

St Peter's C of E Controlled Primary School Headteacher



St Peter's Church of England Controlled Primary School *"Courtesy, Consideration, Compassion and Common Sense"* Headteacher - Candidate Brochure





Welcome from the Chair of Governors

Dear Applicant,

Thank you for downloading the information pack and your interest in joining us in educating the pupils at St. Peter's in Bratton. I have the privilege of being the Chair of Governors at the school.

St Peter's school is sat in extensive grounds in a quiet area within one of the north-west suburbs of Telford, with easy access to the motorway network yet also within a few miles of the beautiful Shropshire countryside. St. Peter's has a two-class intake in each year which gives the school a roll close to 420. It is pleasing to note that OFSTED Parentview responses for the last academic year show that over 99% of parents feel their child makes good progress at the school and over 97% responded that their child was happy at St. Peter's.

The school's OFSTED rating in 2012 was Outstanding as was the outcome of a SIAMS inspection in the Summer of 2017. The SIAMS inspector's report stated "St Peter's CE Primary School is a special place with a golden thread of Christian love running through it" clearly demonstrating the school's Christian values which underpin the school's ethos, and which are rooted in the 4Cs - Courtesy, Consideration, Compassion and Common Sense.

The appointment of a head teacher is a critical time for any school and the governors are seeking to appoint someone who will lead the school into the next stage of the school's life, building upon what has been achieved to date, ensuring the schools continues its high standard of education and challenging the school to develop further.

St. Peter's is presently operating under interim leadership since our previous headteacher left in May 2017, but parents, staff and governors are looking for the stability that will come from this appointment.

As you read through this candidate brochure, I hope you will understand the make up and philosophy of the school and what makes it tick. We need a proven leader to take on the headteacher position, who will ensure the pupils at St. Peter's continue to receive a very high standard of education appreciated by their parents and who will challenge the school to develop beyond this high level.

Thank you for your interest in the role and if you believe you can make a positive contribution to the development of St. Peter's, I hope you will submit an application.

John Wardle
Chair of Governors

Key School facts and statistics

Type of School	Voluntary Controlled
Denomination	Church of England
Age Range	5 to 11
Location	Squirrel Meadow, Bratton, TF5 0FT
Co-educational or Single Sex	Co-educational
Number of Children on Roll	418
Number of Teaching Staff	19
Number of Children with Free School Meals	10.4%
Number of Children with SEN	0.7%
Pupils whose first language is not English	3.1%
Ofsted Rating	May 2012 Inspected as Outstanding
SIAMS	2017 Inspected as Outstanding
Progress Score 2016 Reading:	Average + 0.3
Progress Score 2016 Writing:	Above Average + 0
Progress Score 2016 Maths	Above Average + 0.1



St Peter's C of E Controlled Primary School Headteacher



“St Peter’s CE Primary School is a special place with a golden thread of Christian love running through it....” (SIAMS inspection 2017)

Introduction

St Peter’s School is an Outstanding Church of England school, set on the northern fringe of Telford. It has been created to serve Bratton, Shawbirch, Admaston, Wrockwardine and surrounding areas and planned to cater for 421 pupils. In establishing our school, we have striven to maintain a truly caring, small school ethos, in our larger well-resourced setting.

The school offers excellent teaching facilities with a high specification of equipment. The fourteen class bases are semi open plan and are arranged in three groups of four and one additional pair. Each opens out into a shared practical area where children of different ages are able to work alongside each other to share and support their learning.

The school has broadband access in every workspace and wireless networked portable laptops in every wing. Every Y3 - Y6 pupil (240) has the opportunity to use a mini laptop at home and school. Each classroom has an interactive whiteboard and the hall has a projection and sound system.

The school has extensive and interesting grounds including access to the landscaped area and the Bean Hill Brook. The playground was designed by the pupils and is accessed just outside the main entrance alongside a “village green”. The grounds consist of a hard play facility, wild area with a range of environments, a playing field, pond and enclosed orchard. Children regularly use these grounds as part of our “Bratton Forest School” activities. The children in Y1 and Y2 designed a sensory garden which is used for art work, peer partner reading and group reflection and discussion.

St Peter’s Church of England Controlled Primary School is distinct in its Christian character and has a strong affiliation with the local church of St Peter’s, Wrockwardine. We are proud of these links and the quality and breadth of provision for the spiritual dimension.

The School holds the ICT Mark, Art Mark Gold, iIP, and has been graded as Outstanding in every category by OFSTED and SIAMS Inspection on two consecutive occasions.

