



St Michael's Church of England Voluntary Aided Junior School



St. Michael's CE (VA) Junior School

Appointment of Headteacher Information for Candidates



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Appointment of Headteacher

School	St Michael's Church of England VA Junior School
Telephone	01245 472682
Website	www.st-michaels-jun.essex.sch.uk
School Group Size	Group 2 NOR 236
Salary Range	L12 – L19 £52,414 - £62,261
Start Date	01 September 2019

Selection Arrangements - The Process

Thank you for your interest in the St Michael's Church of England Voluntary Aided Junior School 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 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 03330130777 if you have any queries.

Closing date: Sunday 10 March 2019 midnight

Interview date(s): Tuesday 26 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.

Mission Statement

At St. Michael's, we are committed to our children. Within a Christian community and working in partnership with families, we nurture their curiosity, enabling them to become life-long learners.

Our Vision

With God's love, we all achieve together.

Our Aims

We strive to offer a diverse range of opportunities to all children, so that they can follow their hopes and dreams.

We encourage and celebrate the uniqueness of every child.

All children have opportunities to shine and everyone's opinions and beliefs matter.

For all children to feel happy, safe, secure and cared for.

To develop resilience and independence in our children.

To be an open and welcoming school that reaches out to the wider community.

To promote an exciting, fun and creative curriculum that nurtures and inspires a love of learning.

We have high expectations for all and promote self-belief in every child.



St. Michael's CE (VA) Junior School



St. Michael's Church of England (Voluntary Aided) Junior School

Barnard Road, Galleywood, Chelmsford, Essex. CM2 8RR.

Telephone 01245 472 682.

www.st-michaels-jun.essex.sch.uk

"With God's Love, We All Achieve Together".

Dear Applicant,

Thank you very much for your interest in the post of Headteacher at St. Michael's Church of England Voluntary Aided Junior School, which has arisen due to the retirement of our current Headteacher.

The Governors are seeking to appoint a suitably qualified person who shares the school's vision, mission and values. This person should put the needs of the children first and be able to continue the process of leading, motivating and inspiring children and staff.

In the last few years our school has made excellent progress. In 2017, Ofsted graded the school as "good" and in 2015, our SIAMS grade was "outstanding". The Governing Body are keen to appoint someone who will build on these achievements and drive the school to the next stage in its development.

You are most welcome to visit St. Michael's informally as part of your decision making process and we look forward to hearing from you. Please telephone Andrea Wolahan, School Business Manager, to arrange a suitable time. Alternatively contact her by email finance@st-michaels-jun.essex.sch.uk

Please look on our website to find out more about the school.

Thank you for your interest in our school and we look forward to receiving your completed application. The closing date is 10th March 2019. Shortlisting will take place on 13th March 2019 with interviews scheduled for 26th March 2019.

Yours sincerely,

J Cregan-Bird

Mrs. Jane Cregan-Bird, Chair of Governors.





St Michael and All Angels Church, Galleywood



From the vicar of the parish, Revd David Cattle

Dear Applicant,

The congregation of St Michael's church is very proud of our church school!

The school has a strong Christian ethos, which gives a strong foundation for everything that the school does. This is especially seen in the caring nature of the school, and in the high morale amongst both pupils and staff. It is a place where everyone is cared for, nurtured, and encouraged to be the best they can be. Under the current Headteacher, the school has made excellent progress towards an Outstanding OFSTED grading, and the Governors are keen to see this progress continue.

The school also has strong links with the church. There are four special services in church for children, staff and parents during the academic year (Harvest, Christmas, Easter, end of summer term). I and other local clergy lead an assembly in school each week; I teach the occasional RE lesson (I recently taught both year 6 classes about how science and faith relate to each other); I have lunch with the children once a week; I have made myself available to be an unofficial chaplain to the school, for anyone who would like support; and I have helped the school with advice on how to complete the SIAMS self-evaluation and on the RE curriculum.

Plus, I and several congregation members serve as Foundation Governors; the church youth worker runs a lunch-time Bible study club for a group of year 6 pupils called Fusion; and a team from the church runs Make Lunch in school, which is a project which gives a hot meal in the school holidays to children (and their families) who qualify for free school meals.

