



Healing Primary School

Headteacher Application Pack



Contents

	Page
Welcome letter	3
Additional supporting information:	
Safer Recruitment	5
Healing Multi-Academy Trust	5
About the local area and North East Lincolnshire	6
School Prospectus	7
Job Description	29
Person Specification	32

Welcome Letter



Our school's vision:

Enjoy today whilst preparing for tomorrow.

Dear prospective Headteacher,

Welcome to Healing Primary School!

Recruitment timeline:			
Start Date:	1 st September 2018	Closing Date:	12.00hrs 31 st January 2018
Short Listing:	1 st February 2018	Interviews:	8 th and 9 th February 2018
Contract type:	full time, permanent		Pay scale: 18-24

This post arises following the imminent retirement of the Headteacher who has been in post for seven years. We are now looking to appoint a Headteacher who has the vision, inspirational leadership and skill to take the school even further. We are interested to hear from experienced Headteachers and those looking for their first headship.

Healing Primary School is a popular, 1.5 intake school situated in the heart of the village of Healing which is located about 3 miles outside Grimsby in North East Lincolnshire. We have 335 children on roll and we have been over-subscribed for many years. Both standards and relationships are at the heart of the school and our expectations of children and staff is ambitiously high. Outcomes for children are excellent across the school. In 2017 our combined RWM for KS2 was 89%. The school's most recent Ofsted was in May 2017 and the school was graded Good overall with Outstanding Behaviour and Safety.

Healing Primary School is part of Healing Multi - Academy Trust. Since April 2014, the Trust has been an accredited academy sponsor for primary and secondary schools.

The school works closely with other schools, including Trust partner schools and the Humber Teaching School. The current Headteacher and senior leaders make a significant contribution to a wide range of Teaching School programmes, including school to school support and professional development.

A significant amount of information about the school, the Trust and the Humber Teaching School, including Ofsted information, is available on the following websites and online;

www.healingprimary.co.uk

www.healingmultiacademytrust.co.uk

www.humberteachingschool.co.uk

If you cannot find something, please let us know.

We encourage you to arrange to visit the school as part of this process as the 'feel' of a school can never be captured in a letter. This school has a great 'feel'. To arrange a visit to the school or for an informal discussion and submit your on-line application we would be grateful if you would contact Hayley Carlberg, P.A. to the CEO on 01472 502406 or email carlbergh@healingmultiacademytrust.co.uk

How to apply:

The supporting statement in your application should be no longer than 2 sides of A4 with a minimum font of Arial 11. It should address the precise selection criteria detailed in the person specification **and should reinforce this by giving examples to support your candidacy.**

Please note that covering letters and other extraneous material will not be accepted as part of the application.

Yours sincerely,

Teresa Blanchard, Chair of the Local Governing Body

Graham Walker, Chair of Healing Multi - Academy Trust Board

Mark Knapton, CEO to the Trust

Additional supporting information

Safer Recruitment

Safer recruitment practice aims to minimise the risk of appointing individuals who are unsuitable to work in a post where they will be in contact with children or vulnerable adults and could cause them harm.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and to prevent unsuitable people from working with vulnerable groups, including children.

It is a criminal offence to offer to a barred individual (or indeed for a barred individual to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity). All candidates are expected to understand their own responsibilities and duties in regard to child protection and safeguarding with due relevance to the specific post advertised. Any conditional offer of appointment will be made strictly subject to receipt of all required documentation (as specified) and satisfactory verification of all necessary checks.

Healing Multi - Academy Trust

Healing Primary School is part of Healing Multi - Academy Trust. Since April 2014, the Trust has been an accredited academy sponsor for primary and secondary schools. We have a proud history based on traditional values and high standards for all and have a strong track record for school improvement and ITT provision. Our Trust is not a chain; each school is different, reflecting the particular aspirations and leadership style of the Headteacher. All our schools are rated “good” or “outstanding”.

Currently there are four schools in the Trust; Great Coates Primary School, Healing Primary School, Healing School-A Science Academy and William Barcroft Junior School. This allows our schools to share best practice and achieve economies of scale in purchasing services; by working together at a strategic level to ensure the future success of all schools. This is combined with a rigorous approach to school improvement, which stringently holds school leaders to account for their performance.

The Humber Teaching School works in partnership with the Trust and provides support for local and regional schools. This brings a wealth of expertise and opportunities for professional development across the Trust partnership of schools.

Our Trust vision is to:

- create a distinctive partnership of schools which is led by local people for local people
- strengthen the partnership by valuing the uniqueness of our partner schools
- foster a relationship where autonomy and accountability go hand in hand
- share expertise and bring together best practice and the best practitioners
- recruit, retain and develop the best teachers and future leaders locally
- achieve efficiency savings for mutual benefit.

Trust support for schools

Healing Multi - Academy Trust provides robust strategic oversight, challenge and support to secure uncompromising standards from governors to pupils, consistently across the Trust. A key strategy is to identify the key services required by schools joining the Trust and commission bespoke services so that our schools can focus on improving teaching and learning and deliver educational excellence.

We have a strong track record of leading school effectiveness including support for:

- quality assurance and compliance
- leadership development and support
- professional development from ITT to leadership, including governance
- business support
- service provision via bespoke contracts.

Information about the Trust can be found at: www.healingmultiacademyTrust.co.uk

About the Local Area and North East Lincolnshire

Healing is located in the south west of the county in North East Lincolnshire and is a dormitory village for commuters mainly to Grimsby and the industries located on the south bank of the Humber. The village is on the edge of the rolling Lincolnshire Wolds and is a perfect location to enjoy the open tranquillity of the countryside whilst being minutes away from Grimsby and the seaside town of Cleethorpes.

Houses in North East Lincolnshire have picturesque surroundings. There are modern new developments as well as a variety of Victorian and Edwardian period houses and on average, house prices in North East Lincolnshire are 50% cheaper than comparable properties in other parts of England.

North East Lincolnshire is a relatively small Authority. Grimsby, once one of the world's largest fishing ports in the area is now known as "Europe's Food Town". The area is also diversifying into new industries, such as offshore wind and renewable energy, bringing with it a range of global companies and opportunities. The Local Plan has projected a target of 8,800 new jobs by 2032 as a result of inward investment in and growth of key sectors.

North East Lincolnshire has fantastic uncongested main roads leading right into the centre of towns. The A180 provides dual carriageway links direct to the national motorway networks. A direct rail route to Manchester Airport, calling at Doncaster and Sheffield means the whole country can be accessed quickly and easily by train. Humberside International Airport is only 20 minutes away and the Humber Bridge provides direct access to Hull and its passenger Ferry Terminals.



