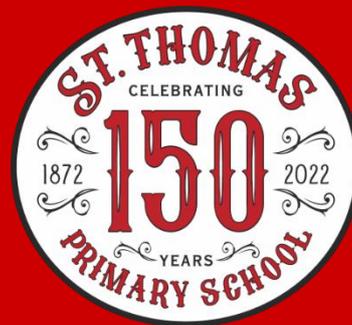


St Thomas Primary School



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Headteacher Recruitment Pack

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Letter from the chair

Dear Applicant,

Thank you very much for your enquiry regarding the post of Headteacher at St Thomas Primary School.

The school has been well led by the deputy headteacher, Dan Jenkins, since March 2022 whilst covering for the substantive headteacher, Justin Stone, who has been unwell and has sadly had to make the decision to retire due to his health. The school had a full section 5 Ofsted inspection in March 2023 and secured a good outcome and we were delighted with the report.

St Thomas is a special school that sits within the heart of the community it serves. Our families are incredibly supportive of the work the school does and it is a happy place for our children. Our community is diverse and the school has high aspirations and ambitions for all pupils. We are relentless in our mission to ensure that all children get an equal chance to succeed in life. As part of the Exeter Learning Academy Trust, St Thomas works closely and collaboratively with its partner schools and the Headteachers are a strong team. The school provides a broad and exciting curriculum and makes good use of the amazing city, moors and coasts we have on our doorstep.

Further details about visits to the school and the deadlines for applications etc can be found at the end of this booklet.

We hope that you are the kind of person who will enjoy working in this interesting and attractive City, with friendly and confident pupils. Thank you for your interest in the post and we look forward to receiving your completed application form.

Yours faithfully,

Chris Edwards

Suzannah Curtis

Chris Edwards - Chair of St Thomas Local Governing Body

Suzannah Curtis – Chair of ELAT Trust Board

ST THOMAS PRIMARY SCHOOL SAFEGUARDING & CHILD PROTECTION POLICY

St Thomas Primary School



About Exeter



Exeter is a vibrant city, full of historic buildings, cultural attractions and contemporary restaurants. The city has a real sense of individuality, its varied cultural scene is embraced by proud locals, and the diverse mix of eateries means it is renowned as one of the foodie capitals of the South West. Head to the West Quarter or the cobbled Gandy Street to discover a great mix of independent shops and boutiques, cafes and bars.

When it comes to culture, Exeter is renowned in the south west for its independent arts scene. It is also firmly on the map as a destination for top sporting events and music. A good mix of independent venues such as the Exeter Phoenix, and large venues such as nearby Powderham Castle play host to a packed calendar of events and festivals throughout the year.



Exeter's unique location also makes it ideal for pursuing many leisure activities including moor walking, mountain biking, caving, rock climbing, white water kayaking and sea related sports/activities. Devon's many beautiful beaches and coastlines are just a short drive away.



With an airport and strong rail and road transport links, it is also a city that can open doors to many other places within the UK and further afield.



About St Thomas Primary School

St Thomas Primary School has a long history of providing education and last year we were delighted to celebrate our 150th birthday. We are a single form entry school situated in the heart of St Thomas and have



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a strong family and community ethos. Our school continues to remain popular and pupil numbers have increased by more than 10% in the last 12 months.

Our school is built on the following aims:

- We create a positive atmosphere where everyone feels proud to contribute and work together, in making our school a happy and safe place.
- We ensure that every child receives the best possible start to school life, by providing broad and balanced teaching and learning opportunities.
- We support individuals in being responsible for their own actions, to learn acceptable behaviour, and understand right from wrong.
- We encourage individuals to respect and value other points of view in preparation for living in an ever – changing society.
- We deliver the best possible education through inspiring and challenging every individual’s potential to feel motivated in achieving their best.
- We recognise that we work in partnership with parents and others, to encourage the excitement of continued lifelong learning.
- We identify and celebrate every individual’s strengths, so that they are confident in building on their achievements, and sharing them with others.