I have only been in post here since October last year, and in that time I have enjoyed being very involved with the school. Serving our church school is one of my top priorities in ministry, and I very much look forward to working with our new Headteacher.

Yours sincerely,

Revd David Cattle

Revd David Cattle
Vicar of St Michael's church, and ex-officio Governor

Children's Headteacher 'Wish List'

We would like someone who:

- ✓ Is musical (this came out very highly!) and enjoys running a drama club and choir
- ✓ Fair and deals with issues – someone who doesn't shout at us but will calmly explain why we are in trouble; they will give us time out slips if we break a rule but will give us house points and stickers for good work
- ✓ Makes sure everyone follows school rules and has high expectations
- ✓ Keeps old traditions. The children love extra play on Friday, 100 House Points for Star of the Week, class assemblies and the house point system
- ✓ Likes working with children and believes in us
- ✓ Is entertaining, has fun ideas and is jolly, with a good sense of humour
- ✓ Is open to new ideas
- ✓ Is approachable, will listen to our problems and doesn't have favourites
- ✓ Will come into class and teach us sometimes
- ✓ Is: smart, funny, kind, sporty, musical, enthusiastic in charity work, understanding, caring, loves dancing, likes to tell stories, committed, sympathetic, happy, punctual and creative!!

St Michael's staff wishlist for our new headteacher

We would like:

- **Someone who makes decisions based on 'what is best for the children' and not 'what would Ofsted want to see?'**

As a staff, we do not want to work with someone who starts every conversation with, "When Ofsted come..." or finish a conversation with, "it's what Ofsted will be looking for." We have enough faith that current policies and procedures are rigorous; we are not scared of Ofsted!

- **someone who trusts their staff to do their job well.**

Currently, we have an amazing team of staff (teachers, LSAs, admin and support) who work their socks off for the benefit of the children. We don't have to provide evidence of what we do as our current headteacher trusts us – she would rather we spent our free time providing interventions, rather than spending it writing down what we have done. We don't want to work for someone who asks us to produce unnecessary paperwork and implements a 'top down' style of leadership.

- **someone who believes in a work/life balance.**

We work hard and give 100%. This means that, if we need to take time off for family emergencies or appointments, we are allowed to (within reason). Our current headteacher allows us to do this as she knows we go above and beyond and do our work well. Family time is important to us - we do not want someone who sends emails during the evenings or at weekends and expects a reply, as family time is valued. We have recently implemented bi-weekly whole day PPA – some staff choose to work from home and we would like this to continue.

- **someone who is visible**

Our current headteacher takes three assemblies a week so that we are free to deliver interventions during this time. This means that she has formed excellent relationships with the children and knows them well. She is always happy to cover classes (when a staff member is absent) and this is very much appreciated by the children and the staff. It also means she has some idea about teacher workload and how teaching and learning is organised in different classes.

- **someone who gives us the freedom to take risks**

Many members of staff want to develop themselves and the school – this means that we are often given the freedom to try new initiatives (such as ReflectED, Rights Respecting Schools, etc) to improve pupil outcomes. We are one of the few schools we know that doesn't use Target Tracker and this is because we took a risk when we realised TT couldn't do what we needed it to.

- **someone who enjoys their job and enjoys being with children**

This sounds obvious but there are plenty of heads who don't! Heads should know the names of all children in school and be happy to have a conversation with them. They should be happy

to take a weekly club. We would like someone who operates an 'open door' policy for staff, children and parents (within reason).

- **someone who is not corporate or looking to run a 'business'**

All of our classrooms are individual and reflect each teacher's personal style and personality. We all have different teaching styles and, as a result, get good outcomes.

- **someone who values a creative curriculum**

Every year, we evaluate the quality of our curriculum and adjust areas, if necessary. We understand that our budget is extremely tight (and keep this in mind with our curriculum design and choices) but we think that trips, visits and creativity within lessons is important.

