION

Uplands Primary School and Nursery (and Bracknell Forest) is committed to safeguarding and promoting the welfare of children and young people. Our school has an equal opportunities policy. For selection and recruitment in accordance with its safeguarding policy, the successful candidate will be required to have an enhanced DBS check along with a check against the DBS children's barred list (formerly known as a list 99 check).

