

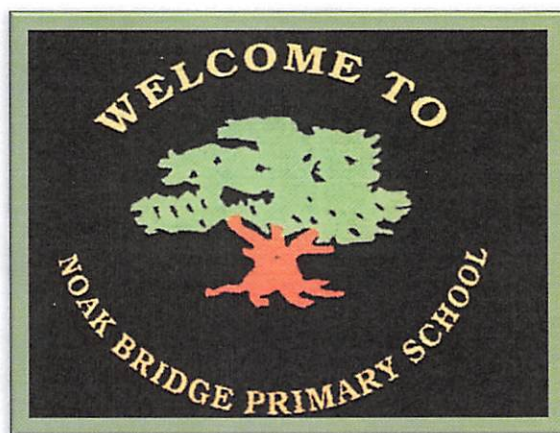
# Noak Bridge Primary School



## Appointment of Headteacher

### Information for Candidates





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We are a small single form entry, primary school in Basildon. We pride ourselves on our warm, caring approach and celebrating every child's uniqueness and success. We have high expectations for all our children in terms of their work and behaviour, offering both challenge and support, to enable them to achieve their very best.

Noak Bridge Primary School aims to provide children with rich and memorable experiences to foster a love of learning so that they become successful learners, confident individuals and most importantly well-rounded, responsible citizens, in an environment where everyone feels safe, happy, valued and respected.



## Appointment of Headteacher

School	Noak Bridge Primary School
Telephone	01268 282433
Website	<a href="http://www.noakbridgeschool.co.uk">www.noakbridgeschool.co.uk</a>
School Group Size	Group 2
Salary Range	L14-20 with Fringe (£59,302 - £68,536)
Start Date	September 2021

### Selection Arrangements - The Process

Thank you for your interest in the Noak Bridge Primary School Headteacher post.

The successful candidate will combine the autonomy of leading Noak Bridge, with the benefit of being part of CRESCO multi academy trust which works closely together to identify and then implement the best school improvement strategies across our three schools.

You can apply for the position via the Essex School Jobs Website where you will find an application form and further details about the post.

We look forward to receiving your application; please do not hesitate to contact the CEO of CRESCO, Damian Pye on 01268 544709 or email [hr@greatberry.essex.sch.uk](mailto:hr@greatberry.essex.sch.uk) if you have any queries.

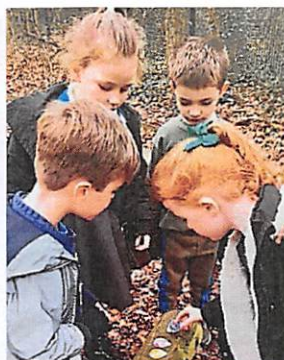
**Closing date:** 13<sup>th</sup> April 2021 Noon

**Shortlisting:** 14<sup>th</sup> April 2021

**Interview date(s):** 28<sup>th</sup> April 2021



Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications will not be accepted.





# Noak Bridge Primary School

Coppice Lane

Basildon

Essex SS15 4JS



Dear Candidate,

On behalf of the Trust Board and Local Governing Body we would like to thank you for the interest you have shown in the position of Headteacher at Noak Bridge Primary School. I hope that you will find our person specification and website useful in finding out more about the post and the school.

Our previous headteacher retired in March 2019 and since then we have had an acting head teacher in position. Up until this point, and due to the current pandemic, we have not been able to undertake a recruitment process but we now feel that the time is right to ensure that we have a permanent headteacher in post ready for the start of the next academic year.

Our school is part of CRESCO Multi Academy Trust which was formed in 2017 and consists of two other Primary Schools from the Basildon area, Great Berry and Janet Duke. Across the trust we have 1200 pupils and nearly 200 staff. Our schools work together in a partnership where each school is treated as an equal partner and is able to maintain its own unique identity.

We believe that this collaborative partnership has a positive impact and enables us to drive school improvement, help us to build capacity, develop our staff, secure the best financial value for each of our academies and support greater pupil attainment and opportunity.

The Trust Board and the Local Governing Body are confident that prospective candidates will see the enormous potential of Noak Bridge Primary and the opportunities it provides.

We are seeking to appoint an inspirational, enthusiastic and dynamic leader to work with governors, staff, pupils, parents and the trust to encourage ambitious achievement and enable every child to discover and reach their full potential.

The successful candidate will have the experience, energy and enthusiasm to build on the school's strong foundations and share our commitment to excellence for all. The Headteacher will work with a motivated staff team, supporting their continued professional development and maintaining the high standards of teaching and learning.

We are aware that it is often difficult to get the feel of a school simply from the information in this pack and on our website, but also have to be aware of the current government guidance and Covid restrictions. We are therefore planning for visits to take place during the week of March 22<sup>nd</sup>. Visits will, of course, be subject to the most up to date guidance and completion of a Risk Assessment. For more details, if you have any further questions or to book a provisional visit please contact Damian Pye (CRESCO CEO) at Great Berry Primary either by phone 01268 544709 or email [hr@greatberry.essex.sch.uk](mailto:hr@greatberry.essex.sch.uk)

You may also find the following link to a virtual tour of the school useful  
[Admissions Information and Virtual Tour | Noak Bridge Primary School \(noakbridgeschool.co.uk\)](https://www.noakbridgeschool.co.uk)

We plan to hold interviews on Wednesday 28<sup>th</sup> April at the school, but again we will keep this under review as and when guidance is updated. You will appreciate the need for flexibility in these unusual times and so these arrangements are subject to change.