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Key School Information

Number of children on roll 199

Number of classes 7



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% of children on SEN register	23% (37 children + 8 Children with EHCP)		
% of children eligible for Pupil Premium	31% (60 children)		
% of EAL pupils	28% (55 children)		
Attendance (current in year)	92.45% PA 24.58%		
Last Ofsted Inspection	March 2023 – Section 5 Good		
EYFS 2022	67% GLD		
Year 1 phonics 2022	94%		
Key Stage 1 results 2022		EXS	Pupil Premium
Cohort 23	Reading	91%	71%
	Writing	83%	57%
	Maths	87%	71%
	R, W & M	78%	57%
Key Stage 2 results 2022		EXS	Pupil Premium
Cohort 28	Reading	79%	71%
	Writing	75%	71%
	Grammar	86%	71%
	Maths	82%	71%
	R,W & M	64%	57%
KS2 Progress Score 2022	Reading +3.08 Writing +3.26 Maths +3.25		
<u>Finance</u>			
Total Income for 2022-2023	£1,043,000		
Total Expenditure for 2022-2023	£1,028,000		
Total staff costs	£748,000		
Staff costs as a proportion of total income	72%		
<u>Staffing</u>			
Total number of staff	33		
Total FTE of all staff	22.7		
Total number of teachers	9		

An Academy Leader

Taking on this role is not only about becoming the Headteacher at St Thomas Primary School, there must also be an equal level of commitment to becoming a member of the leadership team of Exeter Learning Academy Trust. You need to be focused on raising standards and improving outcomes in your own school whilst also working together and



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supporting all the schools in the academy in achieving the same goals. Within the Academy we work closely together and provide the opportunity for our staff to benefit from the sharing of good practice.

Our academy is dynamic, and we are all highly motivated to work creatively to provide excellence in education. Whilst each school retains their own individuality to ensure they meet the needs of their community, there are also aspects of work that the Team have chosen to standardise such as assessment, appraisal, safeguarding and teaching and learning approaches.

The Headteacher at St Thomas Primary School will work in collaboration with other school leaders and be accountable to the CEO and Trust Board. As Headteacher of St Thomas Primary School, you will be responsible for the strategic running of your school, liaising with stakeholders, developing the curriculum, raising standards and improving the quality of teaching and learning. The CEO will support in setting the strategic direction for the school and monitor overall performance. You will be supported by the shared services team who specialise in finance, HR, premises, clerking, GDPR and Health & Safety. School improvement support is provided by leaders with our Trust, as well as working closely with colleagues from other Trusts across the County.



St Thomas Primary School



Job Description

HEADTEACHER including DSL —SALARY RANGE: L11-16

RESPONSIBLE TO: CEO, Trust Board and Local Governors

MAIN PURPOSE OF THE JOB

The Headteacher is accountable to the local governing body, Trustees and CEO and will provide; vision, leadership and direction for the school, ensuring that it is managed and organised to meet its aims and targets. They will promote a secure foundation from which to achieve high standards in all areas of the school's work.

KEY RESPONSIBILITIES:

Shaping the future

- Can create a shared vision and ambitious strategic plan, which inspires and motivates; pupils, staff, governors and all members of the school community
- Works with the school community to translate the vision into agreed objectives and plans based on whole school priorities that are in turn based on robust self-evaluation
- Demonstrates the vision and values in everyday work and practice
- Motivates and works with others to create a shared culture and positive climate
- 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, Trust and community at large

Leading Teaching and Learning

- 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



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- 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 community
- Demonstrates excellent classroom practice and ensures best-practice teaching is shared across the school and within the Trust
- Implements strategies which secure high standards of behaviour and attendance
- Supports the development of a diverse, flexible curriculum and implements the Trust's assessment framework
- 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

Developing Self and Working with Others

- 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 in the Trust and beyond
- 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
- Ensuring 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 is responsible for taking appropriate action when performance is unsatisfactory
- Regularly reviews and takes responsibility for own practice, sets personal targets for own personal development
- Manages own workload and that of others to allow an appropriate work/life balance

Managing the Organisation

- Supports the creation of an organisational structure which reflects the school's and Trust's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Co-produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensures that, within the Trust structure, 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
- Recruits and retains staff appropriately and manages their workload to achieve the vision and goals of the school
- Implements successful performance management processes with all staff
- Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, takes responsibility for reporting health and safety concerns to the Compliance and Premises Manager
- 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

