

Tiptree Heath Primary School



‘Working Together for Everyone’

Appointment of Headteacher for September 2022

Information for Candidates

www.tiptreeheath.essex.sch.uk
www.eveleighlink.com



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17th January 2022

Dear Applicant

Thank you for your interest in becoming the next Headteacher of Tiptree Heath Primary School. On behalf of the school governors, I do hope that you will find the enclosed information about the school and the role of Headteacher useful.

This vacancy arises due to the retirement of our Headteacher in the Autumn Term 2021. As a result, we are looking for an inspirational leader with strong interpersonal skills, clear strategic vision and drive, who will join our committed team of staff and governors to build on solid foundations and move the school forward on the next stage of its development.

We are proud of our school and our vision to develop the whole child, ensuring that their time at Tiptree Heath is a happy and exciting experience. We are therefore looking for someone who will be passionate about this vision. Are you that person?

We are an inclusive school where we promote a culture where pupils are happy, keen and ready to embrace learning in the knowledge, that with the right support, they can reach their true potential. We encourage and support the children in a caring environment enabling them to become self-motivated and life-long learners. We also encourage a positive partnership with parents/carers so that they can be actively involved in their child's learning.

The school is in an excellent position facing the future ahead. We are well resourced, with a healthy budget and stable, talented staff. As a member of The Eveleigh LINK Academy Trust we receive highly effective support for staff training, governor training, school improvement and much, much more!

I encourage you to visit our school. Please contact the Trust's HR Manager, Hannah Tavener via hr@purleigh.essex.sch.uk or 01245 956667 to arrange a visit to the school.

Applications will close at noon on Thursday, 3rd March 2022.

Interviews will take place on Tuesday, 29th March 2022.

Yours sincerely

Sara Kightley
Chair of Governors

Our School

Positioned to the south of the popular and fast-expanding town of Colchester and close to Maldon, the school is nevertheless located in a village environment with roots dating back to the early 20th Century. The main building is 100 years old with a further block added later in the 1970s. Despite being an old building the school is modern in feel and is benefitting from the Condition Improvement Fund to improve the facilities.

The school has 190 pupils on roll based in 7 classes. Each class is a good size and has effective IT resources to support highly effective learning. Every class is supported by at least one teaching assistant to ensure that we can provide the interventions that are necessary. Our excellent staff are led by a strong Senior Leadership team, including a teaching Deputy Head and Office Manager.

Our outside areas have also been enhanced with some excellent PE equipment and re-energised spaces. The school also boasts an outdoor swimming pool. The school's active PTA committee supports the maintenance of the pool and the employment of a qualified swimming teacher, as part of its annual fundraising activities.

The behaviour of pupils in the school is very strong and we have a behaviour system that builds on positive attitudes and achievements. Attitudes to learning are positive and our pupils are eager to learn and impress their teachers and parents/carers.

The proportion of pupils who speak English as an additional language is 6.8%, but a number of these are also fluent in English. 29 children (15.1%) receive additional SEND support, of which 2 children have EHCPs. 21 (10.9%) children are eligible for Pupil Premium Grant

In November 2019 we joined The Eveleigh LINK Academy Trust and benefit from being part of a collaborative family of schools that support and are supportive of each other. We are also part of the Stanway and Tiptree Consortium.

Applicants are encouraged to view the school's website for an insight of school life at Tiptree Heath Primary: www.tiptreeheath.essex.sch.uk



Our Vision and Values

At Tiptree Heath Primary School, we work together to inspire others towards excellence. We believe that our happy, caring and friendly school is a place where we all work together to:

- ✓ Reach high levels of achievement
- ✓ Feel good about ourselves
- ✓ Develop and use our talents and abilities for the benefit of everyone
- ✓ Care for, and respect ourselves, each other and the world around us

Our six learning behaviours of making good choices, learning together, staying focused, being proud, showing respect and never giving up are central to our curriculum.

Some further views of the school's outside facilities



Appointment of Headteacher

School	Tiptree Heath Primary School
Contact	Hannah Tavener via hr@purleigh.essex.sch.uk 01245 956667
Website	www.tiptreeheath.essex.sch.uk
School Group Size	Group 2 NOR 203
Salary Range	L13 - L19 £56,721 to £65,735
Start Date	September 2022

Selection Arrangements - The Process

Thank you for your interest in the Tiptree Heath Primary School headteacher post.

You are encouraged to apply for this post on-line, as feedback from colleagues and candidates for other roles have told us that using the Essex schools' website to apply for posts that they are interested in is easy and fast. 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 on-line the trust's HR team will be sent an email automatically and you will receive an email via the system confirming that your application has been received.

Applying on-line 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 need Occupational Health medical clearance which will be arranged by the school.

A childcare disqualification form and a SD2 criminal convictions will need to be completed and returned to us at the shortlisting stage and these forms will be provided.

