



John Bunyan Primary School and Nursery

Headteacher
Candidate information pack

Be fair, Be caring, Be respectful,
Make great choices

www.johnbunyan.co.uk

Be fair, Be caring, Be respectful, Make great choices.

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John Bunyan Primary School

Lancaster Way, Braintree, Essex CM7 5UL

(01376) 321814

Thank you for your interest in replacing our long serving Headteacher, Mrs Bailey on her retirement. We are looking to appoint an inspirational person who will lead with purpose and confidence; nurturing and taking care of each and everyone in our community.

Our school is vibrant and innovative with a dedicated, knowledgeable staff and supportive, experienced Governing Body. The school occupies a building featuring larger than average classrooms and extensive grounds which include a recently built MUGA and wildlife area.

We want our children to love learning and take great care to ensure that our curriculum is exciting, challenging and full of memorable experiences. We want them to believe in themselves, pursue passions and interests and excel in an environment where they feel safe, happy, cared for and where adults are seen as a source of inspiration.

Paperwork cannot convey the atmosphere, which has received widely offered praise, of calm and security on entering the building so we welcome visits.

Our core values are at the heart of everything we do. We are proud to be an inclusive school which serves its community and which has strong connections with neighbouring schools, the local authority and our many cultural partners.

If you are motivational, strategically creative and deep thinking with the interpersonal skills needed to build strong relationships then this would be a wonderful opportunity to lead an inspiring, energetic team.

If you would like to find out more about our school and arrange a visit, please call Lisa Pickard, Headteacher's PA, 01376 321814 to make an appointment.

I look forward to reading your application.

Nigel Hill

On behalf of the Governors

What can you expect to find at John Bunyan Primary School and Nursery?

Trust between staff, children and staff, the community and staff

Outward facing Leadership at all levels in school

Reflective teachers who are **confident** and share a **belief that their work is making a real difference**

Consistency in expectations - hard work, behaviour, values, teaching strategies

Relentless drive for high attainment and maximum progress for all

500 years of teaching **experience** to share

Curriculum – exciting, deepening knowledge, The Arts, Science, memorable experiences.

The National curriculum is not enough for our children Artsmark, extra-curricular opportunities

Moral purpose to make a **long term impact** on individuals and community

No limits- **Aspirations** **Challenge**

Support teams – Admin, finance, catering, site, ICT all sharing school values

Resilience extending to outside school

Everybody feeling **safe** and secure **Listening school**



Learning environment supports all learners

Risk takers – staff and children learning together

Pastoral Care – Happiness Student and Family support team working closely with children and families

Inclusion and equal opportunities close working relationships with many agencies

Pride – children, governors, staff, community

Continuing Professional Development for all staff

Specialist teachers

Depth of staffing enabling school to withstand changes and maintain momentum to improve even in face of adversity or significant event

Our school

- *We believe that all children can succeed and we can determine life chances.*
- *We do the right things consistently well.*
- *We take care of each other in our school community.*
- *Our consistently good quality teaching focuses on clear learning objectives, high expectations of all and effective feedback and assessment to ensure maximum progress.*
- *The most effective professional development comes from sharing our expertise with each other.*
- *We have highly structured approaches to the teaching of reading, writing and mathematics.*
- *The quality of our creative curriculum, including many extra-curricular opportunities, provides our children with exciting and memorable learning opportunities which build high levels of engagement and aspirations.*
- *We pay meticulous attention to systematically implementing policies and practices which ensure that all of our children are kept safe. All of our staff are trained to implement these practices.*

Staff and Governors have high expectations for our school. Parents are highly supportive of the school and raising aspirations for our community, parents and children continues to be a key area for development.



John Bunyan Primary School and Nursery is at the heart of its community. John Bunyan infant school opened in 1957 and the junior school opened in 1958. The junior school closed on 31st December 2015 and John Bunyan Infant School and Nursery extended its age range and our three form entry Primary School opened on 1st January 2016.

- The school is situated in a mixed community in Braintree, Essex.
- A higher than average number of children (38% in Jan 2022) receive Pupil Premium.
- The majority of our learners are white British (85%)
- In Spring 2022, 84 children are in our vulnerable group. This includes children who have/had social care involvement and who we are monitoring closely.
- Spring term 2022 - 120 children received SEN support; 17 EHCs/Statements; 26% of children on SEN register.
- 10 children are currently at different stages of evidence gathering for EHCP assessment.
- The proportion of pupils that have special educational needs and statements is above the national average. (Essex SEND data).

