



# Headteacher

## Stoke Park Primary School

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### **Pack contents**

1. Letter from the Chair of Governors
2. Job advert
3. About Stoke Park Primary School
4. About Cathedral Schools Trust
5. Job Description
6. Person Specification

# **1. Letter from the Stoke Park Primary School Chair of Governors**

Dear applicant,

Thank you for your interest in the post of Headteacher of Stoke Park Primary School. We hope that you find the information in this pack useful when deciding to apply for the position.



The Governors, staff and the current Headteacher have worked very hard over a few years to create a primary school of which we, and the Lockleaze community, are very proud. We have stood up for the school locally and politically, and in so doing raised its reputation. We have developed the curriculum and co-curriculum, and brought in external funding to enable us to provide our pupils with the most fantastic experiential opportunities. We have cultivated strong relationships with partners who share our outward-looking values and are working with us to establish a strong foundation for our pupils and their wider families, including pre and post primary education.

Stoke Park Primary is unrecognisable from the old pre-amalgamative Romney Avenue Juniors and Infants schools. The vibe around the school is extremely positive and that is partly due to the behaviour of pupils, which OFSTED has deemed during its two most recent inspections, to be outstanding. Pupils, and their families, get involved in the school – children enjoy learning – and that may be one reason why attendance and progress is high. The school provides various activities before and after school at very affordable rates for families; it also hosts a children's centre and forest school as well as running its own nursery.

The future looks bright too, with Stoke Park Primary set to join the Cathedral Schools Trust on 1<sup>st</sup> June 2019 and welcome a brand-new secondary school, CST Trinity Academy, into the community – on land adjoining Stoke Park Primary School. The first cohort of students will start in September 2019 and will share the Stoke Park Primary School site. This relationship has already been beneficial for the Stoke Park primary buildings – a successful CIF bid will mean a £1m capital investment for Stoke Park Primary; it should also be a positive move with regards to staff – CST has an affiliated Teaching School Alliance providing support for primary and secondary schools across the region, offering CPD opportunities and for staff to become accredited SLEs, LLEs and NLEs.

The new Headteacher would ideally be in place from September 2019, and no later than January 2020 to take us into this exciting new phase in collaboration with and in the supportive framework of Cathedral Schools Trust. The Headteacher will work closely with the Local SPP Governing Body, CST Executive Principal, Head of Primary Phase and other head teachers within the Cathedral Schools Trust to continue to provide outstanding provision for children and families.

I warmly welcome you to visit the school. To arrange a visit please email:

[katie.connolly@stokeparkprimary.org](mailto:katie.connolly@stokeparkprimary.org)

Once again, I thank you for your interest and wish you the very best with your application.

Yours sincerely

Bob Smith  
Chair of Governors  
Stoke Park Primary School

## **2. Advertisement for the role of Headteacher**



Salary:	L18 - L21 on the Pay Scale (£61362-£66037)
Hours:	Full Time, permanent
Start date:	September 1st 2019 or as soon as possible thereafter
Accountability:	Responsible to Stoke Park Primary School (SPPS) Local Governing Body and the Cathedral Schools Trust (CST) Executive Principal

The Governors of Stoke Park Primary School are seeking to appoint a new Headteacher to lead the school into an exciting new era.

Thanks to the work of the current Headteacher, staff, Governors and many partners and stakeholders, Stoke Park Primary School is in a fantastic position. We pride ourselves on providing a rich, varied and innovative curriculum and co-curriculum (which includes language learning, ballet and gymnastics) with a strong foundation in the key skills and outstanding pastoral support. Our arts and sports work are award-winning and we host a broad-based, diverse, outward-looking platform for important Early Years and Family Support. Our approach has been recently been officially recognised: it has contributed to Ofsted research into broadening curricula, thereby informing the new Ofsted Framework. In our last two inspections (March 2017 and 2013) Stoke Park was found to be a 'good' school with many outstanding features, including behaviour.

Stoke Park Primary School is a caring, energising school where pupils and staff flourish. We have a highly skilled and passionate staff team committed to providing the highest quality of education and care for our children. The school sits in the heart of Lockleaze, a Bristol ward in the top 30% deprivation nationally, and we have worked hard to nurture supportive relationships with families and the wider community; always responsive to the specific needs of our children. We strive to support the wellbeing of our teachers to alleviate unnecessary pressures, encourage a sensible work-life balance and allow our staff to put their energy into supporting our children and creating high quality lessons.

The future of the school is exciting with Stoke Park Primary set to join the Cathedral Schools Trust on 1<sup>st</sup> June as well as welcoming a brand-new secondary school into the community, opening on the Stoke Park Primary School site in September 2019. CST is currently made up of two secondary schools and three primary schools, all of which are well established, oversubscribed and successful schools. It has an affiliated Teaching School Alliance providing support for primary and secondary schools across the region, offering CPD opportunities for staff.

