



**Orchard Community
Primary School**

**HEADTEACHER
RECRUITMENT PACK**



Contents

- 3. Letter from the Chair of Governors
- 4. Welcome
- 8. OPS Radio & Beyond the Classroom
- 9. Going for Gold
- 11. Orchard School Staff
- 11. The Governing Body
- 12. Job Description
- 16. Person Specification
- 18. How to apply



A letter from the Governing Body

Dear Candidate,

On behalf of the Governing Body, I would like to thank you for expressing an interest in the post of Headteacher at Orchard Community Primary School. This is a great opportunity for the successful candidate to lead our staff and work with the Governing Body to take the school forward into the various challenges and improvements we need to make to achieve our future goal of outstanding status.

Our school is friendly and family-oriented where everyone is valued and supported to achieve their full potential. We continue to build strong relationships with our parents and children.

Orchard has recently undergone a period of significant change with the introduction of Year 6 and an increase to the PAN from 30 to 45 to allow for increased demand. The school may see further future increases to the PAN resulting from on-going housing development.

When our current Headteacher retires, we want to continue to enhance our existing good qualities and create solid foundations for further improvement. Our new Headteacher will be an inspirational, resilient leader, with clear focus and the ability to empower and encourage our dedicated team.

We are seeking a Headteacher who will share our values and ambitions, someone who will listen to our staff objectively and who will support their continuous professional development.

The new Headteacher will be strongly focussed on data, be able to increase opportunities in our children's learning and embrace the challenges that the post demands.

We strongly recommend that all applicants visit the school to see the pupils and staff at work. I will be happy to show you around and answer any questions you may have. Please contact the school office on 01332 810078 to make an appointment.

The Governors look forward to hearing from you and receiving your application by 12th December 2017.

Yours sincerely,

Vanessa Jones

Chair of Governors



A warm welcome

Orchard Community Primary School is situated in the thriving town of Castle Donington which has a range of amenities including many shops, restaurants and public houses. Sport is well catered for with teams for football, rugby and cricket, all with excellent facilities. The town is well-placed, having good transport links to the motorway network with the M1/M42 as well as the A50. It is close to the East Midlands Airport, and Donington Park which hosts various events throughout the year. The East Midlands is home to many top employers, including Rolls Royce, Boots Plc, Experian and Queen's Medical Teaching Hospital.



Local places of interest include Calke Abbey, Melbourne Hall, Staunton Harold Ferrers Centre and Castle Donington Museum. The location is also convenient for the Peak District National Park, Chatsworth House and the National Forest where there are plenty of opportunities for exploring with great walks, stately homes and historic sites to visit.

About Orchard School

Age range: 4 - 11 **Student count:** 275 **Gender:** Mixed **Admission policy:** Non selective
School type: Local Authority Maintained Community school

The school operates a flexible policy towards the organisation of year groups. Children are taught in both single and mixed-age classes depending on the number of children in the cohort. This arrangement changes each year to take account of numbers but classes are always organised according to age and not ability or friendship.

At the age of eleven most children transfer to Castle Donington College.

Orchard Community Primary School was built in 1970 to accommodate the influx of children generated by the development of new housing in Castle Donington.

The school was extended in 1987 to add a purpose-built area for the Foundation Stage. The area comprises of a large classroom as well as separate work room/quiet room, toilets, cloakroom, storage areas, a kitchen and a medical room. The children in the Foundation Stage also have the use of a dedicated outdoor area complete with a shelter which allows children to access the space all year round.

In Key Stage 1, the school is semi open-plan with each base open to the main corridor and an open practical area. This provides each class with an enclosed classroom area for formal work but allows for easy movement between the bases for flexible working opportunities.





Substantial new investment was made in 2017 resulting in two new classrooms being constructed for our Upper Key Stage 2, as well as a Studio which can be used for Dance, Drama and Music.

Modifications were made in 2015 to convert the old School Bungalow into a Learning Centre in which the reference and non-fiction Library is situated. The Learning Centre also provides spaces for small group work including an Inclusion Room and a Garden Room with a patio for access to the outdoor space. The area is regularly used for peripatetic music lessons provided by a local company. In addition, the Learning Centre has a Kitchen area with low level surfaces to allow children to access Food Technology lessons. The Learning Centre also has a fully equipped Radio Recording Studio.

A fully-networked computer suite is available for all classes. All classrooms have an Interactive Touch Panel and many have desktop computers for the children to use. The school utilises a variety of technology including iPads, Android tablets and laptops to enhance classroom learning experiences.



