



# Bishop Henderson Church of England VA Primary School

Headteacher (ISR 15-21)  
Recruitment Pack  
Autumn 2018



**‘Learning together for life in all its fullness.’** John 10:10

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# 1. Key Dates

Applications Close	12pm on Monday 26th November 2018
Shortlisting	Wednesday 5th December 2018
Interviews/ Assessment Activities	Thursday 17th and Friday 18th January 2019
Appointment Starts	April or September 2019



## 2. Letter from the Chair of Governors

Dear applicant,

### **Appointment of Headteacher with effect from 23<sup>rd</sup> April or 1<sup>st</sup> September 2019**

Thank you very much for your interest in our school. This pack contains useful information about us and what we are looking for in our next headteacher.

Bishop Henderson CE VA Primary School (Individual School Range 15-21) is a popular, successful school, situated in Galmington, Taunton. We have a strong Christian ethos and well-established links with our partner churches, St George's, Wilton, and St Michael's, Galmington. The school is housed in a modern building set amongst extensive grounds. We have 14 classes of children, aged 4 to 11. There are two classes for each year group and the average class size is 30.

The vacancy has arisen due to our current Head, Edward Gregory, being appointed as Director of Education for the Diocese of Bath and Wells. We can offer a degree of flexibility for the start date of our new Head. This could be 23<sup>rd</sup> April or 1<sup>st</sup> September.

During the last academic year, we were inspected by Ofsted and were rated as 'Good'. In May 2017 we were judged to be 'Outstanding' by SIAMS. As a school, we are always looking to build upon our successes and continue the journey for excellence. We are very proud that these reports validate the school's work to achieve high academic standards at the same time as delivering an exciting curriculum and looking after the children's spiritual and social development through our strong Christian ethos.

Despite the challenging financial climate within the education sector locally and nationally, we have been able to set a balanced budget every year. This has required some tough choices but we have maintained good financial control throughout. We have an active Friends of Bishop Henderson Association who support the school financially and hold regular fundraising events.

The successful candidate will be an inclusive inspiring leader who can develop positive relationships with the whole school community and is able to get 'stuck-in' with all aspects of school life. She or he will possess excellent communication skills, be highly approachable and visible to our school community: for parents, for staff and most importantly for our children. Although this is a non-teaching position, the successful applicant needs to be an outstanding practitioner themselves and inspire others in order to ensure excellent academic success, maximising children's progress irrespective of their starting points. In return for leading the school, the governors commit to value the development of the successful candidate and support them on their long-term career journey.

If, having read the information in this pack, you would like to learn more, we would love to welcome you to the school for a visit and we would be pleased to receive your application. Governors will be holding open afternoons on Friday 16th or Thursday 22nd November for prospective candidates. Please contact the school office on 01823 274770 to make an appointment for one of these times.

