



St Margaret's Church of England Academy

Appointment of Head of School Information for Candidates

At St Margaret's we celebrate the uniqueness of every child of God in our Christian community and encourage them to flourish and shine in all they do, preparing them for life's journey.

'God's word is a lamp to guide our feet and a light for our path'

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Appointment of Head of School

School	St Margaret's Church of England Academy
Telephone	01268 552176
Website	www.st-margaretsacademy.co.uk
School Group Size	Group 2
Salary Range	Leadership Grade 4-8
Start Date	1 st September 2022

Selection Arrangements – The Process

Thank you for your interest in the St Margaret's Church of England Academy Head of School post.

The successful candidate will have to meet the requirements of the person specification, job description, and will be subject to an enhanced DBS check. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

For further information please contact the school office to have a conversation with the Executive headteacher.

Virtual or In-person visits are welcome and recommended. Please contact the school office on 01268 552176 or email admin.stmargarets@dcvst.org for an appointment.

Once you have submitted your application form to the Executive Headteacher you will receive an email confirming that your application has been received.

Closing date: Midday on Friday 24th June 2022

Shortlisting Date: Monday 27th June 2022

Interview Date: Monday 4th July 2022

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, voluntary controlled school, 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 from another professional.

FROM THE EXECUTIVE HEADTEACHER

Dear Applicant

Thank you for the interest you have shown in responding to our advertisement for the position of Head of School at St Margaret's C of E Academy.

St Margaret's is a one form entry school in Bowers Gifford, Basildon, Essex. We are a nurturing Christian family, where everyone aspires to achieve their own unique potential. We are a very friendly school, in the hub of our local community, with which we have strong links. St Margaret's C of E Academy School admits children aged from 2 years to 11 years.

At St Margaret's we are very proud of our Christian ethos and have strong links to our local church who regularly support our daily acts of worship. We are an inclusive school and strive to ensure that everyone in the school community is given the opportunity to be the best they can be.

In May 2018 the school was judged to be 'OUTSTANDING' after a Challenge Partner Review. The school was also awarded two national awards. One for an Area of Excellence in 'school to school support' and the other for an Area of Excellence in RE.

In July 2019 the school was judged to have remained at 'GOOD' by Ofsted after a short inspection. Ofsted recognised that senior leaders had 'worked determinedly with colleagues to create a school where pupils thrive and are happy.'

The right person will have the exciting opportunity to be part of our innovative team.

Our class teachers are supported by an experienced team of Learning Support Assistants who also take on additional responsibilities within the school. We have an efficient and dedicated team of administrative staff and a strong, supportive Local School Board. Outside of the school there is a very effective Parent-Teacher Association who raise funds to support our children's experience in school as well as organise events for our children to enrich our community.

We have an excellent relationship with our local Academies through our membership of The Vine Schools Trust and are part of a HUB of three South East schools who work together closely.

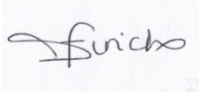
We are aware that it is often difficult to get the feel of a school/area simply from the information in the pack. We would, therefore, positively encourage you to contact our office to arrange a visit and a walk around our school. Such a visit will allow you to begin to understand the ethos of the school and I am sure will help you in the preparation of your application. There is also a wealth of information available on our website about the school and its ethos and approach.

I hope that you will decide to apply, and if this is the case, please include with your completed Vine Schools Trust application form your supporting statement, which should relate closely to the personal specification. Please note that it is our intent to hold the

interview day, for candidates who are successful on, 4th July 2022.

We look forward to receiving your application and thank you once again for your interest.

Yours faithfully,



Sally Finch
Executive Headteacher

Job Description

Post Title	Head of School
School:	St Margaret's Church of England Academy
The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.	
Purpose	Implement the schools agreed policies as exemplified through the professional duties and specific responsibilities of the post and class responsibilities for part of the week.
Responsible to	Executive Headteacher and Local Schools Board of St Margaret's Church of England Academy.
Character of the School	As a Teacher in a Church of England School you are required to have regard to the Christian character of the School and its Foundation and to undertake not to do anything in any way contrary to the interests of the Foundation. You are required to take part in and lead acts of collective worship.
Leadership	The Head of School provides professional leadership and management for the school, promoting a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Head of School must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of pupils. The Head of School must establish a culture that promotes excellence, equality and high expectations of all pupils and staff.

