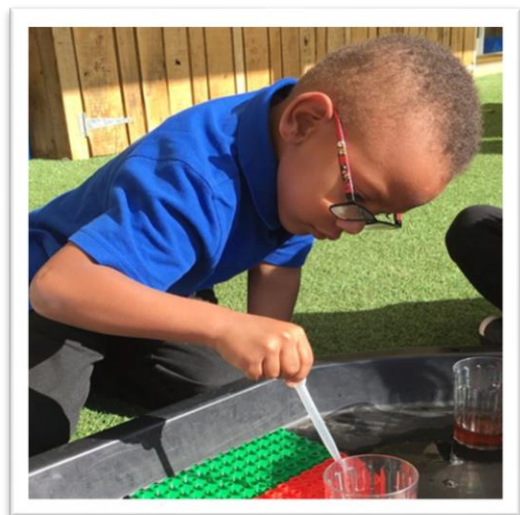


## Headteacher Recruitment Information Pack



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## 1. Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in the position of Headteacher at our school.

We hope this pack provides you with a full picture of our school.

As governors, we are proud of our school with its excellent team of committed teachers, support staff and its enthusiastic and caring children and we are seeking to appoint a dynamic, inspirational and committed leader to work in partnership with our experienced and dedicated staff, to build on the school's significant successes and drive the school forward.

This will be a challenging and rewarding role for the successful candidate and governors are fully committed to providing the new headteacher with all the support that he/she will need in taking up the post. We also encourage and support the take-up of opportunities for continuing professional development.

Visits to our school are warmly welcomed. Please contact Susan Newton, Operations Manager, on 01603 451299 if you would like to arrange a visit.

You can also learn more about our school from our website at [www.weins.co.uk](http://www.weins.co.uk)

Our shortlisting will be based on the online application form and your accompanying letter.

The closing date for applications is Friday 14th December 2018 at 12 noon.

On behalf of the Governors, thank you again for your interest in this position. We look forward to receiving your application.

Yours faithfully,

Mrs Pamela Turnbull  
Chair of Governors

## 2. Head Teacher Job Description

Title of post:	Headteacher
School:	West Earlham Infant and Nursery school
Grade:	Leadership Pay Range L15 to L21
Responsible to:	Chair of Governors

### Professional duties

The headteacher shall carry out professional duties in respect of the Infant and Nursery School in accordance with the statutory school teachers pay and conditions document and the professional duties of a school teacher

### Specific Responsibilities

- a) Take the lead role on working with the governors to develop a collaborative strategic vision for the Infant and Nursery School which embraces excellence, high standards and inclusion and to translate the vision into a development plan and implement it successfully
- b) Present a coherent and accurate account of the School's performance in a form appropriate to the range of audiences, including governors, the LA, the local community, and others
- c) Secure excellent teaching to achieve high standards of learning and attainment across the nursery and infant phase, including preparation for education at junior/primary school
- d) Hold all staff to account for their professional conduct and practice
- e) Ensure inclusion, diversity and accessibility
- f) Lead by example to foster an open, transparent and equitable culture
- g) Be responsible for the internal organisation, management and control of the School including:
  - i. Line manage, support and empower SLT members and other named post holders
  - ii. Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils
  - iii. Lead, manage and develop the staff, including appraising and managing performance to promote and maintain a culture of high expectations for self and others
  - iv. Develop, implement and evaluate the school's policies, practices and procedures
  - v. Promote the safety and well-being of pupils and staff
  - vi. Arrange for a suitable person to assume responsibility for the discharge of your functions as headteacher during breaks and absences away from the school

- h) Manage and deploy school finances and resources effectively and astutely to maximise their use and value
- i) Ensure high standards of child protection by:
  - i. Keeping children safe and acting as the School's Designated Safeguarding Lead and take lead responsibility for dealing with child protection issues, to provide advice and support to staff and to work with other agencies
  - ii. Supporting the governors to implement and oversee the highest possible standards of child protection, Prevent strategies and safeguarding throughout the School
- j) Build, develop and sustain effective relationships with
  - i. the governors and the chair of governors to ensure effective governance of the School and the discharge of governing board's responsibilities
  - ii. with parents and all members of the School and wider community to enhance the education of all pupils.
  - iii. West Earlham Junior School, other neighbouring schools, the local authority, organisations and partners to champion good practice and standards and by representing the School at relevant panels, working groups and meetings as required by the governors
- k) Uphold the highest standards of professional and business ethics, and support the governors in ensuring that this impacts all aspects of the School's decision-making processes
- l) Undertake other duties and responsibilities as are reasonably directed by the governors

