

**‘BELIEVE IT TO ACHIEVE IT’**



# Timeline

for

## Felmore Headteacher Recruitment Process

**Monday 24<sup>th</sup> June 2019**

Headteacher Post Advertised

**Monday 8<sup>th</sup> July 2019 (12 noon)**

Closing Date for Applications

**Monday 8<sup>th</sup> July 2019**

Shortlisting of Candidates to Take Place

**Monday 22<sup>nd</sup> July 2019**

Interviews to Take Place

# Welcome from the Chief Executive Officer

I would like to take this opportunity to welcome you to The Berlesduna Academy Trust.

The Trust currently consists of Seven schools: Merrylands Primary School and Nursery, The Willows Primary School and Nursery, Whitmore Primary School and Nursery, Crays Hill Primary School, Felmore Primary School, Fairhouse Primary School and Cherry Tree Primary School.

The vision of The Berlesduna Multi Academy Trust is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils. With an absolute focus on this core purpose coupled with hard work and determination, this vision is achievable for all Berlesduna Trust children. This in turn will deliver what I think most parents want; happy self-motivated children who leave school with plenty of life choices available to them and who are well-equipped to play a leading role in modern society.

The Berlesduna Trust has a bright and challenging future ahead, with opportunities, that when seized, will be vast. It is my firm belief that, if we continue with the core principles, focus on the things that matter most and work together, great things will be achieved.

Mr Sean Tobin  
Chief Executive Officer



**BERLESDUNA**  
ACADEMY TRUST



Thank you for your interest in the post of Headteacher at Felmore Primary School.

The Governors are seeking an inspirational, dynamic and dedicated school leader to drive the school forward to achieve 'Outstanding' at the next Ofsted.

The ethos of the school is that it is a place where everyone is a valued individual and where all staff and children strive, individually and collectively, to achieve their best in all aspects of school life.

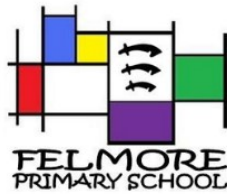
The school has a wonderful learning environment for all pupils to learn and achieve. We are well resourced both in and outside of the classrooms. All our children are special to us, we motivate them to learn and we have a wonderful school team who are highly skilled and supportive. We can offer high-quality and tailored opportunities for your continued professional development and have good support and networking links with local primary and secondary schools through being partners in the Basildon Education Partnership.

Governors are fully supportive and determined to ensure that Felmore continues to improve to be the best for both pupils and staff and an inspiration to the whole local community. Therefore, a leader is required that can deliver this and communicate these aims and future results to all pupils, staff, parents and the community as a whole, including our partners in Berlesduna and other key organisations in Basildon.

This is an exciting opportunity for you to be part of our future development. Please arrange a visit to see the school and experience the excellent educational environment.

*J Hunter*

John Hunter  
Chair of Governors



# Welcome

On beginning their education at Felmore Primary School, children become part of a friendly, co-operative environment where there is an atmosphere of mutual respect and trust. Each child is made to feel that they have a vitally important role to play in the life of the school.

Felmore Primary School was finally completed in 2009 to serve Burnt Mills, Nevendon, Felmore and parts of Northlands. The school accommodation includes spacious classrooms, two assembly halls, a library, curriculum resource areas, administrative and outdoor teaching areas including a double decker bus. The grounds are pleasantly landscaped with playgrounds and an outside learning area for the youngest children. In addition, there is a large playing field that the children can enjoy at lunchtimes as well as for sporting events.

We work in conjunction with other local schools, the Basildon Education Partnership and the local community.



# Our Vision

Ours is a safe and happy school where everyone:

Is valued and has high expectations of themselves and each other

Is dedicated to raising attainment and facilitating the best learning standards for all

Has access to a motivating and inspiring curriculum, focussing on key skills which enable all children to achieve their full potential and make a valuable contribution to society

Has access to the best possible physical environment

Treats changes as challenges which benefit the need of the school

# BASILDON AT 70

WHERE THE FUTURE BEGINS | 1949 - 2019

January 4th 2019 marks seventy years since the first ever Labour government created the town of Basildon.

In post-war Britain, with London recovering from the blitz, the New Town of Basildon was created to give hope to a generation of people.

Lewis Silkin, the then Secretary of State for Housing, decreed that Basildon would become a place where men and women from all around the world would come.

Atlee's Labour ushered in a new politics where anything was possible. It didn't matter where you had come from in the UK or whether you were academic. In Basildon you were going to be given the chance to work with a job you'd be taught in, a home that you could call your own, a community with parks and recreational facilities you could enjoy and a future for your family with new schools and healthcare services provided by the new NHS.

In the seven decades since, Basildon has gone on to become one of Britain's innovation powerhouses. Today 25 per cent of the world's tractors are made in Basildon. The Ford Motor company have their innovation centre in the town with most people either knowing someone who works for Fords or who has done so previously. UK military and our NATO allies have their optronic equipment for fighter jets, night vision goggles and vehicles manufactured here in Basildon. The Essex economy is the size of the Northern Irish economy and that is in large part because of Basildon which alone is worth 24 per cent of the county's economic output.





## Felmore Primary School Headteacher Job Description

On beginning their education at Felmore Primary School, children become part of a friendly co-operative environment where there is an atmosphere of mutual respect and trust. Each child is made to feel that they have a vitally important role to play in the life of the school. Achievements, no matter how small, are recognised and acknowledged.