Managing the Organisation	<p>To provide effective organisation and management of the school in order to maintain an efficient, effective and safe learning environment:</p> <ul style="list-style-type: none"> a. To ensure spiritual and moral development of individuals is given clear focus and is promoted through the prayer life and liturgy of the school b. To create an organisational structure which reflects the school's values, enabling the management systems, structures and processes to work effectively in line with legal requirements. c. To produce clear, evidence-based improvement plans and policies for the development of the school and its facilities.
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	<p>d. To work with the Executive Headteacher, governors and senior colleagues to recruit, retain and deploy staff appropriately, managing their workload to achieve the vision and goals of the school.</p> <p>e. To set appropriate priorities for expenditure, allocate funds and ensure effective administration and control of financial matters, in partnership with the Executive Headteacher and Local Schools Board.</p> <p>f. To manage and organise the accommodation effectively and efficiently to ensure that it meets the needs of the curriculum and health and safety regulations.</p> <p>g. To promote an attractive environment which stimulates learning and enhances the appearance of the school.</p> <p>h. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.</p> <p>i. To use and integrate a range of technologies effectively and efficiently to manage the school.</p>
Shaping the Future	<p>To work with the Local Schools Board, local churches in the parish and Executive Headteacher to create a shared vision which expresses Christian values, British values core educational values and moral purpose.</p> <p>a. To ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.</p> <p>b. To lead by example, providing inspiration and motivation for pupils, staff, governors and parents, demonstrating the vision and values in everyday work and practice in order to create a shared culture and positive climate.</p> <p>c. To work within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement.</p> <p>d. To assist in creating and implementing a strategic plan, underpinned by sound financial planning, which aims for school improvement by identifying priorities and targets for ensuring that pupils achieve high standards and make good progress.</p> <p>e. To ensure creativity, innovation and the use of appropriate new technologies.</p> <p>f. To promote excellence and enjoyment in all that the school does</p> <p>g. To ensure that policies and practices take account of national, local and school data and inspection research findings.</p>

	<p>i. To develop and maintain the educational partnership currently existing between the school and parents, Local Schools Board, Vine Trust Schools, the LA, the local community and other agencies including the health authority and social services.</p> <p>j. To ensure that strategic planning takes account of the diversity, values and experiences of the school community at large.</p>
Leading Learning and Teaching	<p>The Head of School, supported by the Executive Headteacher and Local Schools Board, has a central responsibility for raising the quality of teaching and learning and for pupil achievement. This implies enabling pupils to achieve their potential as children of God, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.</p> <p>a. To create and maintain an environment which promotes and secures creative, responsive and effective approaches to learning and teaching, high expectations, high standards of achievement and good behaviour.</p> <p>b. To determine, organise and provide equal access to a diverse, flexible and relevant curriculum which values, supports and challenges all children, including those with Special Educational Needs, Disabilities and English as an additional language, and to ensure that appropriate provision is made for the more able pupils.</p> <p>c. To establish and maintain effective systems of planning, assessment for learning, recording and reporting, using data and national benchmarks to monitor progress in every child's learning.</p> <p>d. To monitor and evaluate curricular provision, regularly review classroom practice and the achievement of all pupils in order to set and meet challenging, realistic targets for improvement.</p> <p>e. To manage regular reviews of all aspects of the curriculum, to initiate and encourage new and effective ideas, taking a strategic role in the development of emerging technologies to enhance and extend the learning experience of all pupils.</p>
Developing Self and Working With Others	<p>The Head of School will establish effective relationships and communication in order to build a professional learning community, enabling others to achieve.</p> <p>In an Anglican school the role of Head of School is one of leadership of a learning community rooted in faith. Through performance management and effective continuing professional development practice, the Head of School supports and challenges all staff to achieve high standards.</p>

