

Fairfield Park School

Assistant Headteacher with Foundation Phase Leader Information pack





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Letter from Chair of Governors

Thank you for your interest in the position of Assistant Headteacher at Fairfield Park Lower School. We are looking to appoint an outstanding candidate to be part of our Ofsted Rated 'Outstanding' school and warmly welcome your application.

This is a very exciting opportunity to join a forward thinking, outstanding school with excellent staff led successfully by an exceptionally strong School Leadership Team. The governing body are experienced and supportive with a very close working relationship to the school.

Fairfield Park Lower School opened its doors in 2007 as a one form entry lower school and through several expansions has now become three form entry with nursery provision included for over 400 pupils. In September 2018, the school expanded across 2 sites.

We are looking to appoint a confident assistant Headteacher who has forward thinking skills that will help drive the school forward whilst we grow onto our second site and move to a Primary in 2023, maintaining outstanding practice.

This is a very exciting opportunity and we look forward to welcoming you here at Fairfield Park.

We have carefully prepared this information pack for you, but if there is anything else you wish to know or discuss, please visit our website www.fairfield.beds.sch.uk or contact myself or our Head teacher Mrs Jenny Stone on 01462 830000.

We look forward to receiving your application.

Yours sincerely

Sue Howley
Chair of Governors





Candidate Information

Vacancy: Assistant Headteacher with Foundation Phase Leader
Salary band: L4-8
Hours of Work: Full Time
Responsible to: Head Teacher

Fairfield Park School has expanded onto a 2nd site in the local community and has increased to a 3FE initially. It will be facing considerable and on-going changes in the next few years. We aspire to continue as an outstanding school in all aspects and we seek an enthusiastic and creative assistant headteacher to help us achieve that goal. We are 2017 winners of the prestigious NGA Awards for outstanding governance in a single school and the governors are part of our thriving community.

There will be a number of opportunities and challenges ahead and these include:

Managing effective change: Helping to shape the teaching and learning vision for the expansion of Fairfield Park over 2 sites without losing our unique identity.

Collaborative leadership: Working effectively with an enthusiastic senior leadership team, teaching and learning team and admin, finance and premises team. Working with the wider team including extended services, governors and the holistic enrichment of school life.

Retaining our school ethos: Maintaining and further building the community ethos of Fairfield Park.

Developing partnerships: Working collaboratively with a wide range of stakeholders.

Managing the move to Primary in terms of facilities, operational management and curriculum growth.

This role is critical in ensuring that everything about Fairfield Park is excellent and that it continues to be successful and a happy and healthy place to learn and work.





The Application and Selection process

The vacancy is for Assistant Headteacher to start at the beginning of the Summer Term 2022.

Key dates are:

Closing date for applications: Monday 8th November 2021, 10am.

Unsuccessful candidates will also be notified.

Interview and assessment: Friday 19th November 2021.

During the interview day, candidates will be given activities to assess performance against the person specification. Shortlisted candidates will be provided with further details of the interview process and arrangements.

Please submit your application using the enclosed form together with a supporting letter. Do not enclose a CV. The supporting letter should indicate how you meet the criteria within the person specification. The selection panel will also take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.

Please return your applications electronically to the Headteacher via: office@fairfieldparklower.uk

We encourage you to visit our school. To arrange a visit or if you have any questions please contact the school email via office@fairfieldparklower.uk

The Governing Body and Central Bedfordshire Council are committed to safeguarding and promoting the welfare of children and young persons.

The Assistant Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

This position requires an enhanced DBS check.





About our School

Welcome to Fairfield Park Lower School, where staff, pupils, parents and carer's are nurtured and supported through our strong pastoral ethos. We care passionately about our community and the welfare of all stakeholders; this is embedded into all our practices. We have a thriving PTA, and parent helper group, we are a 'People Place' where we learn and grow together; we are proud that we are an emotionally intelligent school. We have excellent facilities for staff, pupils and our local community; we have a thriving extended community involving a range of lettings and provision including a breakfast and after school club.

Fairfield Park school was a new school in 2007 and has constantly evolved and expanded over the years and is used to managing change. We have had staff stability in that process and grown staff each year as we have expanded. We have a history of coaching, supporting and offering high quality CPD to enable all to achieve their very best. Many staff have pursued their own qualifications further and continued their lifelong learning pathway through working with us. We are passionate to promote a very happy and skilled staff population, with wellbeing built into our school year. Creative, fun, secure staff create enthusiastic happy and well-rounded learners.