St Thomas Primary School



Securing Accountability

- Fulfils commitments arising from contractual accountability to the Trustees of Exeter Learning Academy Trust
- 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 local Governing Body and Trustees (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 Local Governors, Trustees, parents and carers
- Works in collaboration with the Trust Leadership Team and supports the development of core principles
- Reflects on personal contribution to school achievements and takes account of feedback from others

Safeguarding

- Responsible 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
- Works effectively and proactively with outside agencies to ensure the needs of vulnerable children and their families are fully met
- Is held to account by the Chief Executive Officer and safeguarding Governor to ensure all safeguarding procedures are adhered to
- Is the named Designated Safeguarding Lead

Strengthening Community

- Builds a school culture and curriculum which takes account of the richness and diversity of the school's communities whilst being part of the wider Trust
- 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
- Enhances the existing range of community-based learning experiences that have placed the school at the heart of the community
- 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, businesses or other organisations into the school 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 within the MAT and beyond
- Co-operates and works with relevant agencies to protect children

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NOTE: The content of the job description may be amended at any time following discussions between the Local Governing Body, Trustees, CEO and the Headteacher, and will be reviewed on an annual basis.

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Designated Safeguarding Lead Job Description

Main Purpose

- To take lead responsibility for all safeguarding and child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise
- To be given the time, funding, training, resources, status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children
- Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact
- To be available for staff to discuss any safeguarding concerns.

Line management duties and responsibilities:

The Designated Safeguarding Lead will have line management responsibility for the Deputy Designated Safeguarding Lead/s

Main Duties and Responsibilities

Managing referrals

To take lead responsibility for:

- Referring all cases of suspected abuse of any pupil at the School to children's social care
- Supporting staff who make referrals to local authority children's social care
- Referring to the Local Authority Designated Officer (LADO) team all child protection concerns which involve a member of staff
- As required, liaise with the case manager and the designated officer at the local authority for child protection concerns (all cases which concern a staff member)
- Taking part in strategy discussions and inter-agency meetings and/or to supporting other staff to do so and to contribute to the assessment of children
- Referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern
- Making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child
- Making referrals to the police where a crime may have been committed which involves a child

Work with others

The designated safeguarding lead is expected to:

- Liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations



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- As required, liaise with the case manager and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a school) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff.

Preventing radicalisation

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the DSL has the following responsibilities:

- Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty
- Co-ordinating Prevent Duty procedures in the School
- Undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training
- Undergoing appropriate training on the Channel programme
- Assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers
- Maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees and keeping records of staff training
- Monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty
- Liaising with the local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty

Raising awareness

- Ensure the School's child protection policy, and the implementation of it, is reviewed at least annually and is up to date and liaise with the Governors about this
- Ensure the child protection policy is available publicly
- Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this
- Maintain links with Devon Local Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding

Training

- The DSL & Deputy DSL should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis) in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments

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- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school with regard to the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the School may put in place to protect them

Audits, Evidence and Reporting

- Create and maintain files of safeguarding evidence, including that required by Ofsted as evidence of meeting safeguarding requirements
- Contribute towards and/or providing regular safeguarding reports to Governors
- Work with the nominated Safeguarding Governor to complete the Local Authority safeguarding audit and action plan, as required

Child Protection Records

Where children leave the School ensure their child protection record is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil records. The DSL is responsible for ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school or college.

In addition to the child protection records, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. During school breaks, the designated safeguarding lead is responsible for ensuring all school staff have emergency contact details and the number for MASH.

St Thomas Primary School



Person Specification - Headteacher

The following outlines the key skills and experience required for this position. The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

Factors	Criteria
Qualifications and experience	Essential <ol style="list-style-type: none"> 1. Substantial and relevant senior leadership experience (at least 3 years) 2. Teaching qualification (BEd. PGCE, GTP, Teach First) 3. Relevant recent professional development that prepares the applicant for this post 4. Record of successful class teaching with at least three years teaching experience in a United Kingdom primary school 5. Working collaboratively with other schools and local community
	Desirable <ol style="list-style-type: none"> 1. Substantial and relevant experience at Headteacher level in primary education 2. NPQH qualification
Strategic direction and shaping the future	Essential <ol style="list-style-type: none"> 1. Experience of successful delivery against agreed strategic plans 2. Ability to articulate clear visions for the school and the Academy and their development over the next three years
Leadership	Essential <ol style="list-style-type: none"> 1. Track record of providing inspiration and strong leadership to all staff 2. Track record of leading by example to promote the school's vision and values for the pupils, staff, Governors and parents of the school 3. Track record of providing a collaborative style of leadership

