



Heathlands C of E (VC) Primary School

Appointment of Headteacher
Information for Candidates



New Church Road, West Bergholt,
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www.heathlands.essex.sch.uk

CONTENTS

- 03 Important Dates and Information
- 03 Selection Arrangements
- 05 Letter from Chair of Governors
- 06 Letter from Children
- 07 Visible Learning
- 08 School Information
- 10 Job Description
- 14 Person Specification
- 16 Recruitment and Selection Policy Statement



IMPORTANT DATES AND INFORMATION

Leadership Range	£64,143 - £74,295 (20/21 Range)
Start date	September 2021
Closing date	Wednesday 6 January 2021
Shortlisting date	Friday 8 January 2021
Interview date	Week beginning 18 January 2021

Visit the school - call or email Val Walsom or Laura Benns to arrange	01206 240288 admin@heathlands.essex.sch.uk
Visit school website	www.heathlands.essex.sch.uk
Group size	3
NOR	421

Heathlands Church of England Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment.

This post will require an Enhanced Disclosure and Barring Service check (DBS).

SELECTION ARRANGEMENTS - THE PROCESS

Thank you for your interest in the Heathlands Church of England (V/C) Primary School, West Bergholt, Headteacher post.

Following feedback from colleagues and previous candidates, who have told us that using the Essex Schools' website to apply for posts that they are interested in is easy and fast, we would encourage you to apply for this post on-line. 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 online we will be sent an email automatically, and you will receive an email via the system confirming that your application has been received.

Applying online 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.

<https://www.essexschoolsjobs.co.uk/Registration/Default.aspx>

- 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 be sent an occupational health questionnaire, an SD2 criminal convictions and childcare disqualification form which they will need to complete and return to this office.

To enable us to continue providing the best possible service to our schools, please let us know where you saw this post advertised.

We look forward to receiving your application; please do not hesitate to contact Liz Whitelock on 033301 30777 if you have any queries.

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

Dear Applicant

Thank you for your interest in the post of Headteacher at Heathlands. We are delighted that you are considering applying to lead our vibrant school. We are mindful of the uncertain times in which we find ourselves and of the wellbeing of our future Headteacher. The period of application has been extended to afford you the opportunity to visit the school and have time to submit your application.

Heathlands has a welcoming and friendly atmosphere where respect and enjoyment are key aspects to our success; along with high expectations, hard work and a willingness to learn. We are regularly oversubscribed because of our reputation within Colchester and the wider community.

We are committed to the 'Visible Learning' initiative which has had an incredible impact on the way children learn. Our curriculum and use of SOLO taxonomy allows all children to progress from surface level to deeper learning over a series of lessons. 'Big questions', linking to our school vision, also ensure that the children become fully immersed in their thematic learning and there are opportunities for children to showcase this each term both with the local and the global community. Our children are universally positive about their work and they appreciate the opportunities to choose their levels of challenge. They consistently display good and often outstanding behaviour, enjoy attending and thrive in our unique and exciting school.

We have an incredible team of staff who are highly skilled, dedicated and passionate about ensuring that every child reaches their full potential. Our recovery curriculum has allowed us to focus on specific areas that will provide catch up support to ensure all children are able to make maximum progress. Governors support the school at every opportunity and are not afraid to challenge when appropriate. The PTA is very active and is marvellous at organising and raising extra funds for the school and its community.

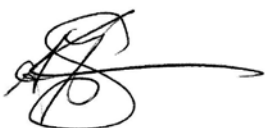
Our new Headteacher should be a strong, approachable, caring and supportive leader who is passionate and knowledgeable about the pursuit of teaching and learning in schools. You must have a love of working with children. The person specification provides a more comprehensive list of the qualities we require. You will need to have a commitment to maintain the school's Christian ethos and links with St Mary's Church.

Teamwork is at the heart of the school's practices. We have a clear ambition to be recognised as an 'Outstanding' school. That ambition is within our grasp. We would expect the successful candidate to build upon what is currently excellent and ensure we continue to improve by embracing the opportunities and challenges which are offered by our school. We are seeking someone to shape and share our vision and ethos.

You are warmly invited to visit our school after 2nd December to see the children and staff at work. Please contact Val Walsom or Laura Benns at the school, on 01206 240288, or admin@heathlands.essex.sch.uk to make an appointment. Val or Laura will then, within the current restrictions, make the arrangements for your visit.

I look forward to hearing from you and receiving your application.

Yours faithfully



Faith Spinlove
Chair of Governors





Dear Applicant

We are delighted that you are interested in wanting to be our new Headteacher. We are very proud of our joyful and caring community. The pupils and staff are loving, polite, challenging and funny.