This is an exciting opportunity for a dynamic and forward thinking Headteacher to lead the school. The successful candidate will be strategic, creative and approachable and must be willing to work collaboratively with colleagues across the Trust whilst having a clear vision to move the school forward.

The new Headteacher will ideally be in place from September 2019, and no later than January 2020. If you can demonstrate that you possess the necessary experience, knowledge and qualifications and aspire to our values and vision then we would like to hear from you. We would consider job share proposals from two candidates, in the right circumstances.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment. Successful candidates will be required to complete an enhanced DBS check upon appointment.

If you would like to find out more about the school, please visit the website at: <https://www.stokeparkprimary.org/>

Visits to the school are strongly recommended. To arrange a visit on Tuesday 7<sup>th</sup> or Thursday 9<sup>th</sup> May (afternoon or after school), please email: [katie.connolly@stokeparkprimary.org](mailto:katie.connolly@stokeparkprimary.org)

To apply for this role please go to: <http://www.tes.com/jobs/employer/-1082408>

Please note that we will only consider applications through TES and will not consider CVs so please ensure that your supporting statement on the application meets the requirements of the person specification. We encourage you to be succinct and to restrict your supporting statement to no more than four pages in length.

**Closing date:** 15<sup>th</sup> May

**Interview:** 21<sup>st</sup>-22<sup>nd</sup> May 2019

### **3. About Stoke Park Primary School**

**Website:** <https://www.stokeparkprimary.org/>

**Number on Roll:** 231 (including nursery)

**PP %:** 33%

**SEN %:** 28%

**EAL %:** 21 %

#### **Stoke Park Primary School's vision statement**

At Stoke Park Primary, we believe that, for children in our community, there are no limits on what they can achieve in their lives when they build upon a strong foundation of inspired teaching, a strong home-school partnership and a visionary school community.

Therefore, both at school and through working with families, we will strive to provide our children with the very best learning experiences, opportunities and curriculum that:

- Enables children to **discover** their own unique interests and talents and to develop these to a high standard so that they become lifelong sources of expression and enjoyment
- Inspires them to **learn** the skills, knowledge and understanding they need to have highly successful, fulfilled childhoods and future adult lives
- Helps them to **become** children who build trusting friendships; are strong in spirit; make wise personal choices; and have strength of character
- Provides the opportunity to be part of a thriving community that enriches childhood, celebrates success and encourages children to believe in their own potential.

Because of children's achievements, our school community will know that our children's 'best' is as good as anyone else's 'best' and often, it will be better. This will build self-belief, be an inspiration to others and be an ever-growing source of pride to all.

## **4. About Cathedral Schools Trust (CST)**

### **INTRODUCTION**

Cathedral Schools Trust was established in February 2016 to include Bristol Cathedral Choir School (an academy since 2008) and Cathedral Primary School (a free school that opened in 2013). Headley Park Primary School and Victoria Park Primary School, joined the trust in August 2017 and St Katherine's School joined in January 2019. All are well established, oversubscribed and successful schools.

A brief overview of the schools currently in CST is below:

<b>SCHOOL</b>	<b>PHASE</b>	<b>TYPE</b>	<b>NO. ON ROLL</b>	<b>LOCATION</b>
Bristol Cathedral Choir School	Secondary	Academy (C of E designation)	983 currently rising to 1150 by 2021	College Square, Bristol BS1 5TS
Cathedral Primary School	Primary	Free school	241 currently rising to 420 by 2020	College Square, Bristol BS1 5TS
Victoria Park Primary School	Primary	Academy	420	14 Atlas Rd, Bristol BS3 4QS
Headley Park Primary School	Primary	Academy	420	Headley Lane, Headley Park, Bristol BS13 7QB
St Katherine's School	Secondary	Academy	756	Pill Road, Pill, Bristol, BS20 0HU

### **VISION**

Trustees have set a clear vision for the growth of the Cathedral Schools Trust in line with the following guidelines:

- Made up of a broad and diverse range of schools to include primary and secondary and culturally and socio-economically diverse schools, to become a mixed MAT.
- Working towards a critical mass of approximately 5-10,000 children within a local catchment area of greater Bristol.
- Ensuring that in the first instance, we grow through strong partnerships, generating high aspirations for all pupils, especially the disadvantaged, and building on the existing success of the founding schools and the Teaching School Alliance.
- Allowing each school appropriate earned autonomy and individuality, with high levels of trust and collaboration between schools. Understanding the drivers which led us to develop the trust and ensuring that other schools retain their identity but are committed to meaningful collaboration and using the trust to create new opportunities for both children and staff.
- Ensuring staff and children fulfil their potential and all are valued and nurtured.
- Delivering a commitment to creative, aspirant, innovative thought and action, rooted in evidence and action research.