Our school is a safe and happy school where everyone:

- Is valued and has high expectations of themselves and each other
- Is dedicated to raising attainment and facilitating the best learning standards for all
- Has access to a motivating and inspiring curriculum, focussing on key skills which enable all children to achieve their full potential and make a valuable contribution to society
- Has access to the best possible physical environment
- Treats changes as challenges which benefit the need of the school

We are part of the Berlesduna Academy Trust whose vision is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background.

### 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 Trust and the instrument and articles of governance of the school.

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



- lead, develop and support the direction, vision, values and priorities of the school
- develop, implement and evaluate the school's policies, practices and procedures
- lead and manage teaching and learning throughout the school
- ensure accurate school self-evaluation to inform school improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school

*The job description should be read in conjunction with the contractual requirements and responsibilities of headteachers set out in the School Teachers' Pay and Conditions Document.*

### Principle accountabilities:

#### Safeguarding

Take responsibility as the designated professional lead for Safeguarding

The DSL's main areas of responsibility are set out on pages 59 to 61 and 15 to 16 of Keeping Children Safe in Education.

#### Managing referrals

The DSL should refer cases of suspected abuse to the local authority (LA) children's social care team as required, and to:

The Channel programme where there is a radicalisation concern

The Disclosure and Barring Service (DBS), in cases where a person is dismissed or leaves due to risk or harm to a child

The police, in cases where a crime may have been committed

The DSL should also support staff who make referrals.

#### Work with others

The DSL is expected to liaise with:

- The headteacher – to inform them of issues, especially enquiries under section 47 of the Children Act 1989 and police investigations
- The 'case manager' and the designated officers at the LA – for all child protection concerns involving a staff member
- Staff – on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies, and act as a source of support, advice and expertise for staff

The DSL and any deputies should liaise with the LA and work with other agencies in line with statutory multi-agency safeguarding guidance, Working Together to Safeguard Children.

## Raising awareness

The DSL should ensure that the school's policies are known and used appropriately. This will involve:

- Working with the governing board to ensure the child protection policy is reviewed annually, and that safeguarding procedures are updated and reviewed regularly
- Ensuring that the child protection policy is publicly available and parents are aware that referrals about suspected abuse or neglect may be made, and the role of the school or college in this
- Communicating with the local safeguarding children's board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding

## Child protection file

The DSL has a responsibility to ensure that where a pupil leaves the school or college, their child protection file is transferred to the new school or college as soon as possible. This should be securely transferred separately from the main file and confirmation of receipt should be obtained.

## 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 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 for the role

Education, Training and Qualifications	Essential	Desirable
Qualified teacher status	•	
Educational management training or qualification (NPQH or working towards NPQH)		•
Demonstrable commitment to continuing professional and personal development	•	
<b>Experience</b>		
Successful experience of leadership in at least one primary school	•	
Experience of successful teaching within the whole primary age range	•	
Experience of teaching in more than one school		•
Experience of a range of responsibilities covering different aspects of school life which have had demonstrable outcomes for children	•	
Experience of successfully leading and managing whole school change initiatives	•	
Successful experience of raising achievement	•	
Successful experience of monitoring and evaluating teaching and learning	•	
Successful experience of developing relationships with professional partners outside the school, and relationships within the wider community	•	
Experience of managing budgets successfully	•	
Experience of working within an academy		•
Experience of working in a collegiate manner with senior leaders from other schools		•
<b>Knowledge</b>		
Understanding of the environment within which the school operates at both national and local level	•	
Knowledge of relevant statutory requirements relating to schools	•	
Sound up to date knowledge of developments in education, teaching and learning and best practise	•	
Understanding how high-quality performance management for all staff is linked to school improvement	•	
Up to date knowledge and experience of safeguarding requirements and an ability to put this into practice	•	
Understanding the differences between an academy and a maintained school	•	

Understanding of equal opportunities and able to put this into practise including the need to prepare pupils for life in a multicultural society	•	
Knowledge of the principles of financial management in schools	•	
Basic knowledge of health and safety and employment law		•
Knowledge of the latest research and approaches for working with SEND children.	•	
<b>Competencies</b>		
To think strategically and develop a vision for the school	•	
To think creatively and imaginatively to identify opportunities	•	
To set, monitor and evaluate targets	•	
To think analytically, making informed use of inspection, benchmarking and research findings	•	
To investigate problems, evaluate options, identify solutions, make and implement plans and monitor outcomes	•	
To provide a sense of community in school where each individual is valued and respected	•	
To develop and promote a positive image of the school	•	
To use resources cost-effectively and apply the principles of best value	•	
To work effectively within policies and procedures	•	
To make sound decisions, often under pressure and to tight deadlines	•	
High standard of written communication skills	•	
To use numerical and financial data confidently	•	
To communicate sensitively, clearly and persuasively with people at all levels	•	
To manage and motivate individuals and teams to achieve high standards of performance	•	
To manage conflict effectively	•	
To develop and maintain collaborative relationships with a wide range of agencies, individuals and other local schools	•	
<b>Other Requirements</b>		
Satisfactory Enhanced Disclosure and Barring Service check	•	
Satisfactory references	•	