A wide range of fiction books organised according to the Accelerated Reader scheme are available in the central foyer.



There are two large playgrounds, as well as separate outdoor spaces for the Reception Class, Class One and the Learning Centre. The school also has a large playing field which is used for playtimes during the Spring and Summer months and for a wide range of sporting activities. Ofsted recently said *'The school promotes sporting activities well, and pupils enjoy the range of competitions, such as cross country, athletics and cycling events.'* Our wide range of outdoor areas also includes a large environmental and nature area with a pond, as well as a small apple orchard. These provide a valuable resource for science education and have also been used for Forest Schools. Provision is made for quiet activities as well as space to play. An outdoor classroom is available for lessons in warmer weather and for shelter during breaks. A trim trail, funded by the Parents' Association, was added to the field in 2015.



OPS RADIO

In 2015 the school launched a radio station called OPS Radio. The station is managed and run by children in years 5 and 6 with support from teachers. The radio teams are responsible for finance, marketing, production and presenting. It produces at least two shows per week which are streamed via the internet and can be accessed via a link on the school's website.

Throughout the time the radio has been in operation, it has attracted a number of celebrity guests who have visited and have been interviewed by the children. It also provides a valuable community link as a number of local people who hold influential positions, such as the local MP and PCSO have been interviewed.

The radio station has provided opportunities for the children to visit local radio stations to see how professional studios are run and is also used to support curriculum learning.



Beyond the classroom

The school encourages children to take part in a wide variety of extra-curricular activities. The school has had the opportunity to take part in a number of STEM challenge days and encourages teams to participate in the Rolls Royce Design Challenge at least twice per year. Whole school music involvement is encouraged and all children in year 4 learn to play the Clarinet. Additional opportunities to take part in performances are available through the Leicestershire School Music Service. Many children continue to learn the clarinet through years 5 and 6. The school offers a wide range of extra-curricular sports and interest clubs including Gymnastics, Cross Country, Choir and Bowls.

Wrap-around Care

The school offers before and after-school club provision on site. This is led by experienced staff and ensures families are able to take advantage of accessible childcare.

Going for Gold with Orchard

Throughout the year, the school encourages children to participate in a variety of Sports Competitions through their affiliation to Charnwood Sports. Children learn valuable team-work skills, as well as resilience and respect.

The school has achieved the Sainsbury's Gold Standard for 3 consecutive years and was one of the first schools in the area to begin using this kite mark.



Through active participation, many teams have been

successful in reaching the level 3 county finals where they have been able to represent team Charnwood.

Children's achievements are proudly celebrated throughout the school with a Trophy display taking pride of place in the entrance area, as well as a dedicated awards assembly each week which celebrates successes both inside and outside school.







Orchard School Staff

The new Headteacher will be well supported by an experienced, dedicated and hardworking staff team. There are thirteen class teachers, some of whom are part time. The school also has a committed and innovative Senior Management Team which consists of the Deputy Headteacher, Literacy Leader, Mathematics Leader, Foundation Stage Leader and Inclusion Leader. Teaching and Learning is well supported by hardworking, experienced and knowledgeable classroom support staff. Lunchtimes are well managed by a team of Midday Supervisors. An Office Manager, Administration Assistant, Network Manager, Premises Officer & Cleaners give further support. The Governors have spoken with staff at the school and they have suggested qualities and attributes they would like to see in a Headteacher. The staff would like our new Head to :

- put the welfare, education and development of the children first and show a genuine interest in every child;
- have a clear vision for school improvement;
- appreciate the abilities of staff, and actively encourage their further development;
- be an excellent communicator, organised and professional;
- have pride in the school making sure it is well-presented;
- have compassion, empathy and understanding;
- be dynamic, inspirational and motivated;
- remember what it's like to teach and understand the workload and pressures;
- have a sense of humour;
- have high expectations about the conduct and behaviour of the children and a fair but firm approach;
- work with the Senior Management Team to make decisions rather than working independently;
- be effective at data analysis.

The Governing Body

The Governors at Orchard are very involved and supportive of the school.

They would like a Headteacher who has a clear vision for the school's continuous improvement, is authoritative yet caring, who is able to engage and drive all areas of the school to take us on our journey to educational excellence and 'Ofsted Outstanding'.

The Headteacher will work with and advise the Governing Body on the formulation of its policies and their implementation, ensuring they reflect best practice. They will attend meetings of the Governing Body and its committees as required.

