



Headteacher
Application Pack
February 2022



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Dear Applicant,

The governors and I thank you for the interest you have shown in our school and the key post of Headteacher. We believe that this is an exciting opportunity, and that the successful applicant will be joining a happy and welcoming school.

The Governing Body is seeking to appoint a Headteacher who will build on current good practice and bring a fresh perspective.

I enclose a job description and person specification, which provide more details about the role, and candidates are invited to visit the school and meet the pupils.

The first stage of the application process is to complete an application form and submit a letter outlining how your skills and experience will prepare you to take on this role.

1. *What is your vision for John Shelton Primary School over the next 5 years?*
2. *How would you go about supporting key stakeholders through the period of leadership transition?*

Your letter should be no more than three sides of A4 paper using Arial 12 font.

Your on-line application form and accompanying letter should be returned and marked for the attention of Jason Bratt to Jason.bratt@threesixtyhr.ltd.uk.

You may visit the school on Wednesday 2nd March 2022, please contact Jason Bratt to arrange your visit.

Closing date for applications: Monday 7th March 2022 at 10.00am

Shortlisting will take place: Monday 7th March 2022

Interview dates: Thursday 17th & Friday 18th March 2022

We would like to thank you again for your interest in the post and I look forward to receiving your application.

Yours sincerely,

Councillor Rachel Lancaster
Co Chair of Governors

John Shelton Primary School

Head Teacher Position

Required for September 2022

The Board of Governors at John Shelton School are looking to appoint an experienced, ambitious, and exceptional leader with a proven track record of success. We require an outstanding leader capable of inspiring, motivating and supporting pupils and staff to achieve their full potential. This is an exciting opportunity for an experienced leader able to strategically lead our school in the next phase of its development.

The successful applicant will be someone who:

- Is an inspirational leader with a clear vision for the future of the school.
- Is committed to improving the outcomes for all our pupils.
- Is able to lead, motivate and inspire pupils and staff, and acknowledge and celebrate strengths of all individuals.
- Has a proven track record of raising standards in teaching and learning.
- Has the energy, resilience, and determination to succeed.
- Is a creative and strategic thinker, able to see through and sustain initiatives.
- Has excellent communication, organisational and inter-personal skills.
- Innovative, hardworking, and passionate about improving educational standards.
- 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.
- Meet the challenges of the future and continue our journey to 'Outstanding'.

John Shelton is a successful primary school set in Holbrook ward, Coventry. This is a fantastic opportunity for the right person to help lead the school into the next phase of its development and make a significant contribution to the future success of the school. We are located within easy access of all areas of Coventry and commutable from surrounding areas such as Birmingham, Solihull, Leamington Spa and Sutton Coldfield.

For further information or an informal discussion about the post please contact Jason Bratt by email Jason.bratt@threesixtyhr.ltd.uk, who will arrange for one of the Governors to call you back.

Application forms and details regarding the post are available to download via the advert.

John Shelton Primary School

Overview

John Shelton Community Primary School is situated in the Holbrook's area of Coventry about half a mile from The Coventry Building Society Arena. It occupies a, very pleasant site with; a large playground around the school, a grass playing field, two sheltered areas, a trim trail and climbing frame, a Multi-use Games pitch, a tyre park, and a woodland area. The building is a single story, modern, purpose-built building with a multi-use classroom, library, and a newly refurbished IT suite. The school building is joined to Holbrook's Community Centre which serves residents. The site reflects our interest in learning outdoors, and we provide a high-quality learning environment for both adults and children.

We are currently a one form entry primary school with a Nursery taking 26 children in the morning and 20 in the afternoon. We have recently started to take two- and three-year-olds into our Nursery. We have 210 full time children and 38 part time children in Nursery.

About half of our children are from minority ethnic backgrounds and 36% are Pupil Premium children. (This means the school receives additional funding for these children) The school supports our EAL children, and those with special educational needs, extremely well. We have a very good level of in-house provision as well as support from external agencies. In many ways our catchment is broadly average. Our children attain below national averages on entry but achieve above the national at the end of KS2. Our value-added score has been above 100 for the last three years.

