



St Erme with Trispen Community Primary School
Growing Confidence, Knowledge and Creativity



HEADTEACHER APPLICATION PACK 2019



ST ERME WITH TRIPSEN COMMUNITY PRIMARY SCHOOL

TRISPEN, TRURO, CORNWALL, TR4 9BJ

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WWW.ST-ERME.CORNWALL.SCH.UK

WELCOME LETTER TO APPLICANTS

Dear Applicant,

February 2019

Thank you for showing an interest in our headteacher vacancy and requesting our Headteacher Application Pack. Choosing a new headteacher is one of the most important decisions a school has to make. We are very proud of our happy and successful school and are determined to find the very best next headteacher to lead the school forwards.

St Erme with Trispen School is a small but growing village school situated at the edge of the villages of Trispen and St Erme. The school roll has doubled in size over the past ten years and we now have 150 pupils, including a thriving Nursery Class. We remain a Community School and have no immediate plans of academisation.

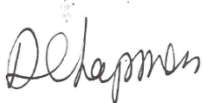
We are looking for an enthusiastic, aspirational leader who cares deeply about making this school the very best it can be. We are looking for a skilled, experienced and reflective leader with the highest expectations, a skilful people person with good communication skills.

Central to our school community is a highly positive ethos of behaviour and respect. We want an inclusive leader with a very good understanding of special educational need, who has an interest in and an understanding of how important it is to meet the needs of all learners and who puts the children at the heart of everything.

We are looking for someone with curriculum expertise who understands how to ensure high academic standards through an exciting and deep curriculum and leads teaching and learning with enthusiasm and expertise as a mentor and role model.

In return we can offer you a happy, hard-working team of staff who have the shared desire to make education at our school amazing, a dedicated and supportive governing body with high ambition and a hugely positive parent partnership and thriving PTA. We work very closely in challenge and support within a school partnership of nine Truro Schools (Truro Nursery School, Penair School, Archbishop Benson School, Tregolls School – An Academy, St Mary's School Truro, Devoran School, Bosvigo School and Kea School) and partnership working is central to our future.

Is this you? If so, we would be delighted to hear from you. Visits to the school are highly advised and encouraged. We would also suggest you look carefully at our school website to get a full flavour of the school. If you have any questions, please do not hesitate to get in touch. We look forward to receiving your application!



Donna Chapman, Chair of Governors, St Erme with Trispen School.



OUR SCHOOL VISION AND OBJECTIVES

Vision Statement: At St Erme with Trispen School, we believe that every child still matters and is treated and respected as an individual. Recognising this, we aim to grow in every child the knowledge, confidence and creativity they need to reach their full potential

Objectives

To achieve our vision, we will:

- ☆ Provide the highest standards of teaching and learning, setting ambitious targets.
- ☆ Develop the whole child through positive attitudes and partnerships, meeting individual needs in a safe and secure environment where differences are celebrated.
- ☆ Develop, through our creative curriculum, the knowledge, skills and understanding our children need for lifelong learning.
- ☆ Enable our children to become confident learners who take ownership of their learning and are therefore proud of their achievements.
- ☆ Ensure that our learning is fun, purposeful and challenging.
- ☆ Continually develop our outdoor and indoor learning areas to provide challenging, exciting and stimulating learning environments.
- ☆ Provide our children with the confidence and skills to use new technologies safely in our ever changing world.
- ☆ Promote sustainability and an awareness of wider global issues through our curriculum.
- ☆ Nurture and demonstrate that we value the links we have with our local, national and global communities, teaching a citizenship based curriculum based on understanding, respect and tolerance.



KEY INFORMATION ABOUT THE SCHOOL

GROWING IN CONFIDENCE, KNOWLEDGE AND CREATIVITY

Type of school	Local Authority Maintained School
Age range	3 – 11 years
Location	St Erme, Truro, Cornwall, TR4 9BJ
Number on roll	138 full time + 24 part time nursery
Number of classes	6 (including nursery)
Number of teaching staff	10 (including part time staff)
Attendance (2017/18)	95.6%
% of children with SEND	8.7%
% of children in receipt of Free School Meals	3.6%
% of children n receipt of Pupil Premium	14.5%
EYFS GLD 2018	62%
Year 1 phonics screening 2018	78%
Key Stage 1 Expected Standard	86.4% Reading 81.8% Writing 81.8% Maths
Key Stage 2 Expected Standard	84.6% Reading 100% Writing 92.0% Maths
Latest OFSTED grading	Good January 2018



OFSTED INSPECTION JANUARY 2018

Full details can be found on our website: www.st-erme.cornwall.sch.uk



Your focus ... is resulting in continued improvements in the progress that pupils make. As a result, pupils at St Erme with Trispen achieve well.

One parental comment, typical of many, stated, 'My children look forward to going to school every day because the staff have done such a great job at making them feel noticed and valued.'