If you decide to apply, please use the application form on the Essex School Jobs website and include a supporting statement which should relate to the person specification in this document.

Yours sincerely

Damian Pye  
CEO CRESCO MAT

David Coleman  
Chair of CRESCO Trust Board

Lizzy Oddy  
Noak Bridge Local Governing Body

## **Noak Bridge Primary School, Headteacher Job Description**

### **Core Purpose**

The headteacher will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the trust board (including its annual budget), local governing body and the instrument and articles of governance of both the trust and school.

The headteacher, working with the governing body, senior leadership team and school staff, along with the headteachers from the other trust schools and the trust board will provide overall strategic leadership for the school.

- lead, develop and support the direction, vision, values and priorities of the school
- develop, implement and evaluate the schools policies, practices and procedures
- lead and manage teaching and learning throughout the school
- ensure accurate school self-evaluation to inform school improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school

*The job description should be read in conjunction with the contractual requirements and responsibilities of Headteachers set out in the School Teachers' Pay and Conditions Document.*

### **Principle accountabilities:**

#### **Safeguarding**

Take responsibility as the designated professional lead for Safeguarding and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Undertake the designated safeguarding lead duties
- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
- Operating clear whistleblowing procedures
- Sharing information, with other professionals
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

#### **School culture**

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism.

## **Teaching**

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

## **Curriculum and assessment**

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

## **Behaviour**

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

## **Additional and special educational needs and disabilities**

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

## **Professional Development**

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

### **Organisational management**

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk.

### **Continuous school improvement**

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

### **Working in partnership**

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.
- Collaborate with the other Headteachers in CRESCO Multi Academy Trust in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

### **Governance and accountability**

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationship with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

## Noak Bridge Primary School Headteacher Person Specification

Requirement	Essential	Desirable
Qualification	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Suitable academic and/or professional qualifications in school leadership and management.</li> <li>• Strong evidence of on-going relevant Continuing Professional Development.</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH.</li> <li>• Further post-graduate study equivalent to Masters level or higher.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Proven record of success as a senior leader in a school.</li> <li>• Experience across the primary age range.</li> <li>• Proven record of successful and inclusive classroom teaching.</li> <li>• Competent ICT skills and knowledge particularly in support of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in EYFS.</li> <li>• Experience of leadership in more than one school.</li> <li>• Experience in liaison with external agencies and partnerships.</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>• Proven leadership and management skills.</li> <li>• A clear vision of excellence in education.</li> <li>• A proven ability to raise educational standards for all pupils and a commitment to high standards of achievement.</li> <li>• Experience of and a strong commitment to the protection and safeguarding of young people.</li> <li>• A commitment to supporting the mental health and wellbeing of pupils and staff.</li> <li>• A proven record of the management of change which has significantly improved outcomes.</li> <li>• Understanding of strategic improvement planning and subsequent budget planning.</li> <li>• Experience of working effectively to support Governors and a clear understanding of their strategic role.</li> <li>• Ability to create, implement and evaluate robust and measurable school improvement plans.</li> <li>• Evidence of good working relationships with parents and the wider school community to enhance opportunities for young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of commitment to a distributive and collaborative style of leadership.</li> <li>• Experience of working in a Multi Academy Trust</li> <li>• Experience of project management and dealing with finance and premises issues.</li> <li>• Evidence of developing leadership in partnership with other schools, for example as a National or Specialist Leader of Education (NLE/SLE).</li> <li>• Experience of effective use of pupil premium funding to raise attainment.</li> </ul>



	<ul style="list-style-type: none"> <li>• Pro-active approach to Performance Management of teaching and support staff.</li> <li>• Commitment to the continuing professional development of all staff, including your own.</li> </ul>	
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> <li>• Demonstrable knowledge of current curricular and educational issues and relevant legislation.</li> <li>• Commitment to inclusion, SEND and equality of access for all children to all aspects of educational provision including extra-curricular activities.</li> <li>• Clear understanding of what is effective teaching and learning and what makes a successful primary curriculum.</li> <li>• Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these.</li> <li>• Able to demonstrate a proven and consistent approach to behaviour management.</li> <li>• Knowledge of current Health and Safety Regulations and the assessment of risk.</li> <li>• Commitment to the personal achievement of every child.</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative and creative approach to teaching and learning.</li> <li>• A commitment to developing learning beyond the classroom.</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Strong interpersonal and communication skills.</li> <li>• Able to articulate clear educational values, to lead by example and inspire staff and children.</li> <li>• Able to think and reason strategically</li> <li>• An adaptable and flexible approach.</li> <li>• A commitment to a culture of respect and how this is sustained.</li> <li>• Well organised and able to manage time effectively, delegate, prioritise and meet deadlines.</li> <li>• Able to recognise and develop staff strengths and skills, and build, support and motivate high performing teams.</li> </ul>	



## **Recruitment and Selection Policy Statement**

1. The Trust is committed to:
  - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
  - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
  - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race(which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and setting:
  - receipt of satisfactory references
  - verification of identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you not barred from working with Children
  - verification that you are not prohibited from teaching
  - verification of medical fitness for the particular role
  - verification of qualifications and of professional status where required e.g. QTS status
  - the production of evidence of the right to work in the UK
  - verification of successful completion of/exemption from statutory induction period
  - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
  - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

**NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.**

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Trust is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Trust operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. The Trust processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.