Yours faithfully



Donna Huddy

Chair of Governors

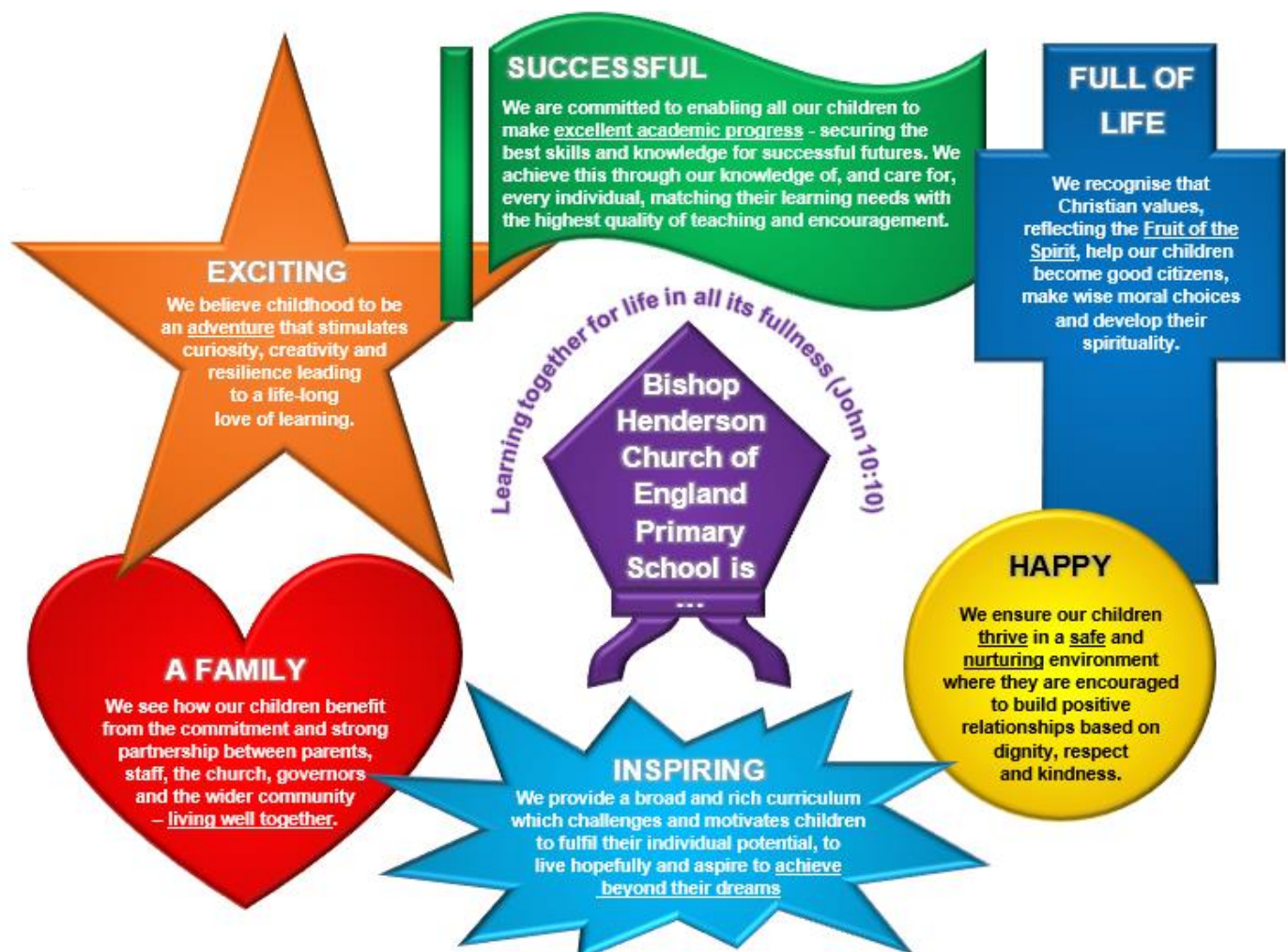


### 3. Our School and Vision

Our facilities include a superb library, good ICT facilities, kitchen and dining pod, one large and one small school hall and we have recently assumed control of a new-build that was originally a Sure Start centre. Each classroom is well equipped to provide an excellent learning environment for our children. Our grounds include two playground areas and two playing fields, a pond with a wildlife area, Forest School area and roundhouse; all of which enable our children to experience a rich and varied curriculum through outdoor learning. Our Reception classes, Year 1 and 2 also have their own outdoor spaces.

Founded in 1974, the building and grounds are in great condition and the school was extended ten years ago. Our Premises Manager maintains the facilities to a consistently high standard. We also have the benefit of a fully equipped kitchen and dining pod and an excellent catering contractor, who, through the experienced and friendly kitchen staff, provide high quality healthy meals to children and staff. This is all complemented by a great office team and school business manager who offer a friendly and helpful service to parents and efficiently manage the school administration. We offer a fantastic array of after-school clubs, including wrap-around childcare, which are popular with families.

Our school has a vision statement based on strong Christian values and in particular the words of Jesus from John Chapter 10 – “Learning together for life in all its fullness” and also in the Fruit of the Spirit (Galatians 5). These are reflected across the entire school.



The six key words came from the children and are central to the vision. These were developed further through staff, parent and governor discussion and are underpinned by words from the Bible.

Both St Michael's and St George's Church, along with the school, support the ministry of our school chaplain, Rev Jenny Jeffery, who provides pastoral support, leads worship and works proactively with the school family, developing and deepening links with the church and the community.



