



The Vine Inter-Church Primary School, Cambridgeshire
Headteacher Candidate Brochure
January 2018



What we want from you - Letter from David Warwick, Chair of Governors

Dear Applicant,

Welcome and thank you for considering an application to join us at The Vine Inter-Church Primary School as our new Headteacher from January 2018. Based in the new growing community of Cambourne, The Vine is a two-form entry school founded in 2005 by our current Headteacher who will be retiring from headship. The staff and governors of The Vine are committed to the fulfilment of the potential of every child through the provision of outstanding teaching, care and support. This is a wonderful, vibrant school with an inter-denominational Christian ethos. The school was judged good by Ofsted in December 2014 and outstanding in our most recent SIAMS inspection in November 2015. Our Pre-School, under the guidance of the deputy head, also received an outstanding judgement from Ofsted in January 2017.

The governors are proud of our school and the dedication of our teaching and support staff. We embrace the opportunity to welcome and work proactively with a new Headteacher to build on our strengths and to embrace the new opportunities this appointment brings. The successful applicant will continue to enjoy the support of an experienced Strategic Leadership Team who, together with a strong teaching and support staff, are committed to fulfilling our vision of an inclusive, caring and vibrant education for our children.

The school has built links throughout the local community, with other primary schools, Cambourne Village College and Cambourne Church. Parents and carers play a key role in the school and there are opportunities to develop strong partnerships through a varied programme of formal consultations, informal 'Drop Ins', learning workshops and curriculum related events. The Vine Volunteers, run by parents and carers, organise a varied programme of activities throughout the year, raising money for the school. The diversity within our community means that we particularly welcome applications from those who relish the opportunity to bring together individuals from a wide range of backgrounds and who are able to reflect and celebrate this in the environment and culture of the school.

We hope this application pack gives a taste of what The Vine has to offer; to meet our wonderful pupils and excellent teachers and to see our great facilities, please contact Grace Rowley at Academicis on growley@academicis.co.uk or 01223 907973 to arrange a visit. The school website www.thevine.cambs.sch.uk provides much more information and we encourage applicants to visit it to find out more about our school.

We look forward to receiving your application.

David Warwick
Chair of Governors



Why you are needed - Letter from Debbie Higham, Headteacher

I am so pleased to welcome you to The Vine School where 'all are welcome!'

In 2005 I had the privilege of opening The Vine with a team of 12 staff. On our first day we welcomed 88 pupils and their families. Since that day the school has grown and flourished. We now have a staff team of over 80 with 419 pupils in the main school and an additional 24 pupils attending The Vine Pre-School.

Our children and staff are friendly and welcoming. New children join us from all over the world and we value the rich learning experiences the diversity of our community provides. Strong systems have been established to provide consistency and continuity across the school and children and adults take a real pride in their learning and in belonging to the school community.

Since The Vine opened we have served the growing village of Cambourne and built many strong partnerships. We enjoy the support of many local businesses and organisations and work closely with our neighbouring schools (Monkfield Park, Jeavons Wood, Cambourne Hardwick) and have strong links with Cambourne Village College. In addition we are part of Network CB23, a supportive group of local schools. Cambourne Church, Ely Diocese and the Methodist Circuit also offer their care and support.

We work closely with our school community and enjoy their support. Parents and carers enjoy being part of the school and attendance at consultations, workshops and curriculum events is good. We are proud of our school and the love of learning and zest for life that our pupils demonstrate on a daily basis.

Being the Headteacher of The Vine is a challenging and rewarding role. If you feel that you would like to join this warm, welcoming school family please come along and meet us - we would like to meet you.

Kind regards,

Debbie Higham

CONTEXTUAL DATA 2016

Age Range	4 to 11 years
Number on Roll	419
% of Pupils with SEN	5%
% Pupils eligible for FSM	15.1%
% of BME Pupils	20.7%
% of Pupils EAL	29.5%

The community of Cambourne has a significantly high proportion of families and young children and experiences a range of social issues connected with new communities including a lack of social cohesion with few extended families, a high rate of social need and significant mobility. For example, in 2015-2016 we welcomed 32 pupils and said goodbye to 25 pupils during the school year.

