



**Hawthorn Tree School**  
**Head Teacher: Mr M J Lister**

Cert Ed. BEd Hons. MEd NPQH LPSH



website: [www.hawthorntree.co.uk](http://www.hawthorntree.co.uk)

**Toot Lane**  
**Boston PE21 0PT**

Phone: 01205 363031 Fax: 01205 355037

Email: [Enquiries@Hawthorn-tree.lincs.sch.uk](mailto:Enquiries@Hawthorn-tree.lincs.sch.uk)

*'Live to Learn, Learn to Live'*



January 2018

Dear Applicant

Thank you for your interest in becoming the headteacher of Hawthorn Tree Primary School. The governors are determined that we will attract high quality candidates who can match our ambition and determination to take the school to the next level.

We are immensely proud of our pupils and staff who have worked diligently to bring about continued improvements in progression, attainment and aspiration, without diluting student discipline, good manners or the sheer enjoyment of learning for our pupils.

In recruiting a headteacher, we seek someone who will shape and share our vision and ethos. We recognise that there are many challenges in the education system and that we face further changes in the future but by working together, we want to ensure that Hawthorn Tree maintains and improves its valued learning environment for every pupil and proactively prepares them to achieve and thrive.

If you think that you are the person who can lead Hawthorn Tree School on its exciting journey, please come and visit the school. Talk to our Headteacher, the staff and the children. To arrange an appointment, please contact our school administration staff by telephone on **01205 363031** or e-mail at: [enquiries@hawthorn-tree.lincs.sch.uk](mailto:enquiries@hawthorn-tree.lincs.sch.uk).

**We will be inviting those applicants shortlisted for interview on 20<sup>th</sup> February 2018.**

Should you have any questions in the meantime, please contact me at: [jpoucher@btinternet.com](mailto:jpoucher@btinternet.com) or our school administration team either by telephone or by e-mail.

We look forward to meeting you.

Yours sincerely,

*J W Poucher*

J.W. Poucher (Mr)  
Chair of Governors.



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## Headteacher

### Required for September 2018 – permanent, full time

Number on Roll: 420 Group size 3, range L17 – L23

Following our headteacher's decision to retire in 2018, the governors, teachers and pupils are seeking to appoint an exceptional individual who possesses an understanding of, and a vision for primary education in a 21<sup>st</sup> century setting.

- We are a 'Good' school with aspirations to achieve 'Outstanding' status
- We are a UNICEF Rights Respecting School having attained the bronze standard award

#### ***You would need to be:***

- A committed leader with a proven record of raising standards and successful whole school improvement
- Someone with a passionate desire for excellence and the ability to be a role model with regard to developing and communicating the school's ethos and vision
- A self-motivated, innovative individual with high expectations who is able to inspire and support others
- Dedicated to maintaining and enhancing partnerships with pupils, parents, governors and the wider educational network
- Someone with a proven record of accomplishment in raising standards at a time of educational change and financial challenges
- Someone with a desire to advance the school to the next level, building on current achievements

#### ***You would benefit from:***

- A 'Good' school with an inclusive family orientated school ethos
- A welcoming and vibrant learning environment in modern well maintained buildings
- A successful school with happy, enthusiastic, engaged and well behaved pupils who enjoy learning
- A multi-disciplinary team who support pupils and families learning, health and welfare needs
- A highly competent and dedicated staff who share best teaching practise
- A pro-active and supportive governing body
- A sound financial footing with first class budgetary control

Hawthorn Tree School has adopted the principles of safe interviewing and safeguarding and is committed to promoting the welfare of children and vulnerable adults.

**The successful candidate will be required to undergo an Enhanced Disclosure process.**



For this post prior *visits to the school are strongly encouraged*. Further details are available from the school website.

We are looking for someone who is able to demonstrate significant competencies in all areas of the National Standards for Headteachers. The post demands substantial leadership and management responsibilities, which include curriculum, finance, personnel and school performance.

We are keen to ensure that prospective applicants have as much information as possible about our school and this particular post. We are also anxious to find out as much about you as possible. In this way we can ensure that the successful applicant matches as closely as possible our selection criteria and, for you that the post is the right personal and professional move and will offer you the challenge, fulfilment and opportunity that you would like. We would like to provide you with sufficient information to firstly decide if this post is appropriate for you and secondly if you wish to apply. The 'Person Specification' gives 'essential' and 'desirable' knowledge, skills and experience.

