

PRINCIPAL INFORMATION PACK MAY 2021



The Lantern Community Primary School
Nene Road – Ely - Cambridgeshire – CB6 2WL
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May 2021

Dear Applicant

CMAT wish to recruit a Principal to lead The Lantern Primary School from September 2021 (or January 2022) We are looking for someone who is dedicated, hardworking and passionate about creating a fantastic school that children love to attend, parents enjoy supporting and the community is proud of.

Our new Principal will be enthusiastic about developing the teams teaching expertise and pedagogies further, whilst still managing to develop the whole child creating a unique and exciting primary experience. The school and trust work in close partnership with the Whole Education Network in order to develop and share best practice. The school benefits from being adjacent to Ely College, also part of the CMAT family, which the majority of our Lantern pupils move on to, so there is the potential to develop all through experiences.

Our ideal candidate will be able to develop good relationships with the children and families in the community to effectively support the children of Ely. They will be able to nurture and develop their staff team's skills to enable a supportive learning environment to flourish and an ethos of awe and wonder in life to develop. They will be a person who aspires to create lifelong learners and motivated individuals, who have the skills and cultural capital to enable them to contribute to and become valuable individuals in society.

This position would suit someone who is interested in leading the development of teaching and learning to a high standard with innovative practice, likes to follow up on or initiate creative ideas, and wants to participate in developing a primary curriculum which is fit for the next generation.

We are looking for someone with clear vision and direction alongside a thorough understanding of the processes of school leadership including: self-evaluation, school development planning, efficient and effective deployment of resources, target setting and accountability to the academy council and trust to ensure that the school continues to thrive and develops further.

As a trust we believe in working with others within the community and wider afield, to develop and maintain effective partnerships which enhance the opportunities for our children. As a Principal you will be able to work in teams with others to achieve more than we could as individual schools.

It is a strong element of the CMAT leadership model that our Principals all contribute to our wider Trust aims and objectives. A commitment to collaboration is at the heart of our educational improvement philosophy. As a Principal working within CMAT you will benefit from the opportunities afforded to a mixed phase trust. CMAT has a mixture of primary, secondary and special schools. Our six current primaries are very well supported by the directorate teams of finance, IT, HR, and premises, as well as our executive and knowledgeable trustees. This enables us to give a level of technical support to our primary schools which would not be possible in a smaller trust. Our primary Principals meet together regularly. This enables Principals to develop bespoke primary practice and support each other. We have a range of CMAT primary networks attended by various leaders and teachers to develop practice and support schools in developing and maintaining high standards of provision. Our schools all retain and develop a distinct local identity which reflects their local context.

You will have opportunities for professional development through CMAT's own leadership programmes, Whole Education and our many other partners. As Principal of The Lantern School there will also be the opportunity to contribute to the future development of the trust. As a CMAT Principal you will have a clear appreciation of the values that shape our academies, demonstrable through your personal qualities. Our team is driven by a moral purpose. "The Pursuit of Excellence" underpins our approach and philosophy. We have high aspirations for our children because we expect the very best for every single one of them.

I warmly invite you to visit The Lantern Primary School and peruse the website for an insight as to how we work at CMAT. I look forward to receiving your application for this fantastic opportunity within school leadership. Do not hesitate to contact David Lawrence:

dlawrence@Lanternprimary.org to make an appointment to visit. For further information or to discuss the post in more detail, please contact our Executive Director of Primary Jane Dooley: jdooley@cmatrust.net

Applications should be submitted by 9.00am on Monday 17th May on the TES portal. Your application should also contain a letter of application/supporting statement of no more than two sides of A4 (or approximate equivalence within the application form), outlining why you feel that you are the best fit for the requirements of this post.

I look forward to hearing from you.

Yours faithfully

Mark Woods
Chief Executive Officer
Cambridge Meridian Academies Trust

CMAT – Our Story

It started with a desire to provide high quality and dynamic education for everyone, right in the heart of our community and that desire has grown into the Cambridge Meridian Academies Trust (CMAT).

CMAT was formed in 2011 with this clear vision and we articulate it as the following statement – to provide high quality and dynamic education for all at the heart of our communities. But how did we go from desire to achievement?

The Trust started life as Cambridge Meridian Education Trust (CMET) which was incorporated in March 2009 in order to enter the competition to promote the new schools at Northstowe a new town proposed between Swavesey and Cambridge. It was founded by those who already were passionate about education in the area – the governors and trustees of Swavesey Village College; an outstandingly successful and innovative school.