The school's leadership team consists of a Headteacher, a Deputy Headteacher, an Assistant Headteacher and two senior teachers. Each member of the Leadership team is responsible for standards in a phase. Each member of staff takes responsibility for an area of the curriculum and they belong to a wider curriculum team.

The school is organised into learning teams as follows:

Early Years	Nursery and Reception classes
Key Stage 1	Years 1 and 2
Lower Key Stage 2	Years 3 and 4
Upper Key Stage 2	Years 5 and 6

The teaching staff are supported by a Learning Mentor, a Business Manager and administrative officer, a site services officer, ten teaching assistants (some part-time) and nine Play Leaders. In total the staff team totals 35 people.

All teachers plan lessons sometimes in collaboration with other members of staff. We have undergone a review of the curriculum and we are pleased that it better meets the needs of our pupils. The school has a strong emphasis on PSHE.

Governors are very supportive and play a key role in addressing the future direction of the school.

We have developed strong and supportive links with neighbouring primary and secondary schools and we are part of the fourteen school Focus Network. The school is keen to further develop partnerships in the community for the benefit of the children and their families.

We have a good working relationship with parents. They are welcomed into school and encouraged to work in partnership with us to support their child's education. The school was inspected by OFSTED in July 2015 and was confirmed as a "Good School".



Job Description

Salary: Leadership Scale L15 - L21

Responsible to: The Governing Body of John Shelton Primary School.

Responsible for the Leadership and Management of all staff at John Shelton Primary School.

The Headteacher will have overall responsibility for the organisation and management of the whole school. The Headteacher will deliver vision, leadership, and strategic direction to secure the overall effectiveness and continued improvement of the school.

The Headteacher is accountable to the Governing Body. The current School Teachers' Pay and Conditions Document sets out the range of duties and responsibilities of a Headteacher, and therefore this job description is aligned to this document.

CORE PURPOSE

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To succeed, the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher must establish a safe culture that promotes excellence, equality, and high expectations of all pupils.

The Headteacher is the leading professional in the school, accountable to the Governing Body. The Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet the aims and objectives.

The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation, and administration of the school.

The Headteacher, working with and through others, will secure the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, other schools, other services and agencies for children and families, community organisations, the local authority and higher education institutions. Through such partnerships and other activities, the Headteacher plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

Leadership

- Embraces the values as set out by the Governors and ensures that these underpin all activities and inform all relationships.
- Defines and implements the school's vision and strategy so that it is understood, agreed, and acted upon across the school community including staff, parents and pupils.
- Identifies priorities and targets for ensuring that pupils achieve high standards and make good progress, increases teachers' effectiveness, and secures continuous school improvement.
- Is an inspiring communicator to different audiences across the school community.
- Strategically plans for future needs and the further development of the school.
- Challenges, supports, motivates, and develops all staff to raise their performance by setting effective performance targets.
- Leads by example, is personally visible and observably committed to the school.
- Demonstrates a leadership approach which is focused, flexible, and inclusive.
- Engages, develops, and nurtures all staff.

Teaching and Learning

- Develops and agrees a curriculum policy to meet statutory and pupil requirements that supports the school's aims and needs.
- Implements highly effective strategies to support and challenge teachers to achieve outstanding teaching and learning outcomes.
- Operates systems for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using data, and setting targets for achievement of all pupils, especially those in vulnerable groups.
- Promotes excellence in teaching and learning, using the latest evidence base, ensuring a continuous focus on pupils' achievement and the development of the whole child.
- Ensures that a varied and rich educational experience is available for all pupils, including a variety of extra-curricular opportunities.
- Ensures effective and appropriate pastoral support is available to pupils.
- Ensures there are systems for and appropriate action in relation to individual pupil progress and achievement, maintaining high expectations for all pupils.
- Through measurement and analysis, identifies and acts on areas of development in relation to all aspects of school improvement.

