

Buttsbury Infant School

Billericay, Essex



Progress through Partnership

Appointment of Headteacher

Information for Candidates





Buttsbury Infant School

Progress through Partnership

A Foundation school of 360 pupils in Billericay, Essex

Headteacher

Required for September 2020

Group 3 School

This is a rare opportunity to lead an established, successful and forward-thinking stand-alone foundation school of 360 pupils in a town location, 25 miles from the centre of London.

The Governors of Buttsbury Infant School are seeking to appoint an exceptional leader in this popular Teaching School to build on the success of the current retiring Headteacher, by leading the school through its next stage of development.

Applications are welcomed from candidates who can demonstrate they are ready to:

- Create opportunities for every student to excel
- Inspire, motivate and support pupils and staff
- Build effective relationships with parents, other schools and the wider community
- Show strong leadership that consistently strives to achieve the best for all within the school community
- Be committed to maintaining Teaching School status in partnership with the Billericay Teaching School Alliance

For further details please contact Mrs Jane Ward, School Business Manager, by telephone 01277 622821, or by e-mail sbm@buttsbury-inf.essex.sch.uk

The school is committed to safeguarding and promoting the welfare of children and young adults. Appointments will be subject to DBS clearance and satisfactory references.

Application Closing Date: Midday Monday 27th January 2020

Shortlisting Date: Wednesday 29th January 2020

Interviews: Thursday 6th February 2020

Our mission is to create an environment where every child is inspired to achieve their potential in a happy and safe community

Our core values are:

- Learning needs to be fun; if children are having fun they will remember and want to learn more
- We are fully inclusive; we want all children and staff to succeed
- We want all children and staff to:
 - Know they are valued and be happy, healthy and safe
 - Believe in themselves and their ability to learn
 - Be motivated to learn
 - Be confident users of modern technology
 - Be ambassadors for the school and the community with a respect for all demonstrated through excellent manners

Buttsbury Infant School is committed to:

- Safeguarding and promoting the welfare of young persons; the Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young adults. An Enhanced Disclosure from the Disclosure and Barring Service (DBS) will be required from the successful candidate.
- Diversity and equality of opportunity for all and is opposed to any form of less favourable treatment and harassment on the grounds of race, religious beliefs, creed, colour, nationality, ethnic or national origins, gender, marital status, parental status, age, sexual orientation or disability.



Dear Prospective Applicant,

On behalf of the children, staff and governors at Buttsbury Infant School, I would like to thank you for your interest in leading our school through the challenges and opportunities that the future will bring. This position has become available due to our current Headteacher's retirement after a successful headship of 15 years.

We are extremely proud of our school. We are looking for a dynamic and inspiring Headteacher who shares our passion for a school where everyone is encouraged to reach their full potential. We expect our new Headteacher to work closely with governors to build on our existing strong relationships with our children, their parents and carers, our staff, and the wider community, including the Billericay Teaching School Alliance, of which we are one of the Teaching Schools.

We do not underestimate the challenges ahead in an ever-changing educational landscape but we strongly believe we have the pieces in place to achieve even greater success.

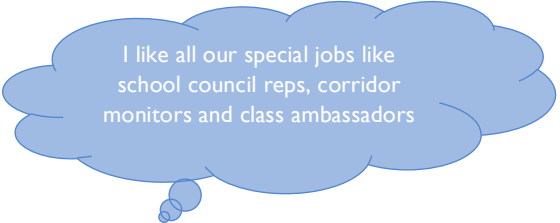
Our aim is for each child to gain an enthusiasm for learning, confidence in how they learn, and we offer a great foundation for them to fulfil their potential. This is communicated through our values and vision that permeate everything we do. You will see comments from our pupils throughout this information pack.

The school building is excellent and well resourced, but what makes Buttsbury Infant School special is the warm, caring and happy atmosphere you feel from the moment you walk through the doors. If you are interested in finding out more about our school, and what we can do together, we strongly urge you to contact Jane Ward, School Business Manager, on 01277 622821 and arrange a visit to see our school for yourself, when you will be able to meet our children and staff, and to experience our school community.

As Headteacher of Buttsbury Infant School, you will have the benefit of dedicated and motivated staff, children who are keen to learn and who take great pride in their school, and parents and carers who want to see their children flourish in a caring learning environment.

If you are interested in this opportunity, I look forward to hearing from you and wish you good luck with your application.

With best wishes,



I like all our special jobs like
school council reps, corridor
monitors and class ambassadors

Dee Horton

Chair of Governors

Dear Colleague,

Having been Headteacher at Buttsbury Infant School for 15 years I can truthfully say that it is a very special place that really grabs your heart and seeps into your soul!

Over the years we have been on a challenging upward journey and I have been continually heartened and amazed by the dedication and willingness of all staff to ensure that every child who walks through our doors gets the best possible education – as we often say, they do not come back for a repeat performance!

As a team we have striven to make the School a very positive learning environment, where children enjoy their learning and leave as confident, resilient learners who are ready for a challenge.