	<p>a. To give a clear lead to all staff in the development and the continuing formation of the school's Anglican identity.</p> <p>b. To create a positive and collaborative learning culture within the school by treating people fairly, equitably and with dignity and respect.</p> <p>c. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring that there is a clear delegation of tasks and devolution of responsibilities.</p> <p>d. To implement and sustain systems for the effective management of all staff performance, incorporating targets for future development.</p> <p>e. To motivate and enable teachers and support staff to develop expertise in their respective roles through a wide range of high quality induction and continuing professional development opportunities in the context of the school's agreed improvement priorities.</p> <p>f. To acknowledge the responsibilities and celebrate the achievements of individuals and teams.</p> <p>g. To maintain and develop a senior leadership team and wider management structure and culture which enables effective communication, involvement and development.</p> <p>h. To regularly review own practice, set personal targets and take responsibility for own personal development.</p> <p>i. To manage own workload and that of others to allow for an appropriate work/home life balance.</p>
Securing Accountability	<p>The school is accountable for ensuring that pupils enjoy and benefit from a high quality education, promoting collective responsibility within the whole school community.</p> <p>a. To ensure that governors are welcomed into the school and invited to share in its Anglican life.</p> <p>b. To provide timely information, objective advice and support to the Local Schools Board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.</p> <p>c. To create and develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes.</p>

	<p>d. To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to regular review and evaluation.</p> <p>e. To present regular, coherent and accurate accounts of the school's performance in a form appropriate to a range of audiences, including governors, the Vine Trust, the local community, OFSTED and others, to enable them to play their part effectively.</p> <p>f. To reflect on personal contribution to school achievement and take account of feedback from others.</p> <p>g. To ensure that parents and pupils are well informed about the curriculum, the attainment and progress of pupils are able to understand realistic and challenging targets for improvements and to make a contribution to achieving them.</p>
Strengthening Community	<p>To work collaboratively at both strategic and operational levels with all connected with the school community for the well-being of all children.</p> <p>a. To recognise that the school is part of the Church locally and seek to promote the partnership between the parish, home, Vine Trust, Diocese of Chelmsford and school.</p> <p>b. To promote and support the positive benefits of living within a culturally and ethnically diverse society, building a school culture and curriculum that takes account of the richness and diversity of the school's communities.</p> <p>c. To create and promote positive strategies for challenging racial and other prejudice and dealing with bullying and racial harassment.</p> <p>d. To ensure that learning experiences for pupils are linked into opportunities provided in the wider community.</p> <p>e. To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families, and work with the relevant agencies to protect children.</p> <p>f. To create and maintain a positive and effective relationship linking home and school in a supportive, working partnership to encourage and improve pupils' achievement and personal development.</p> <p>g. To seek opportunities to invite parents and carers, community figures, businesses and other organisations into school to enhance and enrich the school and its value to the wider community.</p> <p>h. To contribute to the development of the education system by sharing effective practice, working in learning networks and partnerships with other schools and promoting innovative initiatives.</p>

Other Relationships	The Head of School is required to work in partnership with the Executive Headteacher, Diocese of Chelmsford, the Local Authority, The Diocese of Chelmsford Vine Schools Trust and other relevant organisations.
Other duties and responsibilities	<p>To carry out any safeguarding duties, including the role of DSL, as deemed necessary by the Executive Headteacher.</p> <p>To carry out any other duties that the Executive Headteacher may deem necessary.</p>

Specific Duties

Teaching and Learning

- Participate in arrangements for preparing pupils for external examinations.
- Whole school organisation, strategy and development
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- Support and lead staff meetings/staff CPD and SLT where appropriate

Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils by:
 - upholding the behaviour policy
 - support Head teacher in making decisions involving exclusion, and in their absence leading the decision making
 - issuing slips
 - recording incidents including racist and bullying,
 - meeting parents and supporting teachers in meetings
 - liaising with Midday assistants.
 - attend and contribute weekly safeguarding/behaviour meetings