HEALING PRIMARY SCHOOL 2017-18



Proud to be a part of the Healing Multi Academy Trust (MAT)

- providing the best for local children

Headteacher and Child Protection Officer – Mrs Janet Wood
Chair of Local Governing Body – Mrs Teresa Blanchard

Tel: (01472) 882261 email: office@healingprimary.co.uk

Web site: www.healingprimary.co.uk

A WELCOME MESSAGE FROM THE HEAD – Mrs Janet Wood

Choosing the ‘right’ school for your child is such an important task. Healing Primary is a school where children are safe and happy, where they will be noticed and valued for their distinct and individual characters and encouraged to achieve their unique potentials.

I am proud to be the head teacher at Healing, leading dedicated staffs who all care about children’s happiness, well-being and achievements.

We are proud to be an Academy school within the Healing Multi Academy Trust (MAT). At this time we are a small but aspirational MAT with a vision of excellence across all of our schools. The MAT currently consists of one secondary school – Healing Science Academy and three primary schools – Healing Primary, Great Coates Primary and William Barcroft Junior school.

At Healing we think of ourselves as a ‘family’ with ambitiously high standards and expectations and as such we do not tolerate:

bullying, cheating, deceit, cruelty, racism, irresponsibility or dishonesty.

We do however recognise, value and praise and cherish:
Manners, Kindness, Respect and Honesty



Our purpose is to make sure that children are:

“Enjoying Today and Preparing For Tomorrow”

At HEALING PRIMARY SCHOOL we really only have one 'rule' which is that:

Everything we do should make us proud of ourselves

and in doing so others will be proud of us also.

This is a school to be proud of and this is possible because:

- the 'hidden curriculum' is right – we aim to ensure that we provide the kind of atmosphere where children, parents and employees feel valued, happy and accepted
- the adults are good role models who have high expectations of the children.



At this school parents will always be welcome. We want you to be involved as 'partners' in your child's education. We also aim to be an important part of the local community.

Our Staff Team

Changes happen regularly but are managed effectively and changes are always made for the best possible reasons

Headteacher	Mrs J. Wood
Deputy Headteacher	Mrs R. Croucher
Sunshine Class – reception class	Mrs H Stanley – (Assistant Head KS1)
Rainbow Class – reception class	Mrs C Taylor
Maple Class – Year 1	Miss J Pratt
Poplar Class – Year 1	Mrs C Knight (Assistant Head KS1)
Oak Class – Year 2	Mr M Smith (SEN)
Cherry Class – Years 3 and 4	Mrs M Nurse (Assistant Head KS2)

Acer Class - Years 3 and 4

Miss C. Rees

Willow Class – Years 3 and 4

Mr C Greenwood

Cedar Class – Year 4 and 5

Ms L Orhan

Elm Class – Year 4 and 5

Mrs C. Skelton and Mrs H Taylor

Lime Class – Year 6

Miss J Hutson

Blossom class – Year 6

Mrs F Kingston

Office

Mrs A Tilling,(Business Manager)

Mrs J. Mills,

Mrs L Dolan

Support Staff

Mrs A. Broughton Mrs M. Parry

Mrs R Donner Mrs C Gale

Mrs R. Peterson Mrs S Shreeve

Mrs E. Curtiss Mrs V. Barnard

Mrs S. Saville Mrs A Parker-Saunders

Mrs D Allen Mr T Lewis

Mrs E. McLauchlan Miss C Parker

Mrs C. Wright Mrs T White

Mr B. Gallagher

Caretaker:

Mrs M. Jennings Mrs S. Jackson

Cleaners

Mr D. Brailsford Mrs J. Devos

Mrs L Cox

Midday Supervisors

Mrs A Williams Mrs L Finch

Mrs T. Johnson Mrs V. Eklund

Mrs L. Tate Mrs S Hewis

Mrs J. Buxton Ms. J. Dale

Mrs J. Lilley Mrs J. Major

Mrs E Bovill Mrs D. Wright

Kitchen Supervisor

Mr S Samways

Kitchen Assistants

Mrs M Jennings

Visiting Teachers

Mr Le Vogue Ms P. Davis

Mr M. Gidlow Mr M. Smith Mr J Rowan

The School's Governing Body and their role:

The governors meet as a full group at least three times per school year to discuss a wide variety of school issues. The policies of the school are agreed and reviewed by the Governing Body. They also meet in smaller committee groups on several other occasions throughout the year and report back to the full Governing Body on their own areas of responsibility. Governors can be contacted via the school office.



CHAIR	1. Mrs T Blanchard	<i>Trust – SEN and PUPIL PREMIUM</i>
VICE CHAIR	2. Mr M Welbourn	<i>Trust</i>
GOVERNORS	3. Mrs J Wood	<i>Staff – Headteacher – non voting</i>
	4. Mrs R Croucher	<i>Staff – Deputy Headteacher</i>
	5. Mrs C Taylor	<i>Staff</i>
	6. Mrs E McLauchan	<i>Staff</i>
	7. Mr S Oldridge	<i>Parent</i>
	8. Mrs L Dolan	<i>Trust</i>
	9. Mr I Nijjar	<i>Parent</i>
	10. Mrs Watson	<i>Parent - Safeguarding</i>
	11. Mrs J Routh	<i>Trust – Chair of Finance</i>

THE SCHOOL AND ITS ORGANISATION

Our school caters for children between the ages of four and eleven years. We currently have 332 pupils on roll and these are divided by age between twelve classes.

We admit up to 45 children each year but we will always try to consider applications from children who live in the village – even if a year group is ‘full’.

Classes in the Foundation Stage have around 23 children in them. KS1 (infants) can have up to 30 children. Classes in the juniors have between 25 and 35 children.

Whilst we have some single age classes and some mixed year group classes, as far as possible, we aim to put children in classes with their ‘friends.’ In all classes work is planned appropriately to meet the needs of children according to their ability, rather than their age and children are happy.

ADMISSIONS POLICY

Admissions into Reception are managed by The Local Authority. Admissions into other year groups are managed by The Multi Academy Trust (MAT).

The criteria used when prioritising applications is as follows:

- Children in Local Authority Care and Children with Special Educational Needs
- Children who have a Statement of Special Educational Needs
- Those who are resident in the catchment area
- Those who have brothers or sisters who will already be attending the school at the expected time of admission
- Any remaining places are then allocated to the pupils living nearest to the school (where there is more than one route the distance measured is the shortest available safe route for pedestrians).
- Special cases

Admission into years 1 to 6 is managed by the school and prospective parents should contact school directly.

SECONDARY TRANSFER: At the end of Year 6, children have traditionally transferred to Healing Science Academy. Parents of course can apply for admission to any secondary school in the area.

