



South Essex Alliance Multi-Academy Trust

# **Appointment of Headteacher.**

## **North Crescent Primary School.**

### **Information for Candidates**

Our schools work in accordance with the PREVENT Duty and Safeguarding Requirements.

SEAMAT Primary Schools are Rights Respecting Schools. Our policies are underpinned by the UNCRC.

**Article 29( goals of education)**

- *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*





## *NORTH CRESCENT PRIMARY SCHOOL*

Headteacher required for a one form entry primary school of 196 pupils plus nursery in Wickford, Essex.

- Start date: January 2021 or earlier if candidate is available
- Contract type: Full Time
- Salary: Group 2
- Contract term: Permanent

North Crescent Primary School is a happy, welcoming school which is part of the recently founded South Essex Alliance Multi-academy Trust. The school lies at the heart of Wickford town centre, yet houses an extensive forest school. The new Headteacher has a rare opportunity to lead this rapidly improving school towards an even brighter future. The trustees, governors and of course the children are looking for a dedicated, ambitious and innovative leader who is up to date with current educational practice and able to deliver the highest standards of teaching and learning.

The successful candidate will be committed to putting Learner First and will see opportunities in the MAT's other key strands of the UNICEF Rights Respecting School and International Dimension to bring new innovations to teaching and learning so that every day is a great day at school. Opportunities for future career development exist beyond Headship.

Applications are welcomed from candidates who can demonstrate they are ready to:

- Believe in a 'child centred' approach to education
- Inspire, motivate and support everyone to excellence
- Build effective relationships with parents, the wider community and other schools in the MAT
- Recognise that Headship holds the stewardship for all within the community

Information Packs are available from our office.

For further details and to arrange a visit, please contact Mrs Sue Jones, Finance Manager, by telephone 01268 765905, or by e-mail [sue.jones@northcrescent.org](mailto:sue.jones@northcrescent.org)

Applications should be submitted to North Crescent Primary School.

The school is committed to safeguarding and promoting the welfare of children and young adults.

Appointments will be subject to DBS clearance and satisfactory references.

Application Closing Date: Midday 16<sup>th</sup> October 2020  
Interviews: Over Two Days. 21<sup>st</sup> and 22<sup>nd</sup> October 2020



The South Essex Alliance is a unique and adventurous Multi-Academy Trust.

It places Human Rights at its core and as such is committed to treating everyone within its constituency in a fair and just manner. It also believes in a Global Dimension encouraging everyone to see themselves as citizens of the world. It achieves this by ensuring all hold a 'Learner First' philosophy. The schools within the Multi-Academy Trust are North Crescent, Rayleigh and Wyburns Primary Schools.

In practice this means we don't take a percentage 'top slice' from every school and find a way to spend it. Instead we work in partnership to identify that which will make all our schools stronger and fund this on a per pupil basis. This means we do not remove individually from schools and their Local School Boards. We want all our schools to be able to adapt their curriculum, teaching and learning to meet the unique needs of their children.

As the Headteacher you will control your delegated budget. You will work with the other senior leaders within the Multi-Academy Trust, each of whom manages their own delegated budgets to target resources to the needs of children within their individual schools. The senior leaders are supported by the Chief Executive who leads the MAT.

Our Trustees are aware they replace the Local Authority governance and, as employers, seek to ease workloads using 'live' documents to report to the Chief Executive Officer and Trustees. We do not seek to reinvent the wheel but at the same time are positive about change. You can play a real part in our ongoing development as your voice will always be heard.

Our Multi-Academy Trust is also part of a Teaching School Alliance, and Rayleigh Primary School is the nominated Teaching School which can sponsor another. North Crescent is emerging from that sponsorship and you will play a key role in its future development.

As one of our Headteachers, you will have many opportunities to develop your career as our Trust grows. A future as an Executive Headteacher, National Leader of Education, Initial Teacher Training and future Chief Executive Officer are all avenues you may consider for the future knowing you will have the support of the trust behind you.



## **Letter from the Chair of Trustees**

Dear Prospective Applicant,

On behalf of the South Essex Alliance Multi-academy Trust I would like to thank you for your interest in leading North Crescent Primary School through the challenges and opportunities the future will bring. This position has become available due to the continual improvements the trust has made to the school.

