



# **Frederick Bird Primary School**

## **Coventry**



### **Aspire and Achieve**

**"Aspire greatly; anything less than a commitment to excellence becomes an acceptance of mediocrity."**

**HEADTEACHER RECRUITMENT PACK**

**January 2023**

## Our Vision

“Aspire and Achieve”

Our shared vision is for every child to be a proud member of our community, surrounded by care, positivity and happiness. We will educate and nurture them to be the best that they can be in our ever-changing world.

## Welcome to Frederick Bird

We are delighted to be sharing this information with you regarding our Headteacher vacancy at Frederick Bird Primary School. Our school is unique and we are incredibly proud of our children and whole school community.

We are an Ofsted rated ‘requires improvement’ school. Our statutory data outcomes are currently low. We are, however already on a significant journey of improvement and many, many positive changes have already been made. This is currently being led by a temporary Headteacher and Executive Headteacher for the remainder of this academic year through a school to school support agreement. The Governing board are currently exploring the possibility of academisation but our priority is to appoint a substantive Headteacher to lead the next stage of our school journey.

We are looking for an inspirational Headteacher who will empower and motivate staff and pupils to achieve their full potential. We are seeking an individual with the drive and passion for ensuring that all children achieve their full potential, combined with strong leadership, management and interpersonal skills. We have a positive, nurturing ethos and we are very proud of our school community.

Interested candidates are encouraged to contact the school (on telephone number 024 7622 1920 or email [admin@frederickbird.coventry.sch.uk](mailto:admin@frederickbird.coventry.sch.uk)) to arrange an initial conversation with the Chair of Governors. Following this conversation, if you would like to visit our school, we would be delighted to give you a tour and introduce you to the best thing about our school... our wonderful children!

Thank you for considering joining our school team.



## **Our Headteacher**

**At Frederick Bird Primary School we want our pupils to aspire and achieve.**

**The Governing Body is looking for an exceptional individual to become our new Headteacher who is:**

- Innovative, hardworking and passionate about improving educational standards
- an inspirational and strategic leader; with a proven track record of improvement

**It is important that our new headteacher wants to:**

- empower and motivate staff and pupils to achieve their full potential
- promote and maintain excellent relationships with Parents, Carers and the wider Community
- develop healthy, independent and curious learners
- acknowledge and celebrate strengths of all individuals
- meet the challenges of the future and continue on our improvement journey

If you believe you possess the qualities to take on this exciting challenge then the Governing Body would be delighted to hear from you.

**Salary Range:** Group 5 L25 – L31 £79,949 to £92,597  
(Subject to Teachers Pay and Conditions)

**Start date:** September 2023

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## About us

Frederick Bird Primary School is much larger than average primary school serving a socially and economically deprived community of Hillfields on the edge of Coventry's City Centre. The proportion of disadvantaged pupils (49%) and children who have English as an additional language (65%) are well above the national average.

The school operates between a three and four form of entry primary school with Reception, year 1 and year 3 having 3 classes in each year group and years 2, 4, 5 and 6 having 4 classes in each year group, and a 78 place Nursery.

The school serves an extremely diverse and disadvantaged area: pupils start Foundation Stage with attainment below national expectations; over 45 languages are spoken across the school and the transient local population means pupils join every year with minimal English.

Our motto 'Aspire and Achieve' allows us to shape a culture of ambition and high standards for our children.

Frederick Bird Primary School is an integral part of our local community, and we have strong relationships with parents. We are very fortunate to have such a supportive local community – they are polite, welcoming, respectful and interested. They fully support the work of the school.

## Key facts at a glance

- Location: Hillfields, Coventry
- Ofsted rating: Requires Improvement, 2019
- NOR: 795 (November 2022)
- EAL: 65 %
- Pupil Premium: 49%
- Budget: £4.3M

## What is special about Frederick Bird?

We are a happy vibrant school with a real family and community feel. We are proud of our diversity, and the school community we serve is rich with different cultures and backgrounds.

We are an inclusive school and we welcome all children and adults equally and have an unconditional positive regard for everyone.

We have a strong Pastoral Team who will support the wellbeing of our children and their families.

We believe teaching and learning should be exciting. The curriculum is built on lots of experiences through trips and visits and children are encouraged to learn in an active way.

We invest in our school environment to maintain high standards in all that we do and our modern setting has a friendly feel for our families and visitors to feel welcomed.

## Performance/Data

<b>EYFS - Good Level of Development</b>	<b>23%</b> (65%)
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<b>Phonics - Year 1</b>	<b>Phonics - Year 2</b>
WA - <b>65%</b> (75%) 24-31 marks – 14%	WA - <b>85%</b> (87%)

<b>Reading (KS2 - 118 pupils; KS1 – 90 pupils)</b>		
<b>Progress</b>	<b>KS2</b>	<b>KS1</b>
<b>-3.3</b>	EXS - <b>48%</b> (74%) GDS – <b>13%</b> (28%)	EXS - <b>46%</b> (67%) GDS – <b>9%</b> (18%)
<b>Writing (KS2 - 118 pupils; KS1 – 90 pupils)</b>		
<b>Progress</b>	<b>KS2</b>	<b>KS1</b>
<b>-3.7</b>	EXS - <b>39%</b> (69%) GDS – <b>0%</b> (13%)	EXS - <b>31%</b> (58%) GDS – <b>1%</b> (8%)
<b>Maths (KS2 - 118 pupils; KS1 – 90 pupils)</b>		
<b>Progress</b>	<b>KS2</b>	<b>KS1</b>
<b>-2.8</b>	EXS - <b>51%</b> (71%) GDS – <b>11%</b> (22%)	EXS - <b>48%</b> (68%) GDS – <b>14%</b> (15%)