*Rev Jenny and children deliver Harvest produce to volunteers at Open Door.*



## 4. The Governors

The Governing Board consists of 12 members representing the Local Authority, parents, partner churches, and staff. We are committed to doing the best for the children in the school, both in their education and their wider development. Our shared vision is to achieve confident, resilient children, proud of their achievements, who look back on their schooldays here as something special. We are also committed to support the professional development and well-being of all the staff in the evolving educational environment.

We meet regularly as a full governing board and every governor has their own allocated areas of responsibility. We routinely conduct monitoring visits and other activities to support the school. Through this arrangement we are able to provide appropriate oversight and constructive challenge to the school development plan, the finances, Headteacher performance as well as the teaching and learning the children experience and many other areas of the school.

### **Chair**

Donna Huddy – Foundation Governor

### **Vice Chair**

Nicola Anstice – Foundation Governor

### **Headteacher**

Edward Gregory

Jo Alford – Associate Governor and School Business Manager

Nigel Bright – Foundation Governor

Alex Cameron – Foundation Governor

Rev James Clapham – Ex-Officio Foundation Governor as vicar of St George's Church, Wilton

Peter Joyce – Ex-Officio Foundation Governor, representing St Michael's Church, Galmington

Penelope Jerrard – Staff Governor

Chris Hasler – Local Authority Governor

Nicola Towell – Parent Governor

Vacancy filled but awaiting Diocese and LA confirmation – Foundation Governor

Vacancy filled but awaiting LA confirmation – Parent Governor

### **Clerk**

Vacancy – recruitment process ongoing

## 5. In their Own Words:

We asked the children what they would like to see in their new headteacher and they came up with the following words:



The governors and staff also said the following best describes what they would like to see in the next headteacher:





[illegible]

A young girl with dark hair in pigtails, wearing a purple sweater, sits at a wooden picnic table outdoors. She is focused on a craft project, using yellow autumn leaves and sticks to create a small structure on the table. The table is made of dark wood and has some faint chalk drawings on it. The background shows a gravel path and more trees, suggesting a park or schoolyard setting.

## 6. Job Description:

This conforms to the National Headteacher Standards:

### The Four Domains

The National Standards of Excellence for Headteachers are set out in four domains, beginning with a Preamble. There are four 'Excellence As Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

### Domain One

#### Excellent headteachers: qualities and knowledge

*Headteachers:*

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### Domain Two

#### Excellent headteachers: pupils and staff

*Headteachers:*

1. 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.
2. 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.
3. 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.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.



## Domain Three

### Excellent headteachers: systems and process

#### Headteachers:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish 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.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. 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.

## Domain Four

### Excellent headteachers: the self-improving school system

#### Headteachers:

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



## 7. Person Specification

Personal Qualities	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Be fully supportive of and committed to the vision, aims and ethos of a Church of England school and be able to demonstrate the ability to maintain and develop the religious character of this school</li> <li>• Excellent leadership and communication skills to inspire, challenge, support and nurture pupils and staff alike, sustaining the existing high morale while maintaining and strengthening links with parents, our partner churches - St George's, Wilton, and St Michael's, Galmington and the wider community</li> <li>• A passion for working with children, combined with an enthusiasm for learning and teaching and an ability to lead by example</li> <li>• A reflective approach and capacity to critically evaluate, identify strengths and priorities for development; then build and monitor plans to close these gaps</li> <li>• The desire and ability to maintain a positive school environment where the children develop their personal and social skills and build respect for others</li> <li>• Someone who empowers and delegates, further developing the leadership capacity within the school whilst maintaining a focus on professional standards</li> <li>• The ability to provide strategic, inspirational leadership; keeping up to date with evidence-based educational research to inform school development</li> <li>• The ability to achieve sustainable improvement and to consolidate and build on the progress already made within the school, leading Bishop Henderson forward into a successful future.</li> <li>• To have experience of ensuring a good work-life balance for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Practising Christian.</li> </ul>



Qualifications	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of continued professional development preparing them well for this post.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher qualification in leadership</li> <li>• Church of England National Primary Qualification for Headteachers.</li> </ul>

Experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Proven senior leadership experience in the primary sector</li> <li>• Understanding of and commitment to safeguarding of all children underpinning all practice</li> <li>• Teaching experience in the primary age range including effective assessment methods</li> <li>• Experience of leading and managing a diverse team combined with the ability to nurture and sustain high-quality learning and teaching</li> <li>• Experience in the use of a variety of forms of pupil assessment, including monitoring, tracking, data analysis and assessment, then to utilise this information with the staff to set and monitor targets for pupil progress and outcomes</li> <li>• Collaborative working and relationship building with a broad range of stakeholders including local schools</li> <li>• Demonstrable commitment to the social and emotional wellbeing of staff and pupils leading to strong achievements</li> <li>• Experience of working with a governing board in an open and transparent manner, enabling them to perform their strategic role effectively resulting in continuing school improvements</li> <li>• Experience of managing part of a school's finances within constrained budgets for the benefit of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Proven Headship experience in the primary sector</li> <li>• Experience of organising and promoting continued professional development opportunities across the school which reflect priorities, performance management and succession needs</li> <li>• Experience of developing and delivering a long-term plan for a school</li> <li>• Experience of Forest School provision.</li> </ul>

### Professional Knowledge

Essential	Desirable
<ul style="list-style-type: none"> <li>• An in-depth knowledge of the statutory duties, responsibilities and procedures with respect to safeguarding</li> <li>• Demonstrable knowledge of how children learn and how this translates into high quality learning and teaching for every pupil</li> <li>• A working knowledge of school governance, including providing suitable data and information in a meaningful form that enables governors to hold school leaders to account and make sound decisions</li> <li>• A thorough knowledge of all statutory requirements including the national curriculum, assessment and Ofsted frameworks</li> <li>• Knowledge of the Early Years Foundation Stage curriculum</li> <li>• Knowledge of and commitment to the promotion of diverse and inclusive schools and society.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the Church of England Education Office's framework for the Statutory Inspection of Anglican and Methodist Schools (SIAMS).</li> <li>• Knowledge and understanding of the Church of England's Vision for Education</li> <li>• Up to date knowledge of the national agenda for schools, particularly with regard to school structure and funding</li> <li>• Knowledge of Information and Communications Technology and utilising this to best effect in the school environment.</li> </ul>

### Professional Skills

Essential	Desirable
<ul style="list-style-type: none"> <li>• Excellent oral and written communications combined with strong data analytics abilities, resulting in an ability to analyse, produce and present information to a variety of audiences</li> <li>• The ability to promote positive behaviour for learning and to ensure effective programmes for pupil behaviour, guidance, support and welfare are in place</li> <li>• Understanding of tools and techniques to manage and support the well-being of all staff and children.</li> </ul>	<ul style="list-style-type: none"> <li>• A strong track record of improving school performance through the use of a selection of school improvement strategies and knowledge of school performance and priorities.</li> </ul>



## 8. Application Process

We intend to adopt the following process for all applications.

- All prospective applicants are expected to arrange a visit to the school on one of the open afternoons (Friday 16th or Thursday 22nd November).
- For further information and an application form, please telephone our recruitment line on 01823 348270 or email [sserecruitment@somerset.gov.uk](mailto:sserecruitment@somerset.gov.uk). Please state the Headteacher position at Bishop Henderson CE VA Primary School, when doing so.
- Please complete the application form, utilising no more than 2 sides of A4 for Part F - Details of your reasons for applying for the position.
- Please send the completed application form by email to [sserecruitment@somerset.gov.uk](mailto:sserecruitment@somerset.gov.uk) or by post to Recruitment, Support Services for Education, Cheddon Road, Taunton, Somerset, TA2 7QP.
- All applications must be received by the deadline of 12pm on Monday 26th November 2018.
- Shortlisting will take place on the 5th December, with those successful at this stage having references taken.
- If you have not been contacted by 12<sup>th</sup> December, you should assume that you have not been successful.
- Interviews and assessment activities will commence on Thursday 17th January 2019, with those making the final stage being invited to also attend on Friday 18th January.
- Feedback will be available for all candidates upon request.
- We are committed to safeguarding and promoting the welfare of children. This post will be offered subject to Enhanced DBS checks together with relevant employment checks and references.