We are looking for a friendly and kind-hearted headteacher who respects our brilliant school, and who will continue to make Heathlands a special school to attend.

As school councillors we have high expectations and are looking for someone who:

- provides opportunities for everyone to succeed in what they are passionate about
- is a 'Visible Learner'
- is firm but fair
- is approachable and visits us regularly in class to see our learning
- values the 'arts' and providing us with a range of sporting and musical opportunities
- teaches us about other religions and understands the Christian values we follow
- is a good listener, to both children and staff, and who values our ideas
- is a strong and loyal leader who can talk confidently and clearly when leading assemblies
- cares about the environment and being an 'eco-friendly' school
- challenges and solves problems
- can use their training and experiences to make our school even better
- supports the Kenya connection
- is an inspirational teacher
- has a great sense of humour

Thank you for looking at our ideas and we look forward to welcoming you to our wonderful school.

From

The Children at Heathlands





VISIBLE LEARNING

'Visible Learning' is the concept of using international research by John Hattie to ensure we focus more on empowering pupils to have greater ownership & responsibility for their learning.

Four years ago we started the first of a three year programme to develop a 'Visible Learning' school community. This resulted in several changes including; children selecting their own targets and being part of the parent evening process.

This year we will focus on implementing the following six elements of what we believe makes a good learner (or Visible Learner) into our new curriculum.



TRY HARD TIGER

I can try things
before asking
for help.



FOCUSED FROG

I can work on my
own and not
be distracted.



JOIN IN GIRAFFE

I can join in
class
discussions.



TEAMWORK TURTLE

I can work with others
and be a valuable
member of a team.



RESILIENT RAT

I can fail without
giving up and
show resilience.



IMPROVING IGUANA

I can take feedback
and improve my work to
make it the best it can be.

SCHOOL INFORMATION

The school is a larger than the average sized primary school with 421 pupils, serving a village community. 50% of entrants to the school come from outside West Bergholt, with 50% coming from outside the postcode.



- The large majority of pupils are from White British families, 92%
- The school is popular and oversubscribed
- Attendance is 97.2%
- Heathlands is a two-form entry school with fourteen classes
- The proportion of pupils who are disadvantaged - 8.5%
- English as an additional language - 1%
- SEND - 11% is lower than the national average

The school has benefitted from being part of a consortium of fifteen schools for over twenty years and for the past four years has had a formal Triad partnership with two local schools developing the 'Visible Learning' initiative, CPD, accountability, challenge and support.

The school has ten governors and four associate governors with an excellent skill set who, through a programme of accountability visits, hold the Headteacher/school to account and guide future SIP priorities. The governing body works collaboratively with one other governing body in the consortium.



Cohort Contextual Information (November 2020)

Year Group	No of pupils	Girls	Boys	SEND	PPG	Summer Born	Arrived in last 2 years	Attendance Sept 2020
Early Years	56	29	27	1	1	27	56	97.1%
Year 1	60	35	25	3	4	25	60	97.6%
Year 2	60	27	33	3	2	23	60	98.6%
Year 3	61	28	33	7	3	23	5	97.0%
Year 4	64	25	39	7	6	23	3	97.2%
Year 5	59	29	30	13	4	25	4	96.7%
Year 6	61	30	31	8	7	27	9	96.2%

Cohort Data Targets for Pupils Achieving Age Related Expectations (2019-2020)

Cohort Target (% of pupils)			
Year Group	Reading	Writing	Maths
Early Years	90%	90%	90%
Year 1	90%	89%	92%
Year 2	88%	83%	83%
Year 3	84%	87%	86%
Year 4	83%	82%	82%
Year 5	83%	82%	86%
Year 6	86%	86%	90%

Cohort Data Targets for Pupils Exceeding Age Related Expectations (2019-2020)

Cohort Target (% of pupils)			
Year Group	Reading	Writing	Maths
Early Years	35%	24%	35%
Year 1	35%	30%	36%
Year 2	33%	30%	23%
Year 3	32%	27%	32%
Year 4	40%	34%	35%
Year 5	27%	20%	19%
Year 6	40%	39%	29%

The above targets are formed from previous attainment of each cohort and expectations of progress based on trends over time.

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 governing body, 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 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 safe guarding and promoting the welfare of pupils within the school

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

Principal Accountabilities

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 feeling, 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 staff, including undertaking induction, safeguarding training and reviews of practice
- Establishing, operating and monitoring clear policies for dealing with allegations against people who work with children

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. 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.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. 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.
2. 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 to pupils' well-being.
3. 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.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. 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

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with the governing body, staff, pupils, parents and carers.
9. Lead and manage / be responsible for safeguarding and promoting the welfare of children.