It is important to the Governors that the Headteacher is committed to working with the Governing Body, Senior Management Team and Staff to ensure the school's mission statement, aims and visions are clearly articulated, shared, understood and acted upon effectively by all.

The new Headteacher will be focussed on the needs of the whole child providing cross curricular opportunities as well as quality teaching and effective learning, ensuring all children attain their full potential.

Head Teacher Job Description

Job Title:	Headteacher
ISR:	L15-L21 £55600-£64417 Group 2 NOR 275
Responsible to:	The Governing Body
Responsible for:	All teaching and support staff
Job purpose:	To provide vision and professional leadership to ensure continuous school improvement

The Headteacher will take overall responsibility for the organisation, management and conduct of the school in accordance with school policy and in consultation with the Governing Body. In partnership with staff, Governors and parents/carers, the Headteacher will build on existing foundations to maintain and further improve the quality of the school. The Headteacher will fully understand the current legal requirements, local and national policies, and guidance on safeguarding and the promotion of the wellbeing of children and young people, and will ensure that all requirements are met in full.

- ◆ Raise standards across the school
- ◆ Deliver a continuous programme to manage the growth of the school;
- ◆ Have clear financial oversight and an appreciation of the limitations of the school's finances;
- ◆ Effectively use the budget to achieve the stated goals;
- ◆ Work in partnership with staff, Governors, children and parents;
- ◆ Inspire the whole school community;
- ◆ Effectively provide vision, leadership and strategic direction;
- ◆ Promote excellence, equality and high expectations of staff, Governors and pupils;
- ◆ Create a safe and productive learning environment that is engaging and fulfilling for all staff and pupils;
- ◆ Be accountable for the attainment and progress of all pupils, being transparent and ensuring all children meet their full potential;
- ◆ Encourage and empower staff, leading by example and ensure they achieve their potential;
- ◆ Evaluate the school's performance and identify priorities for continuous improvement;
- ◆ Carry out day-to-day management of the school;
- ◆ Be familiar with distributed leadership;
- ◆ Be innovative;
- ◆ Be a purposeful, inspirational leader, bringing forward clear new ideas which will enhance the existing qualities of the school;
- ◆ Be visible, approachable and engaging;
- ◆ Commit to continuous personal development, leading by example and demonstrating high personal standards of expertise;
- ◆ Be decisive and delegate effectively.



Core Purpose

The core purpose of this role is to provide professional leadership, strategic direction and management to Orchard Community Primary School in order to ensure the school's success. To achieve this, the Headteacher will build on the current foundations to further improve all aspects of standards and quality.

It is expected that the Headteacher will have strengths in the following key areas:

Strategic direction and shaping the future

It is important for the Headteacher to draw on experience and best practice. It is expected that they will work together with the Governors, Senior Management Team & staff to create and implement a strategic development plan and annual improvement plan which is underpinned by sound financial planning. The governing body will monitor and evaluate the effects of policies, performance and practice and will support the Headteacher to enable the school to achieve educational excellence.

Focus for improvement

The Headteacher should:

- Ensure all pupils have access to a wide range of educational opportunities throughout the year;
- Ensure all children make and exceed expected progress, achieving at least nationally expected outcomes at the end of FS, KS1 and KS2;
- Strengthen the engagement between the school, parents and community;
- Continue strong financial

management;

- Develop and embed strong governance and robust leadership throughout the school;
- Improve the EYFS play area, school environment and toilets;
- Develop pupil's resilience and wellbeing;
- Continue to provide wrap around care for a minimum of 16 pupils.

Key Priorities and Challenges

Having recently undergone an Ofsted inspection, key priorities have been identified to take the school forward. These include:

- Modification and new resources for the Foundation Stage area to enable children to learn more effectively ensuring children are achieving GLD;
- Prioritising boys writing and building on strategies that have been implemented to ensure boys make sufficient progress and raise their attainment level;
- Undertaking a review of school governance to ensure the Governors are effectively fulfilling their role;
- Making effective use of the school's experienced and knowledgeable Senior Management Team and delegating suitable responsibilities to them within their own areas of expertise;
- Continuing to use the Loughborough Learning Alliance effectively for collaboration, networking and support with School Improvement;
- Implementing sufficient strategies to ensure the school meets the requirements of the 2017 Ofsted inspection and secures a grade of at least 'Good' at the next Ofsted inspection.