- We have an average proportion of children whose first language is thought not to be English (Sept 2022 13% and rising, against the national of 18%). In Spring 2022, 59 children are on the EAL register.
- Enhanced Healthy Schools Award – in the process of being revalidated.
- Prestigious Platinum Artsmark was awarded to the school in 2019.
- Our Inclusion Quality Mark is due for revalidation in July 2022
- We work collaboratively with our Teaching School Alliance on a range of initiatives to support teaching and learning including action research projects and shared school to school improvement projects.
- We are part of PIXL (Partners in Excellence); a school improvement programme born out of the DfE's London Challenge.
- We are part of the Braintree School Led Improvement Partnership
- We sit on the steering group of the Braintree Local Cultural Education Partnership
- All of our teachers participate in NCSL Developing Teaching Program or Outstanding Teaching Program to ensure consistent practice and shared language for CPD.
- Participation in the National Professional Qualifications for middle leaders / senior leaders and the new courses for teaching and learning / leading teachers is planned for all staff as part of their career path.
- Currently our Headteacher and AHT facilitate the NPQH, NPQSL and NPQTL courses.
- The Head Teacher, as an LLE, supports a number of new head teachers and together with our SLT, AST/SLEs support other schools.
- Coaching is an established feature of staff development together with lesson studies across the school. This has now been extended across members of our Teaching School Alliance and reciprocal visits to other schools are a regular feature of CPD opportunities for teaching and non-teaching staff. More recently pupils have visited local schools with staff to focus on 'what helps us learn?' Governors are included in these visits.
- The National Award for SENCo was achieved by a SLT member in January 2013. She is trained as a 'Partnership SENCo'. Another member of staff was accredited with the National Award for SENCO in August 2018.

John Bunyan Primary School & Nursery School information

DfE Number: 881-2300

Age range: 3 - 11

PAN 2022/23: 90

Community

Address: Lancaster Way, Braintree, Essex CM7 5UL

Telephone: (01376) 321814

Email: admin@johnbunyan.co.uk

% of pupils with SEN support / EHCP: 26%

% of pupils known to be eligible for free school meals: 37%

Data: [John Bunyan Primary School and Nursery - GOV.UK - Find and compare schools in England \(compare-school-performance.service.gov.uk\)](https://www.gov.uk/find-and-compare-schools)

Person Specification for Headteacher John Bunyan Primary School & Nursery	Essential	Desirable	How assessed? A – Application form I – Interview day R – Reference
1. Qualifications and training			
Qualified Teacher Status	X		A
Degree or equivalent	X		A
National Professional Qualification for Headship (NPQH)		X	A
Recent participation in a range of relevant professional development	X		A
2. Experience			
Outstanding teaching record	X		A, I, R
Leadership experience in a large primary setting	X		A, I, R
Proven record of success as a head teacher / deputy head teacher	X		A, I, R
Experience in more than one Key Stage	X		A
3. Leadership and management qualities			
A clear vision of excellence in primary education in order to make an outstanding school	X		A, I
Ability to strive for innovative and inspirational teaching	X		A, I
Ability to lead by example and inspire others to achieve positive results	X		A, I, R
A proven ability to raise educational standards	X		A, I, R
Understanding of continuous improvement in learning, teaching and assessment	X		A, I, R
Key involvement in the evaluation and prioritisation of elements in the School Improvement Plan	X		A, I
An understanding of Early Years Foundation Stage and how assessment is used to support learning	X		A, I
A commitment to develop best practice in Early Years	X		I
Successful delivery of staff training		X	A, I
Ability to delegate, monitor and evaluate information	X		A, I, R
Successful staff recruitment, appointment and induction		X	A, I
Commitment to the continuing professional development of all staff	X		A, I
Understand the strategic role of the Governing Body and ability to work effectively with Governors	X		A, I
Deal effectively with disciplinary issues		X	A, I, R
Commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures	X		A, I
Display a visible and approachable leadership style which fosters an open and honest atmosphere	X		A, I, R
4. Professional knowledge and understanding			
Demonstrate a knowledge of current curricular and educational issues/relevant legislation	X		A, I
Effective teaching and learning strategies in a primary school	X		A, I
Clear knowledge and understanding of a range of assessment strategies	X		A, I
Whole school assessment and pupil tracking	X		A, I
5. Personal skills and qualities			
Leadership skills – energy, enthusiasm and ability to lead the school community	X		I, R
Communication skills	X		I
Time management	X		A
Show a passion for learning and inspire children's learning	X		I, R
Successful relationships with pupils; all members of staff; parents; other professionals; the wider community	X		A, I, R
Interpersonal skills, warmth, humour, diplomacy, strength of character	X		I
Confidence and resilience	X		A, I
6. Further requirements			
Application forms fully completed	X		A
Clear educational philosophy	X		A, I
Address the criteria in the person specification through letter of application	X		A, I, R
No unexplained gaps in employment/training	X		A
7. Requirements from confidential references			
Confirmation of professional and personal knowledge and abilities	X		R
Positive reference from current and previous employer	X		R

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 governing body (including its annual budget) and the instrument and articles of governance of the school. The headteacher, working with the senior leadership team and school staff, will provide overall strategic leadership for the school. The headteacher will:

- lead, develop and support the direction, vision, values and priorities of the school
- develop, implement and evaluate the school's policies, practices and procedures
- lead and manage teaching and learning throughout the school
- ensure accurate school self-evaluation to inform school improvement planning and the maintenance of high academic standards
- 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.

