



Federation of Canewdon Endowed CE VC Primary School & St Nicholas CE Primary School

Appointment of Executive Headteacher

Information for Candidates



Essex County Council

Respect - Responsibility - Integrity

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Appointment of Executive Headteacher

School	Federation of Canewdon Endowed CE VC Primary School & St Nicholas CE Primary School
Telephone	01268 786874
Website	www.canewdonstnicholasfederation.co.uk
School Group Size	Group 2 NOR
Salary Range	£64,143 - £69,031
Start Date	January or April 2021

Selection Arrangements - The Process

Thank you for your interest in the Federation of Canewdon Endowed CE VC Primary School & St Nicholas CE Primary School Executive 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.

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

We look forward to receiving your application; please do not hesitate to contact on 033301309835 if you have any queries.

Closing date: Friday 09th October 2020 at 4 pm

Shortlisting date: Monday 12th October 2020

Interview date(s): Monday 19th and Tues 20th October 2020

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

Referees

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- Existing Headteachers or Acting Headteachers currently employed in a community or voluntary controlled school are required to provide:
 - One reference from the Chair of Governors of their current school
 - One reference from the 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.

Canewdon CE Primary School
High Street
Canewdon near Rochford
Essex
SS4 3QA
Telephone: 01702 258 238
Email: admin@canewdon.essex.sch.uk

St Nicholas' CE Primary School, Rawreth
Priory Chase
Rayleigh
Essex
SS6 9NE
Telephone: 01268 786 874
Email: admin@rawreth.essex.sch.uk

Dear Prospective Applicant,

On behalf of the children, staff and governors at the Federation of St. Nicholas & Canewdon Primary Schools, I would like to thank you for your interest in leading our schools through the challenges and opportunities that the future will bring. This position has become available due to our Executive Headteacher accepting a new role after a successful headship of over 10 years.

St. Nicholas and Canewdon are a federation of two schools. We value the individuality of each school; whilst we also believe that it is vital that we share expertise and resources effectively in order to survive and thrive as small schools.

We have worked hard to develop the Christian ethos throughout the schools, which is reflected through our work and successes. We are busy but friendly schools with an open-door policy, welcoming the community through our doors (when COVID allows!). I believe that by working together with the local communities, both schools can become "outstanding" places where pupils develop and leave with fond memories and a love of learning.

I do not underestimate the challenges ahead in an ever-changing educational landscape, but I strongly believe we have the resources and human talent in place to achieve great success.

Our aim is for each child to gain a love of learning, confidence, and provide a solid foundation for them to fulfil their full potential. This is communicated through our values and vision that permeate everything we do.

Our school buildings are the opposite end of the building century but are well resourced and this contributes to making the Federation of St. Nicholas & Canewdon Primary Schools special. Each school building strives to have a warm, caring, and happy atmosphere from the moment you walk through the doors.

If you are interested in finding out more about our school, and what we can do together, we strongly urge you to visit our websites where you will be able to take a virtual tour of both schools.

In line with our current Covid-19 risk assessment, we will not be arranging actual tours of the schools before the interviews, but I would warmly welcome a conversation by telephone or video call. Please contact me at chairofgovernors@rawreth.essex.sch.uk to arrange a call at a convenient time. I look forward to speaking to you and virtually welcoming you to our schools. Interviews will take place over two days, the first day conducted virtually and the second on-site at Canewdon Primary School.

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

With best wishes,

James Bennett

James Bennett, Chair of Governors



Executive Headteacher Job Description

Core Purpose

The Executive 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 Executive Headteacher, working with the governing body, senior leadership team and School staff, will provide overall strategic leadership for the School. The Executive 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 board to understand its role and deliver its functions effectively – in particular its functions to set School strategy and hold the Executive 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.

Person Specification

Specification	Essential	Desirable
Qualifications and Training		
Qualified Teacher Status	*	
Evidence of continuing professional development	*	
NPQH or other evidence of higher study relevant to headship		*
Evidence of a commitment to continue professional development		*
Leadership and Management		
Articulates a clear vision of excellence in education and evidences how this is used to inspire, motivate and empower others.	*	
Works consistently to deliver the School's targets, goals and ambitions	*	
Generates high expectations so that every learner can fulfil their potential	*	
Manages staff performance highly effectively to raise standards	*	
Sustains an environment that supports and nurtures pupil and staff wellbeing	*	
Leads by example, understanding how and when to use different leadership and management styles	*	
Understanding of the strategic role of the Governing Body and ability to work effectively with Governors	*	
Demonstrates a secure understanding of the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures	*	
Evidence of the impact of partnership working on school improvement and pupil outcomes	*	
Lead, maintain and develop the schools Christian Ethos		*
Proven record of successful experience as a Headteacher or Deputy Headteacher		*
Experience as Designated Safeguarding Lead		*
Experience of leading and managing across multi sites / locations		*
Experience and Skills		
Proven record of successful classroom teaching and learning	*	
Evidence of identifying excellent classroom practice to enable teachers to improve through effective monitoring and feedback	*	
Substantial and successful experience of senior leadership roles in EYFS and Key Stage 1 and/or Key Stage 2, including raising standards and delivering educational excellence	*	
Successful track record of working with parents, governors, other schools, external agencies and the wider community	*	
Engagement with current education developments, opportunities, innovations and relevant legislation	*	
A rigorous approach to accountability for pupil progress and attainment	*	
Demonstrable experience of key management processes, including HR, financial and premises management	*	
Experience of developing and implementing strategic school improvement plans and policies	*	
Competent IT skills and knowledge	*	
Experience within a Church school and managing relationships with the local churches and diocese		*
Experience of successfully and sensitively managing change		*
Evidence of leading successful professional development activity		*
Strong analytical ability to interpret both quantitative and qualitative data and apply to future planning		*
Attributes		
Has a clear commitment to fully inclusive education	*	
Committed to continual improvement	*	
Positively responds to challenging targets and seeks to deliver success	*	
Excellent interpersonal and communication skills	*	
Visible and accessible to all stakeholders, inspiring commitment, loyalty, enthusiasm and confidence from the whole school community	*	
Passionate about supporting, motivating and inspiring learners, their families and the community	*	
A strategic thinker who is creative and imaginative	*	
Ability to lead by example with high standards of professionalism, integrity, stamina, confidence and emotional intelligence	*	
Is a sound decision maker with good judgement on when to make a change or maintain an existing position	*	
Resilient, positive and calm – uses networks to seek advice and support	*	

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.