Buttsbury is a professionally energising environment in which to work. I have been encouraged to become a National Leader of Education with a particular passion for leadership development. I do know that if you have the talent and ambition there will be opportunities for engaging in continuing professional development activities, especially through the Teaching School Alliance, including opportunities to work towards a more formal system leadership role.

One of the key features of Buttsbury is its commitment to continual evolution. This is demonstrated by its ability to embrace change in order to build upon its strengths and extend its effectiveness and the scope of its ambition.

In order to understand fully the unique place that is Buttsbury you need to come and visit and see the school in action. You can then decide if this is the right place for you.

I wish you the best of luck!

Kind regards,

Suzanne Haskins

Headteacher



I like all the different topics we do, especially Florence Nightingale

My friends help me if I'm upset. We all have lots of friends

I like learning and the teachers make it fun and interesting



About Our School

The School

Buttsbury Infant School serves the area to the north of Billericay town centre. We are a four-form entry school and currently have 360 pupils on roll. We are regularly oversubscribed with many applications from parents outside our priority admission area. We work closely with our feeder pre-schools to ensure smooth transitions into school.

The large school site is shared with a nursery and a pre-school, both independently run.

Our buildings and classrooms are well maintained, bright and equipped with appropriate resources. We have a dedicated IT suite, food technology room and quiet room and our most recent project (funded by our excellent Parents Association) was to move our library into a converted double decker bus. This has created an exciting space to inspire our children even further to read and has created an opportunity to re-develop our current library space for alternative use. Our extensive grounds provide space for outdoor play and sports, as well as a vegetable garden and conservation area.

We have a very supportive governing body, which has a rich association with, and love for, the school. The governors have a diverse set of backgrounds and skills, with a high level of enthusiasm. The Governing Body has a very collaborative approach with school staff, and is a regular presence in school, providing oversight, support and practical assistance, when required.

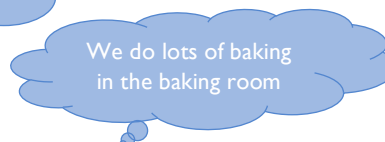
Our Parents Association is very active and works hard to raise exceptional amounts of money each year to enrich the experiences of our children in a number of inspiring ways.

The majority of our Year 2 pupils transfer to Buttsbury Junior School for their Key Stage 2 education. Although the schools are separately run on different sites, we work extremely closely together on many initiatives and ensure that the transition from KS1 to KS2 is as smooth as possible.



The Curriculum

We teach a broad and balanced curriculum, building on children's prior experiences whilst preparing them for the next phase of their education. Although we have high expectations we believe that enjoyment should be at the heart of all learning. Our core curriculum is significantly enriched, and learning inspired, by memorable experiences including guest visitors, trips to local attractions, after-school clubs and collaboration with other organisations and partners. We are proud to provide a safe, happy, caring, child centred environment, with excellent learning delivered to all of our pupils.



Our Pupils

It's fun playing with the sports coach at lunchtime

I like the people in the office because they are really kind

We have a special box which helps us if we get hurt



We have lots of tasty meals

I like assembly, I learn new things

I like meeting my friends on the walk to school

Partnerships & Collaboration

Buttsbury Infant School is a Foundation School, a member of the Billericay Community Trust, and a strategic partner with the Billericay Teaching School Alliance and Billericay Educational Consortium.

The Billericay Community Trust

The Billericay Community Trust (BCT) is a registered charity comprising of 15 local infant, junior, primary and secondary schools that have individual status, but work collaboratively to share best practice.

Through working with partners within and beyond the Trust, the BCT's aims are:

- Delivering excellence in learning through enhanced collaboration between all learning providers
- Maximising efficient use of resources
- Promotion of community cohesion

The Billericay Teaching School Alliance

As a Teaching School we have a key strategic role in the continuing development of the Billericay Teaching School Alliance (TSA). The TSA works with teachers, schools and a wide range of organisations seeking innovative ways to impact on every day learning experiences of children in the classroom with the core belief that every school is a giver and receiver of support. All our senior leadership team are accredited Specialist Leaders in Education, helping us support the TSA in developing its provision of sustainable school-to-school support.

The Billericay Educational Consortium

The Billericay Educational Consortium (BEC) is a provider of School Centred Initial Teacher Training (SCITT). We work closely with the SCITT with our SLT delivering training sessions to students throughout their training programme. We regularly provide placements and mentoring for SCITT students, and are fully committed to training the best teachers for all children.