The school plays an active role within the community and we have a School Association which is made up of a group of dedicated teachers, parents and carers who work hard to raise much needed funds for additional resources for all of the to enjoy. Governors would expect the Headteacher to support this association of teachers, parents and friends.

At St Peter’s School there is a caring and supportive atmosphere where we strive to preserve the ideal of educating the whole child, including their spiritual well-being, while acknowledging the importance of carefully developing core skills, concepts, attitudes and values.

We aim to develop in children a sense of self-discipline and a code of behaviour that is respectful and sensitive to the needs of others. To help achieve that we have identified the notion of Courtesy, Consideration, Compassion and Common Sense ,(the 4Cs) as the touchstone for harmony in our school community.

We aim to develop the intellectual, physical, moral, spiritual and aesthetic facets of our children through enlivening experiences both in and out of school.

We aim to provide a calm, caring, positive and stimulating environment in which children can develop and achieve their full potential.

We aim to foster a positive attitude to work and a wide range of activities.

We aim to promote high standards and quality of presentation within every aspect of school and personal life.

As a Church of England School we aim to serve the community by providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

We at St Peter's Church of England School, value the principles of the Christian way of life and as such are implicit in all we do. Collective Worship is very much a part of school life and usually takes place every day. On Fridays we join together for a special celebration of worship where we share the work that the children have produced during the week.

Our Christian values underpin our ethos and are embedded in 'The Four C's'. Courtesy, Consideration, Compassion and Common Sense. Every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other.

Children as They Live

If a child lives with criticism
He learns to condemn
If a child lives with hostility
He learns to fight
If a child lives with ridicule
He learns to be shy
If a child lives with shame
He learns to feel guilty
If a child lives with tolerance
He learns to be patient
If a child lives with encouragement
He learns confidence
If a child lives with fairness
He learns justice
If a child lives with security
He learns to have faith
If a child lives with approval
He learns to like himself
If a child lives with acceptance and friendship
He learns to give love in the world



Governing Body

The school has a governing body which consists of two parent Governors, three foundation Governors, one Local Authority Governor, four Co-opted Governors, one headteacher Governor and a teacher Governor.

Aims and General Philosophy

- Create a **happy and stimulating environment** in which all children develop a positive and independent attitude to learning.
- Encourage every child to reach their full potential by being **valued** and **encouraged**.
- Promote a **partnership** between the school, parents and carers in the promotion of high standards of learning and behaviour.
- Maintain the **highest standards** by successfully meeting individual children's needs and by investing in the professional development of all adults.
- Create a **sense of belonging** to the school and the wider community with a respect for the environment and nurturing a sense of trust and care.
- Promote **courtesy, consideration, compassion and common sense**, as the touchstone of harmony within our school.
- Promote **effective relationships** between everyone, including staff, pupils, governors, parents and the wider community so that we can encourage each other, enjoying and excelling together in all aspects of school life.
- Encourage every member of our school community to **respect** and **value** each other.
- Ensure pupils' **personal development** is catered for which will help them to be safe and to go on and lead safe, secure and healthy lifestyles in a rapidly developing world.
- Encourage staff and pupils to become **creative thinkers** with enquiring minds that will help them face new challenges and situations with increased confidence.
- Offer the **highest quality teaching and learning** opportunities within an innovative and stimulating environment.
- **Nurture, develop and inspire** the whole child and enable them to experiment, take risks, face challenges and make informed choices whilst at school and in their later life.
- Prepare children for the **challenges** as a 21st Century citizen in Modern Britain .



Thoughts from the Staff

We would like:

- Someone who can lead by motivating and taking staff along with them on the journey towards improvement rather than just by telling them what to do.
- Someone who earns rather than demands respect
- Someone with vision and an ability to share this and develop it with staff.
- Someone who is not a conductor of an orchestra - but a composer who allows the musicians to take some ownership of the music they play and performs with them, getting a much better sound that way.
- Someone who understands the joy of teaching but also the burdens which it brings
- Someone who makes decisions because it benefits the school and the pupils – not just because they read it in some educational journal.
- Someone who will challenge our thinking
- A critical thinker
- Someone who is strong enough to stick by their convictions but humble enough to reevaluate if Necessary
- Someone who values communication and inclusion of staff in discussion.

Thoughts from the Children:

A good Headteacher will:

- come to our classes to see us learn.
- be really good at our worship.
- be kind, patient and helpful to everyone.
- be firm but fair.
- be wise and a good decision maker.
- listen to our ideas.
- actually appreciate the hard work a child has done.
- be joyful, exciting and fun and always ready to listen to us
- believe in the 4 Cs.
- be approachable.