Our community is diverse, there is a rising trend of pupils who speak English as an additional language and families from different ethnic and cultural backgrounds joining our community and the school has recognised and celebrated this by achieving the British Council International Award.

Pupils with additional needs are well-supported by Teachers, Teaching Assistants and outside agencies. The Inclusion Team, led by the Deputy Headteacher, carries out a termly provision mapping exercise to plan for interventions. Parents and Carers of pupils with additional needs are closely involved in their child's school experience and are supported by the school.

Attendance is rigorously monitored and strong systems are in place to follow up any absence. The Educational Welfare Officer works closely with the school and takes action to promote attendance where there are concerns.

The Vine Inter-Church Primary School is a two form entry primary school situated in a developing community 9 miles west of Cambridge. We offer 420 school places, 60 in each year group, plus 24 places in our on-site Pre-School, 16 places in Breakfast Club and 30 places in After School Club. The school opened in 2005 with 88 pupils and grew rapidly. We currently have 419 pupils on role making The Vine larger than the average primary school. Cambourne continues to grow and there is a lot of development in Upper Cambourne, around our school. This is inevitably creating pressure on school places.

OUR MISSION

Our mission statement is 'opening hearts and minds.'

At The Vine we believe that we need to support the development of the whole child, nurturing strong self-esteem, self-knowledge and self-responsibility. This, in turn, supports the development of enthusiastic learners who are able to take risks, to learn both independently and collaboratively and who take pride in their achievements.

OUR AIMS

Every Child Matters at The Vine

- At The Vine we look after our bodies and our brains.
- At The Vine we make the right choices to keep ourselves and other people safe.
- At the Vine we celebrate our stars and set ourselves challenging signposts.
- At The Vine we all join in.
- At The Vine we develop the skills we need for the 21st century.
- At The Vine we ask BIG questions.

OUR NAME

The name of our school comes from the Bible - John 15:5 - that says:

'I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit.'

A cross with a vine is our school logo.

OUR VALUES

Our values are the fruits of the spirit.

Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, Self-Control and Love.





Recognising its historic foundation, the school will preserve and develop its religious character according to the principles of the Church of England and the Methodist Church and in partnership with the church at parish, diocesan and circuit levels. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

CHURCH SCHOOL ETHOS STATEMENT

We are proud to be an Inter-Church school and we value the support offered by our sponsoring churches, the Church of England and the Methodist Church. Around our school you will see visible signs of our Christian faith such as the school Bible, the hall cross, the words of the school prayer painted throughout the school, classroom prayer spaces inviting reflection and the thinking courtyard depicting The Creation Story. There is a daily act of collective worship led by staff, pupils and visitors. Worship includes music, Bible stories and/or stories with a moral message, a reflection and prayers. Pupils are encouraged to participate in worship by singing, asking and answering questions and praying. They are taught to find the 'still, small place' inside themselves to develop a sense of respect, peace and contemplation. In each classroom there is a class prayer that is said together to close the day. There is also a Bible and a cross on display. Teachers create prayer spaces where children can reflect on BIG questions.

The school has links with the Cambourne Church community and we welcome their support. The whole school visits the church every year to share our learning as a gift to celebrate the birthday of the church. Each half term we receive visits from Steve Acklam, our Methodist Circuit Visitor and Rachel Beeson, our Ely Diocesan Regional Adviser; and areas of strength and areas for development are discussed. Training for staff and governors is offered by both the Church of England and the Methodist Church.