### 3. Head Teacher Person Specification

This person specification has been written in line with the National Standards of Excellence for Headteachers and the selection panel will be looking for evidence that the candidate has demonstrated his/her ability to fulfil the criteria.

	Person Specification	Essential (E) Desirable (D)
<b>A.</b>	<b>Qualifications and knowledge</b>	
1.	Qualified to degree level or equivalent	E
2.	Qualified to work and teach in the UK	E
3.	NPQH, or equivalent, achieved or underway	D
4.	Knowledge of relevant legislation and statutory requirements	E
5.	Knowledge of relevant research and best practice in early years development	D
<b>B.</b>	<b>Skills and Experience</b>	
1.	Experienced at Headteacher/Deputy Headteacher level	E
2.	Experienced at having led, or made a significant contribution to, the success of a school through its leadership, pupil outcomes and pupil experience	E
3.	Experience at leading and training staff to be successful practitioners	E
4.	Experience of supporting staff to optimise attainment and progress of pupils	E
5.	Experience of working with children with significant barriers to education	E
6.	Excellent organisational skills including ability to delegate appropriately	E
7.	Ability to sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development	D
8.	Experience of teaching in, or leading, more than one phase of education	D
9.	Experienced at leading an outstanding school either as Headteacher or in a senior leadership team	D
<b>C.</b>	<b>Teaching and Learning</b>	
1.	Ability to demand ambitious standards for all pupils, overcoming disadvantage and advancing equality	E
2.	Ability to secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design	E
3.	Ability to promote pupil well-being whilst sustaining positive pupil behaviour and attitudes	E
<b>D.</b>	<b>Leadership</b>	
1.	Have a clear understanding of what makes an exceptional school and the ability to develop this	E

2.	Ability to lead by example - with integrity, creativity, resilience, clarity and commitment- drawing on their own scholarship, expertise and skills, and that of those around them	
3.	Ability to communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel	
4.	Ability to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other	E
5.	Ability to identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	E
6.	Ability to hold all staff to account for their professional conduct and practice.	E
7.	Ability to distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for decision making	E
8.	Ability to 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	E
<b>E.</b>	<b>Strategy, systems and process</b>	
1.	Ability to align vision and values for the school with the school's high aspirations and expectations for children, staff and families	E
2.	Ability to establish the ethos and strategies required to establish consistently high standard of outcomes and attitudes and behaviour and be committed to securing and maintaining those high standards	E
3.	Ability to make appropriate use of data to inform and shape teaching and leadership to secure outstanding outcomes for pupils	E
4.	Ability to 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	E
5.	Ability to welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively	E
6.	Ability to 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	E
<b>F.</b>	<b>Self-Improving School System</b>	
1.	Proven ability to work in partnership arrangements to secure best outcomes for pupils	E
2.	Ability to inspire and secure excellent relationships with staff, families, governors and pupils, as well as external agencies	E
3.	Ability to maintain our outward-facing school – working well with other schools and organisations, in a climate of mutual	E

	challenge, to champion best practice and secure excellent achievements for all pupils	
4.	Ability to develop and maintain effective relationships with fellow professionals and colleagues in other public services - to improve academic and social outcomes for all pupils and to champion the interests of pupils when working with professionals from other public services	E
5.	Ability to challenge educational orthodoxies in the best interests of achieving excellence	E
	Ability to model entrepreneurial and innovative approaches to school improvement, leadership and governance	E
	Ability to 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	E
<b>G.</b>	<b>Personal Characteristics</b>	
1.	Ability to take responsibility for your own actions	E
2.	Excellent critical thinking skills	E
3.	Ability to inspire trust and confidence in others	E
4.	High level of resilience and open to support	E
5.	Open minded and non-judgemental	E

#### 4. School location and catchment

West Earlham is a dynamic community situated approximately 2.5 miles from the centre of Norwich.