Securing accountability by

- Creating and developing an organisation in which all members recognise that they are accountable for the success of the school and ensuring individual staff accountabilities are clearly defined, understood, agreed, and subject to

rigorous review;

- Being accountable to the governing body;
- Presenting a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including Governors, staff, parents, Ofsted, DfE and others to enable them to play their part effectively;
- Working with the governing body, providing information, accurate data, objective advice and support, to enable it to meet its responsibilities;
- Promoting an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Co-operating and working with relevant agencies to safeguard children.

Leadership and Management

The Headteacher should:

- Lead by example as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment;
- Maximise the contribution of all staff and develop a performance culture which supports the best outcomes for children;
- Develop constructive relationships with Governors, Staff, Children and Parents;
- Plan, allocate, support and evaluate work undertaken by teams and individuals ensuring clear delegation of tasks and devolution of responsibilities in a manner that is consistent with their terms and conditions of employment;
- Implement and maintain effective systems for performance management and lead continual professional development (CPD) of staff;
- Motivate and enable staff to carry out their respective roles effectively, ensuring clear delegation of tasks and devolution of responsibilities in

a manner that is consistent with their terms and conditions of employment;

- Arrange for the Deputy Head Teacher or other suitable person to assume responsibility for the discharge of the Head Teacher's duties at any time when absent from school;
- Work closely with the School Business Manager to manage the school's financial resources effectively and efficiently to achieve the school's educational goals and priorities in accordance with the DfE and EFA guidelines;
- Work with the governing body and Senior Management Team to recruit staff of the highest quality, complying with best and safer recruitment practice;
- Work with the Senior Management Team to deploy all staff effectively to ensure the highest quality of education provided;
- Work closely with the Premises Officer and organise accommodation efficiently and effectively to ensure the needs of the curriculum and health and safety regulations are adhered to;
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money;
- Use and integrate a range of technologies to manage the school effectively.

Leading teaching and learning

- Ensure that learning is at the centre of strategic planning and resource management;
- Work with the Senior Management Team to secure and sustain outstanding teaching and learning throughout the school employing a robust system of monitoring, evaluation and review supported by high quality CPD;
- Challenge underperformances at all levels and ensure immediate action is taken to secure

improvement;

- Maintain a consistent and continuous all-inclusive focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning;
- Create a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- Ensure that school resources are effectively targeted to ensure all groups of pupils achieve well;
- In collaboration with staff and Governors determine, organise, implement and monitor the curriculum and its assessment to ensure that they meet with statutory requirements; are relevant to the needs of all children; fulfil the Head Teacher's duties under the 1998 Standards and Framework Act and any subsequent revisions in relation to the National Curriculum;
- Ensure that there is a robust system of assessment of children's achievement which ensures parents are well informed about their child's attainment and progress and how they can support this at home;
- Determine and implement policies which promote self-discipline and regard for authority and the law; good conduct and behaviour; positive strategies for developing equality in the community; positive strategies and programmes for children's support and clear guidance on exclusions and other disciplinary matters;
- Maintain the principle of assessment for learning and effective use of children's data, setting challenging yet realistic targets for all children;
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students;
- Ensure that parents and children are well informed about the curriculum, and about the

contribution they can make in supporting children's learning and achieving the school's targets for improvement;

- Implement and maintain strategies that secure outstanding standards of punctuality and attendance;
- Create and maintain an environment and code of behaviour that promotes and secures safety and discipline.

Developing self and working with others

- Regularly review own practice, set personal targets, and take responsibility for own personal development;
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews;
- Treat people equitably and with dignity and respect to create and maintain a positive culture across the school;
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work;
- Motivate and inspire the Governors and the whole staff team, developing excellent, professional working relationships;
- Develop an excellent working relationship with the chair of Governors and Senior Management Team, engaging regularly in open discussion;
- Acknowledge responsibilities, recognise skills and talents and celebrate achievements of teams and individuals;
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities;
- Manage own workload and that of others to allow an appropriate work/life balance.

- Foster excellent relationships with local and national professional partners in order that children and staff may benefit from the development they offer;

Continuing professional development and leadership

- Regularly review own practice, set personal targets, and take responsibility for own professional development;
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews;
- Treat people equitably and with dignity and respect to create and maintain a positive culture across the school;
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work;
- Motivate and inspire the Governors and the whole Staff Team, developing excellent, professional working relationships;
- Develop an excellent working relationship with the Chair of Governors and Senior Management Team, engaging regularly in open discussion;
- Acknowledge responsibilities, recognise skills and talents and celebrate achievements of teams and individuals;
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities;
- Manage own workload and that of others to allow an appropriate work/life balance;
- Foster excellent relationships with local and national professional partners in order that children and staff may benefit from the

development they offer.