- **someone who is musical**

A previous headteacher raised the profile of music at St Michael's and our current headteacher has continued this legacy. She teaches the children to sing different hymns in assembly as she has a passion for music and is able to play the piano; she takes choir and this has been very successful. Without a musical head, we worry that this aspect will disappear.

- **someone who is calm, has a sense of humour and is down to earth**

Despite the pressures of the role, a head should always remain calm in front of staff. An unflappable head would be great! Some of our parents can be tricky and we would like a head who doesn't look down on them and speaks to them on an equal footing.

- **someone who is 'brave' with parents**

Some headteachers shy away from uncomfortable conversations with parents as they are worried about the parent's negative reaction. We would like our headteacher to feel comfortable having difficult conversations with parents, if necessary. They should also be prepared to defend staff and 'have our back' with parents (and take us to task in private, if appropriate). Similarly, we would like a head who is happy to foster good relationships with parents.

Headteacher Job Description

General functions.

To be responsible for the internal organization, management and control of the school. In carrying out his/her duties, a Headteacher shall consult, where this is appropriate, with the Authority, Diocese, the Governing Body, the staff of the school, the pupils and their parents.

The professional duties of the Headteacher shall include:

Qualities and knowledge.

- Holding and articulating clear values and moral purpose, focused on providing a world class education for the pupils they serve.
- Demonstrating an optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Leading by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustaining wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursuing continuous professional development.
- Working 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.
- Communicating compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

For pupils and staff.

- Demanding 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.
- Securing 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.
- Establishing 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.
- Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Holding all staff to account for their professional conduct and practice.

Systems and process.

- Ensuring that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

- Providing 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.
- Ensures the school promotes equal opportunities, diversity and inclusion and adheres to best practice.
- Establishing 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.
- Welcoming 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.
- Exercising 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.
- Distributing leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Undertaking the role of the Senior Information Risk Owner (SIRO) for Information Governance (GDPR), working with the Leadership Team to establish information risk strategy, identifying business-critical information and setting objectives, priorities and plans to maximise the use of information as a business asset.

The self-improving school system.

- Creating 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.
- Developing effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenging educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shaping the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Modelling entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspiring and influencing 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.

Christian Ethos.

- Nurturing and developing the Christian ethos of the school.
- Maintaining the excellent relationship between the school, St. Michael's Church and the wider community.
- Reaching for excellence while leading the school through the SIAMS inspection process.

Headteacher Person Specification

The Governing Body is seeking applications from candidates who meet the following criteria:

ESSENTIAL	DESIRABLE
Training, Qualifications.	Training, Qualifications.
Qualified Teacher Status.	NPQH or successfully accepted onto the NPQH programme or equivalent.
Strong evidence of continuing professional development relevant to the post.	Degree or Higher Degree or equivalent post qualification award.
Successfully completed recognised 'safer recruitment' training or commitment to do so before taking up post.	
Experience.	Experience.
Experience of successful teaching as a Headteacher, Acting Headteacher, Deputy Headteacher or Assistant Headteacher	Experience of teaching in a church school
Experience of teaching in more than one school.	Experience of working with primary age children 4+ to 11 years.
Experience of leading whole school change and development initiatives with demonstrable impact.	Experience of financial budget and resource management underpinned by best value principles.
Experience /proven track record of raising achievement.	Experience of working within a socially diverse community.
Experience of managing and/or coordinating staff.	Experience of developing close working relationships to manage pupil transitions.
Professional Knowledge & Understanding.	Professional Knowledge & Understanding.
Demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision.	Understanding based on the experience of a recent Ofsted inspection and its follow up and SIAMS.
A clear understanding of the strategies for improving the quality of learning and teaching, including promoting excellence and challenging poor performance.	
Understanding and experience of curriculum design and management that helps to provide the choice and flexibility to meet the personal learning needs of every pupil.	
An understanding of teaching standards and their role in performance management.	

