November 2019

Dear Applicant,

Thank you for your interest; we are delighted that you are considering applying for the position of Headteacher at Cranmer Primary School. We hope this letter and the other information in this pack will help you to understand the school and our ambitions for its future.

The vacancy has arisen following the current Headteacher’s decision to retire at the end of the academic year.

Cranmer Primary School is a popular Maintained School located in an urban area of Merton in South West London; Mitcham. We are an inclusive and cohesive school community, which celebrates its diversity. In our busy and purposeful learning environment, a broad and balanced curriculum is supported by a wide range of enrichment opportunities and extra-curricular activities. If you are uncompromising about achieving excellence for all and passionately believe that this is best achieved in a rich and diverse education setting that values all aspects of the curriculum, then this opportunity will excite you.

Our Ofsted Inspection was in June 2018, when the school was judged “Good”, and certain areas of the school’s performance were singled out for particular praise, as highlighted in the School Overview document. The staff are committed to helping drive the continuous improvement agenda. The pupils are fantastic – enthusiastically involved in their learning and the life of the school as a whole, taking on significant areas of responsibility. The governors are fully committed to realising the capacity for excellence by working in partnership with the new Headteacher, staff, parents, pupils and the community to make the school the very best it can be.

We are looking for an exceptional individual to lead the school with the challenge of enhancing the quality of teaching and learning further so that all our outcomes are exceptional. The successful candidate will be keen to work with the local authority, governors, staff, students, PTA and the wider community to produce sustainable outstanding performance. Cranmer Primary School needs a Headteacher who combines a professional vocation as a teacher, emotional intelligence and a love of working with young people. We are particularly looking for someone with strong operational management and leadership skills, who can embed the school’s current clear strategic vision to lead the school forward. It is a demanding role, requiring professionalism, mutual respect, authenticity, credibility and above all a commitment to create an outstanding learning community.

I hope this information pack gives you a clear and detailed picture of our school, and will help you to decide to apply. I particularly encourage you to fully address the attached person specification when applying. Although the application form states you should limit your supporting statement to two sides, please feel free to go beyond this if you feel it is necessary in order to address the requested points. If you would like to discuss the post in more detail, please contact Miss Genene Kerr, Headteacher’s Personal Assistant ([headspa@cranmer.merton.sch.uk](mailto:headspa@cranmer.merton.sch.uk) or telephone 020 8648 2621 ex 102), who will arrange for someone to contact you. We also welcome informal visits to the school and these may also be arranged. The closing date for applications is **12 noon** on **Monday 13th January 2020;** shortlisting will take place on **Tuesday 14th January 2020**. Interviews will be held on **Thursday 23rd and Friday 24th January 2020**.

We look forward to hearing from you.

Yours faithfully,

Benedick Harris

Ben Harris

Chair of Governors

**OUR VALUES AND MISSION STATEMENT:-**

‘Cranmer; creating a community of caring, collaborative, critical and creative thinkers.’

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At Cranmer we have our own ‘Values’ that we instill in our community. Each term during our Monday assemblies and throughout the school day we build upon our three Cranmer values; **Trust, Respect and Resilience.**

**Alongside our Cranmer Values, we also follow our Golden Rule:**

**‘*To work hard and be respectful every day;***

***to believe and achieve, that’s the Cranmer way.’***

**This sets the tone and underpins all of our work and policies at Cranmer.**

**OUR INSPECTION:**

****Cranmer was inspected in June 2018. The inspector gave the school a glowing report and acknowledged the high standards, good behaviour of the children, stimulating learning environment and our caring ethos. Below are some of the key findings:

* The school has maintained a good quality of education
* A strong and collaborative leadership team that strives for improvement based on current educational research
* Pupils speak confidently about their learning
* A large proportion of children work at least in line with age-related expectations
* Pupils are polite and respectful, and believe the school deals well with behavioural problems
* Parents and carers are supportive of the school and value how pupils and parents from diverse backgrounds come together as a community
* Reading and phonics, in particular, are strong

**OUR SCHOOL AND ITS GROUNDS:**

Cranmer Primary School was formed in 2001 and was formerly a middle school which opened in 1969 in the converted buildings of the Mitcham County School for Girls. The school is situated in seven acres of grounds. With mature trees and gardens at the end of a long drive, the grounds provide an atmosphere of quiet with extensive space for pupils to use. These grounds are well equipped with sports areas, including tennis courts, basketball and netball courts and football pitches.