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Factors	Criteria
Learning and Teaching	<p>Essential</p> <ol style="list-style-type: none"> 1. Sound understanding of how children learn and effective teaching methods 2. Track record of assessing, monitoring and evaluating the quality of teaching standards and the delivery of the curriculum across the board 3. Evidence of using data, benchmarks and feedback to monitor progress in children's learning 4. Evidence of a sound knowledge of the current major curriculum issues, legislative changes and their significance for the management and leadership of a primary school
Staff management and development	<p>Essential</p> <ol style="list-style-type: none"> 1. Ability to build and motivate strong teams that enable: 2. All staff to carry out their respective roles to the highest standard 3. All staff to work effectively together to deliver improvement within the schools and across the Academy 4. Experience of recruiting, managing and developing all staff 5. Supportive of continuing professional development and providing opportunities for growth and development of all staff 6. Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews
Organisation	<p>Essential</p> <ol style="list-style-type: none"> 1. Experience of effectively managing budgets, including setting priorities for expenditure, allocating funds and cost control 2. Ability to demonstrate effective previous use and integration of a range of technologies to promote learning 3. 4. Experience of using ICT effectively for school management, curriculum development and pupil progress <p>Desirable</p> <ol style="list-style-type: none"> 1. Effective track record in management of financial and human resources to achieve educational goals

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Factors	Criteria
Accountability	<p>Essential</p> <ol style="list-style-type: none"> 1. Ability to use monitoring and evaluation to improve the academic, spiritual, moral, social, emotional and cultural development of all pupils, and to make accurate judgements against agreed criteria 2. Thorough understanding of the statutory framework for education and the legal framework that underpins school management and the ability to make accurate judgements against agreed criteria 3. Ability to put in place effective communication mechanisms to ensure that Governors and Directors are provided with the information they need to meet their responsibilities
Community	<p>Essential</p> <ol style="list-style-type: none"> 1. Ability to create and implement a parent involvement strategy that will ensure parents are: 2. Involved with the schools and have confidence in the schools and the leadership 3. Well informed about the curriculum and pupil attainment and progress 4. Clear about the contribution that they can make to achieving the schools' targets for improvement 5. Track record of effective links with communities in order to support learning 6. Actively draws on the richness and diversity within the school communities to enhance learning opportunities
Safeguarding and Equal Opportunities	<p>Essential</p> <ol style="list-style-type: none"> 1. Evidence of a commitment to promoting the welfare and safeguarding of children 2. Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school

St Thomas Primary School



Factors	Criteria
<p>Person attributes</p>	<p>Essential</p> <ol style="list-style-type: none"> 1. Demonstrates emotional intelligence 2. Communicates effectively with self-awareness and social perception 3. Adaptable to changing circumstances and new ideas 4. Approachable and enjoys being highly visible to children and parents 5. Demonstrates personal impact and presence 6. Demonstrates creativity and imagination to anticipate and solve problems 7. Demonstrates good judgement 8. Demonstrates commitment, reliability and integrity 9. Demonstrates the ability to be resilient, robust and calm under pressure

The Local Governing Body and Trust Board are committed to safeguarding and promoting the welfare of children and young person and Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an enhanced DBS.

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The Application Process

Application forms:

Application forms and the recruitment pack are available from the Trust website (www.exeterlearningacademytrust.co.uk).

Closing Date:

Please send completed applications by email to jobs@elatschools.com by **midday on Friday 28th April**

Shortlisted candidates invited for interview:

Shortlisted candidates will be notified if they are being invited for interview on **Friday 28th April**. References will be taken up, an online search completed and proof of identity and qualifications will be required.

Interviews:

Interviews will take place on **towards the end of the following week** and further details about the arrangements for this will be given closer to the date.

Contact details

St Thomas Primary School

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Exeter

EX2 9BB

01392 276854