In March 2011 CMET became Cambridge Meridian Academies Trust (CMAT), a multi-academy trust, this enabled Swavesey Village College to convert to academy status, sponsor other academies, and help spread good education practice.

As a Trust we truly value the success of every child and we place the sharing of excellent education practice at the core of this value. We are committed to improving the quality of education and life in the county of Cambridgeshire, and its immediate surroundings. With this aim, the Trust operates from hubs in Cambridge and Peterborough and its staff, pupils and families are spread across the entire area from rural village to inner city estate.

As a Trust we are committed to maintaining these core principles and focus as we grow – working with schools where we believe we can help and who, in turn, can enrich and provide real benefit for the existing CMAT family.

Our Core Values are:

- Achievement for All
- Valuing People
- A High Quality Learning Environment
- The Pursuit of Excellence
- Extending the Boundaries of Learning.

Our academies have common values and core operational systems, which are applied locally, adapted to individual context and needs. By this simple expedient each academy retains their own local governing bodies, identity and individuality. The young adults who leave our care are prepared for the next stage of their education and are ready and confident to move forward in life.

About The Lantern Primary School

Lantern is a school which truly values children as individuals. We have high expectations for all children in our care. We aim to provide a safe, happy and stimulating environment for all children and we are committed to providing the best education for them.

Following the Governing body's decision, we converted to an academy and joined the Cambridge Meridian Academies Trust in 2018. By converting to an academy we firmly believe we will ensure the best possible outcomes for all our pupils in the future.

Lantern's academic standards are in line with national with potential to be extended further. We need to continue to develop and spread the teaching techniques which will enable our children to achieve this. Whilst we routinely gain good attainment results at all ages, it is still important to us that children receive a whole rounded education. We are currently working on developing our curriculum even further to ensure this and work within the whole education network to support this. It is important to us that our new Principal sources and supports innovative ideas and initiatives and partnership working to continue to develop high quality and long lasting learning in the school.

We have 410 pupils on roll. We are developing our mastery curriculum in maths and wish to ensure that the concepts of mastery come through all areas of the curriculum. We are fortunate within CMAT to benefit from the CALSA network to help use develop the arts in school and have support in gaining and maintaining a variety of awards including: Arts Mark, Arts Awards, Primary Science Quality Award, Mental Health Award and School games Award. We also have access through CMAT to wider groups of teachers and leaders working on developing the primary curriculum offer for our schools and participate in groups working on the themed curriculum, Computing, PSHE and RE curriculums.

We currently offer a range of extra-curricular activities. Children enjoy sport at The Lantern and compete successfully in many competitions at local, county and trust level in sports and other wider activities and competitions including within the arts, English maths, science and technology.

We have our own highly popular wrap around care provision and on site pre – school which gives us a fully integrated EYFS and ensures children get a good start to their school and learning experience.

At our school children come first and we try to ensure that they will make a positive contribution within both the local and global community by striving to ensure our pupils make excellent progress and obtain the highest results possible. We are all very proud of our achievements. However, what is most important to us, as a school, is that we are driven by our values of love, honesty, kindness, respect and equality which underpin all that we do.

At The Lantern School we are determined to create an inclusive culture where all children will be challenged in their thinking, strive for continuous self-improvement and be motivated to become independent and life-long learners. It is important to us that children have a voice are involved in decision making. We want to empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

We are enthusiastic about welcoming a dynamic and focused new leader to influence and guide us on the next step in our development.

Advert

Principal The Lantern Community Primary School

Salary: L 13 - 21 – depending on skills, experience and previous track record
Possible relocation package

We are looking for someone who is dedicated, hardworking and passionate about creating a fantastic school to start in September 2021. We believe the community deserves a school that children love to attend, parents enjoy supporting and the community is proud of.

Much of the groundwork is already in place. The Lantern provides a high quality of education for the children in its catchment area. It has a proven track record of good attainment and of participation in a range of activities within its curriculum. Lantern continues to be rated 'Good' by Ofsted. We are now looking for a leader to help us to build on these strong foundations.

As part of Cambridge Meridian Academies Trust (CMAT), the successful candidate will be someone who can galvanise and develop the school with their own vision. There are fantastic opportunities to do this through working within the primary family of the trust and its CMAT local secondary school of Ely College to develop effective approaches to curriculum links alongside seamless transition for children. It is a fantastic place to teach, lead and develop personally.