'Many say that the school is 'fantastic', with several commenting on the interesting curriculum and the wide variety of clubs provided.'





You expect pupils at St Erme with Trispen to be well behaved and take on key responsibilities in school. Pupils are invariably polite and well mannered. Pupils enjoy school and, as a result, their attendance is good.



'Parents are highly supportive of the school. Every parent who responded to Ofsted's online questionnaire, Parent View, would recommend the school and agrees that their child is happy.

WHAT ARE WE LOOKING FOR IN OUR NEW HEADTEACHER?

VIEWS FROM SOME OF OUR STAKEHOLDERS

Children

'You have to interact with the children, be friendly and not a headteacher doing office things. You have to be approachable.'

'We want someone who is balanced, strict enough but not too strict.'

'Our headteacher needs to know how to teach everything well.'

We want to carry on singing because we all enjoy it."

Parent

'As a parent of the school the attributes I would like to see in our new headteacher are to be approachable, have a strong focus on learning and to continue to keep moving the school forward in all areas.'

Staff

'I want someone to challenge and develop me.'

'Someone who is empathetic and compassionate and someone who can trust you to make your own classroom management decisions.'

Partner Headteacher

'The Penair Partners have a special relationship that was first established we over a decade ago. Over that time headteachers have come and gone but the strength of the group has remained. For this to continue we would be looking for someone to be genuinely committed to a collaboration that is more than just working together but is one illustrated as a collective responsibility for the children and families within all our school communities.'

JOB DESCRIPTION HEADTEACHER

The job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers Pay and Conditions Document.

In carrying out his/her duties the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Board, the staff of the school, parents and pupils.

Shaping the future

The Headteacher should be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

Duties and responsibilities

A) Strategic direction and development of the school

To work with the governing board, to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context:

1. To formulate overall aims and objectives for the school and policies for their implementation
2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life
3. To develop with staff, pupils, parents and Governors policies relevant to the needs of the school.
4. To implement the local authority's and governing board's policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race disability and special educational needs
5. Secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement
6. To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school
7. To ensure that the management, finance, organisation and administration of the school support its vision and aims
8. To ensure that policies and practices take account of government legislation, national, local and school data and inspection research findings
9. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary
10. To arrange for a deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher's functions at any time when absent from school.

B) Leading and teaching

To work with the governing board to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

1. To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe & healthy school environment
2. To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
3. To ensure that learning is at the centre of strategic planning and resource management
4. To establish creative, responsive and effective approaches to learning and teaching
5. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
6. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community
7. To be able to implement strategies which secure high standards of behaviour and attendance
8. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
9. To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils
10. To monitor evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken in line with Every Child Matters.
11. To fulfil the Headteacher's duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education
12. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act.

C) Leading and managing staff

To lead, motivate, support, challenge and develop staff to secure improvement:

1. To participate in the selection and appointment of teaching and non-teaching staff of the school
2. To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils
3. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance
4. To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement
5. To assess whether a teacher at the school who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school

6. To participate in arrangements for Headteacher performance management
7. To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status, the Career Entry Profile and standards for induction.

D) Efficient and effective deployment of staff and resources

To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:

1. To allocate, control and account for those financial and material resources of the school which are delegated to the Headteacher by effectively managing the school budget and material resources
2. To work with Governors and senior colleagues to recruit staff of the highest quality available
3. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided
4. To advise the governing board and implement decisions in relation to staffing
5. To advise the governing board on the adoption of effective procedures to deal with the competence and capacity of staff
6. To advise Governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control
7. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations
8. To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the local authority
9. To undertake responsibilities as defined in the LA's Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty
10. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity
11. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money
12. To ensure that staff are encouraged to attend INSET which increases their knowledge and understanding of their roles and responsibilities.

E) Accountability

To be accountable for the efficiency and effectiveness of the school to the local authority, Governors, pupils, parents, staff, local employers and the community:

1. To liaise and co-operate with education officers and support services in the evaluation, monitoring and inspection of the school according to such arrangements as may be required by or agreed with the local authority
2. To provide information, objective advice and support to the governing board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money
3. To report to the governing board on the discharge of the Headteacher's functions and the affairs of the school

4. To create and develop an organisation in which all Governors and staff recognise that they are accountable for the success of the school
5. To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, Governors, the LA, the local community, OfSTED and others, to enable them to play their part effectively
6. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement
7. To report to the Governors annually on the performance management of teachers at the school in relation to the School Teachers Pay and Conditions Document
8. To provide information about the work and performance of staff where it is relevant to their future employment.

F) Strengthening Community

1. To be able to build a school culture and curriculum which takes account of the richness and diversity of the school's communities
2. To create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
3. To ensure learning experiences for pupils are linked into and integrated with the wider community
4. To ensure a range of community-based learning experiences
5. To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well being of pupils and their families
6. To seek opportunities to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community
7. To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
8. To co-operate and work with relevant agencies to protect children
9. To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary & secondary schools.
10. To ensure that the school offers appropriate extended services.