There is also an extensive trim trail for children to use at play and lesson times. In addition to the classrooms set across two buildings, the school has a small group room, a training Room, nurture area, , an ICT suite, a library, a Studio Hall, a Gymnasium / Hall, a further hall in the Court Building as well as a canteen and a separate day care and out of hours club building. The Foundation Stage has a curriculum garden in which children can explore and experience all areas of learning in the Foundation Stage. Cranmer is well equipped to provide a wide range of learning experiences across the curriculum.

**OUR EXPANSION TO THREE FORMS OF ENTRY:**

****In 2010 Cranmer was asked to expand from a two-form to a three-form school due to the high standards of education which we provide. In September 2010 we took our first cohort of 90 pupils. After consultation with stakeholders at Cranmer, we decided to expand and create a purpose-built facility, which now houses Years 5 & 6 (the nursery, early years and Years 1 – 4 are housed in the original building).

Nursery children start in the Nursery in the term after their 3rd birthday. In each class there is a class teacher and many classes benefit from the support of a teaching and learning assistant. The teachers from the same year group meet together to plan and differentiate work to match the needs of the children.

**OUR GOOD BEHAVIOUR & CRANMER’S GOLDEN RULE:**

We are very proud of Cranmer’s excellent reputation for standards and behaviour in the community. High standards of courtesy, consideration for others and good behaviour are expected and evident to all who visit the school. Good behaviour and respect forms the foundation for the quality of relationships and learning. In January 2009, following a full consultation with parents, governors, staff and most importantly children, we have agreed a whole school ‘Golden Rule’. This sets the tone within which we work together as a community. The Golden Rule underpins all that we do.

The maintenance of good discipline, a pleasant environment and a well-ordered routine is vital for pupils’ academic and social development. Cranmer has a clear behaviour policy and is committed to ensuring that good behaviour and kindness is celebrated and rewarded. Pupils are expected to behave well on their way to and from school and to wear the school uniform with pride.

**OUR CURRICULUM SCHOOL PRIORITIES:**

The curriculum is the sum total of the experiences which a learner receives at school. At Cranmer we aim to provide a stable caring environment in which pupils feel valued and feel that they are listened to, respected and contribute decisions made in school. We aim to make learning exciting, fun and lifelong ensuring that:-

* Learning activities are creative, fun and stimulating including such initiatives as Maths Mastery, Storytelling, Alan Peat’s sentence and Philosophy for children (P4C)
* Children reach their highest possible level of competence in English and Maths
* Children are provided with a wide range of physical activities which will foster leisure interests and promote a positive attitude to healthy living
* Children are helped through religious, historical, geographical, Spanish and scientific studies, to explore the world in which they live and to understand their responsibilities within it.

**WHOLE SCHOOL PRIORITIES INCLUDE:**

* We have just begun to work towards the Science Quality mark
* Artsmark silver award documentation to be submitted by summer 2020
* To develop a coaching approach across the school to empower staff and improve professional development [ including the use of Iris connect and lesson study]
* To continue to develop the focus on quality first teaching and inclusion of all learners

**Job Description**

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| --- | --- |
| **Post Title:** | **Headteacher – Cranmer Primary School** |
| **Salary:** | **L21 – L27 Inner London £72,943- £83,288** |
| **Start date:** | **September 2020** |

**Main Purpose of the Job**

The Head Teacher will have overall responsibility for the organisation, management and conduct of the school, providing:

* professional leadership and strategic direction to ensure the achievement of the highest possible standards in all areas of the school’s work, to ensure its improvement and success;
* high-quality education and standards that will satisfy the vision and aims of the school;
* management of the school’s resources;
* the cultivation of an environment that secures and promotes the achievement of both pupils and staff.