ESSENTIAL	DESIRABLE.
Professional Knowledge & Understanding.	Professional Knowledge & Understanding.
Understanding of the demands of children with high levels of social, emotional and behavioural difficulties and SEND.	
Understanding of the role which can be played by parents, the church and the community in raising standards.	
Personal Skills and Attributes.	Personal Skills and Attributes.
Has a genuine Christian belief and ability to demonstrate Christian values and vision including care for others and personal and professional integrity.	Have a healthy work-life balance and encourage that amongst their staff.
An understanding of what makes a school with a Christian ethos different from other schools and how this affects everything that a school is and does.	Someone with a passion for music and the ability to play an instrument.
Ability and faith to lead and nurture the spiritual development and Christian ethos of the school community.	
Ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals.	
Leadership skills: to motivate and work with the whole school community – pupils, staff, parents and governors.	
Effective people management skills including the ability to build relationships through effective communication and empathy.	

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 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 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.

Governors Newsletter - Christmas 2018.

Welcome to the Christmas edition of St. Michael's Junior School Governors Newsletter. As always, it has been a busy term.



Joining the Governing Body.

The two vacancies on the Governing Body have now been filled. Fleur Dulude has been appointed as a Parent Governor and Revd David Cattle has become the Foundation Ex Officio. Here are their profiles:

Fleur Dulude. I have recently (Summer 2018) joined the governing body as a Parent Governor. I live in Great Baddow and have two children. My son attends St Michael's and despite his constant threats to leave, he happily remains there. My other child attends Galleywood Infant School. I am impressed with the dedication and support that the team at St. Michael's provide to all their pupils to enable them to excel. I am a Learning and Development Manager for Crisis and I hope to bring some of this expertise to the governing body to support the running of the school. In my spare time, I enjoy days out with the family. I cycle and walk to keep fit, mainly so I can inform my GP that I take regular exercise and am trying to lose weight (as directed) - it's just a shame that chocolate keeps getting in the way!

Revd David Cattle. I have been a Governor since becoming the vicar of Galleywood in October 2018. I have 11 years' experience of Parish ministry, following 10 years being an accountant, and have been on the Governing Body of three primary schools, in Manchester and Welwyn Garden City. I have a passion to see every child reach their potential, and believe that Church schools, with their Christian ethos, provide the academic, emotional, and spiritual learning that really benefits children. I am originally from the Isle of Man. I am married to Kirsty, and have a 3-year old daughter called Sophia. I love to run, cycle, read, eat out, watch films, and listen to loud rock music. Sometimes (on special occasions) I perform magic tricks on stage. I can often be found on Galleywood Common walking the family's Golden Retriever called Bracken.

Governor Involvement in School Life

We have been involved in various areas of school life, some of which are recorded below.

- Joining the children for an assembly lead by Billericay Town Football Club.
- Meeting the P.E. coordinator to discuss the impact of the 2017 – 18 Action Plan and how the Sports Premium money was used. How is the school planning to use the Sports Premium money plans 2018 – 19. Discovering the variety of sports clubs offered by the school and the percentage of children who use them.
- Attending collective worship, led by the children, for Harvest and Remembrance. The Year 5 Remembrance service was very moving. It included solo musical performances and readings that the children had written based on what they imagined the life of a World War I soldier was like.
- Attending the parent consultation evenings.
- Attending the school carol service held at St. Michael's Church (18/12/18 at 10 am).
- Watching the choir sing at Revd David Cattle's inauguration ceremony lead by the Bishop of Chelmsford, The Rt Revd Stephen Cottrell and the Induction by the Archdeacon of Chelmsford, The Venerable Elizabeth Snowden. It was wonderful to see how the Bishop included the children in the ceremony.
- Analysing the English progress data for those children who receive the Pupil Premium Grant.
- Watching the Year 3 / 4 production – The Magical Christmas Jigsaw.

- Joining the staff for a meeting related to dementia and how the school/Barnard Road could become dementia friendly.
- Rev. David Cattle lead an RE lesson for both year 6 classes about how science and religion relate to each other. Here is his report.

This is my specialist subject – I am actually writing a book about this at the moment!

The children had prepared questions to ask me, like: “Why doesn’t Genesis 1 in the Bible talk about evolution?” “Are there many universes?” and “Is the idea of an infinite universe a scientific idea or a religious one?” I was really impressed with these questions!