Strengthening community

- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of children and their families;
- Ensure learning experiences for children are integrated with the local and wider communities;
- Actively engage with parents and carers, community figures, businesses and other organisations to enrich the school and its value to the wider community;
- Co-operate and work with relevant agencies to protect children and young people.
- Create and maintain an effective partnership with parents and carers to support and improve children's achievement and personal development.



Person Specification

Assessed by: Application (A), Documentation (D), Interview (I), Reference (R).

	Essential	Desirable	Assessed by
Education, Training and Qualifications			
Qualified Teacher Status	✓		A, D
NPQH or Further Professional Qualification		✓	A, D
Commitment to and evidence of ongoing CPD	✓		A, D
Experiences			
Current/Recent experience of Educational Leadership in a primary setting	✓		A
Experience of teaching in more than one school		✓	A
Experience of successful teaching within the primary age range	✓		A
Experience of a range of responsibilities covering different aspects of school life	✓		A, I
Evidence of successfully leading and managing whole school change	✓		A, I
Successful experience in raising achievement	✓		A, I
Monitoring and evaluating teaching and learning	✓		A, I
Having a working understanding of the analysis and evaluation of tracking/pupil data	✓		A, I
Responsible budget management	✓		A, I, R
Knowledge			
Knowledge of relevant statutory requirements relating to schools	✓		A, I
Knowledge of current child protection guidance and a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults	✓		I, R
Sound up to date knowledge of developments in education, teaching and learning and best practise	✓		I
Good understanding of current school inspection frameworks	✓		A, I, R
An understanding of whole school financial management	✓		A, I, R
Understanding of performance management practises for all staff		✓	A, I, R
Basic knowledge of health and safety and employment law		✓	A, I
A commitment to equal opportunities and the ability to ensure its provision	✓		I

Competencies	Essential	Desirable	Assessed by
Able to lead the strategic and cultural vision for the school	✓		A, I
To be able to research new innovations and think creatively and imaginatively to identify opportunities for development	✓		A, I
To set, monitor and evaluate targets	✓		I
Able to devolve responsibilities, delegate tasks	✓		I
To think analytically	✓		A, I
To investigate problems, identify and evaluate options, implement plans and monitor outcomes	✓		A, I, R
Have a keen eye for detail	✓		I
To develop and promote a positive image of the school	✓		I
To provide a sense of community in school where each individual is valued and respected	✓		I, R
Able to communicate sensitively, clearly and persuasively with people at all levels both verbally and in writing	✓		I, R
Able to prioritise tasks and meet deadlines	✓		I
To use numerical and financial data confidently	✓		I
Accountability	✓		A, I
To manage and motivate individuals and teams to achieve high standards of performance	✓		R
To develop and maintain collaborative relationships with a wide range of agencies and individuals	✓		A, I, R
To manage conflict effectively	✓		A, I
Personal Attributes			
Be a positive role model for both staff and pupils to aspire to	✓		R
Ability to build and maintain effective professional relationships with children, parents and staff, Governors and parents	✓		I, R
Commitment to valuing diversity	✓		I
Emotional resilience and a sense of humour	✓		I
Able to adapt to changing circumstances and new ideas	✓		A, I, R
Able to achieve challenging professional goals	✓		A, I, R
Other Requirements			
Satisfactory Enhanced Disclosure and Barring Service check	✓		D
Satisfactory references	✓		R



How to apply

The application form is available to download from the school website or by contacting the school office. To apply, please forward your completed application form, together with a supporting statement outlining your suitability for the role. Your supporting statement should demonstrate how you satisfy the qualifications and experience elements of the person specification.

Please send your completed application by email to Governors@orchard.leics.sch.uk by 12pm on Tuesday 12th December 2017. All applications will be acknowledged.

The process of appointment will include interviews, tasks and a presentation. Further details will be sent to shortlisted candidates ahead of interview. Interviews will be held on Tuesday 16th and Wednesday 17th January 2018.

We would expect and encourage potential applicants to visit us informally. Please contact Rachel Daft on 01332 810078 to arrange a visit before the application deadline. Should you have any queries, or would like a confidential conversation, a suitable time for you to meet with or speak to the Chair of Governors can also be arranged.

Leicestershire County Council is an equal opportunities employer. We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Any offer of employment is subject to a satisfactory Enhanced DBS, including a Barred List check.



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