OUR SCHOOL SITE

INTERNAL

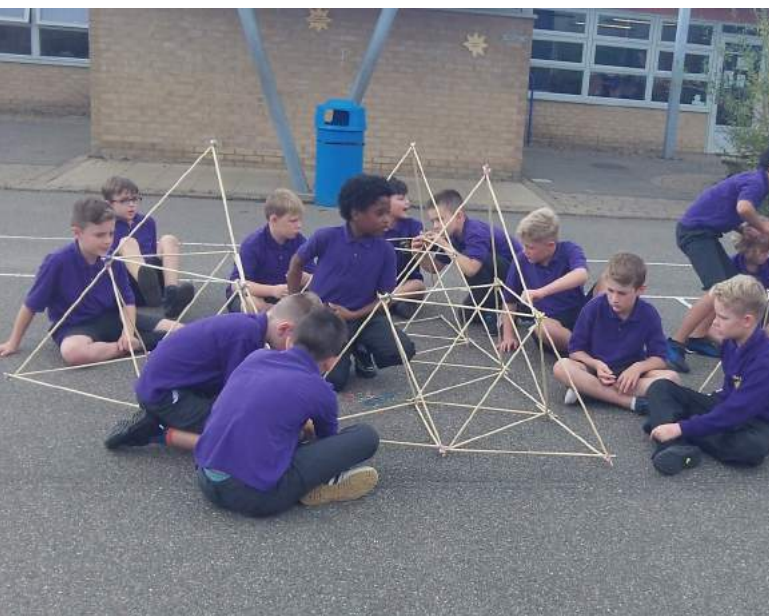
The school is well designed with 14 classrooms located around two central courtyards. The classrooms are light and airy and each pair of classes has their own cloakrooms and girls and boys toilets. In addition there is a Learning Centre that is used for group teaching, an Inclusion space, a small DT room, a Counselling room and a large hall used for PE and for lunches. We really make use of all the spaces we have for whole class, small group and individual learning.

The school is in a good state of repair and staff and pupils have looked after it well. Governors have agreed that a programme of redecoration should be established to maintain a pleasant working environment. The school has an excellent range of resources to support learning including interactive whiteboards, laptops and iPads. IT support is provided by a specialist TA and a CMAT technician.

The Resources Manager oversees the cleaning team of 5 cleaners who all work after the end of the school day. He also liaises with our Property Management Company to ensure that the school is compliant with health and safety legislation and to organise and supervise maintenance and repair work. For locking up after evening lettings we have a Key Holder who lives locally.

EXTERNAL

Outside, the school has a large field with trees lining the boundary where the children love to build dens during the summer. Additionally there is a trim trail, willow maze, outdoor gym and a musical area. Recently, the school purchased a solar dome; this is a glass domed outside classroom that is in the process of being equipped. There are some challenges outside where the original wooden walls around the playground are now rotten and in disrepair. This work has now been commissioned, and will be undertaken during the summer.



THE VINE PRE-SCHOOL

Our school run Pre-School opened in The Vine Family Centre in 2012. The Vine Family Centre is a self-contained building providing a hall, a meeting room and an office with a dedicated outdoor play area. The Vine Pre-School offers 24 places for children in the year before they start school. Pre-School is open for 3 hours each weekday morning during term time.

Pre-School pupils are very much part of the main school, joining worship on Mondays, using the hall for PE sessions, accessing the school grounds to support their learning and visiting Reception class for special learning occasions. The majority of Vine Pre-Schoolers join our Reception class, providing important continuity and progression. Pupils who attend The Vine Pre-School make accelerated progress during their reception year, particularly in their Personal, Social and Emotional Development. In January 2017 Ofsted judged the provision to be Outstanding in all areas.

CURRICULUM

The strategic planning of the curriculum is overseen by a member of the leadership team. Each year group has a curriculum map outlining the units of learning to be covered during the year. The curriculum maps are multi layered to ensure coverage and depth in all areas of learning. Our curriculum is a blend of rigorous, discrete subject teaching and cross curricular topics and themes. At The Vine these include opportunities for pupils to be involved in growing plants, cooking and eating, for visits out and visitors in and for developing global links. Teaching teams are responsible for ensuring that units are covered either as blocked units of learning or as cross curricular themes. The curriculum subject leaders to support and advise, monitor, resource and lead pupil forums. The EYFS team liaise closely with other year groups to allow for a smooth transition and opportunities for shared learning across the whole school curriculum.

