



# Grange Farm Primary School



## Head Teacher Application Pack

**May 2022**



# Grange Farm Primary School

## Headteacher

**At Grange Farm Primary School we want our pupils to have an enthusiasm for life and their learning.**

**The Governing Body is looking for an exceptional individual who is:**

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

**who wants to:**

- empower and motivate staff and pupils to achieve their full potential.
- promote and maintain excellent relationships with Parent, 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 journey to 'Outstanding'.

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 3 – 2 form entry - £58,135 (L14) to £67,364 (L20)  
(Subject to Teachers Pay and Conditions)

**Start date:** September 2022 or as soon as possible thereafter

If you would like an informal discussion about this exciting post or arrange a school visit, please contact us at Grange Farm Primary School: 024 76 411098 or email: [adminstaff@grangefarm.coventry.sch.uk](mailto:adminstaff@grangefarm.coventry.sch.uk)

**Pre Interview School Visits:** Contact school to arrange a convenient time.

**Closing date:** 9am on Monday 23<sup>rd</sup> May 2022

**Short Listing:** 23<sup>rd</sup> May 2022

**Interviews:** Wednesday 25<sup>th</sup> and Thursday 26<sup>th</sup> May 2022

Grange Farm Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

There is a requirement for the successful applicant to complete an enhanced disclosure and barring service (DBS) check.



# Welcome Letter

Dear Applicant,

Thank you for your interest in the post of Head Teacher at Grange Farm Primary School.

This is an excellent opportunity for an ambitious and inspirational leader. You do not need to have previous experience as a Head Teacher but experience of leadership and the ability to demonstrate an impact on raising standards is a requisite.

You will be very well supported by the Board of Governors who are committed to build upon the achievements and success of the past and move the school further in providing a first-class education for local children.

Grange Farm Primary School was inspected by Ofsted in October 2018, retaining its overall judgement as a "good" school.

The information provided in this recruitment pack details the skills and qualities we are looking for in our new Head Teacher and how to make your application.

This includes:

- an introduction to Grange Farm Primary School
- a detailed job description and person specification
- information about the application process

If you would like further information or would like to arrange a school visit, please contact Erica Smith at Grange Farm Primary School.

Tel: 02476 411098 or Email: [adminstaff@grangefarm.coventry.gov.uk](mailto:adminstaff@grangefarm.coventry.gov.uk)

Yours faithfully,

Colin Marscheider  
Chair of Governors Grange Farm Primary School



# About Grange Farm

Grange Farm Primary School is a popular Local Authority maintained school located in the Styvechale suburb of Coventry.

It is larger than average with approximately 420 pupils comprising of cohorts based on 60 children from Reception to Year 6. September 2018 marked the completion of an increase in school size from one-form to two-form entry.

The school maintains a very good reputation within the local community and across wider Coventry. Pupil numbers are consistently high with very few free spaces in any cohort. Successful appeals to the local admissions team, admissions due to high-level SEND or due to Looked After Children status occasionally result in class sizes above 30 but this is against the general school policy. The school has a higher than average stability within the pupil population.

The school's Reception intake typically comes from a wide range of Early Years settings around Coventry (over 25 different settings). About 70% to 75% of Year 6 leavers move to Finham Park Academy. The remaining children go to a number of alternative settings, both within Coventry and beyond into Warwickshire, including into the selective schools system.

The school underwent a period of building work approximately 10 years ago in order to provide classroom space for an increase to two-form entry cohorts. There are 14 classroom spaces and each year group from Year 1 to Year 6 has a shared additional "break-out" space. The school also has a library, a hall and a separate dining room. School meals are cooked on site. The school's outdoor space includes an EYFS outdoor learning environment, a field, a tarmac playground, a woodland area, a storytelling area and various pieces of fixed play equipment.

The proportion of children eligible for Free School Meals and in receipt of the Pupil Premium is well below the national average although this has shown a generally increasing trend in recent years. Also, the proportion of children on the Special Educational Needs register is below the national average. Although these groups remain small compared to other settings, there has been a noticeable rise in the needs of pupils joining the school since the increase to two-form entry (such that we now have a higher than average proportion of children with an EHC Plan).



The school has a multi-cultural population with the most significant proportions coming from White British and Indian backgrounds but with a large number of other ethnic backgrounds also represented. The proportion of children speaking a home language believed to be other than English is above the national average although very few children are in the very early stages of English language acquisition.

Achievement trends over time have been generally strong. Attainment is typically above national averages and whilst progress measures have represented a greater challenge, these have shown improvement in recent years.

The teaching staff profile ranges from colleagues in the first years of their careers to teachers on the Upper Pay Scale who have many years of classroom experience. Staff turnover is low and advertised posts attract competitive fields and good quality shortlists.

The Governing body currently has no vacancies and includes members with a wide range of knowledge and experience. The body represents a full range of interests from across the school community. There is a balance between long-standing governors (the Chair of Governors has been in role for over 10 years and has been a governor at the school for 20 years) and newly appointed governors.

The school receives support from Coventry Local Authority and also engages fully with the Coventry Education Partnership including engaging with a school improvement network of 10 primary schools from across the city. The school also engages the services of a variety of external advisors with different areas of expertise.







# Vision & Intent

**Inspiring** learning  
**Achieving** potential  
**Flourishing** in life

Our vision and our intent is for our children to...