Contract type: full-time; permanent

Reporting to: Chair of Board of Governors

Responsible for: Deputy Head, 4 Assistant Heads, School Business Manager, SENDCo and Family Support Leader

**Priorities**

* To maintain and continue to develop a learning environment which sets high expectations and delivers significantly and consistently improving results;
* To embed a culture of achievement and strong progress in all year groups and thereby work towards creating an excellent school;
* To work constructively in partnership with the Governing Body to develop its effectiveness, in order to ensure it carries out its strategic and statutory functions to the highest possible standard;
* To maintain the profile of Cranmer Primary School by working collaboratively with other local primary schools, secondary schools, institutions of higher education, the Merton Teaching School and Mitcham Town Community Trust.

**Duties and Responsibilities**

The duties outlined in this job description are in addition to those covered by the latest School Teachers’ Pay and Conditions Document, which should be read in conjunction with this document. This job description is based on the National Standards for Headteachers.

**Strategic Direction and Development of the School**

* To lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
* To build positive relationships with all members of the school community, showing positive attitudes to them
* To keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
* To work with political and financial astuteness, translating policy into the school’s context
* To communicate the school’s vision compellingly and drive strategic leadership
* To seek training and continuing professional development to meet own needs
* To develop the strategic vision and development plan for the school, and work with the Governing Body and the Leadership Team to implement, monitor and review the plan for further development of the school within the local, national and international context
* To provide inspiration and motivation to the whole school community, in keeping with Cranmer’s over-arching ethos and associated policies for the school which promote high levels of progress and attainment within an inclusive, caring and safe environment
* To work in partnership with the whole staff and governors, to ensure that the school development plan is regularly monitored, evaluated and reviewed to meet all statutory requirements
* To ensure that strategic planning takes account of the diversity, values and aspirations of the families who use the school and the wider local community

Pupils and staff

* To demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
* To ensure excellent, quality-first teaching in the school, including through training and development for staff, for every pupil all the time
* To maintain the culture of ‘open classrooms’ as a basis for sharing best practice
* To create an ethos within which all staff are motivated and supported to develop their skills and knowledge
* To identify emerging talents, coaching current and aspiring leaders
* To hold all staff to account for their professional conduct and practice
* To promote a culture of continuous improvement using comparative data and benchmarks to evaluate and improve performance based upon a sound process of effective planning and assessment for every child
* To lead, develop and monitor the curriculum (including embedding the use of initiatives such as Philosophy for Children, Maths Mastery and the Storytelling approach) to ensure a creative, flexible and balanced approach for every child that stimulates enjoyment and enthusiasm for learning;
* To promote and encourage creativity and innovation in the use of new technologies to enhance teaching and learning;
* To develop and maintain a broad range of extra-curricular activities across the school;
* To maintain and further develop effective systems for communicating with pupils, parents, staff and governors to ensure that individual targets and progress are achieved.

**Develop Self and Others**

* To lead, motivate, support, challenge and develop the whole school staff to ensure that everyone in the school can maximise their potential;
* To lead by example and create a shared commitment and responsibility for the school through collaborative teamwork, distributed leadership and professional reflection;
* To build a collaborative culture which positively embraces change and progression through staff empowerment and teamwork;
* To treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture and to allow an appropriate work / life balance for all staff, including the Headteacher and the Core Leadership Team.

Job

**Manage the Organisation**

* To provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self- evaluation
* In partnership with the Governing Body, to set appropriate priorities for expenditure within a balanced budget and ensure effective and efficient financial and administrative controls
* To produce and implement clear evidence-based improvement plans and polices to improve the school environment and its facilities
* To recruit, retain and deploy staff appropriately and manage their workloads in order to achieve the school’s goals
* To maintain effective systems for safeguarding all pupils working with external agencies as required.
* Tonsure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose
* To provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
* To implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
* To support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
* To support distribution of leadership throughout the school

**Accountability**

* To be accountable for the efficiency and effectiveness of the school to the Governing Body and others, including pupils, parents, staff, the Local Authority and the community;
* To promote a culture of self-evaluation among the whole school staff so that they feel accountable for the success of the school;
* To provide accurate, timely and appropriate accounts of the school’s performance to a range of audiences including the Governing Body, parents, the LA, local community, Ofsted and others to enable them to play their part effectively;
* To manage effectively and direct specific targets, such as Pupil Premium, justifying their allocation and accounting for their impact.