Our rich curriculum encourages and develops citizenship in preparation for life within the local, national and global communities. We provide a curriculum that promotes personal development and an understanding of self, alongside a respect for others, a positive attitude towards life and learning and resilience for facing challenges. We strive to embed our local, national and international learning into our whole school curriculum. We have an excellent pool of parents and visitors who are willing to share their

experiences, culture, faith, belief, art, music and skills. We have strong links with our local secondary schools and are developing fantastic partnerships with schools across the globe. Our broad curriculum provides opportunities in the learning to debate, question, learn about or gain support with current issues. We currently have 31 languages spoken at The Vine with families from across the globe. We reach out to all our families by involving as many as we can to share their culture, belief, faith, and ethnicity in our learning. We strive to provide a curriculum that prepares pupils to leave us with an understanding of self, a respect for others and a preparation for life in the local, national and global community.

LEARNING

The Vine Primary School delivers the core subjects of English, Mathematics and Science in addition to the foundation subjects of History, Physical Education, Art and Design, Modern Foreign Languages (Spanish), Music, Design Technology, Computing, Geography and Religious Education. In order for our curriculum to be responsive to the needs of pupils we ensure that it is broad, balanced, relevant, inclusive and well planned. In addition we identify opportunities and experiences that develop social and cultural skills and enjoyment such as visiting a museum, having lunch with a visitor or performing in front of an audience. In our school you will see pupils learning outdoors, through play, in small groups, through sport, music, drama, art and computers; from their teachers and other adults; before school and after school. This diversity of experience allows every pupil to enjoy success and sets the foundations for life-long learning.





CAMBOURNE

Cambourne is a new settlement and civil parish in Cambridgeshire, in the district of South Cambridgeshire. It lies between Cambridge, St. Neots and Bedford.

Cambourne comprises of three villages; Great Cambourne, Lower Cambourne and Upper Cambourne. The area is close to Bourn Airfield.

Cambourne has recently been used by government departments and in school geography lessons as it provides a useful case study of designing and building a settlement from scratch.

It is the largest settlement in South Cambridgeshire, with a population just over 8,000 in the 2011 UK census. The population continues to rise sharply each year because of continued house building and a very high birthrate.

TRAVEL

There are no official cycle links yet between Cambridge and Cambourne, so the majority of commuters travel via public transport, or drive to work. Cambourne is easily accessible via the A428 or the A14.

CAMBRIDGE

Cambridge is a University City and the county town of Cambridgeshire on the River Cam approximately 50 miles north of London.

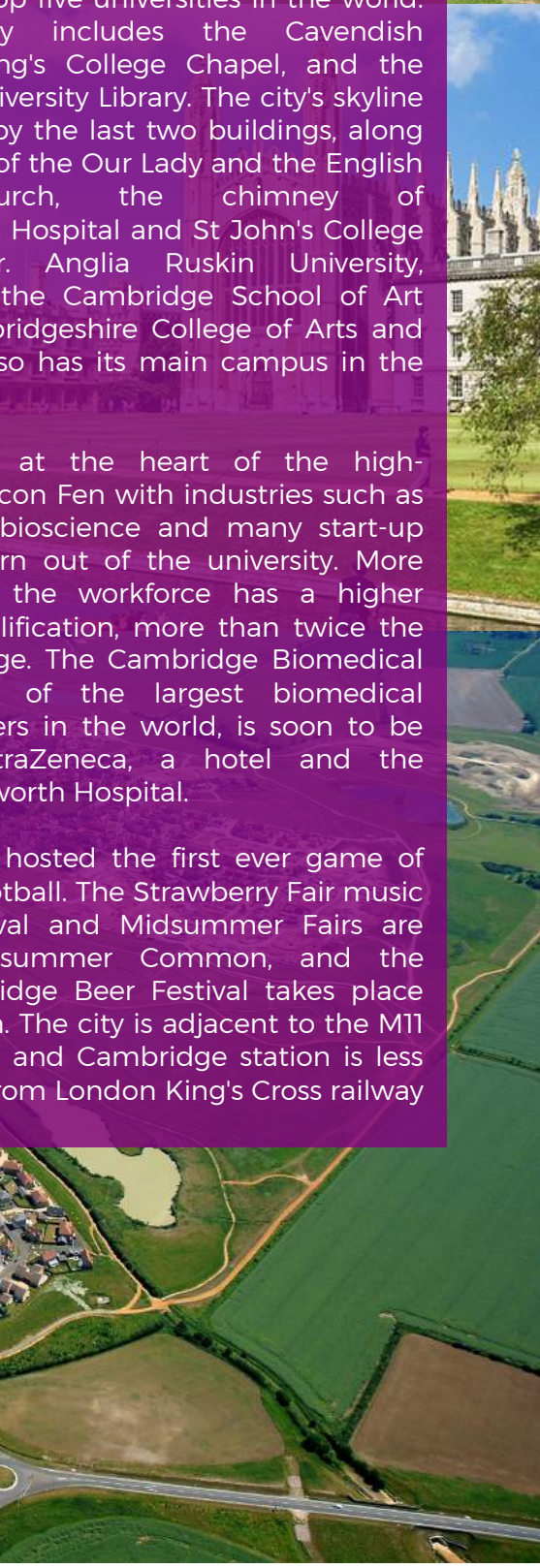
There is archaeological evidence of settlement in the area in the Bronze Age and in Roman Britain; under Viking rule, Cambridge became an important trading centre. The first town