Within the trust, our expectation is for all schools to be committed to:

- The spirit of co-creation.
  - Sharing best practice and contributing to improvement in all schools across the trust and within the Teaching School Alliance.
  - Appreciation of the importance of music and the co-curricular entitlement for all children.
- Sharing strengths to raise aspirations and deepen the learning experience for all children within the trust.

Our expectation is for every pupil to have:

- An excellent and inspiring experience.
- An education celebrating a wide range of world views and interpretations.
- Access to enrichment opportunities, in particular around music.

In turn our expectation is for staff to be:

- Recognised and valued.
- Provided with opportunities for learning, career development and opportunities for progression across the trust and the wider education system.
- Listened to with good communication across all levels of the organisation.
- Encouraged to try new ideas and to innovate

## **VALUES**

Cathedral Schools Trust (CST) wants our children, and all those who work with them, to be safe, happy and to flourish. We will provide an education that encourages young people to be imaginative, knowledgeable, confident, hopeful, and equipped to make significant decisions. We believe that children will benefit if they learn respect and compassion for one another and for the world. We want them to be full of hope and a force for good.

Our children will have an entitlement to a rich and balanced curriculum. All schools within the Trust recognise, celebrate and share their own specialist strengths from sports, sciences to the arts and are positively encouraged to develop aspects of the curriculum that reflect the needs, interests and aspirations of their community. Music will play a particularly important role in the life of CST, enhancing the sense of community through performance and celebration.

The trust believes that strong and trusting relationships are at the heart of good education. We hope to create a community of learning that embraces all staff, students and their families, who learn from one another. The focus will be on working in partnership, with a rigorous but collegiate approach to support and challenge amongst school leaders, staff and governors. We will support and build leadership and management capacity, and we will value, nurture and encourage the continual professional learning of staff. We aim to ensure that our staff enjoy working as part of the trust and will actively choose CST as their employer, recognising that they can develop and fulfil their potential. We will always seek to be reflective and to improve.

Our Multi Academy Trust (MAT) will include both community schools and Church of England schools. The trust values diversity and welcomes children of all faiths and none. Our core values of respect, compassion and hope are derived from the Christian heritage and are congruent with all faiths and non-theistic beliefs. To that end we prize the particular and distinct identity of our partner schools and believe that the conversations we have as we encourage best practice and celebrate diversity, are right at the heart of our existence. We believe that this will be best

achieved in an environment that values trust, kindness and creativity.

You can find out about the Trust by visiting <http://www.cathedralschoolstrust.org>



## **5. Job Description**

Responsible to: CST Executive Principal and SPPS Local Governing Body

Salary: L18 - L21 on the Pay Scale (£61362-£66037)

Hours: Full Time

Start date: September 1st 2019 or as soon as possible thereafter

### **Purpose of the role**

To provide professional leadership and management of the school in order to promote a secure foundation from which high standards in all areas of the school's work can be achieved.

To achieve success, the Headteacher will:

- Provide vision, leadership and direction
- Collaborate effectively with other schools including those that are part of Cathedral Schools Trust.
- Effectively manage teaching and learning
- Promote excellence, equality and high expectations of all pupils
- Deploy resources to achieve the school's aims
- Evaluate school performance and identify priorities for continuous improvement
- Carry out day-to-day management, organisation and administration
- Secure the commitment of the wider community
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils.

### **Key responsibilities**

#### **Strategic direction and shaping the future**

1. Work with the Local Governing Body, Executive Principal, Head of Primary Phase and other key stakeholders to ensure the school vision is clearly articulated, shared, understood and acted upon effectively by all.
2. Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
3. Demonstrate the vision and values in everyday work and practice.
4. Motivate and work with others to create a shared culture and positive environment.
5. Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
6. Ensure that strategic planning takes account of the diversity, values & experience of the school and community.
7. Lead in formulating, implementing, monitoring and reviewing policy and practice together with the Local Governing Body, Executive Principal, Head of Primary Phase and other key stakeholders.

#### **Managing the organisation**

1. Maintain and develop an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.

2. Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
3. Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
4. Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
5. Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the vision and goals of the school.
6. Implement successful appraisal processes with all staff.
7. Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
8. Ensure 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.
9. Use and integrate a range of technologies effectively and efficiently to manage the school.
10. Ensure that robust safeguarding procedures are in place, regularly reviewed, understood and followed by all.
11. Oversee the management of out of school provision including After School Club and Breakfast Club.