- feel safe, secure and heard
- engage with and succeed in learning across a broad, diverse and ambitious curriculum
- enjoy memorable experiences drawn from a wide range of cultures
- share personal achievements with pride and value the successes of others
- lead a healthy, active lifestyle
- develop emotional awareness and empathy
- embrace challenge and new experiences and opportunities
- be curious, motivated and enthusiastic
- talk with confidence and clarity about their learning
- build resilience, solve problems and accept setbacks
- respect other people and their environment
- value, celebrate and develop a rich knowledge and understanding of our diverse world

## Be Grange Farm





# Improvement Priorities

Our 2021/22 Improvement Priorities are as follows:

Key Priorities	
<b>Professional Development</b>	Two years of the Covid-19 pandemic have disrupted learning in many ways. We have refocussed on developing staff skills, knowledge and confidence (particularly in subject leadership) in order to impact on the effectiveness of our curriculum delivery and the standards children are able to achieve.
<b>English</b>	Reading attainment has been a continuing strength of the school for a long period of time but we have used the Reading Framework as a key tool to support us in reviewing our practice. Data for Writing is a relative weakness of the school, particularly at Greater Depth. We have reviewed the effect of medium and long-term planning on the development of writing over time.
<b>EYFS</b>	Grange Farm's EYFS has a strong history of good provision but this academic year has seen us using the joint catalysts of the renewed EYFS framework and a new phase leader to review and further develop our practice.

Additional Priorities	
<b>Curriculum</b>	Continuing development of a broad, inspiring and well-structured curriculum has gone hand-in-hand with professional development for subject leaders. Alongside this, we have been seeking to re-implement key school activities post-Covid (e.g. parental engagement) and also build on existing strong practice (e.g. blended learning strategies and outdoor learning).
<b>Maths</b>	Maths achievement data has been historically strong and remains so although there are some particular year groups where the Covid-19 pandemic has had a significant impact. The CPA approach (Concrete / Pictorial / Abstract) has also been a focus.
<b>Computing</b>	We have improved hardware available for the delivery of Computing and also invested in Purple Mash as a new curriculum scheme and resource. This is embedding across the year, including a focus on CPD for staff.
<b>Personalised Learning</b>	We have made significant progress with previous actions around focussing on particular groups (a prior Ofsted priority) but work continues focussing on more able and the tracking of children below age-related expectations.
<b>Wellbeing</b>	Wellbeing has been at the forefront of our minds throughout the Covid-19 pandemic but we do not underestimate the challenges that our whole community has faced. New strategies have been introduced to identify ways we can improve our support for both staff and pupils.



# Job Description

## School Culture

- establish and sustain the school's ethos and strategic direction in partnership with the governing board 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

## Teaching

- 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

## Curriculum and Assessment

- 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





## Behaviour

- 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

## Additional and Special Educational Needs and Disabilities

- 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

## Professional Development

- 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



## Organisational Management

- 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

## Continuous School Improvement

- 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

## Working in Partnership

- 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

## Governance and Accountability

- 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



# Head Teacher Person Specification

## **Education/ Training**

- DfE recognised teaching qualification
- Evidence of continuing professional development relating to school leadership and curriculum development

## **Relevant Experience**

- Leadership experience
- Recent active teaching experience
- Proven success in raising attainment and achievement, and determination in keeping them raised
- An understanding of, and commitment to, promoting and safeguarding the welfare of pupils
- Proven knowledge and understanding of, and ability to manage, a delegated budget
- Experience of setting targets and monitoring performance in order to raise pupil achievement
- Capacity to understand and provide for the whole range of pupils' needs and abilities
- Understanding and experience of the importance of critical self-evaluation to improve outcomes
- Experience of working in a multicultural environment

## **Relevant Skills and Attributes**

- Vision to chart the optimum future development of the School
- Inspirational leadership styles
- Ability to think and plan strategically and to respond flexibly to change
- Effective communication skills, written and oral, to a variety of audiences
- Good interpersonal skills
- Sensitivity to the importance of the School in our community
- Ability to foster links with other schools; locally, nationally and internationally
- Ability to motivate and develop commitment among teaching and non-teaching staff



- Ability to build on success
- Ability to lead and manage people as individuals and to develop the common goals of a team
- Ability to organise work, prioritise tasks, make decisions and manage time effectively, recognising the importance of work/life balance.
- Ability to reflect on aspects of School life which promote high achievement and good behaviour
- A sense of humour, energy and enthusiasm
- Relevant and appropriate ICT skills
- Experience of the development of ICT across the school
- Experience of involvement with a comprehensive outdoor learning program and a commitment to residential visits

### **Knowledge**

- Knowledge of current trends in educational development and management
- Familiarity with current strategic national and local issues in education and Early Years provision
- Relevant knowledge and understanding of current educational legislation

### **Personal Qualities**

- Flair for inspiring and sustaining a culture of high achievement for all
- Ability to propel the school's vision and values forward, and promote its achievements to the local and wider communities
- Capacity to relate to all pupils from whatever background in order to motivate them to achieve their potential
- Integrity, commitment, enthusiasm, energy to persevere and succeed
- Commitment to continuing professional development
- Creativity and the ability to engage in critical reflection



# Application Process

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 to three sides of A4.

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

The closing date for applications is 9am on Monday 23<sup>rd</sup> May. These should be returned to [adminstaff@grangefarm.coventry.sch.uk](mailto:adminstaff@grangefarm.coventry.sch.uk) or posted to the school address.

Pre interview visits can be arranged up to the Friday before the closing date by contacting the school.

Shortlisting will take place on Monday 23<sup>rd</sup> May and all candidates will then be contacted by email.

Shortlisted candidates need to be available for interview on both Wednesday 25<sup>th</sup> and Thursday 26<sup>th</sup> May.

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

We look forward to hearing from you.



# GRANGE FARM

Primary School

*Inspire, achieve, flourish*