SAFEGUARDING: Child Protection Procedures: Mrs Wood (Headteacher) is the school’s Child Protection Officer. The Governor with responsibility for Safeguarding is Mrs Helen Watson. However, **all staff** of Healing Primary School has a duty to safeguard children.

Healing Primary School adheres to child protection procedures that have been agreed locally through the Local Children’s Safeguarding Board.

Should you ever have any safeguarding concerns you are urged to speak to Mrs Wood as a matter of urgency or contact the Safeguarding team for North East Lincolnshire by ringing 01472 326292

The Child Protection Policies (alongside all other school policies) are available on our website: www.healingprimary.co.uk

We will to support pupils by:

- Being aware of and vigilant about the many aspects of Safeguarding including children’s physical, sexual, emotional and social safety.
- Ensuring the content of the curriculum includes social and emotional aspects of learning
- Ensuring that we educate about all aspects of ‘e’ safety so that they are safe ‘online’.
- Ensuring that safeguarding issues are included in the curriculum to help children recognise when they don’t feel safe and to identify who they should tell
- Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued
- Making sure that the school ‘Behaviour Policy’ sets out guidelines about what is and is not acceptable behaviour.
- Involving parents so that we can work together.

Safe Working Practice: Healing Primary School, using National and local safeguarding guidance/regulation, has developed a clear code of practice that Governors have agreed and staff understand and agree to. The code of practice offers guidance on the way they should behave when working with children.

Confidentiality: All staff aware that they must not promise to ‘keep secrets’ with children and that if children disclose abuse this must be passed on to the Child Protection Officer as soon as possible and the child must be told who their disclosure will be shared with. Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know’ basis only. Information will also be shared with appropriate authorities.

Record Keeping: Child Protection records are kept centrally and securely by the Child Protection Officer. Staff are aware that they must make a record of child protection issues and events as soon as possible. These records must be signed and dated. Child Protection records must not be kept on the child’s curriculum file. Files must be passed securely to the school that the child transfers to.

Working with Other Agencies: Schools are not investigating agencies and it is essential that child protection issues are addressed through agreed procedures. However, schools continue to play a role after referral and need to develop strong links with partner agencies, particularly Social Care.

Healing Primary School recognises the importance of multi-agency working and will ensure that staff are able to attend relevant meetings including case conferences, core groups, strategy meetings and Child in Need meetings.

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THE PUPIL PREMIUM:

The Pupil Premium (which is additional funding added to our school's budget) is applied to children who meet any of the following criteria:

- *are currently entitled to Free School Meals (other than the Universal Infant Free School Meals)
- *have been entitled to free school meals in the past 6 years
- *are looked after by a Local Authority
- *have been adopted from Local Authority care are children with parents in the armed forces.

This funding is used to ensure that children in the 'PP' group do as well at school as children who are not in this group. (PP children have been identified Nationally as a group who are likely to underperform compared to children who are not in this group.)

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In 2016-17 we received £42,920 for children on our pupil premium list. If your child is included in this group you will be contacted directly by school. If you think you should be included and have not been contacted, please let us know.

This money is spent in a variety of ways to ensure that these children make the best possible progress. We employ several wonderful Teaching Assistants to work specifically with PP children on both academic and pastoral issues. Any resources to enhance teaching and learning can also be provided with this funding. We also subsidise the extra-curricular enrichment opportunities by 50%, subsidise school meals and provide laptops for use at home.

What to do, when to come and what to wear etc.



The Healing Primary uniform is available from Uniform Direct in the centre of Grimsby.

The school cares about the tidiness and smartness of dress.

Children will be reminded about the appropriateness of their uniform and praised for looking 'smart'. This will include the appropriateness of socks, footwear and hairstyles.



Please speak with us if dress code is causing any problems for you.

Could we remind parents that when you sign our Parental Agreement you agree to abide by the School's dress code.

Our dress code is:

<ul style="list-style-type: none"> • White polo shirt - with or without logo 	<ul style="list-style-type: none"> • Grey/Black skirt /skort 	<ul style="list-style-type: none"> • Black shoes appropriate for school – not trainers
<ul style="list-style-type: none"> • Blue check dresses in summer 	<ul style="list-style-type: none"> • Royal Blue Sweatshirt/ Cardigan 	<ul style="list-style-type: none"> • Black pumps for indoor PE (bare feet is usually preferable)
<ul style="list-style-type: none"> • Grey/black trousers or tailored shorts 	<ul style="list-style-type: none"> • Blue PE shorts • White PE t shirt - with or without logo 	<ul style="list-style-type: none"> • Trainers for outdoor PE/break times
<ul style="list-style-type: none"> • Track suits – plain coloured and appropriate may be worn for outdoor PE in cold weather. (optional) 	<ul style="list-style-type: none"> • A Royal Blue school coat (optional) 	<ul style="list-style-type: none"> • A drawstring PE bag • A book bag • A sun hat (optional)
<ul style="list-style-type: none"> • On non-uniform days we ask that children come in appropriate clothing and footwear. 		
<ul style="list-style-type: none"> • If children have misplaced or grown out of PE kit then plain coloured appropriate alternatives may be worn until it can be replaced/found. 		
Other : <ul style="list-style-type: none"> • No earrings are to be worn • A simple wristwatch may be worn – no other jewellery is permitted (other than for religious observance) • Mobile phones should not be brought to school. If they are then they must be handed to the class teacher each day. • No Make-up or nail varnish please. • Grey, white or black (plain coloured) socks 		
ITEMS FROM HOME: Please do not send children to school with things from home unless a teacher has asked them to bring it.		



The school day starts at 08.50
Lunch for the infants is: 11:55 – 12:55
Lunch for the juniors is: 12:10 – 1:10
School ends at 15.30

Children should not come to school before 8.45 a.m. as the school cannot be responsible for their safety and welfare before then. All children (and parents) should enter school through the pedestrian gate and go onto the playground. Children go directly into the school when they arrive.

Parents collecting children at the end of the school day are asked to wait for them at the school gate or in the playground. Alternative arrangements are made for children when first entering school and the parents concerned are notified.

The Path into School: ALL children and adults should enter the school via the school path and NOT the vehicle entrance which is extremely busy and therefore dangerous for young children.

Road safety: There is an ‘informal’ agreement with regard to the direction of traffic on Fords Avenue during drop off and pick up times. It would be appreciated if you could come to school via Radcliffe Road, Fords Avenue and leave by Oak Road and The Avenue. This one-way system allows traffic to flow much more freely.

The children are taught all aspects of Road Safety from Reception class through to Year 6.

BRINGING VEHICLES ONTO THE PREMISES: In the interests of safety, parents are **not permitted** to bring cars onto the school premises unless they hold a Disabled Badge and have been given permission by the Headteacher to use the car park.