## **Leading learning and teaching**

1. Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
2. Ensure that learning is at the centre of strategic planning and resource management.
3. Sustain and develop creative, responsive and effective approaches to learning and teaching.
4. Ensure a culture and ethos of challenge and support where all pupils can achieve success and are engaged in their own learning.
5. Demonstrate and articulate high expectations and set stretching targets for the whole school community.
6. Implement strategies that secure high standards of behaviour and attendance.
7. Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
8. Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
9. Monitor, evaluate and review classroom practice, and promote improvement strategies.

## **Developing self and working with others**

1. Treat people fairly, equitably and with dignity and respect to maintain a positive school culture.
2. Promote effective school to school support in all areas of learning and development through the Cathedral Schools Trust – including peer reviews and CPD.
3. Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
4. Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews.
5. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
6. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
7. Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
8. Regularly review own practice, set personal targets, and take responsibility for own personal

development.

9. Manage own workload and that of others to allow an appropriate work/life balance.

## **Securing accountability**

1. Fulfil commitments arising from contractual accountability to the Executive Principal and Local Governing Body.
2. Develop and sustain a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. Ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation.
4. Work with the Local Governing Body, Executive Principal, Head of Primary Phase and other key stakeholders (providing information, objective advice and support) to enable it to meet its responsibilities.
5. Develop and present a coherent, clear and accurate account of the school's performance to a range of audiences including governors, parents and carers.
6. Reflect on personal contribution to school achievements and take account of feedback from others.

## **Strengthening community**

1. Sustain and build a school culture and curriculum that takes account of the richness and diversity of the school's communities.
2. Create and promote positive strategies for challenging all prejudice and dealing with any form of harassment.
3. Ensure learning experiences for pupils are linked into and integrated with the wider community.
4. Ensure a range of community-based learning experiences.
5. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
6. Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
7. Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich its value to the wider community.
8. Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
9. Co-operate and work with relevant agencies to protect children.

The Headteacher will carry out his/her professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers and Education and Employment legislation. The Headteacher is accountable to the CST Executive Principal and SPPS Local Governing Body for the standards achieved and the conduct, management and administration of the school, subject to any policies which the DfE may make. This job description is subject to annual review.

**Stoke Park Primary School and Cathedral Schools Trust are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.**

## 6. Person Specification

Qualifications & Professional Development	Essential	Desirable	Evidence
Qualified Teacher Status (QTS)	Y		A
First degree or equivalent	Y		A
Higher degree qualification or equivalent		Y	A
National Professional Qualification for Headship (NPQH)		Y	A
Up to date child protection training	Y		AI
Recent relevant in-service training	Y		AI
An up to date knowledge of national policy, curriculum developments and statutory frameworks, including the Ofsted framework, EYFS framework and SEN requirements	Y		AI
<b>Experience</b>			
An experienced and highly competent classroom practitioner with a proven track record of excellence and innovation	Y		ART
Experience of leading substantial change	Y		AI
Experience of teaching in at least two Key Stages		Y	A
Experience of teaching in more than one school		Y	A
Successful senior leadership experience, achieving measurable long term improvements, as a deputy head or other senior leadership role	Y		AR
Experienced in the use of data to assess, monitor & accelerate pupil progress	Y		AI
Experience of leading staff appraisal	Y		AR
Experience of working with governors, supporting them to be successful	Y		AI
<b>Key Skills and Competencies</b>			
Clear educational vision and inspirational leader with a track record of measurable improvements	Y		ARI
Committed to a collaborative school strategy for excellence that sets high standards for all and welcomes and secures the support of all stakeholders in achieving the school's goals	Y		AIT
Able to inspire, support & encourage all pupils to achieve the highest standards	Y		AI
Able to work well under pressure and to meet deadlines	Y		AIT
Has a clear understanding of what constitutes outstanding learning and how to achieve it	Y		AIT
Is committed to developing creative and innovative approaches	Y		AI
A proven track record of managing people effectively	Y		AR
A motivational and supportive team builder, able to engage and empower staff and to delegate effectively	Y		AI
Committed to the continuing professional development of self and others	Y		AI
Able to manage workload of self and others	Y		AR
An understanding of managing school budget and resources	Y		AI
Excellent administrator and financially astute with budget experience		Y	AI
Able to maintain the school's profile & good reputation with the wider community	Y		AIR
A commitment to securing pupils' spiritual, moral, social, cultural development	Y		AIT
A commitment to securing equality of opportunity for all and to challenging inequality and prejudice in any form	Y		AI
An understanding of safeguarding requirements; ability to ensure robust safeguarding procedures are embedded and sustained and ability act swiftly to safeguard children	Y		AI