I explained to the children that I think that Genesis 1 is a bit like one of the parables of Jesus – it is a story to help us to understand what creation means, rather than an historical or scientific description of how God created things. And many Christians believe that God created lots of things through natural processes that we can understand with our science, like evolution, rather than through miracles.

We spoke about how some scientists think that there are many universes, and a Christian like myself believes that God created them all. If there are many universes, this makes God seem even more glorious! We spoke about how scientists make lots of leaps of faith when they do science, so religion and science sometimes merge together (so the idea of an infinite universe is actually religious and scientific, because we can’t actually test if it is true). We also mentioned how science cannot prove or disprove the existence of God.

Science is great, but it is only one part of life, and it is not big enough to answer the biggest questions of life.

The aim of the lesson was to teach that science and religion are different, but are compatible, which is why lots of scientists believe in God, and why lots of Christians like myself think that science is great. We need both science and religion to help us to understand life, the universe, and everything.

The children found the lesson fascinating, and I really enjoyed taking the lesson!

God bless, David.



Join us at St Michael’s Church this Christmas! Services are:

Sunday 16th December

Nativity service at 10am

Carol Service at 4.30pm

Christmas Eve

Messy Christingle at 4pm

Midnight Communion 11.15pm

Christmas Day

Family Communion at 10am

Training to help us become better Governors.

As School Governors we have an important part to play in raising school standards through effective leadership and management. We regularly seek and attend training courses to provide us with the knowledge to make the best decisions we can. This term our training has included:

- 1) Keeping children safe in education.
- 2) Director of Education Conference.
- 3) Induction for new governors.
- 4) Special educational Needs & Disabilities SEND – Developing skills for governors.



Support for the Chelmsford Community.

Earlier this term, there was a speaker at St. Michael's Church who talked about her involvement with food banks. She explained how important these were and how they provided support, in times of need. The Governing Body decided that each time a committee met, governors could provide a donation to the Food Bank.

Finally. We hope you all have a very Happy Christmas. Best wishes for 2019.





St. Michael's CE (VA) Junior School Newsletter

by Mrs Rumsey

Friday, 8th February 2019

Dear Parents/Carers,

Library Closure

Thank you to all our families who attended the Book Raid on Saturday at Galleywood Library, it was wonderful that so many people turned up to support their local library. On Saturday, 9th February, there is a rally in central Chelmsford about the impending closures all the listed Essex libraries. Some of our children are speaking at the rally which will meet at The Saracens Head Hotel at the top of the High Street at midday. Please do come along and join the rally.

Don't forget to have your say about the library closures. Just go to the survey online at:

www.essex.gov.uk/libraries-consultation

Please help to save our library!



Parent Consultation Evenings

A letter has been sent about our Parent Consultation Evenings, which are being held on **Wednesday, 27th February and Thursday, 28th February from 3:40pm – 7:00 pm**. Please ensure you send your slips back to your child's class teacher so that we can allocate your preferred time slot.

SMASH Valentine's Disco

Don't forget our Valentine's Disco on **Thursday, 14th February** starting straight after school at 3:20pm and finishing at 5:00pm. Children can bring their disco clothes and change in the classrooms when the bell goes, **but please remember, that they must bring their disco outfits when they arrive to school in the morning; clothes cannot be forwarded during the day from the school office as it disrupts lessons**. Thank you.

MATHS DAY – 14.02.2019

Don't forget that **Thursday 14th February** is Maths Day. We're asking for pupils to come to school dressed as rockstars for a £1 donation to go towards some new maths resources. The children will take part in a day full of fun maths activities. Make sure you read next week's newsletter to see the photos.



Superstars – Year 4 Win Competition!

On Tuesday, 5th February 2019, the whole of Year 4 went to Chelmsford Athletics Centre to take part in a Year 4 only competition. There were 5 schools and we took part in lots of varieties of sports. St. Michael's came first overall. Harry L. and Emily D. got first place medals. In second place for the girls and boys were Sophie T. and Ethan R. and Kologn B. In 3rd place there was only a girl and it was Ava M. We had a fantastic experience! Thank you to Mr. Sturton, Mrs. Cullen, Mrs. Scott, Miss Newman and Mrs. Brown for making this possible. Report written by Harry, Mac and Joe in 4Mc.