Norwich is a fine historic city with two cathedrals, two universities, two shopping malls, a castle, art galleries, many parks, the Forum with the city's principal library, the River Wensum and the National Centre for Writing. Norwich is also a UNESCO City of Literature.

The city centre boasts picturesque streets such as Elm Hill and the Cathedral Quarter alongside a further 1500 historic buildings within its city walls. The high street is full of independent retailers such as Jarrold's as well as well-known high street stores.



The stunning coastline of Norfolk is only 20 miles from Norwich and the beautiful waterways of the Norfolk Broads are closer.



Our school is located close to the University of East Anglia which boasts a state of the art sports and gymnastic facility alongside a full-sized running track and all-weather pitches. The Sainsbury Centre for the Visual Arts is also located on the university site which houses the Robert and Lisa Sainsbury collection. The school has close links with both these Centres and uses them to offer opportunities for our children and families.



West Earlham has high levels of social and economic deprivation and a 2016/2017 pupil context report showed that:

- 99% of our pupils live in the lowest quartile of all postcode/neighbourhood rankings
- 82% live within the lowest 1/8<sup>th</sup> of all postcode/neighbourhood rankings
- 54% live within the lowest 1/16<sup>th</sup> of all postcode/neighbourhood rankings
- 25% live within the lowest 1/32<sup>nd</sup> of all postcode/neighbourhood rankings.

## **5. Number of children on the roll, classroom structure and pupil information**

We currently have 268 children on roll which includes children in our two-year-old and nursery provision.

The classroom structure is as follows:

- Two-Year-Old Provision
  - Conkers - 29 children across the morning and afternoon.
- Nursery
  - Seedlings - 9 children in the morning session. This will increase when we begin afternoon sessions after Christmas.
  - Saplings - 52 children across the morning and afternoon
- Reception
  - Silver Birch, Willow and Hazel - 20 children per class
- Year One
  - Rowan and Elm - 30 children per class
- Year Two
  - Chestnut and Oak - 30 children per class

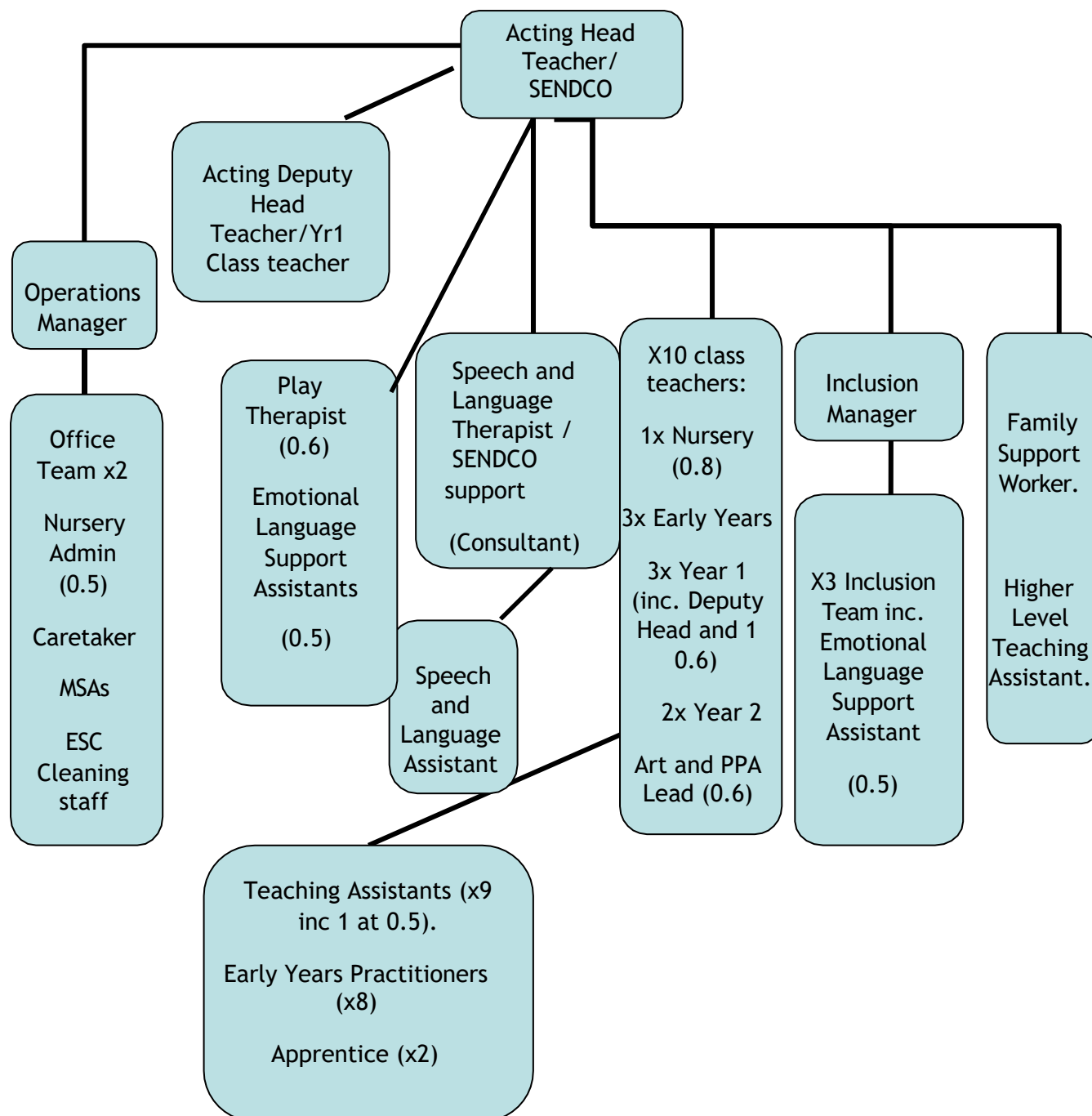
Of the 268 children:

- 16% have a special educational needs and/or disability including three children on Educational, Health and Care Plans
- 17% have English as an additional language
- 32% are entitled to Pupil Premium funding including the Early Years Pupil Premium
- approximately 17% are being supported arising out of safeguarding concerns and we monitor and support substantially more in an informal manner.

Our attendance rate is 96%.

## 6. Staff Structure

The current structure of the school is as follows:



## **7. School Buildings**

Our school is a single-storey building built in the 1950's with a purpose-built nursery added in 2011.

We have large outdoor areas for each key stage which have been specifically and independently designed to offer challenge and adventure our children.

We have a separate dining facility and share our commercial kitchen with West Earlham Junior School which is located next to the school.

## **8. Governors**

Our Ofsted report highlighted that Governors “play a full and very effective role in determining the strategic work of the school”.

The full Governing Board meets once a term. We also have two committees to consider different aspects of the school: one is the School Development Committee and the other is Finances, Premises and Personnel Committee. Each committee also meets once a term.

The Governors have identified a series of priorities which include monitoring expectations from government regarding the future status of the schools including looking into collaborations and partnerships with other schools to support a sustainable governance model. We will also continue to maintain the resilience of all our staff (including the leadership team) to help retain staff and support their well-being.

Given the pressure on our budgets, we will also monitor and minimise the impact that any proposed reduction in funding has on the learning and well-being of our children to ensure that all children have access to an appropriately balanced and rich curriculum

## 9. Supporting Documents

Our most recent Ofsted inspection took place in 2017. Ofsted rated the school Outstanding in all areas. The report can be found on the school's website.

<http://www.weins.co.uk/home/ofsted/>



The report highlighted that:

- “Leaders at all levels share exceptionally high expectations for all pupils, believing that there are ‘no limits to what pupils can achieve’.”
- “Governors are very knowledgeable, insightful and skilled in their roles and determined to continually improve.”
- “Staff receive highly effective training and support”
- “The curriculum is highly engaging and meets the needs of pupils extremely well”
- “There is a real community feel at West Earham Infant and Nursery School”

Our School Improvement and Development Plan, Pupil Premium Plan and PE spend plans can also be found on the website at:

- <http://www.weins.co.uk/our-school/improvements/>
- <http://www.weins.co.uk/our-school/pupil-premium/>