



Stanway Fiveways Primary School

Ready, Steady, Learn - to be the best we can



Appointment of Headteacher Information for Candidates



Essex County Council

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Appointment of Headteacher

School	Stanway Fiveways Community Primary School
Telephone	01206 574849
Website	www.stanwayfiveways.essex.sch.uk
School Group Size	Group 3 NOR 425 rising to 630
Salary Range	£59,265 - £67,007
Start Date	1st September 2019

Selection Arrangements - The Process

Thank you for your interest in becoming the new Headteacher at Stanway Fiveways Community Primary School

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 the Schools 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 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.
- When you have created your profile, please click the Apply button at the foot of the online advertisement and complete your details.
- A self-disclosure form (SD2) is attached to the online advertisement for this vacancy; please complete it using Adobe Reader (available to download free of charge at <http://get.adobe.com/uk/reader/>).

To complete the form, please read the notes of guidance on page two and type your responses in the blue boxes on page one. All fields are compulsory; if you have no convictions, cautions or pending prosecutions, please enter 'None' in the appropriate boxes. The *Name*, *Signature*, *Date* and *Post applied for* fields must all be completed in full; it is not possible to upload an electronic signature to this version of the form so please type your name into the *Signature* box.

Once you have completed the form, save and submit it as an attachment to your online application form.

Prior to appointment, the successful candidate will be sent an occupational health questionnaire which they will need to complete and return to this office.

We look forward to receiving your application; please do not hesitate to contact Liz Whitelock on 03330 30777 if you have any queries.

Closing date: Wednesday 20th February 2019 at noon

Interview date: Wednesday 13th March 2019

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.



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Ready, Steady, Learn — to be the best we can be.

Headteacher: Mrs L. Finch

Dear Candidate

Thank you for your interest in becoming the next Headteacher of Stanway Fiveways Primary School. The governors and I are very pleased to provide you with the enclosed information about our school and the role of Headteacher. We hope you will find this useful.

Our current Headteacher is taking up an unexpected and exciting new opportunity. As a result, we are looking for an inspirational leader with strong leadership skills, clear strategic vision and drive who will join our committed team of staff and governors to build on solid foundations and move the school forward on to our next stage of development.

We are proud of our vision to create a safe, happy and supportive environment in which each individual feels valued and respected, where true potential is recognised, high expectations are fulfilled and personal achievements celebrated. We are looking for someone who will share and be passionate about this vision.

Rated 'Good' in 2017, Ofsted said the school '*leaders' insistence on a consistent approach to teaching throughout the school has had a positive effect on pupils' progress*'. We want our new Headteacher to continue our journey to being an exceptional school, building on the excellent structural foundations and improvements in teaching and learning achieved by our outgoing Headteacher. Picking up the baton from our outgoing Headteacher, we truly believe this is a truly exciting opportunity for someone to build on the school's potential and make Stanway Fiveways an outstanding centre for learning.

Governors are therefore keen to maintain our good progress and to make sure that our school provides the best environment, opportunities and outcomes possible for the fantastic children here at Stanway Fiveways. The successful applicant will find the Governors committed, open to new ideas and willing to assign resources accordingly to fully support your enthusiasm for continued and sustained improvement.

Stanway Fiveways is an above average sized primary school in the village of Stanway on the outskirts of Colchester with a growing roll of 425 pupils. We pride ourselves on being a friendly and welcoming school which values the contribution of all, whatever their abilities. We are an inclusive school where we make sure every child meets their full potential.

In addition to leading a great team of committed professionals, you will also have the support of a small but active PTA who work tirelessly for the school and raise significant sums to help buy the 'extras', beyond the school curriculum, that help to make Stanway Fiveways a very special place to work and learn.



We also have an excellent partnering relationship with other primary schools in our local Consortium and with the local authority. Stanway Fiveways is a member of the Tiptree and Stanway Consortium of 24 schools, who work collaboratively to facilitate school improvement.

Stanway is an area with a growing population, with good local facilities and great transport links. Stanway is a largely affluent area, but like similar locations in the Colchester suburbs has small areas with a lower socio-economic status. This is reflected in our roll demographics. The number of children with special educational needs or with free school meals is broadly average for a school of our size.

We are an expanding school and are proud of the investment in our school which has created exciting new facilities, opened in October 2018. Our published admissions number is 90, which will eventually expand our capacity to 630 pupils (three form entry). Whilst our roll grows to this forecast number, the school is flexible in our approach to meeting the need for places and our current Year 2 is already three form.

