



2021

Southfields Community Primary School Headteacher Application Pack

Board of Governors

12th April 2021



Southfields Community Primary School

Headteacher Application Pack 2021

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Dear Prospective Applicant,

Southfields Community Primary School Board of Governors wish to appoint a Headteacher following the planned retirement of the current Headteacher.

Southfields is a two-form entry school with 413 children on roll, including a nursery class of 26. We have a staff complement of 71, of whom 22 are qualified teachers and 23 are teaching assistants. Our staff are hard-working and committed, with a range of experience and different areas of expertise. Our teaching staff is extended by effective teaching assistants and supported by an excellent pastoral team who know our families and children exceptionally well. In July 2017 we had a short OFSTED inspection which judged us to be a good school with some outstanding elements. We value our children in all subjects, from achieving a good standard in English and Maths to also experiencing a broad and exciting curriculum.

Our very diverse community brings many strengths to our school; our children understand concepts such as the importance of community cohesion and being a global citizen. It also brings challenges. There are 45 languages spoken at home and this is a transient population, with many of our children experiencing multiple disadvantages.

The school is in a relatively modern building. Classrooms are large and spacious and there are multiple teaching spaces around the school, including a yurt with a wood burner, an 'Elephant Cage' (a Multi-Use Games Area) and a 'Tiger House' (a recently built extra classroom/meeting space). We have lovely grounds which staff are encouraged to use regularly, and the children enjoy during playtimes.

We warmly welcome applications from candidates who possess the vision, drive, skills, and commitment to lead the school – giving children every opportunity to achieve and develop in all areas. The Governing Body is keen to ensure that our values shine through the learning environment created in school and permeate relationships amongst staff, pupils, parents, and the wider community. Our staff are committed to ensuring that all children are welcomed, feel safe, are treated generously and fairly, and that learning is purposeful, stretching, and enjoyable.

The successful candidate will share our values and have the vision and leadership qualities to sustain the positive school that we are and ensure continuous improvement so that all our children can achieve to the very best of their ability.

If you feel you have these qualities and skills, we would very much welcome your application. We hope you will find sufficient information in the accompanying pack but, as you will see, there will be an opportunity for you to visit the school informally when you will be able to ask questions.

Yours sincerely,

Dave Nellist

Dave Nellist
Chair of Governors

Our values and mission

The school has created its own set of values which are known as '**GARK**', standing for **G**ood learners, **A**ccepting, **R**espectful, and **K**ind. These values can be seen in practice across the whole school.

Southfields Community Primary School is, and represents, a vibrant, multi-ethnic community. We value and promote individual development as well as high aspirations by providing a supportive, challenging, and creative learning environment where:

- we respect and accept others, and an awareness of environmental issues is valued, in order to make our pupils true global citizens;
- the needs of the community are met by providing a focus for learning; the impact of modern technology is reflected and integrated in all aspects of the curriculum;
- children are inspired through the joy of shared creative learning experiences;
- children's emotional development is nurtured, celebrating individual achievement, across all aspects of education with a sense of pride.

Relevant information about Southfields Community Primary School

Latest OFSTED report (Short OFSTED report July 2017)

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131442>

Department of Education Information

<https://www.compare-school-performance.service.gov.uk/school/131442/southfields-primary-school>

School Improvement Plan

Below are the priorities of the current plan. We anticipate that in due course this will be updated to include a Covid catch up strategy.

Quality of Education

In order to improve further the quality of education we need to:

- embed an enjoyable and purposeful curriculum which focuses on mental health and the wellbeing of students;
- develop our accuracy in assessment of learning in all subjects and use this to inform teaching to ensure good or better progress is made by each child from their individual starting points;
- ensure all teaching staff are confident in using 'Educater' assessment programme and the school's aspirations to make accurate assessment judgements;
- ensure all teaching staff are confident in the teaching of maths mastery;
- develop the quality of online provision and ensure it is integrated into the whole curriculum;

- develop and enhance reading across the school ensuring we have an environment that focuses on high quality teaching, good or better pupil progress and on quality reading material to engage all readers;
- develop the outdoor environment with DYM support and training for staff to ensure all classes access the school grounds to enhance learning opportunities.

Behaviour and Attitudes

In order to further improve behaviour and attitudes we need to:

- establish high expectations for behaviour and conduct and ensure that the school's new behaviour policy is applied consistently and fairly;
- ensure pupils leave Year 6 as well-rounded individuals who show compassion, respect and courtesy, express themselves with confidence and reflect on disappointment with resilience;
- ensure that staff relationships are positive and professional within a culture of respect and support.

Personal Development

In order to further develop the whole child, we need to:

- ensure pupils have good mental health or have the strategies to manage emotional turmoil with positive outcomes;
- develop a curriculum and a culture of growth mind-set which provides opportunities to develop children's confidence, resilience, values and character;
- ensure children and families understand how to keep safe online and how to seek help when needed.

Leadership and Management

In order to improve further leadership and management we need to:

- develop leadership roles to make a positive impact on the quality of curriculum provision;
- ensure all subject leadership teachers have the necessary support to lead their subject effectively;
- ensure all subject leaders have management time to allow for effective monitoring of the intent, implementation and impact progress within their subject;
- ensure that Governors visit the school on a regular basis and meet with subject leaders and DSL to further their knowledge of the development of the school;
- recruit parent governors.