charters were granted in the 12th century, although city status was not conferred until 1951.

The University of Cambridge, founded in 1209, is one of the top five universities in the world. The university includes the Cavendish Laboratory, King's College Chapel, and the Cambridge University Library. The city's skyline is dominated by the last two buildings, along with the spire of the Our Lady and the English Martyrs Church, the chimney of Addenbrooke's Hospital and St John's College Chapel tower. Anglia Ruskin University, evolved from the Cambridge School of Art and the Cambridgeshire College of Arts and Technology, also has its main campus in the city.

Cambridge is at the heart of the high-technology Silicon Fen with industries such as software and bioscience and many start-up companies born out of the university. More than 40% of the workforce has a higher education qualification, more than twice the national average. The Cambridge Biomedical Campus, one of the largest biomedical research clusters in the world, is soon to be home to AstraZeneca, a hotel and the relocated Papworth Hospital.

Parker's Piece hosted the first ever game of Association football. The Strawberry Fair music and arts festival and Midsummer Fairs are held on Midsummer Common, and the annual Cambridge Beer Festival takes place on Jesus Green. The city is adjacent to the M11 and A14 roads, and Cambridge station is less than an hour from London King's Cross railway station.



Headteacher – Job Description

Salary Scale	L20 to L26 plus termly 'wellbeing' days
Closing Date	Monday 10th July 2017 at noon
Interview Date	Thursday 13th/Friday 14th July 2017
Job Start	January 2018

This appointment is with the governing body of the school under the terms of the National Society Contract signed by the governors as employers. This job description reflects the National Standards of Excellence for Headteachers (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including Headteachers. The appointment is subject to the current conditions of employment of Headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation. This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

Core Purpose of the Headteacher	<p>Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils and embodies the Christian ethos and culture of this Church School. The Headteacher is the prime mover in creating and inspiring both staff and pupils to achieve their highest potential.</p> <p>The core purpose of the Headteacher is to provide professional leadership and management for the school within the context of the Trust Deed. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils within an inclusive, Christian ethos.</p> <p>The Headteacher is the leading professional in the school. Accountable to the governing body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.</p> <p>The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, the Diocese, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.</p> <p>The Headteacher will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.</p>
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The Four Domains of Headship

Within the school's inclusive Christian ethos the Headteacher will:

Domain One: Qualities and Knowledge	<ol style="list-style-type: none"> 1. Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the foundation of the school. 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local and wider 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. 6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
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Headteacher – Job Description Continued

Domain Two: Pupils and Staff	<ol style="list-style-type: none"> 1. Demand ambitious standards of achievement and attendance 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: Systems and Process	<ol style="list-style-type: none"> 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 body 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: The self-improving school system	<ol style="list-style-type: none"> 1. Create an outward-facing school which works with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils. 2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the local and wider community 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 of 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.