The Self-Improving School System

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. 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.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. 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.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.



PERSON SPECIFICATION

Criteria	Essential or Desirable	Application Form	Interview	Reference
Qualifications and knowledge				
QTS	E	✓		
Degree or equivalent	E	✓		
Suitable academic and professional qualification	E	✓		
Commitment to knowledge and/or understanding of working with EYFS, KS1 and KS2 pupils	E	✓	✓	✓
An up to date knowledge of National Policy, Curriculum developments and Statutory frameworks	E	✓	✓	✓
Professional Development				
Evidence of appropriate professional development for the role of headteacher	E	✓		
Evidence of recent leadership and management professional development	E	✓		
Has successfully undertaken appropriate child protection training / designated safeguarding lead training	E	✓		
Has successfully undertaken approved safer recruitment training	E	✓		
Whole school leadership and management experience				
Recent successful leadership as a highly successful head or deputy headteacher	E	✓	✓	✓
Have taken an active involvement in school self-evaluation and development planning	E	✓	✓	
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	E	✓	✓	
Evidence of excellent communication and dialogue with the parent body and the school community	E	✓	✓	
Has experience of interpreting whole school data sets and putting the systems in place to gain improvements	E	✓	✓	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil achievement	E	✓	✓	
Have had responsibility for whole school policy development and implementation	D	✓	✓	
Experience working with stakeholders including governors and school improvement partners, with a genuine willingness to be open to feedback	E	✓	✓	
Absolute commitment to safeguarding	E		✓	✓
Evidence of commitment to promoting health and safety and the welfare of children and experience of managing risk assessments	E		✓	✓

Criteria	Essential or Desirable	Application Form	Interview	Reference
Leadership skills				
Ability to articulate a clear vision for the future with the energy and ability to implement	E		✓	
Proven record of inspiring, enabling and motivating others to succeed	E	✓	✓	✓
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	✓	✓	✓
Excellent written and verbal communication skills and experience of different media outlets, including social media for professional use	D	✓	✓	✓
Ability to build effective relationships with staff, parents, governors and other stakeholders	E	✓	✓	✓
Ability to demonstrate use of research to inform whole school CPD and develop best practice	D	✓	✓	✓
Able to demonstrate what a self-improving school would look like	E	✓	✓	✓
Has a clear understanding of what constitutes outstanding learning and how it can be achieved	E		✓	✓
Knowledge of the wider curriculum beyond the school and the opportunities it provides for pupils and the school community	D	✓	✓	
Personal Qualities				
A passion for putting continuous improvement and pupil outcomes at the core of leadership and management, together with the drive and ability to make pupils' school experiences fun and rewarding	E	✓	✓	✓
Leads by example with integrity and has excellent organisational and interpersonal skills	E	✓	✓	✓
Visible and approachable, empathetic and enjoys engaging with pupils, staff, parents and the wider community with a commitment to maintain the school's Christian ethos	E		✓	✓
Demonstrates resilience whilst also being firm, fair and compassionate in dealing with issues	E		✓	✓
A people person who actively enjoys communication with the different stakeholders in the school community (including listening to and inspiring pupils, staff, parents and the wider community)	E		✓	✓
Understands own style, emotions, strengths/weaknesses and how these will affect self and others	E	✓	✓	
Natural networker able to engage effectively within the school and the wider community	E		✓	✓
Flexible leadership style, being 'hands on' when required, balanced with knowing when to delegate	E	✓	✓	✓
Demonstrates a capacity for sustained hard work with energy and enthusiasm	E		✓	✓

RECRUITMENT AND SELECTION POLICY STATEMENT

1. The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the school 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. This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school 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. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.
3. The school 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 intended role.
4. The school will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the school.
5. The following pre-employment checks will be required:
 - receipt of at least two satisfactory references*
 - verification of the candidate's identity
 - a satisfactory Disclosure and Barring Service (DBS) disclosure
 - verification of the candidate's medical fitness
 - verification of qualifications
 - verification of professional status where required e.g. QTS status (unless properly exempted)
 - the production of evidence of the right to work in the UK

NB It is illegal for anyone who is barred from working with children to apply for, or work in a school in any voluntary or paid capacity.

*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. The school will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

6. The school will keep and maintain a single central record of recruitment and vetting checks, in line with Department for Education requirements.

7. The school requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

8. All posts within the school 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, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Disclosure and Barring Service Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted 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. This will depend on the background, nature and circumstances of the offence(s). The School's Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This School 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 the School's Recruitment Procedure is available from the school upon request.



Inspiring innovative, confident,
inclusive and caring members of the
local and global community

Matthew 5:14