Management of support staff

- Monitoring and supporting Class teachers in their day to day management of Class LSAs
- To manage the Performance management process of LSAs
- Contribute to the recruitment, selection, appointment and professional development of support staff
- Deploy resources delegated to them
- To manage the probation period of newly appointed teachers and LSAs

- To uphold the absence management procedure, including return to work meetings, signing off absence requests and self-certification

Management of teachers

- Monitoring and supporting Class teachers in their day to day management of LSAs
- Monitoring and supporting Class teachers in their delivery of excellent teaching
- Monitoring classroom environments to support the delivery of excellent teaching
- Contribute relevant feedback to teacher PMR's through Head meetings
- Monitor and supporting teachers in achieving their PMR targets
- To manage the probation period of newly appointed class teachers
- To uphold the absence management procedure, including return to work meetings, signing off absence requests and self-certification
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Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction

Communication

- Communicate with pupils, parents and carers
- Working with colleagues and other relevant professionals
- Collaborate and work with colleagues and other relevant professionals within and beyond the school

SATS Tests, phonics screening and times tables tests

- Ensure materials are ordered with class teacher
- Register pupils as appropriate with Head teacher
- To participate in external moderation meetings with class teacher

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Person Specification

	Essential	Desirable
Qualifications and Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of Continuing Professional Development relating to school leadership/curriculum development 	<ul style="list-style-type: none"> • NPQH or further professional qualification
	<ul style="list-style-type: none"> • Successful leadership experience to at least Deputy/Assistant Head level • Successful teaching experience within the EYFS/Primary age range 	<ul style="list-style-type: none"> • Advanced Skills/Leading Practitioner status
	<ul style="list-style-type: none"> • Ability to provide clear educational vision and direction • Ability to inspire and motivate all stakeholders • Evidence of developing effective strategies for school improvement • High level of involvement with school improvement planning • High level involvement in monitoring and evaluation procedures leading to clear impact • Ability to work in partnership with senior leaders and governors • Ability to set challenging targets for children and staff • Ability to analyse and use pupil data on attainment and progress to raise standards • Secure knowledge of the 2019 Ofsted Framework • Understand the principles of effective teaching and learning 	<ul style="list-style-type: none"> • Strategic Leadership experience across EYFS, KS1 and KS2 • Use of assessment data management systems to improve standards
	<ul style="list-style-type: none"> • Successful experience of monitoring, evaluating and improving the quality of teaching and learning • Understanding the role and impact of assessment in children's learning • Secure knowledge of statutory requirements relating to curriculum and assessment • Experience of leading curriculum innovation • Successful experience of developing effective learning behaviours 	<ul style="list-style-type: none"> • Successful experience of integrating British Values into school life
	<ul style="list-style-type: none"> • Ability to lead, manage and motivate across the school community 	<ul style="list-style-type: none"> • Experience of working with governors

	<ul style="list-style-type: none"> • Ability to establish positive working relationships • Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams • Successful experience of identifying the need for, and leading, in-service training • Significant experience of taking a lead role in performance management of staff including leading lesson observations • Experience of dealing with staff when performance gives cause for concern 	
	<ul style="list-style-type: none"> • Successful experience of managing budgets • Ability to manage, monitor and review available resources, ensuring value for money 	<ul style="list-style-type: none"> • Budgetary management at whole school level • Experience of recruiting and deploying staff
	<ul style="list-style-type: none"> • Strong commitment to raising standards • High expectations of self and others • Ability to establish and maintain positive relationships, including with parents • Ability to remain positive and enthusiastic, including when under pressure • Good communication skills • Empathy with children 	<ul style="list-style-type: none"> • Effective computing skills for both teaching and management

The Diocese of Chelmsford Vine Schools Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Recruitment and Selection Policy Statement

1. The Diocese of Chelmsford Vine Schools Trust 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.

The Vine Trust 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 Trust 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 and 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:
- 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 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 Trust 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 e.g. was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Trust 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 checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. The Diocese of Chelmsford Vine Schools Trust 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.