Principal accountabilities:

Safeguarding

Take responsibility as the designated professional lead together with the Assistant Head, for Safeguarding. Fulfil personal responsibilities, 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:

- 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
- Assigning a designated professional lead for safeguarding
- 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.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour along with positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems, locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision empowering all pupils and staff to excel.

Pupils and Staff

- Demand ambitious standards 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.
- 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.
- 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.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Systems and Process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principals of transparency, integrity and probity.
- 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.
- 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.
- Welcome strong governance and actively support the governing board 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.
- 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.
- 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.
- Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
- Consult and communicate effectively with the governing body, staff, pupils, parents and carers.

The self-improving school system

- Create an outward-facing school which collaborates with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships and collaborate effectively with fellow senior leaders as well as professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- 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.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- 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.
- Participate in arrangements for their own further training, professional development, appraisal and review of performance.

Well Being and Mental Health

Take responsibility for looking after one's own mental health and wellbeing and that of other adults and children by:

- Supporting and adopting evidence-based practice from credible organisations (eg Mind) which have been proven to improve and sustain positive mental health and wellbeing for children and adults
- Tackling and challenging any stigma regarding mental health and offer support, kindness and understanding to others in need
- Ensure employees understand their role within the school and receive the required information and support from managers and team members to do their job;
- Monitor and be aware of the early signs of poor mental health and take action as appropriate;
- Be familiar with relevant school policies and procedures on equality and diversity to ensure any inappropriate behaviour e.g. bullying and harassment is handled appropriately, and staff are supported;
- Ensure performance management procedures are carried out effectively to ensure targets and objectives are clear, to identify any issues with workload and/or demands on the employee and provide support/additional training where necessary
- Implement school procedures fairly, sensitively and confidentially.

Health & Safety

- To assist with the carrying out of risk assessments
- To ensure that Health and Safety policies and procedures are followed

Recruitment and Selection Policy Statement

1. The Governing Board 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 Governing Board 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 or maternity, 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 settling:
 - receipt of satisfactory references*
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not on the DBS Children's barred list and therefore not barred from working with children
 - verification that you are not prohibited from teaching
 - verification of medical fitness
 - verification of qualifications
 - verification 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 any s128 directions 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 2009 or that you have provided a disqualification waiver from Ofsted

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

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

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 applicants 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).

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 consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board 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 2009 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 considering 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 did the incident(s) occur?
- 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 on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

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 Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of our Recruitment Procedure is available upon request.

Appointment of Headteacher

School	John Bunyan Primary School
Telephone	01376 321814
Website	www.johnbunyan.co.uk
School Group Size	Group 4 – PAN 90 & Nursery 52
Salary Range	L21 – L27
Start Date	01 January 2023

Selection Arrangements - The Process

Thank you for your interest in the post of Headteacher at John Bunyan Primary School.

You are encouraged to apply for this post on-line, as feedback from colleagues and candidates for other roles have told us that using the Essex schools' website to apply for posts that they are interested in is easy and fast. You can access the website from any computer, complete and save your application in full confidence that it cannot be seen or accessed until you finish your application form and press the 'Apply' button.

When you apply on-line the school's Recruitment Team will be sent an email automatically and you will receive an email via the system confirming that your application has been received.

Applying on-line is straightforward and the first step is to create your own profile, please follow the instructions below to apply for this post:

- Click [here](#) to register and create a profile
- When you have created your profile, please click the 'Apply' button at the foot of the online advertisement and complete your details.

Prior to appointment, the successful candidate will need Occupational Health medical clearance which will be arranged by the school.

A childcare disqualification form and a SD2 criminal convictions will need to be completed and returned to us at the shortlisting stage and these forms will be provided.

We look forward to receiving your application; please do not hesitate to contact Liz Whitelock on 03330130777 if you have any queries.

Closing date: Friday 09 September 2022 (midday)

Interview dates: Tuesday 20 & Wednesday 21 September 2022

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 may not be accepted.

Referees

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- Existing Headteachers or Acting Headteachers currently employed in a community or voluntary controlled school are required to provide:
 - One reference from the Chair of Governors of their current school
 - One reference from the Authority
 - One reference from their previous employer if employed by them within the last 5 years.
- Existing Headteachers or Acting Headteachers currently employed in an academy, foundation or voluntary aided school are required to provide:
 - One reference from the Chair of Governors/Chair of Trustees of their current school
 - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.
- Existing Deputy Headteachers and others currently employed in any school or academy, are required to provide:
 - One reference from their current headteacher
 - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.