IMPORTANT FOR APPLICANTS

Completing an application form is the first stage in the recruitment process, which may lead to interview and the possible offer of a job.

Completing the application form:

It is important that you complete all sections of the application form as clearly and fully as possible.

Please ensure that you have given your name, address and telephone numbers and email addresses accurately so that we are able to contact you.

We are interested in your experience and any skills or training that show that you meet the requirements of the job, as set out in the person specification included in this pack. Please include any non-work activities that are relevant.

We do not ask for many personal details. This is because we do not take into account such things as gender, race and marital status.

Please do not forget to sign the form and complete all the declarations in the form. We will not be able to consider any forms that are incomplete in these respects.

Remember we can only decide whether we should call you to interview based on the information you have provided in your application form.

References

Please give details of two referees whom we may ask about your suitability for the post. One of these should be your current or most recent employer. References will normally only be taken up if you are selected for interview. Referees must not be related to you. We reserve the right to approach your current and any previous employer. Please note that an email address is required for both references; please include on the application form.

HEADTEACHER JOB DESCRIPTION

**Grade/Salary: Group 3 L18 to 24 (£59,857 - £69,330) NOR: 421
(with potential for enhancement for exceptional candidate)**

Closing Date: 15th January 2018

Shortlisting Date: 15th January 2018

Interview Dates: 23rd & 24th January 2018

Key purpose of headship

To provide professional leadership which secures, in consultation with the governing body, the success and improvement of the school, ensuring high quality education for the pupils and improved standards of achievement.



JOB SPECIFICATION

Strategic Direction and Development of the School

1. To work in partnership with the governing body to provide a coherent vision, purpose and leadership for the school, and secure effective teaching and successful learning and continued high achievement by pupils
2. To review and implement the School Development Plan which, through consultation with all stake holders, identifies appropriate targets and priorities for ensuring that pupils continue to achieve high standards and make exemplary progress.
3. To work in partnership with the staff and the Governing Body to ensure that the plan is regularly monitored, evaluated, reviewed and underpinned by sound financial planning.
4. To ensure school improvement, the achievement of objectives and the educational success of the school.
5. To ensure that the management, finance and administration of the school supports its vision and aims
6. To work in partnership with the staff and the Governing Body to monitor, evaluate and review the effectiveness of the school's policies and priorities.
7. To ensure that all aspects of the work and the organisation of the school are monitored and evaluated to meet all statutory requirements

Teaching and Learning

1. To create and maintain an environment which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline.
2. To implement, monitor, evaluate and review the curriculum and its assessment in order to identify areas for improvement and set targets for the school and individual pupils.
3. To promote respect and understanding of diverse cultures, languages and ethnic groups, including faith groups.
4. To ensure that the school remains at the heart of the community and continues to develop links with the wider world.
5. To maintain a curriculum which enthuses all learners by planning for motivating use of visits, visitors, outdoor activities, residential visits and other creative learning opportunities.
6. To maintain and develop further links with parents, other schools, educational establishments and the wider community in order to enhance teaching and learning and pupils' personal development.
7. To continue to develop pupils' learning which is enhanced by the use of ever developing technologies.



Leading and Managing Staff

1. To lead, motivate, support, challenge and develop staff to drive continuous improvement.
2. To maintain and promote effective working relationships between staff and between staff, pupils and other stakeholders.
3. To maintain methods to successfully engage parents in the progress of their children's learning.
4. To implement and sustain effective systems for the review and performance management of all staff.
5. Monitor and develop the quality of teaching throughout the school, building on and developing outstanding teaching, working with all staff to ensure high standards of professional practice.
6. To motivate and enable all staff to develop expertise in their respective roles through high quality continuing professional Development (CPD).
7. To ensure that the professional duties of staff are fulfilled as specified in the School Teachers Pay and

Efficient and Effective Deployment of Staff and Resources

1. To deploy staff and resources efficiently and effectively in line with the objectives in the School Development Plan and within the school budget.
2. To maintain effective administration, control and financial probity.
3. To manage and organise accommodation efficiently and effectively to meet the needs of the curriculum and health and safety regulations.
4. To manage, monitor and review the use of available resources to improve the quality of education and secure value for money.

Accountability

1. To provide information, advice, support and key evidence to the governing body to enable it to meet its responsibility for securing effective learning and teaching and improved standards of achievement and value for money.
2. To present an account of the school's performance in a form appropriate to a range of audiences – governors, parents, pupils, local community, Ofsted, Local Authority.
3. To ensure that parents and pupils are well informed about the curriculum and targets so they can become drivers for improvement.