PLEASE DO NOT PARK ON THE ZIG-ZAG YELLOW LINES outside the school gates and please be considerate when parking in the local streets.

Behaviour



We expect a **VERY HIGH** standard of behaviour from all our pupils, based on self-discipline, personal responsibility and moral development. We aim to teach children right from wrong and to accept responsibility for their actions. We link actions to consequences. Some behaviours – thankfully very few at this school - are unacceptable.

It is hoped that parents will work in partnership with the school in encouraging children to develop a good code of behaviour and morals and also to encourage them to develop good personal standards in all aspects of school life including the way they present themselves and the way they speak to others.

Please don't tell your child to 'hit' other children in retaliation. When one child behaves inappropriately towards another we ask that you reinforce our policy that the 'victim' must go and tell (and get help from) an adult.

This is not a school with a long list of 'don'ts'. Our main 'rule' is that we should feel proud of ourselves and make others proud of us too. We prefer to offer praise rather than blame and reward rather than sanction. We do not 'shout' at children. We want children to take pride in themselves, others and their school. The expectation for behaviour is explained to the children and opportunities are always available for them to make suggestions, comment and discuss. Involving children in this way does give them a clearer understanding of how our school community works.

Indiscipline and bullying is unacceptable and will be managed swiftly and decisively with parents being involved as soon as needed.

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Any form of bullying is unacceptable and children are strongly encouraged to TELL and KEEP TELLING until it is stopped



OUR REWARD SCHEMES:

Every child is allocated to one of our teams:

Proud, Manners, Kindness, Respect

These 'Teams' reinforce our School Values.

PROUD POINTS are allocated generously to show that we are proud of a child's work, actions or behaviours. The 'team totals' are counted and announced each week in assembly.

MERITS: Children are working towards a Bronze, Silver or Gold MERIT AWARD. These are awarded for individual endeavour that really stands out, especially for the children who just quietly get on with being wonderful. Each award requires that the child earns 100 merits. Effort and achievement are both recognised. It is hoped that most children will achieve their Bronze Merit award whilst in the Infants, their Silver Merit award by the end of year 4 and their Gold by the end of year 6.

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COMMENDATIONS: We also recognise achievements outside school with 'commendation' slips which are presented in assembly.

STAR OF THE WEEK: Each week class teachers choose a child who has upheld the important values that we aim to promote at school. It is an honour to be chosen as the 'Star' and they are presented with the class trophy by our Head Boy and Head Girl at the Friday Celebration Assembly. Parents of our 'Stars' are invited to the Celebration Assembly. The names of our STARS are posted on the school's website.

- In most classes a child is also chosen everyday in recognition of a special effort or action.
- Stickers, praise and 'fairydust' - that shows just how proud we are also get used in all kinds of ways.

Standards 2017

Whilst we want all children to be happy, happy is not enough.

We also want every child to achieve their potential. We are very proud of the achievements of all our children.

Learning is a continuum and our aim is to ensure that every child achieves their potential, wherever they are on their learning journey.

2017 - Foundation stage: 88% of our children achieved a 'Good Level Of Development' compared to 70% nationally

2017 - Phonics: Children in Year 1 outperformed national expectations in all categories with 100 % meeting the required standard.

Key Stage 1 Assessments 2017 – Year 2

	School Expected standard %	National 2016 %	School Greater Depth %	National 2016 %
Reading	85	76	40	23.6
Writing	85	68	29	13.3
Maths	87	75	40	17.8
Science	90	65		
Combined reading, writing and maths	Expected standard National 64%	Expected standard School 77%	Greater depth School 21%	Greater depth National 11%

Key Stage 2 Assessments 2017 – Year 6

	School % Meeting Standard	National %	School High Standard %	National High Standard %
Reading	89	72	35	25
Writing	94	76	33	18
Grammar, Punctuation and Spelling	92	77	56	31
Maths	92	75	56	31

THE CURRICULUM



Our curriculum is designed to ensure that the children enjoy learning. They need to be secure and to have a high self-esteem to ensure that they become successful learners. Detail about curriculum content is available on our website: www.healingprimary.co.uk in the parental information area.

- As a school we constantly monitor and assess pupil progress. It is important to recognise and celebrate the important progress that children make and to identify any 'gap's in their understanding as soon as possible so that we can do something about it – with your support. We will share information about how they are doing and what they need to do to improve even further with your child and with you at regular intervals.
- Each class teacher is responsible for teaching the curriculum in his/her own class. However, where teachers feel they are able to bring their own special expertise to help another class, this will happen. Our aim is simply to give your child the very best we can offer.
- Foundation Stage (Reception) children are taught through the Early Years Foundation Stage Curriculum. By providing a safe and caring environment in the classroom we hope to make the transition from home into school a happy and exciting experience. Through the themed, activity-based curriculum we offer, and through child and adult initiated play activities, we develop the children's confidence, independence and love of learning.
- In Key Stages One and Two, we teach all the National Curriculum Core and Foundation subjects, organising their delivery over the full primary age range.
- The children learn – English, Mathematics, Science, Computing, Design & Technology, History, Geography, Art, Music, Physical Education, Religious Education, Relationship Education including human reproduction as well as Personal, Social, Health & Citizenship Education (P.S.H.C.E.). French is taught in KS2
- Staff plan for learning within their 'teams' – Foundation Stage, Key Stage 1, Lower Key Stage 2, Upper Key Stage 2. Teams choose their 'theme' through which they plan sequences of exciting learning.



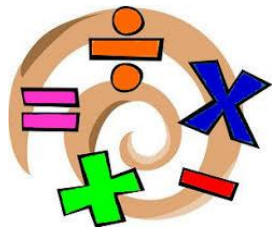
English: Children need good literacy skills in all aspects of their learning.

Literacy skills are taught every day, in a variety of exciting ways with much of the important literacy work being covered in other subjects. Children are taught reading, writing, grammar, punctuation, and spelling as well as speaking and listening skills.

All classes have access to a wide range of fiction and non-fiction texts – as books and 'online' .

Our reading 'scheme' is levelled but we hope that nobody will think that getting through the scheme is a race. We want children to love what they read and to do that they have to understand it – both the literal and the deeper meanings often implied in the texts. We want them to laugh, to be scared, to cry because of what they read – not simply to be able to 'sound out' the words. They will be encouraged to read from our comprehensive range of literature, both fiction and non-fiction to become confident, independent, fluent readers.

We very much appreciate your co-operation in encouraging your child to read. **It is absolutely essential for children to develop good reading habits by regularly reading at home.** Please do listen to your child reading every day, even if only for a few minutes.