This is an exciting opportunity to join a dynamic, innovative and vibrant Academy. If you want to work with wonderful students, committed staff and a forward thinking leadership team, this is the academy for you.

The Lantern School and CMAT exists to provide, support, and champion high-quality education at the heart of local communities.

Leading The Lantern School within CMAT can offer you:

- motivated friendly staff and children in a popular school with a strong community presence
- a post with the potential for future progression both within this role and in the wider trust
- the support of the wider trust network of experts and access to informal and formal professional development
- The chance to develop the next generation of teachers through our work with our ITT providers and trainee teachers
- Leadership supported within an established well thought of trust but maintaining a degree of individuality and character within your school
- For a new head, the support of an experienced CMAT colleague as you establish your practice as a headteacher
- For an experienced head, the opportunity to share wider skills and develop a CMAT primary hub
- An attractive and vibrant city location, containing a variety of amenities.

The successful candidate will have:

- A track record of leading and developing with impact and outcomes for children
- A passionate and uncompromising commitment to all round student development
- Experience of converting vision into school improvement
- Have people skills which enthuse and develop staff and communicate effectively with parents
- Evidence of partnership working and wider impact
- The ability to seek out and then the courage to take opportunities to build on existing practice.

A commitment to and a belief in our CMAT Core Values:

- Achievement for All
- Valuing People
- A High Quality Learning Environment
- The Pursuit of Excellence
- Extending the Boundaries of Learning.

We warmly welcome visits to the academy from candidates. If you wish to do so, please contact:
David Lawrence: dlawrence@Lanternprimary.org 01353 664174.

The post will be based at:
The Lantern Community Primary School
Nene Road
Ely
Cambridgeshire
CB6 2WL

www.lanternprimary.org

For further information, please contact Jane Dooley, Executive Director of Primary
jdooley@cmatrust.net or Mark Woods, CEO, mwoods@cmatrust.net

The closing date for applications is 9.00 am on Monday 17th May.

Interviews will be held on Friday 21st May.

The Lantern School and CMAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced check with the Disclosure and Barring Service.

JOB DESCRIPTION

Post Title: Principal

School: The Lantern Community Primary School

Job description and purpose:

- i. To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- ii. To meet the National Standards for Headteachers as published by the DfE.
- iii. To seek to achieve any performance criteria, objectives or targets agreed with or set by the School's Academy Council and or Trust in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- iv. To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

1. Qualities and knowledge

- Hold and articulate clear values, vision and moral purpose, focused on providing a world class education and as such leading and developing the school to become good or above
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, academy councillors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, to analyse and apply those systems that would best drive whole school improvement and pursue continuous professional development.
- Work with political and financial astuteness, within the trust set of principles and structures centred on the school's vision.
- Be able to translate local and national policy into the school's context to ensure that the school is equipped to respond to, and benefit from Local Authority and government change
- Communicate the trust and school's ethos, vision and values and drive the strategic leadership, empowering all pupils and staff to excel.

2. Pupils and Staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes;
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being;
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identify emerging talents, coaching current aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Hold all staff to account for their professional conduct and practice.
- monitor and evaluate the effectiveness of the curriculum to ensure it is providing the best opportunity for pupils to enjoy and achieve their potential, whilst providing financial value
- have a duty of care regarding staff welfare

- forge a culture of equality of opportunity, celebrating pupil achievements in all aspects of school life, and promoting high expectations.

Systems and Processes

- Ensure the schools systems, organisation and processes are well considered, efficient, fit for purpose and in line with the overarching systems processes of the trust, upholding the Principals of transparency, integrity and probity
- Provide a calm, safe and well-ordered learning environment for pupils and staff, where all pupils can achieve, that is focused on safeguarding pupils and developing exemplary behaviour in school and in the wider society, and where pupils are expected to have high standards of attendance and engagement.
- Establish rigorous, fair and transparent systems and measures for managing the performance of staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance from the academy council and trust board within the trust governance system and actively support and work with the academy council to understand and deliver its devolved functions effectively. Be answerable to the trust particularly with regard to setting school strategy and pupil staff and financial performance within the trust structure of governance
- regularly monitor the budget and exercise effective strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school sustainability
- distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
- manage and organise accommodation and resources so that health and safety needs are addressed and that resources are sustainably planned to meet present and future needs
- within the trust guidelines deliver rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice
- ensure that professional duties are fulfilled as specified in Teachers Pay & Conditions

Self-Improving School System

- create an outward-facing school, developing the partnership work with other schools in the trust and beyond – in a climate of mutual challenge and support - to champion best practice and secure excellent achievements for all pupils
- develop effective relationships with fellow professionals and colleagues in other public services, including the Local Authority, to improve academic and social outcomes for all pupils
- challenge educational orthodoxies in the best interests of the achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools
- shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability
- inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and promote the value of education.