Early Years Foundation Stage

In order to improve further the EYFS provision we need to:

- ensure that the new EYFS lead has a clear and ambitious vision for the early years that incorporates the school priorities of reading, maths mastery and oracy, ensuring cohesive practice throughout Nursery and Reception;
- to raise the Good Level of Development in 2020/21;
- to ensure we are providing effective communication with parents through Tapestry to support the learning journey of our pupils at home and in school;
- raise end-of-EYFS standards in reading through early reading and that reading books connect closely to the phonics knowledge and reading stage.

Conversations with staff

The Governors of Southfields Community Primary School value the dedication and commitment of our staff and approve of the learning environment which has been created, not only for the pupils, but also for the staff themselves.

Staff are encouraged to acknowledge problems and to ask for help and support from each other. We want our staff to be striving for excellence in their own practice and to demand the best of our children. However, we acknowledge that there are many pressures on our staff and want to do our best to ensure that there is a sensible workload balance which will help them sustain their creativity and dedication.

The staff completed the Coventry Fair Workload Charter and were awarded the charter mark because the school attained an overall score of more than 90%. (A copy is available on request, contact: Ms. B. Bates, Office Manager, Southfields Primary School 024 7622 6810 or email: admin@southfields.coventry.sch.uk). This is a great achievement and something that the Governors would like to maintain in future years.

Conversations with pupils

The appointment of a new Headteacher is a major event and we want to make sure that our children's needs are at the heart of everything we do.

The children were asked what was special about Southfields Community Primary School. This moving poem by Michael sums up their views.

What is it?

What is Southfields?

What do we do here?

Why is this school so special?

Everyone has different opinions, but this is mine.

it's like a chain

We're all friends

We stick close together and stand by each other.

We respect the teachers and all other pupils,

it isn't just a school

We're a family as well.

There's something about us

it's a bond, so strong and hard to describe.

My last words

This is us,

this is Southfields

Staffing structure - SLT

The Senior Leadership Team comprises the Headteacher, Deputy Headteacher, two assistant Headteachers and the lead for Early Years Foundation Stage.

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. Continuous professional development and improvement planning is encouraged in a challenging but supportive culture.

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, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate 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.

Job description

Headteacher

Salary: Leadership Scale L18-L24

Responsible to: The Board of Governors of Southfields Community Primary School

Responsible for the Leadership and Management of all staff at Southfields Community 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 Board of Governors. The current [School Teachers' Pay and Conditions](#) sets out the range of duties and responsibilities of a Headteacher, and therefore this Job Description is aligned to this document.

We are looking for these personal attributes:

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, with parents and the wider community, good Headteachers:

- 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 leaders of their school community and profession, Headteachers:

- 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.

Leadership at Southfields Community Primary School should be characterised by:

- embracing the values as set out by the Governors and ensuring that these underpin all activities and inform all relationships;

- defining and implementing the school's vision and strategy so that it is understood, agreed and acted upon across the school community including staff, parents and pupils;
- Identifying priorities and targets for ensuring that pupils achieve high standards and make good progress, increasing teachers' effectiveness and securing continuous school improvement;
- planning for future needs and the further development of the school.
- inspiring different audiences across the school and the wider community including parents and pupils;
- challenging, supporting, motivating and developing all staff to raise their performance by reference to their respective performance targets;
- supporting staff to reach their personal career objectives being mindful of their workload balance;
- leading by example and is personally visible and observably committed to the school;
- demonstrating a leadership approach that is focused, flexible, inclusive and encourages leadership amongst staff, parents and pupils.

Person specification

CATEGORY	REQUIREMENTS
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • NPQH is desirable • Honours 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 Deputy Headship or School Leadership experience • 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 lead on values and 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 • 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 • Understanding successfully of how financial and resource management enable a school to achieve its educational priorities

Accountability	<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 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
Skills, qualities and abilities	<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, supportive and challenging 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
References	Unequivocal recommendation in professional references

Application Process

The first stage of the application process is to complete a form and submit a letter. From this a shortlist of candidates will be chosen. These will be invited to attend an interview. The interview will take place over two days with a series of activities and on the second day formal question and answer. It is possible that some candidates will not be invited to attend the second day or may wish to withdraw themselves from the process.

Southfields Community Primary School Board of Governors 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.

Application timeline

Closing date: Applications should be received **by midday on 23rd April 2021** at admin@southfields.coventry.sch.uk.

There is a formal application form. Complete this and please provide an accompanying letter of no more than two sides of A4 demonstrating your skills, professional qualities, and leadership impact to date. (CVs will not be accepted).

Referees will be asked to provide a reference for all short-listed candidates. Preferred referees are your last two employers, likely to be your last Headteacher or Chair of Governors.

Covid secure visits will take place during the week beginning 19th April

Prospective candidates will be welcomed into the school to take a conducted tour during a two-hour slot. If you wish to take advantage of this opportunity, please contact us to arrange:

Ms B Bates, Office Manager, Southfields Primary School

024 7622 6810

admin@southfields.coventry.sch.uk

Interviews will be held on 29th and 30th April 2021. It is possible that some candidates will not be invited back on the second day or may choose not to return.

The Governing Body will finalise the decision on 30th April 2021.