We have a strong and dedicated board of Trustees each of whom has responsibility for a specialist aspect of MAT governance. We work closely with the Local School Boards to provide support and ensure that the MAT offers the highest standards of teaching and learning. At the same time we are committed to providing the best possible working environments and career opportunities for all our staff.

As Headteacher of North Crescent Primary you will establish and report to your Local School Board and work closely with its Chairperson. Our LSBs are very active in supporting their schools and the contribution of the governors is highly valued by the staff. The Chief Executive will be responsible for your performance management and for ensuring that you have all the support you need.

We are an ambitious MAT and want to ensure that our children and staff are excited by learning and love what they do. We see this as the best way to ensure that individual children are able to achieve the highest standards of which they are capable.

Our school leaders are a strong team who have the power and drive to shape the future development of the Trust. I hope that you are someone who would wish to have that level of influence and join us in moving forward to the next phase.

We are aware that it is often difficult to get the feel of a school simply from the information in an application pack. As we are currently under COVID restrictions I would encourage you to contact either the CEO or myself for a discussion about the position by emailing [sue.jones@northcrescent.org](mailto:sue.jones@northcrescent.org) in the first instance.

I hope that you will decide to apply, and if this is the case, please include with your completed application form your supporting statement, which should relate closely to the personal specification.



Paula Whittle.

Chair of Trustees.

# **About Our School**

## **North Crescent Primary School: Mission Statement**



### ***Guiding Explorers of the Future.***

Working in Partnership with all stakeholders, we endeavour to recognise and fulfil the aspirations of every learner. As North Crescent enters a new phase of development we are excited to look at our curriculum and plan for the recently developed SEAMAT Charter. We aspire to take all that is unique about North Crescent and maximise the five areas that define the SEAMAT integrated child.

#### ***A Spiritual Human Being.***

*Our children should learn to safeguard the freedoms of faith, thought, speech and action without discrimination.*

#### ***A Creative Human Being.***

*Creating new things, thoughts and ideas is central to the human condition. Our children must develop their inquisitiveness as a formidable force for progress.*

#### ***A Working Human Being.***

*Work is the means by which we achieve our goals. Our children must learn to strive and savor the joy of the discovery of new skills and knowledge.*

#### ***A Social Human Being.***

*Our children must learn their actions have consequences for others, as kindness begets kindness, we seek social responsibility for all.*

#### ***An Environmentally Aware Human Being.***

*Learning how interconnected our lives are to the world we live in has never been more essential for our children*

#### ***Our Integrated Child.***

*The ability to combine the above to always seek to improve themselves and the world around them. To have the strength of character to take responsibility for their future, make a commitment to society and care for the environment*

Our journey on improvement has significantly improved the learning environment for our staff and children. This next part of our journey will be the most exciting yet as we seek to reimagine our forest school curriculum in the light of the above.

Our outdoor classroom, wood, firepit, adventure walkways and treehouse will invigorate learning. As our new Headteacher you will lead this renovation of the curriculum to bring the countryside to our town.

We have embraced the SEAMAT objectives of International Working, UNICEF Rights of the Child and Learner first. Our current projects include a STEM project working with six schools across Europe and a new project, Carnival. We are working collectively on the UNICEF Rights of the Child Award and refocusing our spend so every penny enhances the lives of our children.

The next steps on our journey will be invigorating and we would like you to lead us.

**Title of Post:** Headteacher.

**Salary:** Dependent on Size of School

**Responsible to:** Chief Executive/Governors

**Purpose of Job:** To work in partnership with the community to support the school to enable learning in line with the national curriculum, codes of practice and school policies and procedures. To manage the school, under the guidance of the Governors and Local Education Authority.

**Example duties and responsibilities.**

**Strategic Manager.**

- Keeping up to date with improvement strategies.
- Seeking innovative ways to raise learning.
- Seeking funding to ensure educational provision.

**Educational Manager.**

- Monitoring and Evaluation of the Quality Assurance Manual.
- Monitoring the Effectiveness of Quality Assurance Procedures.
- Monitoring and evaluating the collection of data within Quality Assurance Procedures.
- Setting Targets for Improvement in Quality.
- Assessing Curriculum Provision.