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 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 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
- Have overall responsibility and accountability for safeguarding and promoting the welfare of the pupils within the school
- Have overall responsibility to meet and where appropriate report, all regulatory requirements as defined by (but not limited to) Ofsted, HSE, HMRC, DfE, LA and any other relevant body consummate with the statutory requirements of running a publicly funded Foundation 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

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:

1. Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
2. Operating clear whistleblowing procedures
3. Sharing information with other professionals
4. Assigning a designated professional lead for safeguarding
5. Operating safe recruitment practices
6. Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training and reviews of practice
7. Establish, operate and monitor 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 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 body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance
5. 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
6. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers
7. Consult and communicate with the governing body, staff, pupils, parents and carers
8. Lead and manage / be responsible for safeguarding and promoting the welfare of children

The Self-Improving School System

1. Create an outward-facing school that collaborates 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 and collaborate effectively 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

Financial Leadership

1. Be responsible for ensuring there are rigorous systems and processes in place to robustly manage resources within the school to secure the financial health and sustainability of the school, working to the standards set out by the Local Authority
2. 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
3. Take personal responsibility for the propriety and regularity in the management of public funds in the day-to-day operations of the school

Operational Management

1. Confirm that the agreed scheme of delegation (governance) is well understood and is applied consistently
2. Ensure robust and appropriate risk management and mitigation is in place for the school, and that risk management strategies for the school are aligned with the risk register
3. Take responsibility for health and safety within the school
4. Ensure the school meets all legislative and statutory requirements including but not limited to: Health and Safety, Safeguarding, Information Commissioner, Department for Education, the Local Authority
5. Promote efficient and effective sharing and deployment of resources, brokering the most appropriate expertise from internal and external partners
6. Ensure robust and legal arrangements are in place to forward manage the School, including asset management, capital projects, procurement and income generation
7. To ensure the effective operation of Human Resource Policies and Procedures and ensure compliance with all relevant employment law

Headteacher Person Specification

	Essential	Desirable
Qualifications and Training		
Qualified Teacher Status	*	
Evidence of continuing professional development	*	
NPQH or other evidence of higher study relevant to headship		*
Leadership and Management		
Articulates the school's vision and inspires, motivates and empowers others to achieve this	*	
Works consistently to deliver the School's targets, goals and ambitions	*	
Generates high expectations so that every learner can fulfil their potential	*	
Manages staff performance highly effectively to raise standards	*	
Sustains an environment that supports and nurtures pupil and staff wellbeing	*	
Leads by example, understanding how and when to use different leadership and management styles	*	
Experience and Skills		
Substantial and successful experience of senior leadership roles in Key Stage 1 and/or Key Stage 2, including raising standards and delivering educational excellence	*	
Successful track record of working with parents, governors, other schools and the wider community	*	
Evidence of identifying excellent classroom practice to enable teachers to improve through effective monitoring and feedback	*	
Engagement with current education developments, opportunities and innovations	*	
A rigorous approach to accountability for pupil progress and attainment	*	
Demonstrable experience of key management processes, including HR, financial and premises management	*	
Experience of developing and implementing strategic school improvement plans	*	
Competent IT skills and knowledge	*	
Experience of successfully and sensitively managing change		*
Evidence of leading professional development activity		*
Strong analytical ability to interpret both quantitative and qualitative data and apply to future planning		*
Attributes		
Has a clear commitment to fully inclusive education	*	
Committed to continual improvement	*	
Positively responds to challenging targets and seeks to deliver success	*	
Excellent interpersonal and communication skills	*	
Visible and accessible to all stakeholders, inspiring commitment, loyalty, enthusiasm and confidence from the whole school community	*	
Passionate about supporting, motivating and inspiring learners, their families and the community	*	
A strategic thinker who is creative and imaginative	*	
Stable and supportive with high integrity, stamina, confidence and emotional intelligence	*	
Is a sound decision maker with good judgement on when to make a change or maintain an existing position	*	
Resilient, positive and calm – uses networks to seek advice and support	*	

Selection Arrangements - The Process

Applications must be submitted via Essex JobsScene by no later than midday Monday 27th January 2020.

Essex JobsScene can be accessed via the following link:

<http://www.essexschoolsjobs.co.uk/Vacancies/Search.aspx>

Applications will be ranked against the person specification for this role. All shortlisted applicants will be subject to assessment tasks as per the person specification.

Prior to appointment, the preferred candidate will be required to complete pre-employment checks including an occupational health questionnaire and a self-disclosure form (SD2). Once the pre-employment checks are completed satisfactorily, the successful candidate will be required to complete a six-month probationary period to our satisfaction.

We look forward to receiving your application; please do not hesitate to contact Mrs Jane Ward, School Business Manager on 01277 622821 if you have any queries.

Application Closing Date: Midday Monday 27th January 2020

Shortlisting Date: Wednesday 29th January 2020

Interviews: Thursday 6th February 2020

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 Local 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

Useful Links

School website <https://www.buttsbury-inf.essex.sch.uk/essex/primary/buttsbury-inf>

Billericay Teaching School Alliance <http://www.billericayteachingschoolalliance.com>

Billericay Educational Consortium / SCITT <https://www.billericayscitt.com>

Billericay Community Trust

<https://www.buttsbury-inf.essex.sch.uk/essex/primary/buttsbury-inf/site/pages/information/partnerships>

Recruitment and Selection Policy Statement

I. The Governing Body 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 Body 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 are 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 the Governing Body 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 Governing Body 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 eg 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).

The Governing Body 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 school processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process 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.