

STRIVE, RESPECT, SUCCEED



# Staples Road Primary School

## Appointment of Headteacher - Information for Candidates –





March 2021

Dear Candidate,

Thank you for expressing an interest in the Headteacher's post at Staples Road Primary School. The governors, staff, parents, and children of Staples Road believe passionately that this is a happy and successful school and we hope this pack of information will encourage you to apply for what is a very exciting role.

We are looking for an inspiring leader to join Staples Road at an interesting time in the life of the school. We are a valued member of the Epping Forest Schools Partnership Trust (EFSPT), which started in 2018 and has 17 members, building on a long and successful history of working together. EFSPT is based on the crucial principle of earned autonomy, with individual schools and their local governing bodies retaining responsibility for teaching and learning, while leveraging the advantages of closer working relationships. Above all, we will remain absolutely focussed on securing the best possible outcomes for the children in our schools, in the broadest sense.

For Staples Road being a founder member of the EFSPT marks a continuation of the development that the school has undertaken over the last 10 years, starting with the amalgamation of the Infant and Junior Schools and expanding to three form entry. The most recent inspection, in September 2017, rated the School as Good.

Our current Head has worked at Staples Road for a number of years, having first joined as Deputy Head, before becoming Head in 2018. The vacancy represents a rare opportunity to lead a large and successful school through a period of strategic development, supported by a highly committed and dedicated staff and governing body as well as support from the EFSPT. As a governing body we are looking for someone who will reflect the ethos of Staples Road Primary School: a school where the happiness of our children is paramount and where we inspire, motivate and celebrate all their achievements.

To that end, I would strongly encourage you to visit Staples Road – I know you would thoroughly enjoy meeting our enthusiastic children; we are very proud of them and they are very proud of their school. My colleagues and I on the governing body would be delighted to show you round Staples Road, which will give you a far better feel for the atmosphere and culture of the school than any website or written description. Please contact Peter Tidmarsh (CEO EPSPT) to discuss your application further and make arrangements for a tour.

Yours faithfully

Marwan Mikdadi  
Chair of Governors



March 2021

Dear Applicant,

We understand that you are interested in becoming our new headteacher, so let us tell you a bit about our school and its community.

We would like to start by telling you about where we are located; our school is opposite Epping Forest, which we use for many lessons such as Forest School (in Reception); and cross-country club. We are just off Loughton High Road with its range of different shops.

We take much pride in our academic activities and would love our new headteacher to be involved in our learning and further our success. We really enjoy our creative curriculum as we feel it helps us to learn.

Along with our academic learning, we also have many opportunities to participate in sporting events including: cricket, tag rugby, handball, netball, district sports and cross-country. We also have a wide range of clubs from dance and Lego to cookery and karate.

Something that is very special to us at Staples Road is our community of staff and pupils. Everyone is different, but we all get along with each other and all of our teachers are understanding and approachable. Staff are firm but fair, offering praise when we work hard and support us in making good choices. We have boundaries, but they don't make you sad, as we know why they are there.

In our new headteacher, we are looking for someone who understands children, helps, motivates and inspires. We want someone who is approachable and confident and will listen before making a judgement. We want to continue to aim high so we want a headteacher who will support self-selection, enable challenge and a lot of fun in learning.

We hope that this information is useful and that you consider applying for the post of headteacher. Staples Road Primary School is a great place to be!

Strive, Respect, Succeed

**Staples Road Primary School Council**

## **HEADTEACHER - Job Description**

**Title of Post:** Headteacher

**Salary Scale:** Leadership scale

**Responsible to:** Governing Body

### **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:

- 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
- 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 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

Requirement	Essential	Desirable
Qualification	<ul style="list-style-type: none"> <li>• DfE Qualified teacher status</li> <li>• If NPQH is not held alternative suitable academic and professional qualifications</li> <li>• Evidence of continuing professional development</li> <li>• Safer recruitment qualification</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience across the primary age range</li> <li>• Proven record of successful classroom teaching</li> <li>• Proven record of successful experience as a Headteacher or Deputy Headteacher</li> <li>• Competent ICT skills and knowledge</li> <li>• Liaison with external agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in foundation stage</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>• Proven leadership and management skills</li> <li>• A clear vision of excellence in education</li> <li>• A proven ability to raise educational standards and a commitment to high standards of achievement</li> <li>• Understanding of school improvement planning and subsequent budget planning</li> <li>• Understanding of the strategic role of the Governing Body and ability to work effectively with Governors</li> <li>• Ability to delegate, monitor and evaluate information</li> <li>• Evidence of good working relationships with parents and the wider school community</li> <li>• Experience of Performance Management of both teaching and support staff</li> <li>• Commitment to the continuing professional development of all staff</li> <li>• Ability to lead by example and inspire others to achieve positive results</li> <li>• Ability to initiate and manage change sensitively in pursuit of strategic objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of project management and dealing with finance and premises issues</li> <li>• Experience of leading strategic change</li> <li>• Experience of working collaboratively with other schools</li> </ul>



Leadership and Management (cont/d)	<ul style="list-style-type: none"> <li>• A commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures</li> <li>• Knowledge of current Health and Safety Regulations</li> </ul>	
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> <li>• Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation</li> <li>• Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these</li> <li>• Commitment to inclusion and equality of access to educational provision for all children</li> <li>• An understanding of consistent approaches to behaviour management</li> <li>• Clear understanding of what is effective teaching and learning</li> <li>• A high regard for the personal achievement of each child</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative and creative approach to teaching and learning</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Strong interpersonal and communication skills</li> <li>• Adaptable and flexible approach</li> <li>• Desire to promote respect between children, staff, parents and governors</li> <li>• A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines</li> <li>• Ability to recognise and utilise staff strengths</li> <li>• Ability to build, support, motivate and work as part of a high performing team</li> <li>• Ability to inspire children</li> </ul>	





## 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, 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 setting:
  - receipt of satisfactory references
  - verification of identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you are not barred from working with Children
  - verification that you are not prohibited from teaching
  - verification of medical fitness for the particular role
  - verification of qualifications and 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 a section 128 direction 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 2018 or that you have provided a valid disqualification waiver from Ofsted

***NB. It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.***

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 preferred candidates 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) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

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/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. 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 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 2018 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 the incident(s) occurred and 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 or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

The Governing Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.