### Our School

The school was built in 1968 as a four-teacher school and has grown over the years through being popular and oversubscribed to a current school roll of 384 children across 14 classes with a PAN of 60. We have 20 teaching staff (including job shares, headteacher and PPA cover), 23 teaching assistants, three learning mentors and administrative and premises teams. The building has benefited from a number of building schemes over the years, as result the premises are modern, well maintained and vibrant.



Hawthorn Tree School is located 1½ miles east from the centre of Boston (approx. 70,000 people) in a semi-rural location. We draw essentially on two particular wards, one village/ rural/ suburban (Fishtoft) and one Boston town (Skirbeck). Further house building is planned adjacent and opposite to the school securing its future. Our EAL numbers have grown gradually over recent years to a current 28% of the school roll. Polish, Lithuanian and Latvian are the highest percentage of EAL pupils.

Successive OfSTED reports have been particularly complimentary about the attitudes and behaviour of our children and the ethos of the school. Much of this is directly linked to the dedication and commitment of the whole staff team, teaching and non-teaching. We have a long established and vibrant School Council and UNICEF children's team.

Over 2016-17 our school achieved the UNICEF Rights Respecting School Foundation Award and the British Council European School level 1 award.

The range of extracurricular provision for our children is impressive and particular emphasis is put on the creative expressive and performing arts, sport and the environment. Music is a strength of the



school. Our children have performed at The Royal Albert Hall with the Boston Youth Jazz Orchestra. Our dancers and athletes have represented the school at County level.

On site we have a separate but closely linked Children's Centre offering Preschool Playgroups, after school Kids Club, Breakfast Club and Holiday Club provision. The Children's Centre has recently completed an enlarged purpose-built premises to move into in the near future. This provision is available from 07:30 before the school day to 18:00 after the school day and over school holidays. This is a unique feature of our school and highly valued by parents. The school enjoys a vibrant and supportive community with an active Parent and Friends Association and team of parent volunteers.



Our school is not static and like all schools adapts to change and develops in the changing world of education. The Senior Leadership Team and Governors have been heavily involved in the management of change and this forms an ongoing significant area for school development. There are many challenges and we take opportunities to move forward. We work with the local Boston 'Connect' Teaching School Alliance and more widely with the other five Lincolnshire Teaching Schools in the Lincolnshire Teaching Schools Together network and with the County 'Lincolnshire Learning Partnership'. Our

school is outward looking, working with a range of Secondary Schools, Boston College, Lincoln University and Bishop Grosseteste College. We work in conjunction with the regional maths hub and science subject leaders are working with stem science. We conduct research based school improvement work with our local partnership of schools and the Local Authority. This work is alongside the Education Endowment Foundation looking at a) improving the effectiveness of Teaching Assistants and b) cognition and learning for optimum retention of learning.

Over 2016-17 governors and senior leaders visited 'Outstanding' Schools to reflect on our ways of working. Due diligence was also conducted to consider 'school futures' including options of Academy/ Multi Academy Trust and continued LA Community School.

The current leadership team consists of head teacher, deputy head teacher, assistant head teacher/SENDCO and head of KS1. The school has an experienced administrative team overseen by the school business manager.

Our learning mentor team provide support to families and children and assist in the administration and management the schools behaviour, attendance (in conjunction with the admin team) and safeguarding/ child protection systems.

The post sees the school at an exciting stage of development and offers the successful candidate the career challenge and opportunity to work with stakeholders to shape and move the school successfully on into the future.

**Our website** contains our school prospectus, statutory information, newsletters, pupil work and much more, providing a window into the life and work of the school. You are advised to look at this documentation to assist in building a picture of the context of our school.



Latest OfSTED report November 2016, comments from the report include:

*'All pupils who inspectors spoke with were polite, confident and eager to share their positive views of the school. Pupils are accepting of one another; they are kind and inclusive'.*

*'Relationships between teachers and pupils are very positive. Pupils are supported in taking risks and teachers encourage perseverance'.*

*'The quality of teaching, learning and assessment is good. Teachers have a secure knowledge of pupils' abilities and, where this knowledge is used to plan to meet the needs of individuals, pupils make very good progress'.*



### **Person Specification – Essential**

- An excellent primary practitioner with relevant and successful experience.
- A wide and up to date pedagogical understanding of the way children learn, and the ability to use appropriate and effective strategies.
- Possess proven excellent communication skills and attributes with children, governors, parents and staff closely allied to the principles of inclusion and equality.
- A clear understanding of the role of assessment, both formative and summative, in the teaching and learning process.
- A person who has a passion for and a total commitment to children's intellectual, moral and educational development.
- Most importantly, someone who has the vision and imagination to lead the school through the challenges presented by education in the 21<sup>st</sup> century setting.