Strengthening Community

1. To engage with the internal and external school community to secure equity and entitlement for all learners.
2. To collaborate with other schools to share expertise and bring positive benefits to the school.
3. To maintain the school culture and curriculum which takes account of the richness and diversity of the school's communities.
4. To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
5. To build upon parental involvement so that families are involved in pupils' learning, feel welcome and are encouraged to make positive contributions to school life
6. To seek opportunities to invite, consult and act upon the views of parents and carers, community figures, businesses and other organisations into the school to enhance and enrich the school and its value to the wider community.
7. Raise the profile of the school in the community and support community cohesion.

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HEADTEACHER:PERSON SPECIFICATION		
Attributes	Essential	Desirable
Qualifications/Training		
Education	Qualified Teacher Status. Degree or equivalent.	Higher degree qualification, Postgraduate courses. Recognised management qualification.
Professional development	Evidence of sustained participation in relevant CPD especially relating to leadership and management.	Participation in work in other schools completion of NPQH for first time headship applicants.
Experience		
Teaching	Experience as a classroom teacher in the Primary phase Experience of curriculum leadership.	Evidence of curriculum leadership across all ages. Experience of leading a significant curriculum development to Implementation.
Schools	Experience of a wide range of schools.	Experience of leadership and management role in other schools.
Management responsibility	Experience as a Deputy Headteacher with a proven track record.	Experience as a Headteacher, acting Headteacher, deputy Headteacher with significant management experience.
Resources	Experience of managing and motivating staff and resources. Awareness of how to set and manage a school budget.	Experience of: Appointing and inducting staff; ICT systems for resource and budget management.
Knowledge and Understanding		
National context	Knowledge of recent Education Acts and other relevant legislation. Knowledge of National Standards for teachers.	
Learning & Teaching	Practical understanding of effective learning and teaching strategies. Understanding of actions to be taken to promote cultural and racial harmony.	Understanding and use of effective monitoring and self-review strategies to improve the quality of teaching and learning.
Standards	Understanding of the characteristics of an effective school. Awareness of strategies to raise pupil achievement, manage behaviour and prevent racism. Understanding how to set and achieve aspirational targets.	Involvement in school improvement work. Knowledge of Inclusion and the SEN Code of Practice.
National Curriculum	Understanding the planning of the National Curriculum including assessment, recording and reporting.	Experience of planning the curriculum across the age range of the school.



HEADTEACHER:PERSON SPECIFICATION

Attributes	Essential	Desirable
Parents and Community	Understanding of the role which can be played by parents and the community in raising standards.	Experience of working directly with parents to raise standards. Involvement with the local community.
Governance	Knowledge of the roles of governors Knowledge of the strategic role of governors.	First hand experience of working with governors.
Skills		
Leadership	Ability to lead, provide clear vision and command respect. Incisive and clear thinker. Able to motivate pupils and staff. Ability to delegate responsibility, set high standards and provide a focus for improvement.	Personal impact and presence.
Management	Ability to manage change, monitor and evaluate its impact.	Played a leading role in developing and implementing a School Development Plan.
Relationships	Able to establish and develop excellent relationships with all involved with the school. Commitment to the school's wider community, other educational establishments and Children's Services.	
Interpersonal and Communication skills	Ability to communicate effectively in writing and orally. Skilled in the use of ICT. Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and work to resolve conflicts.	
Attitudes		
Education philosophy	A commitment to maintain and improve current levels of achievement through partnership with parents and other stakeholders. A determination to progress school improvement and a desire to fulfil each child's potential. To continue to uphold the Christian ethos of the school.	An understanding of the way schools can promote values and a moral code.



HEADTEACHER:PERSON SPECIFICATION		
Attributes	Essential	Desirable
Staff development	Commitment to the development of all staff, teaching and non-teaching.	Played a role in establishing a staff development programme.
Equal opportunities	Commitment to equality of opportunity. Commitment to race and gender equality and social inclusion.	Understanding of the need to promote positive role models.

All the above will be tested from the following:

- Application Form
- Pre-Interview exercises
- Interview
- References



**St Peter's C of E Controlled Primary School
Squirrel Meadow, Bratton, Telford, TF5 0NT**

www.stpetersbratton.org.uk



All applications to be sent to
cford@academicis.co.uk
no later than 12-noon on 15th January 2018

For further details or to arrange to visit the school, please contact Carlie Ford
T: 01223-90-79-76 M: 07771 330123 E: cford@academicis.co.uk

*We reserve the right to research applicants on social media platforms and the internet,
and may take this information into consideration during the recruitment process.*