**Strengthen the Community**

* To maintain and develop a school culture and curriculum that embraces the richness and diversity of the school’s communities, building on a strong ethos that values pastoral care;
* To ensure learning experiences for students are linked to and integrated with the wider community, compatible with life in Britain;
* To engage positively with the internal and external school community ensuring that parents and pupils are well-informed about the vision and plan for the school to encourage their involvement in ensuring high achievement for all;
* To maintain and promote positive strategies for challenging racial and other prejudice and dealing with bullying and harassment;
* To collaborate with agencies to ensure the academic, spiritual, moral, social, emotional and cultural wellbeing of pupils and their families;
* To develop and maintain effective partnerships with other primary and secondary schools, including the Mitcham Town Community Trust, the Merton Teaching School, the Local Authority and other agencies, to further pupil welfare and achievement;
* To develop further, and maintain, an effective partnership with parents and carers to support and improve pupils’ achievement and personal development;
* To promote gender equality and combat inequalities;
* To oversee effective communications with stakeholder groups, employing digital and other media, to inform and engage with parents and the broader local community.

**Safeguarding and Promoting the Welfare of Children**

* To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker’s role within the organisation;
* To be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker’s role;
* To ensure that the Governing Body is made aware and kept fully informed of any concerns which he/she may have in relation to safeguarding and / or child protection.

**The self-improving school system**

* To maintain an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
* To maintain effective relationships with fellow professionals
* To model entrepreneurial and innovative approaches to school improvement and leadership
* To inspire and influence others to believe in the fundamental importance of education in young people’s lives and to promote the value of education

**PERSON SPECIFICATION**

**Applicants should fully address the criteria indicated (L) in the supporting statement section of the application form. The application form suggests you limit your supporting statement to two sides but, if necessary to address the points, please go beyond this.**

**THE PERSON**

The Governors of Cranmer Primary School are looking for an inspirational leader who can enable our pupils to achieve to their maximum potential and to create an environment where staff are fulfilled and motivated to prepare the children for the future. The right person will have the flair and skill to release the potential of the school, to build on the commitment of all stakeholders to further the culture of continuous improvement, and to set and deliver high standards of behaviour and attainment.

The successful candidate will have proven success at building and leading high-performing teams and motivating pupils and staff. He or she will have an innovative and inspirational approach, along with a clear commitment to inclusive education in the community.