### **Your letter of application**

You may wish to write (word processing is fine), on the section in the application form or on separate sheets (no more than two sides of A4 please).

We would like you to address the following issues and keep our Person Specification in mind so that you indicate clearly with examples how you meet our criteria.

### **Please include:**

- A concise summary of your teaching career to date (your form will already have indicated dates and schools), and the values underlying your work.
- A specific section outlining your leadership and management experience and philosophy.
- Some examples of the way in which you utilise assessment in your teaching and in a leadership capacity.
- Examples of the ways in which you have exhibited the qualities of a teacher/ leader and manager, who has resilience and adapts and manages change successfully.
- Ways in which you have formed and sustained successful working relationships with colleagues and the wider community, which have improved standards of education.

These issues are included to guide and direct you in completing your letter of application. If you have any queries *please do not hesitate to phone* for clarification or further details.

Many thanks for your interest in the post and we hope that you feel encouraged to apply and look forward to receiving your completed application form.

**Closing date:** 5<sup>th</sup> February 2018

**Shortlisting:** 6<sup>th</sup> February 2018

**Interview Date:** 20<sup>th</sup> February 2018



## HEADTEACHER – JOB DESCRIPTION

### PURPOSE OF THE POST

To provide professional vision and leadership for the school, which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.

The professional duties of the headteacher are contained in the School Teacher's Pay and Conditions document, and the key areas of headship are contained in the DfE National Standards for Excellence for Headteachers (2015)

### POLICY FRAMEWORK AND REQUIREMENTS

A headteacher shall carry out his/her professional duties in accordance with, and subject to:

- The School Teachers Pay and Conditions document.
- The provisions of the Education Acts.
- Any orders and regulations having effect thereunder.
- The instrument of government of the school of which s/he is headteacher.
- Lincolnshire County Council policies.
- Targets as agreed with the local authority.

A Headteacher shall carry out such duties in accordance with and subject to the following:

- Any rules, regulations or policies laid down by the governing body under their powers.
- Any rules, regulations or policies laid down by the authority with respect to matters for which the governing body is not so responsible.
- Any rules, regulations or policies laid down by his/her employers, and the terms of his/employment.

### GENERAL FUNCTIONS

A headteacher shall be responsible for the internal organisation, management and control of the school.

### CONSULTATION

In carrying out his/her duties a headteacher shall consult, where this is appropriate, with the authority, the governing body, the staff of the school, the parents of its pupils, the pupils themselves and the local community.

## PROFESSIONAL DUTIES

The professional duties of a headteacher shall include:

- **School aims:**

Formulating the overall aims and objectives of the school and policies for their implementation

- **Strategic direction and development of the school:**

Leading by example, providing educational vision and direction to secure the strong and passionate commitment of staff, parent/carers and pupils

## APPOINTMENT OF STAFF

- Leading the selection and appointment of the teaching and non-teaching staff of the school.

## MANAGEMENT OF STAFF

- Deploying and managing all teaching and non-teaching staff of the school and allocating particular duties to them (including such duties of the headteacher as may be properly delegated to a deputy headteacher, assistant headteacher or other member of staff) in a manner consistent with their conditions of employment, maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere.
- Considering in particular in relation to such allocation of duties, how far the duties of the headteacher may be delegated to any deputy headteacher or assistant headteacher.
- Ensuring that the duty of providing cover for absent teachers is shared equitably among all teaches in the school (including the headteacher), taking account of their teaching and other duties.
- Ensuring that teachers at the school receive information they need to carry out their professional duties effectively.
- Ensuring that staff are aware of current educational developments and are kept up to date through an ongoing programme of continuous professional development.
- Leading, motivating, supporting, challenging and developing staff at all levels in order to secure and sustain continuous improvement and staff wellbeing and to be committed to personal continuing professional development.
- Supporting middle and senior leadership of the school to build capacity, recognise existing talents and encourage delegation.
- Challenging underperformance at all levels and putting in place effective procedures to deal with underperforming staff.
- Providing information, references and testimonials about the work and performance of staff employed at the school, with due regard to the principles of equal opportunities, where such information is relevant to their future employment.

## LIAISON WITH STAFF UNIONS AND ASSOCIATIONS

- Maintaining relationships with organisations representing teachers and other persons on the staff of the school.