Maths: Mathematics is an exciting subject and wherever possible we teach it in a lively way to stimulate our children. We believe in placing importance on the basics, but at the same time we try and make mathematics as meaningful and enjoyable as possible.

We want children to have the mental 'tools' to be able to solve problems in everyday life so we investigate maths in situations involving shopping, cooking, sporting activities, the local environment, etc.

Please help your child to learn number bonds i.e. $2+8 = 10$ $15 +7 = 25$ etc as well as multiplication tables as soon as possible – the sooner they know them, the more skilled they will become at using and applying mathematics.

Children should know all (to 12x12) their tables before they are 8.



SCIENCE: In science we aim to enable children to adopt scientific ways of thinking when they look and consider the world around them.

The children will learn practical skills and investigate experimentally so that they may draw their own conclusions. We also try and link science to other areas of the curriculum, e.g.

Mathematics: measuring, presenting tables of results, taking readings, graphs and charts.

English: writing scientific reports and diaries, talking, questioning and listening. **Computing:** Using a word processor to record findings, storing and sorting results on databases, presenting the results as graphs and charts.

The many approaches to science involve the children investigating, analysing, questioning, examining, making hypotheses, predicting, experimenting and discussing. Practical work provides the basis for this.

We are well equipped with science resources including a three-acre wood, paddock and pond where the children are able to carry out studies and investigations.



COMPUTING: In today's technological age it is important that children are given opportunities to gain an understanding of what computers and other technology can do and how they can be used.

The children are taught to use I.T. equipment and software confidently. They learn to use programmes, and communication

tools as well as cloud technology, storage devices, printers, digital cameras, hand held technologies (ipods) and camcorders. They are taught to access the Internet safely and effectively.

The school is fortunate in having over 100 ipad devices and a similar number of wireless laptops. Every class has an interactive whiteboard.

E-Safety

The school considers E Safety to be an essential part of what we teach. We know that there are huge potential 'online' dangers that we have to protect children from. **PLEASE monitor what your children do online and restrict their access to inappropriate web sites etc.**

The local police visit to talk to the children about being safe online. Please make the **Rupert Collins/healing website** your home page as the links have been created to help children to browse safely.

HISTORY: It is important (and exciting) for children to understand the present by studying the past.



GEOGRAPHY: The children learn about their locality, environmental issues, climates, map skills, contrasting locations, rivers, coasts and settlements.

MUSIC: We love music! The school encourages practical activities in music. The children have opportunities to develop their musical ability on a wide selection of musical instruments as well as through singing. They are also introduced to music from different cultures and through listening to performances. Their own musical understanding is enhanced through this approach. Children have the opportunity to learn to play a musical instrument by a peripatetic teacher. Parents are, however, required to pay for the peripatetic tuition and for instrument hire.



ART: The children are given opportunities to explore and investigate a variety of art techniques, both two and three dimensionally. They are encouraged to experiment as much as possible when using different media. Provision is made towards appreciating art from different periods, cultures and traditions. The school maintains attractive and effective displays of children's artwork in order to ensure a quality learning environment for our children.

DESIGN & TECHNOLOGY: In Design & Technology we hope to promote creativity of thought and action so that children can develop the ability to design and make items. We encourage the children to become critically thoughtful users of products. They will then be able to recognise quality and the potential impact of products both on people and on the environment.



PHYSICAL EDUCATION: The staff, together with qualified sports coaches ensure that children are given opportunities to take part in games, dance, gymnastics, athletics, swimming and adventurous

activities. They undertake activities at the level appropriate to their stage of development and skill.

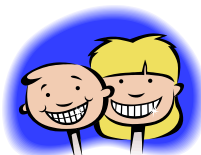
In 2015, 16 and 17 we have achieved the prestigious '**Active Mark**' **GOLD** award for our participation in sport. We always aim to ensure that children experience success whatever their current level of physical performance.

The children are introduced to skills and strategies for team games. They practise in small groups which allow maximum participation. Through dance and gymnastics children work in groups, working individually on body control and creative projects.

We encourage children to develop games skills and a sportsmanlike attitude. We teach skills for netball, basketball, hockey, rounders, rugby, football and cricket. We have school netball, football and gymnastics clubs. We involve Grimsby Town Football in the Community on a regular basis. Children in Year 4 are taught swimming and water survival skills as part of the National Curriculum.

Through our well-structured P.E./Games programme and good facilities our children are helped to gain self-esteem through the development of physical confidence.

HEALTHY BODIES: We have a Prefect system with children in Year 6 helping their younger friends to play games and be appropriately physical in the playground. We encourage children to be active during their break times and allow them to use the fixed play equipment, basketball court, play equipment and the field during good weather. This activity is in addition to the PE lessons and after school clubs and events that children attend. Our children learn to understand how important it is to look after their bodies and keep fit!



P.S.H.C.E. (PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION) including sex and relationship education : The

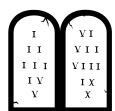
P.S.H.C.E.(SRE) programme allows the pupils to:

- Develop confidence and responsibility and to make the most of their abilities; Have opportunities to play an active role as citizens;
- Develop a healthy, safer lifestyle;
- Develop good relationships and respect the differences between people.

Opportunities will be given for:

Taking and sharing responsibility; Feeling positive about themselves;
Taking part in discussions; Making choices;
Meeting and talking with people; Developing relationships through play;
Considering social and moral dilemmas that they come across in everyday life.

Sex Education: The Governors resolve that discrete sex education be included in the curriculum in an integrated and meaningful way. The school has introduced the Living & Growing Sex Education Programmes. The series of programmes are very informative, very sensitively produced and very appropriate. Parents are made aware of when and what is being delivered through the curriculum through the termly class information letter. Other aspects of human development and relationship education are covered within the Science and PSHE curriculums.



RELIGIOUS EDUCATION: Each class receives religious education following the school's policy which is based upon the requirements of the locally agreed syllabus. This covers beliefs, practices and lifestyles. Whilst

Christianity is to the forefront of our teaching, the children will also be looking at other religions. Our aim is for children to gain knowledge of the importance of faith in many people's lives and to have opportunities for self-reflection. In today's multicultural society an understanding of other faiths is encouraged so that mutual respect is fostered.

SCHOOL ASSEMBLIES AND COLLECTIVE WORSHIP: The children meet together separately as Infant and Junior departments on Tuesday, Wednesday and Thursday and the whole school joins together on Monday and Friday. These assemblies may take the form of a religious (Collective Worship) or moral theme (Assembly) and also a celebration of the children's work and achievements.



We also invite visitors to take assemblies so that they become more varied for our children.

Our school has no affiliation to any particular denomination. Parents have the right to withdraw their children from religious education lessons and assemblies. If you wish to do so then please discuss it with the Headteacher.