We are going to be taking part in the Clean Air Hero Project after half term. It encourages you to walk, scoot or cycle to school to reduce traffic and air pollution. Watch this space for more information!



There will be no clubs on Thursday 14th February after school due to the Valentine's Disco

Regional Football Finals!

On Thursday, 7th February, 8 children from years 5 and 6 went to Becton to compete in a West Ham tournament. There were 5 teams in our group and we came third by one point. Unfortunately, we couldn't qualify for the quarter finals. In the whole competition we conceded 2 and scored 2. One of the goals was scored by Olly and the other by Jaiden. We drew one, lost one, won one and again drew.

Many thanks to Mr. Sturton for arranging the event and for Mr. Leeding and Jim Dickinson for taking us there in the minibus. Report written by Leo and Jaiden.





THIS WEEK'S LEADERBOARD:

	First	Second	Third
Year 3 Most improved	Kayce-Lee C	Marley C	Vincent T
Year 3 Correct Answers	Alessandro E	Tommy W	Jack T
Year 4 Most improved	Millie C	Jessica S	Blake M
Year 4 Correct Answers	Samuel H	Oliver W	Jack H
Year 5 Most improved	James D	Mia C	Henry C
Year 5 Correct Answers	Megan B	Harry A	Max B
Year 6 Most improved	Evelyn T	N/A	N/A
Year 6 Correct Answers	Keziah B	Leo G	Jessica B

Violin Lessons

Please note that Mrs Canale will not be in to give violin lessons next Friday (15th February), lessons will begin again after half term.

Dinner Menu

Next week will be week 1 menu.

Study Bugs

Don't forget to use the Study Bugs app to report your child absent.

If you haven't already got it, please download the free Studybugs app, or register on the Studybugs website, and use it to tell us whenever your child is ill and unable to attend school. Please note that you will still be able to inform us in the normal way via email or phone call to the office, if this is preferable.

To get the app or register: (<https://studybugs.com/about/parents>)

Top 3 reasons to use Studybugs

1. It helps us know sooner if your child is unaccounted for.
 2. It's quick and easy to register and use and automatically reminds you to keep us posted.
 3. You'll be helping the NHS and other public health organisations improve children's health.
- (<https://studybugs.com/about/schools>)



School Social Media

Please make sure you follow our school social media accounts for important updates, and fun photos and videos of what the children have been up to!

Facebook StMichaels Junior

Twitter Stmichaelsjun1

Instagram st.michaelsjuniorschool



Amazon Wish List

Thank you to The Taheny-Clarke for their kind gift from our Amazon Wish List this week.

You can use the following link in your browser to access our wish list and then log in <http://amzn.eu/iLEmThI>.

Diary Dates

Thursday 14th February - Maths Day

Thursday, 14th February – SMASH Valentine's Disco – 3:20pm – 5:00pm (Note start time)

Friday, 15th February 2019 – School closes for the half-term holiday

Monday, 25th February – Staff and children return to school

Wednesday, 27th and Thursday, 28th February @ 3:40 pm – 7:00 pm – Learning Review Meetings/Parent Consultation meetings

Thursday 14th March – Year 6 'Wild West' Day

Thursday 28th March - Year 3 Trip to the Queen's Art Gallery

Thursday, 4th April @ 10:00 am – Easter service at St. Michael's Church

Friday, 5th April – School closes for the Easter holiday

Tuesday, 23rd April – School reopens for staff and children

Monday, 13th May- Friday, 17th May 2019 – SATs week for children in Year 6 only

Friday, 24th May – Break up for the Whitsun half-term holiday

Monday, 3rd June – Staff and children return to school

Thursday, 18th July @ 10:00 am – Leavers' Service at St. Michael's Church

Friday, 19th July – school closes for the summer holidays

Yours sincerely,

Maria Rumsey

M. Rumsey

Headteacher