## CURRICULUM

- Determining, organising and implementing a broad and balanced curriculum for the school, having regard to the needs, experiences, interests, aptitudes and stage of development of the pupils and the resources available to the school.
- Securing that all pupils in attendance at the school take part in daily collective worship.
- Ensuring that improvements in the curriculum are a priority for all pupils including those with SEND, Gifted and Talented and EAL.

## REVIEW

- Ensuring that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and maintain a record of self-evaluation and areas for improvement, and of progress made in respect of these.

## STANDARDS OF TEACHING AND LEARNING

- Supervising and participating in arrangements of the appraisal of the performance of teachers in the school.
- Participating in arrangements made for the appraisal of his/her performance as a headteacher, and that of other staff who are the responsibility of the same appraising body in accordance with such regulations.
- Participating in the identification of areas in which s/he would benefit from further training and undergoing such training.
- Ensuring that all staff in the school have access to advice and training appropriate to their needs, in accordance with the policies of the maintaining authority and governing body.
- Ensuring that newly qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service.
- Being responsible for the supervision and training of teachers during their induction periods in accordance with the Inductions Regulations, and making a recommendation at the end of such induction periods as to whether such teachers have met the prescribed induction standards as required by those regulations.
- Ensuring that teachers serving induction periods under the Induction Regulations do not teach more than 90% of the time a teacher at that school who does not receive a management allowance would be expected to teach.

## THRESHOLD ASSESSMENT

- Assessing (subject to approval by an assessor) whether a teacher at the school who applies for a threshold assessment has passed the threshold.
- Explaining to a teacher who makes an application for a threshold assessment the reasons for the outcome of his/her application and giving him/her advice about the aspects of his/her performance which would benefit from further development.

- Where requested by him/her to do so, providing assistance to an assessor in relation to threshold assessments at the school.

## MANAGEMENT INFORMATION

- Providing information about the work and performance of the staff employed at the school where this is relevant to their future employment.

## PUPIL PROGRESS

- Ensuring that the progress of pupils of the school is monitored and recorded.
- Ensuring continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress in every child's learning.
- Using this data continuously to support and improve standards.

## PASTORAL CARE

- Ensuring that the health and wellbeing of children is encouraged through a nurturing environment.

## INCLUSION AND SPECIAL NEEDS

- Promoting equality and inclusion in all aspects of school life.
- Ensuring that the requirements of the Code of Practice are met.

## DISCIPLINE

- Ensuring that proper standards of behaviour are implemented.
- Making such measures generally known within the school.
- Ensuring the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

## RELATIONS WITH PARENTS

- Making arrangements for parents/carers to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims.
- Creating and maintaining an effective partnership with parents/carers to support and improve pupils' achievement and personal development.
- Working with parents/carers to ensure children have access to extended services, extra-curricular opportunities, homework and other social and educational experiences, e.g. through the Parents and Friends Association.

## RELATIONS WITH THE GOVERNING BODY

- Attending meetings of the governing body and making reports to them in connection with his/her responsibilities as they may properly require either on a regular basis or from time to time.
- Advising and assisting the governing body of the school in the exercise of their functions (without prejudice to any rights s/he may have as a governor of the school)
- Advising the governing body of the adoption of effective procedures to deal with incompetent teachers, and keeping the governing body informed of the general operation of such procedures.
- Reporting to the governing body on the professional development of all staff at the school.

## RELATIONS WITH THE AUTHORITY

- Providing for liaison and co-operation with the officers of the maintaining authority.

## RELATIONS WITH OTHER EDUCATIONAL ESTABLISHMENTS

- Maintaining liaison with other schools and education establishments with which the school has a relationship.

## RESOURCES

- Allocating, controlling and accounting for those financial and material resources of the school which are under the control of the headteacher.
- Adhering to financial regulations.

## PREMISES

- Making arrangements for the security, maintenance, development and effective supervision of the school buildings and their contents and of the school grounds, and ensuring (if so required) that any lack of maintenance is promptly reported to the maintaining authority or, if appropriate, the governing body.

## ABSENCE

- Arranging for a deputy headteacher or other suitable person to assume responsibility for the functions of the headteacher at any time when s/he is absent from the school.

## SAFEGUARDING CHILDREN

- Safeguarding and promoting the welfare of children and young person's s/he is responsible for or comes into contact with.

## HEALTH AND SAFETY

- Ensuring the health and safety of all children, staff, parents/carers and visitors.