Key Performance Indicators

1. good outcomes
2. accuracy of performance information provided to the trust
3. reputation of the school
4. quality and sustainability of teaching and learning

Candidates' suitability for the post will be assessed against requirements and expectations as set out in the National Standards for Headteachers. The Executive Principal and Academy Council will, during the formal interview stage, explore issues relating to safeguarding and promoting the welfare of children. Before making an application, candidates are asked to match their qualifications, skills, abilities and experience against the criteria listed below.

Leadership - Person Specification Principal

Education and Qualifications	Criteria	Assessment
1. Qualified teacher status	E	A
2. NPQH or undertaking /ready to apply	E	A
3. Evidence of appropriate professional development	E	A
4. Current Designated Senior Person training	D	A
Experience	Criteria	Assessment
5. Experience of successfully leading whole school improvement	E	A/I
6. Experience of raising standards in key areas of the curriculum	E	A/I
7. Experience of leading and managing a team and monitoring of agreed practices	E	A/I
8. Experience of managing change effectively	D	A/I
9. Experience of and understanding of the importance of writing and implementing successfully, self-evaluation and development plans to secure improvements	E	I
10. Experience of setting and monitoring performance management targets which support the development of the school and staff	D	I
11. Experience of working with school governance systems	E	A/I
12. Experience of supporting inclusive practices and strategies to engage and meet the needs of all learners	E	I
13. Experience of recruitment and retention and understanding of HR issues and processes	E	I
14. Experience of leading a primary school	D	A
15. Experience of or understanding and knowledge of how to manage a whole school budget, resources and facilities	D	A/I
Knowledge and Understanding	Criteria	Assessment
16. Understanding of how assessment and data is used to inform development planning and practice	E	A/I
17. Understanding of and a commitment to effectively promoting the safeguarding and welfare of pupils	E	A/I
18. Knowledge of current trends in education development and management	E	I
19. Familiarity with current strategic local and national issues in education	E	I
20. Knowledge of the primary curriculum including early years provision	E	I
21. Understanding of the issues to be considered in the development of whole school guidance and policies	E	A/I

22. Understanding of how to implement sound procedures to ensure good behaviour and discipline in the school with the engagement of all members of staff parents and pupils	E	A/I
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Skills	Criteria	Assessment
23. Inspirational leadership and management skills with a leadership style based on consultation and involvement and valuing the achievement of others	E	A/I
24. High level of organisational and time management skills	E	I
25. Effective communication and interpersonal skills	E	A/I
26. Ability to model highly effective teaching	E	I
27. Ability to foster excellent working relationships with all members of the school community	E	A/I
28. Ability to be visionary in leading the future direction of the school	E	I
29. Ability to think and plan strategically and respond flexibly to change	E	A/I
30. Ability to strategically lead, organise and motivate staff	E	I
31. Ability to consider sensitively the importance and needs of the school in its community	E	I

Leadership	Criteria	Assessment
32. Ability to foster links within and beyond the trust	E	A/I
33. Ability to motivate and develop commitment among staff, leading and managing people as individuals whilst developing the common goals of the team	E	A/I
34. Ability to be a role model for staff and students	E	I
35. Ability to propel the school's vision and values forward and promote its achievements to local and wider communities	E	I
36. Ability to make difficult decisions and carry through actions	E	I
37. Enthusiasm for contributing to the wider trust agenda and actions	E	I

Personal Qualities	Criteria	Assessment
38. Positive and enthusiastic approach towards work	E	I
39. Clear values and moral purpose	E	I
40. High expectations of self and others	E	I
41. Capacity to relate to all pupils whatever their background in order to motivate them and provide opportunities for them to achieve their potential	E	I
42. Integrity, commitment, enthusiasm and resilience to persevere and succeed	E	I

Criteria Key		Assessment Key	
E	Essential	A	Application Form
D	Desirable	I	Interview