**Maintain daily running of the school.**

- Keeping staff up to date through use of the staff-room white board,
- Check all staff present in the morning,
- Book supply cover as needed,
- Take whole school assemblies as required,
- Cover the office staff at morning, lunchtime and afternoon as required.

**Maintain a pastoral function.**

- Create a positive non-threatening atmosphere within the school.
- Have a sound knowledge of PSHE and SEN issues that relate to children.
- Act as Designated Safeguarding Officer.
- Maintain a record of misbehaviour of individuals in line with the Discipline Policy.

**Key Philosophies.**

**The school focuses upon learning.**

- Recognising that learning is the essential purpose of the school delivered through informed teaching. That effective learning is based upon cognition, metacognitive opportunities, an ordered environment and parental support.

**The school ensures quality.**

- Maintaining a quality system such as ISO9002 and investigating future externally validated awards.

**Encouraging all staff to have a role in the training of student teachers to create a culture of learning throughout the adult population in the school.**

- This portrays to parents the benefits of having their children guided through their schooling by more than one adult a year. In this way, the school will develop as an institution regarded as a place, which produces pupils and staff of a high calibre. Finally, it informs the school about trends in teaching throughout the country. The colleges will certainly be up to date and the students will be able to inform staff of new initiatives arising from their tutors.

**Staff Development is central to future success.**

- If the school is to develop a culture of continuous improvement and an evolutionary curriculum then staff must see the benefits behind such a culture. This will only happen if there is something in it for them. They must be committed to their own development to enable the development of the school. In this role a careful balance between perceived needs of the staff and the needs of the school must be drawn.

#### **The school becomes data rich.**

- Finally, in looking at appraisal the role is the only means that can dovetail these aspects together. It is a means of gathering information that can be utilised for the success of staff, pupils and school.

#### **Example Duties.**

##### **Safeguarding**

- Taking responsibility as the designated professional lead for Safeguarding”
- 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,
- Assigning a designated professional lead for safeguarding\*
- Operating safe recruitment practices
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.
- 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.
- Ensure that all children make optimal progress even when there are barriers to learning, through excellent systems and provision for all;
- 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.
- 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.

#### **Person Specification**

<b>Requirement</b>	<b>Essential</b>	<b>Desirable</b>
Qualification	<ul style="list-style-type: none"> <li>• Teaching qualification recognised by DfE and professional qualifications such as a degree or advanced diploma in Primary Education.</li> <li>• NPQH or equivalent.</li> <li>• Extensive and proven whole school leadership experience</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of appropriate Continuing Professional Development.</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>• Experience of managing the school budget</li> <li>• Competent ICT skills and knowledge</li> <li>• Experience of working collaboratively with other agencies in a school setting</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in foundation stage</li> <li>• At least 6 years teaching experience</li> <li>• Liaison with external agencies</li> <li>• Working within a collaborative school system.</li> <li>• Experience of International Dimension.</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> </ul>	<ul style="list-style-type: none"> <li>• Experience of project management and dealing with finance and premises issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding of school improvement planning and subsequent budget planning</li> <li>• Understanding of the strategic role of the Governance 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/carers 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> <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> <li>• Proven experience of Ofsted inspections and school self evaluation</li> <li>• An understanding of the Headteacher's role in relation to pupils, governors, staff, curriculum, resources and stakeholders</li> </ul>	
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> <li>• Clear understanding of what is effective teaching and learning</li> <li>• A high regard for the personal achievement of each child</li> <li>• Innovative and creative approach to teaching and learning</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Understanding of UNICEF Rights Respecting School Award.</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Ability to inspire children</li> <li>• Ability to engage and enthuse staff, pupils, and parents/carers</li> <li>• Strong interpersonal and communication skills</li> <li>• Ability to demonstrate excellent communication skills with stakeholders at all levels</li> <li>• Adaptable, creative, flexible approach that is open to new ideas</li> <li>• Desire to promote respect between children, staff, parents/carers 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 optimising on opportunities for development</li> <li>• Ability to build, support, motivate and work as part of a high performing team</li> <li>• Ability to present issues effectively to governors, committees and others as necessary</li> <li>• Clear values and moral purpose, able to articulate and model the vision for the school</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to travel</li> </ul>



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|  | <ul style="list-style-type: none"><li>• Self awareness</li></ul> |  |
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