SPECIAL EDUCATIONAL NEEDS: We have high expectations of all children. Every learner is following their individual journey and should feel proud of the progress they make. We are committed to the principle of inclusion.



Our school follows the guidelines laid down in the 2015 Code of Practice which ensures that all children with special needs are identified and assessed. In accordance with the Code we deal with children's needs step by step, matching the level of help to the needs of the child.

Progress is constantly monitored and regularly discussed with parents. School staff will ensure that parents are always kept informed about learning or behavioural difficulties and children may be supported:

- a) In a small group with a support teacher.
- b) by the class teacher arranging small group or individual help

Children with very specific needs may, with parental consent, be referred for formal assessment to attempt to secure suitable provision.

We have a Governor with oversight for Special Educational Needs – Mrs Blanchard - who can be contacted via school. The name of the member of staff having responsibility for Special Educational Needs is Mr M Smith.



ASSESSMENT AND REPORTS: Teachers are constantly assessing the children. Formal internal assessments are undertaken each term in Mathematics, Reading and Writing and progress of every child is tracked. Progress is monitored against age related expectations. Year 2 and 6 children also take SAT tests in May.

Every parent will receive a written report on their child's performance and attitude towards the end of the Summer Term.

CONSULTATION EVENINGS: Consultation Evenings take place in the Autumn and Spring terms. This is an opportunity for you to see the work being undertaken and to discuss how your child is progressing. These are important occasions so please do try to come. However, if you want to talk to us about your child you are welcome to make an appointment to do so **at any time**.



HOME SCHOOL CONTACT: Our 'Open Door' –

Parents are always welcome to visit the school and are urged to come as soon as possible if there is anything they feel they need to discuss. In the interest of the children's welfare it is much better to tackle a problem sooner than later.

Parents are able to speak with the Headteacher at any time during the day subject to her availability. Class teachers are usually closely involved with their children and are unable to be available for discussion during school time, except by appointment or before and after school sessions times – 8.45 – 8.55 a.m. and 3.30 – 3.45 p.m.

Opportunities are given during the year to attend a meeting where children's progress will be reported.



PARENT (and grandparent) HELP: The school welcomes offers of parent help and greatly appreciates the amount of time which some parents are able to spend in school helping the children in a variety of ways. Any offer of help, no matter how small, is always appreciated. At

the moment parents help in the following ways:

*Supervising children on educational visits Transporting children to sporting fixtures
Helping at after school clubs, or in classroom activities such as art, craft, sports,
Making costumes for concerts etc.*

If you would like to offer some time to help, please contact a member of staff who will arrange for you to complete a Criminal Records Bureau Disclosure application form. Once a full Disclosure has been processed and necessary paperwork received by the school, you will be welcomed into school to work with the children.



HOMEWORK:

Whilst homework is a valuable way of extending children's learning and encouraging families to become involved in their child's progress, we aim to ensure that the time demands are such that children can still get fully involved in their own private

pastimes and interest clubs beyond school.

We see homework as an extension of the classroom, and the work which is set is designed to reinforce key skills. The most common activities which children are asked to engage in at home are: reading, learning spellings, learning number facts and finding out information for a lesson.

It is important that homework set for the children is completed to the best of their ability and handed in on time.

The time demands for homework will vary depending on the age of the pupil, but its success as a means of developing good learning habits will rely heavily on parental support at home and the encouragement and praise a child receives for settling down to work independently. For children to become proficient readers, they require practice!

We ask that parents and carers listen to their child read their reading book every day and discuss the books that they have read with them. Please share other books with your child on a regular basis too!

If you feel that you need guidance with or clarification about homework that has been set for your child, please do not hesitate to contact your child's teacher. Many methods of teaching, especially in maths, are very different from how you may have been taught when you were at school. (However, the right answer is the right answer) Please don't be embarrassed – just ask!

EXTRA CURRICULAR ACTIVITIES:

'Clubs' run before school, after school and during lunchtimes. Teachers volunteer and give freely of their time and efforts to encourage the children to take an interest in a variety of activities other than their class work. We are extremely fortunate to have such committed staff. A full list of what's available is on our website but clubs that have been held recently include:



FOOTBALL, CHOIR, COMPUTER CLUBS, NETBALL, PERFORMING ARTS CLUB, GYMNASTICS, CHEERLEADING, FILM CLUB, RECORDER, RUGBY, JUDO, STREET DANCE, SCIENCE CLUB, LEGO CLUB, CLEVER MATHS, MULTI SPORTS, BALLET ETC

As some activities end others are introduced depending on the time of year, the level of interest shown by the children and the availability of the teaching staff to run them. Not all clubs are available to all year groups.

If you are interested in running a club, please do not hesitate to let us know. In the interests of safety and child protection, all adults working with children must hold a recent Criminal Records Disclosure and so relevant police checks will need to be carried out before adults are able to run clubs.



CURRICULUM COMPLAINTS PROCEDURES

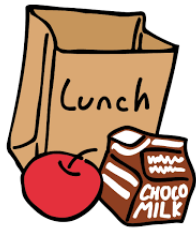
The school's formal complaints procedure can be accessed from our website: www.healingprimary.co.uk or by request from the main office: tel: 01472 882261

⊗ We strive to deliver the best possible education to all our pupils and to care properly for their health, safety and welfare at all times. All the staff in this school, teaching and non-teaching, are dedicated to achieving this aim.

From time to time, however, you may feel we have not lived up to your expectations. If this is the case please tell us. If you do not tell us, we will not be aware of your concern, and if we are not aware of it, there is little we can do to set things right! So if you have any worry or concern about what is happening in school **PLEASE TELL US AT ONCE** as a concern should never need to become a complaint. (A complaint is a formal and written submission that has to be considered by the Chair of Governors)

We aim to have a real partnership with you as parents and carers – we want the very best for your child. Please come and talk to us. Your concerns should never have to get to the point where you would even consider making a 'complaint' as this means that something has gone very wrong with our partnership.

It is sometimes stressful – for all concerned- to have a honest but 'difficult' conversation about your child but it is only by working honestly together that we may resolve whatever the 'problem' may be.



LUNCH: All infant children are entitled to a FREE school lunch but they do have to be ordered in advance.

School dinners are ordered and paid for in advance and cost £2.10 a day (£10.50 per week).

The menu and order forms are on our website. You will receive a text telling you when you need to order.

From October 2017 you will be able to pay through Parent Pay.

Lunchtimes are spent in the care of the Senior Midday Meals Supervisor and ten supervisors. Meals are organised in a cafeteria type system and are served in the school hall. Children who bring a packed lunch also eat in the school hall.

Children are always encouraged to a) have good manners b) to eat as much of their lunch as they can - we will check what children eat – especially if requested to do so from parents – but children are never ‘forced’ to eat anything. Please come and talk to us if your child is having any problems at lunchtime.