We look forward to receiving your application. Please do not hesitate to contact the school via hr@purleigh.essex.sch.uk to arrange a visit or if you have any queries.

Closing date: 12 noon Thursday, 3rd March 2022

Shortlisting date: 2pm Thursday 3rd March 2022

Interview date: Tuesday, 29th March 2022

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.

You will be required to physically sign any forms sent electronically at interview, including a copy of your application.

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;

Headteacher Job Description

Core Purpose

The headteacher will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the governing body (including its annual budget) and the instrument and articles of governance of the school.

The headteacher, working with the governing body, senior leadership team and school staff, will provide overall strategic leadership for the school. The headteacher will:

- actively support the ethos of the school through personal example and practice;
- lead, develop and support the direction, vision, values and priorities of the school;
- develop, implement and evaluate the school 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;

This 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.

Main accountabilities:

Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

1. Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
2. Operating clear whistleblowing procedures;
3. Sharing information, with other professionals;
4. Take responsibility as the designated professional lead for Safeguarding;
5. Operating safe recruitment practices;
6. Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training and reviews of practice;
7. Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve;
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community;
3. Lead by example - with integrity, creativity, resilience and clarity - drawing on their own scholarship, expertise and skills, and that of those around them;
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development;
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context;
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes;
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being;
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis;

4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other;
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning;
6. Hold all staff to account for their professional conduct and practice;
7. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity;
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society;
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice;
4. Welcome strong governance and actively support the trustees and local governors to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance;
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability;
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making;
7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers;
8. Consult and communicate with the trust, 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.

Headteacher Person Specification

Please write your supporting statement / letter giving evidence of how you meet each of the essential criteria.

The successful candidate will be able to demonstrate:	Essential	Desirable
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Qualifications and Professional Development		
Qualified Teacher Status	Yes	
NPQH or successfully accepted onto the NPQH programme		Yes
Degree or Higher Degree or equivalent post qualification award		Yes
Recognised management / leadership qualification		Yes
Strong evidence of continuing professional development relevant to the post	Yes	
Accredited safeguarding at Level 3		Yes

Experience of		
Successful teaching as a Headteacher, Acting Headteacher, Deputy Headteacher or Assistant Headteacher	Yes	
Teaching across the primary range	Yes	
Teaching in more than one school		Yes
Role of Designated Safeguarding Lead		Yes
Monitoring and evaluating teaching and learning across year groups	Yes	
Working collaboratively with other schools		Yes
Involvement and communication with families, carers, governors and agencies	Yes	
Managing and / or coordinating staff	Yes	
Appointing and inducting staff	Yes	

Leadership and Management		
The ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	Yes	
A commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures	Yes	
A visible commitment to the personal achievement of all children	Yes	
Evidence of raising of standards of achievement at whole school level	Yes	
The successful impact of leading whole school innovation, creativity and change		Yes
Experience of performance management of teaching staff and using this to drive whole school improvements		Yes
A commitment to supporting the mental health and well-being of pupils and staff	Yes	
Clear knowledge and understanding of assessment and monitoring procedures, use of assessment to drive improved outcomes for each child and the ability to implement these	Yes	
Understanding of the school budget, ensuring robust and efficient financial and resource management	Yes	
Understanding of the strategic role of the Governing Body and an ability to work with the Governors to promote the strategic vision and ethos of the school	Yes	

Knowledge and Skills / Teaching and Learning		
Has a clear understanding of how to develop and sustain a learning culture that has high expectations and standards of achievement for all at its core	Yes	
Has a clear understanding of the strategies for improving the quality of learning and teaching, including promoting excellence and challenging poor performance	Yes	
Has 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	Yes	
Understands the role which can be played by parents/carers and the community in raising standards.	Yes	
Is committed to inclusion and equality of access to educational provision for all children.	Yes	
Has the ability to manage and resolve conflict	Yes	
Is committed to effective and consistent behaviour management strategies and an understanding of successful learning environments	Yes	
Has competent IT skills and knowledge	Yes	

Personal Qualities		
Ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	Yes	
Highly motivated, well organised and able to manage time effectively and meet deadlines using delegation when needed	Yes	
Ability to build and maintain quality relationships with all staff	Yes	
Demonstrates personal and professional integrity	Yes	
Ability to think analytically and creatively and demonstrate initiative in solving problems	Yes	
Ability to relate to all children and to demonstrate a warm and caring approach to children, families and staff	Yes	
Demonstrates a significant presence and is confident and able to inspire and motivate our children, staff and wider community	Yes	

Recruitment and Selection Policy Statement

1. The Academy Trust and Local Governors are 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 interagency co-operation and the recruitment and retention of competent, motivated employees who are suited to and fulfilled in the roles they undertake.
2. The Academy Trust and Local Governors recognise 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 reassignment, 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;

N.B. 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, e.g. was it a caution or a conviction;
- How long ago the incident(s) occurred;
- 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 Academy Trust and Local Governors 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.