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| --- | --- | --- |
| **Qualifications, Skills and Qualities** | **Essential (E) or Desirable (D)** | A - Application form  L – Supporting Statement  S - Selection process  I – Interview  R - References |
| **Training and Qualifications**   1. QTS 2. Good Honours Degree 3. Higher Degree or equivalent 4. National Professional Qualification for Head teachers, or working towards this 5. Relevant or recent development that prepares the applicant for this post | **E**  **E**  **D**  **D**  **E** | **A**  **A**  **A**  **A**  **A** |
| **Experience of teaching and school leadership**   1. Substantial teaching experience in a challenging school with demonstrated exemplary results. 2. Extensive experience of whole school leadership in a challenging school with evidence of having made a major impact on standards. 3. Experience in effectively leading a robust performance management system monitoring, evaluating and reviewing performance of teaching and support staff. | **E**  **E**  **E** | **A**  **A, I**  **A, I** |
| **Vision and Strategy**   1. A commitment to and experience of Inclusive education in an urban multi-cultural environment. 2. A commitment to Equal opportunities in its widest sense and a clear understanding of the differing barriers to achievement for different groups. | **E**  **E** | **L, I**  **L, I** |
| **Strategic Leadership and Management**   1. Strong evidence of strategic planning and delivery. 2. Evidence of leading by example in order to promote the school’s vision and values for the students, staff, governors and parents of the school. 3. Experience of good governance and the ability to build a constructive and candid relationship with the governing body. 4. Use of effective performance management processes, the ability to identify and acknowledge excellence, and the resolve to challenge inadequate performance at all levels. 5. Experience of successful leadership and of building teams and a commitment to staff development at all levels. 6. Experience of managing HR issues and pupil behaviour processes and procedures. | **E**  **E**  **E**  **E**  **E**  **E** | **L**  **L**  **L**  **L**  **L**  **L** |
| **Accountability and Financial Management**   1. Experience of managing and overseeing a wide range of budgets and a clear understanding of the financial and legal responsibilities of the Headteacher. | **E** | **L, S, I** |
| **Skills and Knowledge**   1. An excellent track record as an effective innovator of education and possession of an in-depth understanding of national education priorities and trends including an up-to-date knowledge of Ofsted requirements. 2. Recent successful management of school self-evaluation and of the Ofsted process. 3. An analytical and evidence-based approach with a clear understanding of data, and of how to use data appropriately. 4. The successful candidate must be systematic and thorough, paying attention to detail at all operational levels of the school environment. | **E**  **E**  **E**  **E** | **L, S, I**  **L, S, I**  **L, S, I**  **L, S, I** |
| **Communication**   1. Excellent written communication skills, and the ability to think creatively, anticipate and solve problems. 2. An engaging oral communicator who can adapt to a wide range of audiences. 3. A good listener with the ability to value and be receptive to the ideas and concerns of others. 4. A responsive communicator who understands the benefits of the use of a variety of media (including social media) to communicate the vision, ethos and operational aspects of the school. | **E**  **E**  **E**  **E** | **L**  **S, I**  **S, I**  **S, I** |
| **Teaching and Learning**   1. A commitment to learning and teaching and a track record of delivering strategies which raise standards for all students. 2. Evidence of the use of monitoring and evaluation strategies that raise the quality of teaching and learning, and student outcomes. 3. A record of highly successful teaching and achievement in their own subject with the ability to demonstrate outstanding practice to others. | **E**  **E**  **E** | **L, S, I**  **L, S, I**  **L, S, I** |
| **Pupils**   1. Ability to develop a philosophy of high aspiration and expectation for every pupil. 2. The ability to command the respect of pupils by demonstrating a firm but fair approach and a highly visible presence in the school. 3. The ability to maintain and build up the high standards of pupil behaviour so that this becomes outstanding at all times. 4. Evidence of developing a strong pastoral system that protects and safeguards pupils, and encourages them to enjoy school and achieve their potential. | **E**  **E**  **E**  **E** | **L, S, I**  **S, R, I**  **S, R, I**  **L, S, I** |
| **The Wider Community**   1. Experience of successfully establishing links with parents, businesses, the local authority, and other key stakeholders including other schools, parents and the wider local community. | **E** | **L** |
| **Personal Attributes**   1. The candidate must have:  * Professionalism, loyalty and integrity, valuing diversity and the unique place and contribution of every individual in the learning community; * Management skills and ability to maximise available resources to support and coach staff; * The ability to motivate and inspire all members of the school community; * A passion for delivering high-quality education for pupils and their families; * A commitment to their own professional development.  1. The candidate must be:  * Able to clearly communicate their strategic vision; and to motivate and inspire staff and children in the constant pursuit of excellence; * Adaptable to changing circumstances and new ideas and be able to make decisions based on sound judgement; * Self-aware, energetic, enthusiastic, reliable, approachable, highly visible (with personal impact and presence); * Self-motivated with a high level of organisational skills and the ability to prioritise workloads effectively, making professional management and organisational decisions based on informed judgements; * Able to work closely with the Core Leadership Team, drawing on their strengths and delegating when appropriate. | **E**  **E** | **S, I, R**  **S, I, R** |