HEALTHY EATING: We have Healthy Schools Status. In the interests of educating the children in healthy eating habits you are asked to help us in discouraging them from bringing sweets, chocolate, crisps and other such snacks to school. We know this is difficult at some times of the year such as Christmas and birthdays. Please consider a healthy option if possible. (We also respectfully ask that you do not send things in expecting staff to cut up, distribute or manage in some way – we just don’t have the time)



- **We have some children in school with serious allergies so we ask that children do not bring ‘nut based’ products into school i.e. peanut butter, Nutella, etc. (We appreciate that this is a difficult policy to ‘enforce’ so we ask for and appreciate your co-operation.)**
- **TUCK and food at breaktimes – please make any snacks you send into school ‘Healthy Snacks’**
- Members of the P.T.A. (Parents and Teachers Association) run a ‘tuck’ shop on Tuesdays and Thursdays selling apples, bread sticks and toast.

ABSENCE FROM SCHOOL :

Mrs Wood (headteacher) does not routinely authorise holidays during term time unless there are extenuating circumstances.

Requests for absence during term time need to be submitted in writing using the form found on the website giving more than 7 days notice.

Holidays taken without authorisation may result in a penalty fine being issued.

Absences are monitored weekly by the Head and termly by The Educational Welfare Officer.

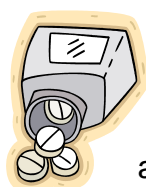
- Parents are requested to inform the school either by telephone, email or in writing of the reason for **any** absence.



- If the school is not contacted on the day, regarding a child's absence, staff will telephone the child's home to ensure that they are safe and have not come to harm on the way to school.
- Appointments that cannot be arranged out of school time (e.g. dental appointments and external examinations) should be kept to a minimum and children should be out of school for as short a time as possible. You will be expected to collect your child from school for such appointments, as **during school hours, children are not allowed out of the premises without an adult.**

ATTENDANCE: We monitor attendance at school weekly. Obviously we would like 100% attendance but we understand that children cannot and should not be in school if they are ill.

LATENESS: Regular 'lateness' affects children's social and academic progress. They get really anxious coming into class late too! Its really important that they are a) here and b) here ON TIME.



MEDICINE AT SCHOOL: All short term medication brought to school must have been prescribed by a doctor and be clearly marked with your child's name. There must also be clear instructions about the amount to be administered. Parents must complete all administration of medication forms and medication will be stored securely at all times. Medication will only be permitted it has to be given is four times a day and will be administered by members of the School's leadership team or office staff.

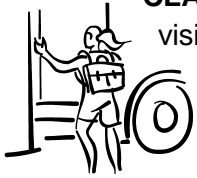
In respect of long term illnesses, such as asthma, diabetes and epilepsy, the school will arrange for a Health Care Plan to be drawn up and we will be happy to make the necessary arrangements to assist in the administering of medication provided that it is in its original container and clearly marked with the child's name and dosage required.

It is your responsibility to make sure that all medication in school is in date and relevant.

ACCIDENTS AND EMERGENCIES: We have to be able to contact you at all times during the school day. PLEASE try to have a mobile number that we can text you on. It is vitally important that you to return the confidential emergency form to the office, completed with all the relevant information, so that staff are able to care for your child with the full knowledge of any medical/social problem which may affect him/her at school. This will enable staff to contact you easily should a minor accident or illness occur.

We do attempt to make the children aware of any potentially hazardous situations that we cannot prevent, but it is inevitable that accidents will occur. In the case of minor bumps and bruises, staff trained in First Aid will deal with them as a matter of course. You will be notified of any bumps to the head – just in case!

If the injury is more serious and we consider further action to be necessary, we may contact emergency services and inform parents immediately. Should we be unable to contact a parent of a child needing hospital treatment, a member of staff will accompany the child to hospital.



CLASS AND RESIDENTIAL VISITS : Classes have undertaken a wide variety of visits which have always been of an educational nature. These have recently included visits to Hall Farm, Cleethorpes Discovery Centre, Rand Farm, 'Horrible Science' at the Grimsby Auditorium, Centrica, the Islam Centre, the Sikh Temple, Healing Church and many more places of interest.

Every year we offer a residential visit for Year 6 to a PGL Adventure Park. The children are given opportunities to take part in sailing, canoeing, abseiling, rifle shooting, archery, riding quad bikes and orienteering. It is a very popular but quite costly visit so we set up a payment scheme within school.

Although they are asked for as voluntary contributions, parental financial contributions are essential for visits to take place.

In the case of residential visits outside of usual school time, contributions are not voluntary and parents are required to pay for their child's visit.



SCHOOL PHOTOGRAPHS: These are taken twice a year. Individual and family group photographs are taken during the Autumn Term. Whole class and year groups are taken during the Summer Term.



BOOK FAIRS: To emphasise the importance of books in children's lives we run a Book Fair each year to which parents and children are invited to come and purchase books.

Our PARENT TEACHER ASSOCIATION (PTA)



We have a fabulous Parent Teacher Association to which all parents automatically belong. The PTA works hard to arrange fun activities to raise money for the benefit of all children in our school. There is no subscription to the PTA and therefore all parents are entitled to participate in all P.T.A. activities. You will receive letters giving details of all activities and special events.

Working with the PTA or attending PTA events is a great way to make new friends and become an active member of the school community. We appreciate that everyone has commitments and busy lives and consequently are always very grateful for any amount of time and support offered!

All members have the opportunity to elect the committee at the annual general meeting.

THE GOVERNING BODY'S CHARGING POLICY

- In order to enrich our curriculum, making it memorable and exciting for the children, activities may be organised outside of the normal school day or routine for which there may be a charge.
- There will be occasions when we may request a voluntary contribution from parents for specific activities, e.g. transport costs, entrance fees, etc.
- As with all schools, we have insufficient resources to pay for all children to take part in educational and residential visits. We therefore must ask for your co-operation. No child can be exempt from any organised activity but regrettably, proposed activities may not be able to take place where the contributions are not equal to the costs. This is the policy of the Governing Body.
- We rely on your goodwill to enable us to offer your child the best possible opportunities.
- If there is a problem making contributions, please do not hesitate to contact the Headteacher.

DISCLAIMER: The information given in this prospectus was valid in the Autumn term 2017. It is possible that there could be changes affecting either the arrangements described in this booklet or in any particular part of them during the current school year.

Thank you for reading our Prospectus.

We are very proud of our school and hope you will be too.