Relationships

- Demonstrates inclusiveness and respect in dealings with pupils, staff, and others within the school community.
- Promotes personal responsibility, rewards excellence and deals appropriately with underperformance.
- Ensures a high standard of professional development for all staff.
- Demonstrates personal resilience and sustains that of other staff.
- Creates conditions for pupils, staff, and the school community to speak up and be heard if they have concerns or ideas for improvement.
- Demonstrates the personal capability to coach for high performance and develop coaching within school management as standard.
- Demonstrates relevant consultation and cooperation around change affecting the school or groups or individuals within it.

School Improvement

- Demonstrates a constant drive for school improvement.
- Is aware of and responsive to developments in educational policy, techniques, leadership, and management practice.
- Ensures the successful delivery of the values, vision, aims, ethos, strategy, and objectives.
- Creates school systems and structures in support of outcomes and priorities.
- Monitors the performance of school policies and amends as appropriate to support school improvement or compliance with laws, regulations, or educational policies.
- Uses data to create insights for the Governing Body, staff and parents/carers into how to support school improvement.
- Promotes collaboration and the exchange of ideas within school and across schools.
- Creates, implements and monitors school improvement plans.

Management

- Works with school leadership team and the Governing Body to set an annual budget consistent with school priorities.
- Recruits, develops and retains staff of the highest quality.
- Plans for and deploys all staff effectively to improve the quality of outcomes.
- Monitors and manages school budgets to secure the long-term future of the school;
- Ensures the school sets and maintains high standards for health, safety and well-being.
- Reports openly and honestly to the Governing Body on the performance of the school.
- Manages the effective application of school pay and performance policy.
- Works with unions or other employee representatives where required to do so.
- Works in partnership with the local education authority, local schools and other agencies.
- Upholds the school's obligations for safeguarding and working with pupils.
- Ensures the school operates best value principles in purchasing goods and services and the allocation of school capital expenditure.

Community

- Promotes community engagement including pupils, staff, parents/carers and local residents and organisations.
- Creates and maintains an effective partnership with parents/carers using a range of approaches and media.
- Promotes an honest and positive image of the school, supporting parent choice and providing information through the school website.
- Maintains positive relationships with other schools, particularly nursery and secondary schools to support the smooth transitions of pupils.
- Develops the school as an integral part of the local community by, engaging in community celebrations and other events as appropriate.

John Shelton School's Governing Body is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.

Personal Specification

Category	Requirements
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Honour's degree or equivalent • Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning
Experience	<ul style="list-style-type: none"> • Previous Headship or Deputy Headship • Successful experience of leading one or more subject areas • Substantial, successful teaching experience
Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning • Experience of leading the professional development of others
Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education • Evidence of having successfully translated vision into reality at whole school level • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of, and commitment to, promoting and safeguarding the welfare of pupils and staff • Experience of, and commitment to, developing links with other schools, agencies and parents
Teaching and Learning	<ul style="list-style-type: none"> • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning and the ability to devise and implement subsequent improvement plans • Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management
Leading and Managing Staff	<ul style="list-style-type: none"> • Successful experience of working in and leading staff teams • Ability to successfully delegate work and support colleagues in undertaking responsibilities • Successful experience of performance management and supporting the continuing professional development of colleagues • Successful experience of working with governors to enable them to fulfil whole-school responsibilities • Successful experience of effective budget planning and resource deployment.

<p>Accountability</p>	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences - e.g., staff, pupils, parents, governors, and the community • Experience of effective whole-school self-evaluation and successful improvement strategies • Ability to provide clear information and advice to staff and governors • Secure understanding of strategies for performance management • Experience of offering challenge and support to improve performance
<p>Skills, qualities and abilities</p>	<ul style="list-style-type: none"> • High quality teaching skills • High expectations of pupils' learning and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • An ability to foster a culture of respect and openness • Good interpersonal skills • Stamina and resilience • Confidence • An excellent record of health and attendance • Ability and belief in developing the whole child
<p>References</p>	<ul style="list-style-type: none"> • Unequivocal recommendation in professional references

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