REHABILITATION OF OFFENDERS ACT 1974 CONVICTIONS AND 'SPENT' CONVICTIONS OF A CRIMINAL NATURE ADVISORY NOTE TO APPLICANTS

The work for which you are applying will have regular contact with children and is exempt from the Rehabilitation of Offenders Act 1974. You are, therefore, required to declare any convictions, cautions, bind-overs, or prosecutions pending you may have, even if they would otherwise be regarded as 'spent' under the Act. These details should be enclosed in a separate, sealed envelope marked 'confidential' – for the attention of the Chairperson of the appointing body.

The information you give will be treated in confidence and will only be taken into account in relation to an application where the exception applies.

Under the Criminal Justice and Court Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, or accept or do any work in a 'regulated position'.

Headteacher - Person Specification

COMPETENCIES, KNOWLEDGE, QUALIFICATIONS

These will be explored through the application and the interview process

Qualifications & CPD Record	Essential: <ul style="list-style-type: none"> • Qualified Teacher Status and first degree (or equivalent) • CPD relevant to Headship Desirable: <ul style="list-style-type: none"> • NPQH
Employment Record	Essential: <ul style="list-style-type: none"> • Successful track record of leadership in the primary sector Desirable: <ul style="list-style-type: none"> • Experience of leading a school through OFSTED
Personal Effectiveness	<ul style="list-style-type: none"> • Inspirational • Approachable • Able to identify, prioritise and resolve key issues • Committed to personal development
Leading Pupil Achievement, Progress & Safety	<ul style="list-style-type: none"> • Prioritises pupil safeguarding, wellbeing and achievement • Is able to inspire all pupils • Has experience in developing effective strategies and creative responses to raising pupils' attainment and promoting pupil progress
Leading & Managing Staff	<ul style="list-style-type: none"> • Is positive and approachable and able to inspire and maintain high morale • Has experience of implementing structures and systems for appropriate delegation, monitoring and accountability • Is able to address and resolve problems
Leadership & Management of Curriculum	<ul style="list-style-type: none"> • Can demonstrate a depth of knowledge of the National Curriculum with an understanding of different models of curriculum delivery • Is able to develop effective and creative responses to curriculum issues • Is open-minded to new initiatives
Managing Resources	<ul style="list-style-type: none"> • Has experience of managing finances effectively • Can demonstrate creative responses to staffing issues • Is innovative in promoting the use of the building and school site to support high quality learning
Stakeholders & The Local Community	<ul style="list-style-type: none"> • Is able to communicate with, inspire and motivate staff, parents/carers, pupils and governors • Is committed to building and developing effective links with the school community, the local community and the church communities
Accountability & Governance	<ul style="list-style-type: none"> • Experience of forming effective partnerships with governors • Ability to generate a school development plan • Has experience of implementing and managing the delivery of sustained improvements
Teaching	<ul style="list-style-type: none"> • Has substantial teaching experience across the Primary age range. • Is experienced in monitoring and evaluating all aspects of teaching and learning





The Vine Inter-Church Primary School
Cambourne, Upper Cambourne, CB23 6DY

Please submit your application using the enclosed form together with a supporting letter. Do not enclose a CV. The supporting letter should provide evidence of how you meet the criteria in the person specification. The selection panel will also take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.

If you would like further information or to arrange a school visit please contact Grace Rowley at Academicis on:

T: 01223-907-973 **M:** 07901-585-959 **E:** growley@academicis.co.uk

www.thevine.cambs.sch.uk

Please return your application to Grace Rowley no later than noon on Monday 10th July 2017



The Vine Inter-Church Primary School is committed to safeguarding and promoting the welfare of children, the prevention of discrimination and the promotion of equality of opportunity for all and expects all staff and volunteers to share these commitments. The successful candidate will undertake an enhanced DBS check.

We reserve the right to research applicants on social media platforms and the internet, and the Governing Body may take this into consideration during the recruitment process.