Mrs Wood and 'The Team' **January 2018**



Job Description
Healing Primary School



Job title	Headteacher
Scale:	ISR L18 – 24
Purpose of role:	The Headteacher is responsible to the Local Governing Body of Healing Primary School and to Healing Multi - Academy Trust for the leadership, internal organisation, management and control of the school. It will be for him/her to lead our forward looking school to enable the children to move towards achieving their potential in partnership with the community.
Accountable to:	Local Governing Body and Healing Multi - Academy Trust
Main duties and responsibilities:	Strategic direction and development of the school
	<ul style="list-style-type: none"> • Lead by example, providing inspiring, creative and purposeful leadership for the staff and pupils • To work in partnership with the Local Governing Body, the Trust, staff and parents, generating the ethos and values which will underpin the school • Inspire all those involved in the school to commit to its aims, stay motivated to achieve them and involved in meeting long, medium and short term objectives to secure the educational success of the school • Co-create and implement a Development Plan which will secure continuous school improvement • Monitor and evaluate the performance of the school and respond and report to the Local Governing Body and the Trust as required • Sustain the embedded outstanding pastoral care by using pro-active techniques to maintain high attendance rates and low exclusion rates • Ensure that management, finances, resources and administration of the school supports its vision and aims and maximises value for all pupils • Ensure that policies and practices take account of national, local and school requirements and apply sound educational practice through evidence based pedagogy • Regularly monitor, evaluate and review the impact of policies, priorities and targets and take action if necessary • Develop an outward facing school to collaborate with other schools in the Trust, the Humber Teaching School, DfE, parents, the wider community and partners to champion best practice and enhance the education and safeguarding of pupils.
	Teaching and learning
	<ul style="list-style-type: none"> • Continue to maintain an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour and attendance • Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met

- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence
- Determine, organise and implement a policy for the personal, social and moral development of pupils
- Monitor and evaluate the quality of teaching and learning and achievement of all pupils through appropriate methods
- Determine and implement policies which ensure inclusion, diversity and equality of access.

Leadership and management

- Participate in the recruitment and selection of teaching and support staff
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment
- Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting
- Promote and monitor the continuing professional development of all staff
- Hold staff to account for their professional conduct and practice, as specified in the Terms and Conditions of Service of Teachers
- Creating opportunities for pupils to be actively involved in the school decision-making process and for their views on the learning process to be listened to and respected
- Provide opportunities for pupils to enhance their learning by participating in enterprise activities, educational visits, work experience and other extra-curricular activities
- Ensure that healthy competition is promoted to achieve educational, personal, sporting and artistic excellence
- Develop good working relationships with governors, staff, students, parents/carers, the community and the Trust
- Ensure that a Deputy Headteacher or suitable person, assumes responsibility for the discharge of the Headteacher's function at any time when absent.

Efficient and effective deployment of staff and resources

- Work with governors, senior colleagues and the Trust to recruit, retain, deploy and develop staff of the highest quality
- Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds
- Set appropriate priorities for expenditure, allocation of funds and effective administration and control
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, health and safety regulations and community use
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

	Accountability
	<ul style="list-style-type: none"> • Continue to develop an organisation in which all the staff recognise that they are accountable for the success of the school • Present a coherent and accurate account of the school’s performance in a form appropriate to the range of audiences, including governors, the Trust, parents, OFSTED and others to enable them to play their part effectively • Ensure that parents/carers are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child’s learning via regular reports, parents/carers meetings, and one to one meetings to discuss their child's progress or welfare • Provide information, objective advice and support to the Local Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money • Carry out any such duties as may be reasonably required by the Local Governing Body and the Trust.
Core competencies:	National Standards of excellence for Headteachers

Person Specification

Legend to criteria:		Means of identification:	
E - Essential	D - Desirable	A - Application Form	I - Interview
H – How identified		R - Reference	T - Task

Qualifications & Training	E	D	H
Qualified teacher status	✓		A
Evidence of related CPD educational activities (including teaching and learning)	✓		A/R
Good honours degree in a relevant discipline	✓		A
Safer recruitment training		✓	A
Designated persons training (safeguarding)		✓	A
NPQH Award		✓	A
Experience	E	D	H
Recent experience as a successful senior manager in the primary phase (at least 2 years) with proven experience of creating and leading effective, high achieving teams	✓		A/R/I
Excellent primary practitioner able to demonstrate outstanding practice in supporting others to improve	✓		A/R/T
Experience of setting and achieve ambitious, challenging goals and targets as part of the culture of high expectation and excellence	✓		A/I
Experience of strategically formulating aims, policies and plans (such as school development plan) and of monitoring, evaluating and reviewing the impact of these	✓		A/T
Experience of monitoring standards and developing curriculum delivery with successful target setting and tracking which has raised standards of attainment	✓		A/I
Experience of analysing/evaluating performance data in contributing to school improvement strategies	✓		A/T
Experience of teaching in more than one school		✓	A
Experience of managing finances and ensuring financial sustainability		✓	R/I
Experience of parental involvement schemes which have supported and enhanced pupil and school development		✓	A/I
Experience of managing risk		✓	A/I

Knowledge and Skills	E	D	H
Up to date knowledge including current and emerging priorities for the primary sector, national policies, pedagogy, Ofsted framework, research findings	✓		A/I
Awareness and commitment to safeguarding and promoting the welfare of children including the expectation that all staff will share this approach	✓		A/I
Able to contribute to the leadership of school improvement across the Multi - Academy Trust and Humber Teaching School		✓	A
Good communication skills, both written and verbal	✓		R/T
Ability to manage and prioritise workload and, where appropriate, delegate to others	✓		R/I
Ability to develop and maintain appropriate relationships and establish effective partnerships with pupils, parents/carers, staff (school and Trust), governors and Trustees	✓		R/I
Skilled in collaborative working and networking with a wide range of partnerships within and beyond the school	✓		A/R/I
Ability to determine, organise and implement a balanced and broad curriculum that has a positive impact on pupils' outcomes and their personal development, behaviour and welfare	✓		A/I
Ability to lead school wide improvement initiatives that have a demonstrable impact on pupils' achievement	✓		A/R/I
Ability to analyse and present data and information coherently and a range of sources of evidence to make judgements and identify next steps	✓		A/T
Ability to communicate a complex vision in simple and easily understood terms to a variety of audiences	✓		I
Ability to deal sensitively with people and resolve conflict	✓		I
Ability to effectively lead and manage staff including undertaking staff appraisals		✓	I
Ability to deploy effectively staff and resources		✓	A/I
Attributes	E	D	H
Act with integrity	✓		I
Emotionally resilient and therefore patient and persevering with challenging behaviours and attitudes	✓		I
Positive, passionate, enthusiastic, self-confident and able to help others be the same	✓		I
Self-disciplined and able to reflect and learn in order develop wisdom and understanding.	✓		R