Our growing school provides an exciting challenge for the right school leader. Our new Headteacher can look forward to a recently opened new two storey teaching block, a studio space, small group rooms, a new all-weather sports area and additional parking.

We truly believe this is an exciting opportunity for a new Headteacher to join our team and lead a strong school, which is well resourced, with a bright future and with the potential to provide outstanding outcomes for our children delivered from excellent facilities.

If you are excited by the prospect of taking this opportunity, we would strongly encourage you to come and see us by arranging a visit between 4th and 15th February 2019. Please contact our Business Manager, Claire Sainsbury, on 01206 574849 to make an appointment. Your visit will allow you to begin to understand the spirit and great atmosphere of the school and I am sure will help you in the preparation of your application.

I would again like to thank you for your interest in this position and I look forward to receiving your application

Yours sincerely

Paul Cross

Paul Cross
Chair of Governors

HIGHLIGHTS FROM LAST OFSTED INSPECTION (MAY 2017)

- Pupils enjoy coming into school. They behave well. Pupils are confident, caring and tolerant and know how to keep themselves safe
- Regular assessments are used well to check and support pupils' learning
- Pupils apply their learning well, make good use of feedback from their teachers
- In 2016, the proportion of key stage 2 pupils meeting the expected standard in reading, writing and mathematics was greater than that of pupils nationally
- Lessons in a range of subjects are well planned and interesting making learning exciting for pupils of all abilities
- Well-trained and skilful teaching assistants support pupils well. As a result, both disadvantaged pupils and those who have special educational needs and / or disabilities make good progress from their individual starting points
- Leaders, including governors, have an accurate understanding of how well the school is doing and what needs to be done next
- In Early Years children learn in a stimulating and well-resourced environment with clearly defined working areas which excites them and makes them eager to work
- There are rigorous systems in place to help teachers to improve their performance and to identify training and support where it is needed
- The school has an experienced special educational needs coordinator, who deploys funding for pupils who have special educational needs and/or disabilities well, by ensuring that they are quickly identified and well supported through a variety of specific programmes, some provided by specialist teachers



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 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

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 / take responsibility as the 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

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 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 collaborate 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.
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Person Specification

Requirement	Essential	Desirable
Qualification	<ul style="list-style-type: none"> • If NPQH is not held alternative suitable academic and professional qualifications • Evidence of continuing professional development 	<ul style="list-style-type: none"> • NPQH
Experience	<ul style="list-style-type: none"> • Experience across the primary age range • Proven record of successful classroom teaching • Proven record of successful experience as a Headteacher or Deputy Headteacher in a large school setting • Competent ICT skills and knowledge 	<ul style="list-style-type: none"> • Experience in foundation stage • Liaison with external agencies
Leadership and Management	<ul style="list-style-type: none"> • Proven leadership and management skills • A clear vision of excellence in education • A proven ability to raise educational standards and a commitment to high standards of achievement • Understanding of school improvement planning and subsequent budget planning • Understanding of the strategic role of the Governing Body and ability to work effectively with Governors • Ability to delegate, monitor and evaluate information • Evidence of good working relationships with parents and the wider school community • Experience of Performance Management of both teaching and support staff, and robustly holding staff to account for children's outcomes • Commitment to the continuing professional development of all staff • Ability to lead by example and inspire others to achieve positive results • Ability to initiate and manage change sensitively in pursuit of 	<ul style="list-style-type: none"> • Experience of project management and dealing with finance and premises issues • Experience of the human resources aspect of organisational change

	<p>strategic objectives, including change in staff structures</p> <ul style="list-style-type: none"> • A commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures • Knowledge of current Health and Safety Regulations 	
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> • Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation • Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these • Commitment to inclusion and equality of access to educational provision for all children • An understanding of consistent approaches to behaviour management • Clear understanding of what is effective teaching and learning • A high regard for the personal achievement of each child 	<ul style="list-style-type: none"> • Innovative and creative approach to teaching and learning
Personal Qualities	<ul style="list-style-type: none"> • Strong interpersonal and communication skills • Resolute and determined with the resilience to tackle difficult situations • Adaptable and flexible approach • Desire to promote respect between children, staff, parents and governors • A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines • Ability to recognise and utilise staff strengths • Ability to build, support, motivate and work as part of a high performing team • Ability to inspire children 	

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 (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.

