

Croft Junior School



Headteacher Application Pack

We have high expectations and strive for excellence in a caring, happy and safe environment where every child is valued.

Croft Junior School

Together We Will Succeed



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Warwickshire
Safeguarding





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Letter from the Chair of Governors

Dear Applicant,

Thank you for showing an interest in the post of Headteacher at Croft Junior School. This vacancy has arisen as a result of our current Headteacher, Mrs Amanda Delbridge, deciding to retire, after six years of strong, successful leadership. The governors are now seeking to appoint a new Headteacher, who is inspirational, motivated and passionate about teaching and learning and achieving best outcomes for all children.

Croft Junior is an increasingly popular school, which offers a wide range of opportunities for children, in all areas of school life. The school provides an exciting and stimulating curriculum, which enables children to succeed, in a safe and nurturing environment. Croft Junior is an inclusive school and we value and promote equality and diversity throughout our curriculum and school life. We are extremely proud of our achievements and our latest Ofsted report, commented that:

- Pupils like coming to this school, we are one big family.
- Leaders have created a calm, bright and open environment, which helps pupils settle and be ready for learning.
- Computing and safeguarding are strengths of the school.
- Leaders have created a strong curriculum in mathematics.
- Leaders have developed a strong curriculum based on themes that excite and enthuse pupils.
- Pupils are welcoming, polite and friendly.

I warmly encourage applicants to visit the school to see our wonderful learning environment and meet our dedicated teaching staff and eager, well-behaved learners. Please contact our school office (02476 387319) to arrange a school visit.

Thank you for your interest in this position and we look forward to receiving applications and wish prospective applicants every success in the recruitment process.

Yours sincerely,

Mr Andy Wright

Chair of Governors



Croft Junior School Headteacher Job Description



Individual School Range (ISR): Group 3 ISR 18-24

Responsible to: The Governing Body

Responsible for: All staff and pupils within the school

This job description may be amended at any time following consultation between the Headteacher and Governing Body and will be reviewed annually.

Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils.

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 it is managed and organised to meet the aims and targets. The Headteacher working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement; 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.

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, 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.

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.

General Duties and Responsibilities

To carry out the duties of the Headteacher as set out in the current School Teachers' Pay & Conditions Document.

Key Areas of Responsibility

1. Shaping the Future

Working with the governing body to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and oral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Actions

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

2. Leading Learning and Teaching

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Actions

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive and effective approaches to learning and teaching
- Ensure a culture and ethos challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Implement strategies that secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge underperformance at all levels and ensure effective corrective action and follow-up

3. Developing Self and Working with Others

Effective relationships and communication are important in headship as Headteachers work with and through others. Effective Headteachers manage themselves and their relationships well. Headship is about building a professional learning community that enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, Headteachers should be committed to their own continuing professional development.

Actions

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, sets personal targets and take responsibility for own personal development
- Manage own workload and that of others to allow an appropriate work/life balance

4. Managing the Organisation

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.

Actions

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school, implement successful performance management processes with all staff
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the school

5. Securing accountability

With values at the heart of their leadership, Headteachers have a responsibility to the whole school community. In carrying out this responsibility, Headteachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors and the LA. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are legally and contractually accountable to the governing body for the school, its environment and all its work.

Actions

- Fulfil commitments arising from contractual accountability to the governing body
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others

6. Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Actions

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensure learning experiences for pupils are linked into and integrated with the wider community
- Ensure a range of community-based learning experiences
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operate and work with relevant agencies to protect children

7. Safeguarding Children & Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment

Actions The Headteacher should ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.



Croft Junior School

Headteacher - Person Specification



Appointment Criteria	Essential/ Desirable	Assessed from
Education/Training/Qualifications		
Qualified teacher status	E	1, 3
Further qualification in a related area eg MEd, MA, MBA	D	1, 3
NPQH	D	1, 3
Evidence of commitment to continuing professional and personal development	E	1, 2, 3
Experience		
Experience of successfully teaching across the primary range	E	1, 2, 3
Experience of working with pupils in Early Years	D	1,3
Proven successful experience of at least 3 years as a Head or Deputy and Senior Leader	E	1,3
Evidence of successfully implementing a strategy to improve teaching and learning including the raising of standards for all pupils.	E	1,2,3
Experience of managing a budget	D	1, 2
Positive experience of working with parents as partners in learning	E	1, 2
Experience of working effectively with governors.	D	1, 2,3
Experience of working collaboratively with the wider community of schools	D	1, 2
Knowledge and Understanding of:		
Local and national priorities	D	1,2
Safeguarding requirements, including Prevent and the role of the Designated Person.	E	1,2
Data systems, as used to evaluate the effectiveness of the school	E	1,2
How to set a school budget	D	1, 2
Managing people within a climate of respectful open communication	E	1,2
Personal Attributes		
Be open, friendly and confident	E	1,2,3
Be able to develop and maintain a strong network of contacts across all agencies and schools.	E	1,2,3
Be able to solve problems imaginatively, creatively and effectively.	E	1,2,3
Be able to inspire trust and confidence in children and adults alike	E	1,2,3
Be able to develop and sustain a happy and supportive working environment.	E	1,2,3
Be able to effectively evaluate ideas to identify which ones would be beneficial to Croft Junior School.	E	1.2
Be able to manage sensitive situations calmly and confidentially	E	1,2

1 = assess from written application

2 = assess from interviews/tasks

3 = assess from documentary evidence, including references