G) Pupil Care

1. To ensure that provision in the school enables all pupils to receive their entitlement under Every Child Matters
2. To arrange for effective induction of pupils entering school and transferring to secondary school
3. To determine, organize and implement, in concert with other appropriate persons or boards, a policy for the personal, social development of pupils including pastoral care and guidance
4. To determine and arrange means to promote among pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school
5. To handle individual disciplinary cases, including power to exclude pupils in accordance with provisions of the latest legislation.

PERSON SPECIFICATION

Qualifications and experience	Essential	Desirable
• Qualified teacher status in England and Wales	<input checked="" type="checkbox"/>	
• Substantive Headship or evidence of NPQH or other relevant Headteacher qualification		<input checked="" type="checkbox"/>
• Recent, relevant successful senior leadership and management experience in school(s) or a similar position within a Local Authority / Academy	<input checked="" type="checkbox"/>	
• Evidence of recent relevant continuing professional development	<input checked="" type="checkbox"/>	
Professional knowledge and skills		
• An innovative thinker with extensive knowledge and understanding of current educational issues and legislation	<input checked="" type="checkbox"/>	
• An understanding of and commitment to safeguarding and promoting children's welfare	<input checked="" type="checkbox"/>	
• Data analysis skills and the ability to use data in school improvement	<input checked="" type="checkbox"/>	
• Curriculum expertise; evidence of successful and innovative curriculum development	<input checked="" type="checkbox"/>	
• An inspirational teacher with evidence of being an outstanding classroom practitioner	<input checked="" type="checkbox"/>	
• Can demonstrate high expectations of themselves and leads the school's teaching and learning with enthusiasm	<input checked="" type="checkbox"/>	
Leadership and management		
• Evidence of managing substantial change effectively		<input checked="" type="checkbox"/>
• An inspirational leader, passionate about education and with a strong track record of improving outcomes for children through continual and sustainable school improvement	<input checked="" type="checkbox"/>	
• Experience of monitoring school performance, evaluating and taking action on the effectiveness of teaching and learning	<input checked="" type="checkbox"/>	
• A proven track record of working collaboratively within the wider school community and with other agencies	<input checked="" type="checkbox"/>	
• A proven track record of working collaboratively in school improvement in partner schools		<input checked="" type="checkbox"/>
• A proven record of leading, motivating, supporting, challenging and inspiring staff		<input checked="" type="checkbox"/>
• Understands the importance of leading a community school and has the qualifications, confidence and experience to lead a school that has no current plans for academisation		<input checked="" type="checkbox"/>
• Experienced in self evaluation in school	<input checked="" type="checkbox"/>	
• Experience of working in partnership with governors		<input checked="" type="checkbox"/>
• A commitment to own personal professional development and that of all staff	<input checked="" type="checkbox"/>	
• Successful experience of managing budgets and resources		<input checked="" type="checkbox"/>
Philosophy		
• Evidence of a commitment to development of the whole child		<input checked="" type="checkbox"/>
• Evidence of an inclusive approach towards the education of all children.	<input checked="" type="checkbox"/>	
• Evidence of a deep understanding of special educational need and how to value and support every child	<input checked="" type="checkbox"/>	
• A reflective practitioner and forward thinker with a sense of perspective, resilience and the ability to be self critical	<input checked="" type="checkbox"/>	
• Is committed to the health and wellbeing of all staff	<input checked="" type="checkbox"/>	
Personal qualities		
• Outstanding communication skills, both oral and written	<input checked="" type="checkbox"/>	
• Outstanding interpersonal skills	<input checked="" type="checkbox"/>	

Unless you are able to provide clear evidence that you fulfil all essential criteria required either in the application form or letter you cannot be shortlisted for interview. All criteria will be further evaluated during the formal selection process.

HOW TO APPLY

Visits to the school: We would advise and encourage potential applicants to visit the school. Please contact Nikki Jones, School Administrator to arrange your visit. applications@st-erme.cornwall.sch.uk. 01872 279539

Applications: Please complete the full application form which is available online. Return your application form and equal opportunities monitoring form by email to applications@st-erme.cornwall.sch.uk or by post to St Erme with Trispen School, School Lane, Trispen, Truro, Cornwall, TR4 9BJ. Please mark 'Confidential Application'

Closing date: Friday 8th March 2019, 12noon

Interview Dates: 25th and 26th March 2019

Start Date: 1st September 2019. We would encourage close collaboration and handover with the current headteacher in the lead up to September.

Pay Scale: Leadership L8 – L14 (£47,501 - £55,064)
Negotiable for an outstanding candidate.

Contact information: Nikki Jones, School Administrator 01872 279539

All Governing Boards, Local Authorities and headteachers working with children and young people have a responsibility for safeguarding and promoting their welfare. The successful candidate will be required to undergo an Enhanced DBS Disclosure.