## School priorities

Frederick Bird Primary School has recently worked to develop a new vision for the school in order to support rapid school improvement and the priorities are:

- to accelerate progress for all groups of children so that the gap between school and national averages is narrowed in all year groups
- to develop knowledgeable, consistent distributed leadership and management so that it is at the core of school improvement and is embodied in all day-to-day interactions
- to ensure the quality of teaching and learning is consistently good or better (with increasing proportions of staff meeting career stage expectations) which meets the needs of all learners
- to ensure the curriculum is exciting, well sequenced and provide all children with relevant, memorable experiences that fully reflect our diverse school
- to construct and deliver an EYFS curriculum that is ambitious, well sequenced and gives children, particularly the most disadvantaged, the knowledge and skills they need to succeed
- to ensure policies and practice reflect a safe and inclusive ethos that meets the needs of all vulnerable groups and promotes good attendance, behaviour and attitudes

## More about us

Further information about Frederick Bird Primary School is available on the school's website

<http://www.frederickbird.coventry.sch.uk/>



## Headteacher Job Description and Person Specification

<b>Post title:</b>	Headteacher
<b>Salary Range:</b>	L25-L31
<b>Responsible to:</b>	The Governing Body
<b>Responsible for:</b>	All school staff (teachers and support staff)

### Job Description (January 2023)

#### Ethics and professional conduct

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the Teachers' Standards and be responsible for providing the conditions in which Teachers can fulfil them.

The Headteacher must uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

The Headteacher must uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, they will:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leader of their school community and a leader within their profession, the Headteacher will:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

### **Headteachers' standards**

#### 1. School Culture

The Headteacher will:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

#### 2. Teaching

The Headteacher will:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment



### 3. Curriculum and assessment

The Headteacher will:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

### 4. Behaviour

The Headteacher will:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

### 5. Additional and special educational needs and disabilities

The Headteacher will:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

### 6. Professional development

The Headteacher will:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## 7. Organisational management

The Headteacher will:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## 8. Continuous school improvement

The Headteacher will:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## 9. Working in partnership

The Headteacher will:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## 10. Governance and accountability

The Headteacher will:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

## Person Specification (January 2023)

Criteria		Assessment Method*
Qualifications and training	Qualified teacher status	A
	National Professional Qualification for Headship and/or evidence of sector-specific training and further qualifications	A S
Knowledge, skills and experience	Proven successful experience, within the primary phase, in leading a school (or schools) through a significant improvement journey (either as Headteacher or a significant leadership capacity)	A S R
	Proven experience of raising standards of teaching and learning for all pupils	A S R
	Previous experience of successful curriculum innovation, including the proven ability to lead the development of an enriched curriculum which reflects and meets the needs of a diverse community	A S R
	Experience of successfully managing change	A S R
	Excellent organisational skills	S R
	Excellent classroom practitioner, with experience across the primary phase	A S R
	Understanding of and commitment to the protection and safeguarding of pupils	A S R
	Proven ability to communicate clearly and effectively; engage with and influence staff, parents, pupils the Governing Body and other partners	A S R
	Proven ability to provide comprehensive, accessible and professional reports to key stakeholders, including the Governing Body and Local Authority	A S R
	Successful experience of outward-facing partnership work with other schools and providers	A S R
	Understanding of strategic financial management	A S R
	Understanding of the characteristics and needs of an ethnically diverse community	A S R
	Proven ability to analyse and use data to raise standards	A S R

Personal attributes	Able to demonstrate strong leadership skills and the capacity to develop leadership in others	A S R
	Excellent interpersonal skills, including the ability to gain the confidence and trust of all members of the school community	A S R
	Able to motivate and empower staff and pupils	A S R
	Able to encourage the highest standards in all aspects of school life	A S R
	Able to successfully promote a culture wherein all pupils aspire and achieve	A S R
Interest and motivation	Commitment to raising standards for all	A S R
	Commitment to equality of opportunity	A S R
	Ability and enthusiasm to promote the school's vision, values and achievements	A S R
	Commitment to securing the school's future at the heart of its community	A S
Personal qualities	Open; trustworthy; resilient; professional; emotionally intelligent; supportive; fair; approachable	S R

\*A = Application, S = Selection Process, R = Reference

## Making an application

Applications for this post will only be accepted using the application form provided – this must be completed in full. Please use the “application questions” section to explain how your knowledge, skills and experience meet the demands of the person specification above. There is no word limit for this statement but we would ask candidates to work to a guide of two sides of A4.

Candidates are also asked to respond to a further question as part of their application:

“Taking into account the information you have learned about Frederick Bird in deciding to make an application, what would you see as priorities for your first year in post and what would your initial plans be to continue our journey of improvement?”

The response should be completed and included alongside other application documents. There is no word limit for this response but please work to a guide of one side of A4.

We would also ask candidates to complete and return an Equal Opportunities form.

The closing date for applications is midday on Thursday 23<sup>rd</sup> February. These should be returned to [recruitment@frederickbird.coventry.sch.uk](mailto:recruitment@frederickbird.coventry.sch.uk).

Interested candidates are encouraged to contact school (02476 221920 or [admin@frederickbird.coventry.sch.uk](mailto:admin@frederickbird.coventry.sch.uk)) to arrange an initial conversation with our Chair of Governors. Following this, school visits can be arranged.

Shortlisting will take place on Monday 6<sup>th</sup> March and all candidates will then be contacted by email.

Shortlisted candidates need to be available for interview on both Thursday 23<sup>rd</sup> and Friday 24<sup>th</sup> March (provisional).

If you have any questions relating to the application process, please do let us know.

We look forward to hearing from you.