Our ethos

We are committed to providing children with a high quality education in a secure and nurturing setting. Our inspiring curriculum and dedicated staff provide quality engaging learning environments and a range of enrichment opportunities. High expectations enable pupils to achieve quality learning outcomes ensuring all pupils have a solid foundation block and love of learning. At the heart of everything we do is achievement, progress, challenge, inspiration, engagement, enjoyment and innovation. We aim to prepare our young pupils for life in a rapidly changing technologically driven global society. Everyone at Fairfield Park is respected and valued and there is equal opportunity for all. Discipline is based upon care for each other and positive reinforcement. Pupils contribute to shaping the school ethos through the School Council and achievements are shared and celebrated. Fairfield Park is a very reflective school, building in annual reviews and professional dialogues to always further enhance pupil outcomes. All staff are part of this culture and have a voice to develop and evolve the school; these are embedded in regular team meetings throughout the year. Fairfield Park has a committed and an outstanding Governing Body, they support, engage and offer effective challenge.

Expansion

Fairfield Park Lower School is currently a three-form entry lower school, providing education for children in Year Groups: Nursery – Year 4. In addition, we have an established independent pre-school (age 2+) on the Dickens Boulevard site. From October 2018 we are one school but based in two locations, reflecting the same ethos and mirroring the excellent provision for which Fairfield Park is known. The school has been built as a 4FE school and is ready to be commissioned by the Local Authority. Ultimately over time the school will expand to a 4FE Primary with ultimately 720 + pupils across 2 two sites, with two maintained nurseries attached. Please see the website <https://www.fairfield.beds.sch.uk/> to see the detailed curriculum and progression of skills.



Curriculum

Excellence is achieved through high expectations, innovation and challenge for all. We are passionate about our age appropriate inclusive engaging curriculum, embedded into whole school project weeks where pupils have the opportunity to apply their skills further through teamwork, problem solving, risk taking, reflecting and celebrating. A flavour of our project weeks delivered are Engineering week; Health and Fitness week; Culture week through The Arts (Contemporary, The Tate, sculpture, spiritual art); Road Safety week; International week. Our results are consistently above national and local standards and our curriculum is further enriched in a variety of ways including PE, Music and the Arts.



Play and lunch times are well resourced and supported by quality staff including structured sport activities and Play Leaders. These times are supported by sports and pastoral assistants. We believe that learning should be enjoyed by all and the moment you step through the doors of our caring and happy school we believe you will experience this for yourself.

Pre-school

Poppyfields is an independent preschool on the Dickens Boulevard site and operates from The Pavilion bungalow, the access is from the Community Centre pathway. The provision provides a happy, stimulating, high quality and secure nursery setting for all children aged 2 years to 5 years and 'out of school hours' club for children aged 2 years to 7 years. The pre-school was rated as 'Outstanding' by Ofsted in October 2015 stating that the "physical environment is highly stimulating and supports learning well" and "Children are excited about coming into the nursery and being able to choose their favourite toy. The relationships between children and adults are warm and caring". The full report can be found on our website.

Breakfast and after school clubs

There is a range of provision on our school sites to suit parent's needs and children's interests. We can provide facilities and care for children between 8.00am to 6.00pm and some holiday provision and this is much valued by our working parents. On the Dickens Boulevard site Poppyfields offer breakfast club to the full age range of the school and after school for the younger age phase up to age 7. The school has worked in a close relationship with Poppyfields for the last 15 years to promote the well-being and holistic needs of the children. The school manage after school club for children aged 7 to 9 in a friendly, homely environment in our community room in the Pavilion bungalow. Both after school provisions use our extensive outside facilities to mix play and learning together. Dawn until Dusk offer the breakfast and afterschool provision on the Ruskin Drive site for reception to year 4 from 7.30am - 6pm.

Extra-curricular Clubs

A wide range of clubs are also available before and after the school day to extend our child care service where they can learn key sporting techniques and skills. The clubs are run by a range of competent staff and organisations in a warm, friendly and caring environment. Our children enjoy a wide range of clubs before, after and during the school day including French, Spanish, Yoga, Karate, Tri-golf, Fitness, Dodgeball, Fun & Games, Multi-skills, Netball, Athletics, Cricket, Rounders and Tennis.

Staff Incentives

Wellbeing of staff is at the heart of our organisation. We create a culture where staff feel supported, are well trained and are happy and effective in their roles. Systems and processes are outstanding and fully embedded to ensure there are clear roles and responsibilities in place. We offer discounted childcare to our nurseries and wrap provision for staff. There is a multi-layer of wellbeing threaded through school life to ensure wellbeing and work life is respected and central.





Job Description – Assistant Headteacher with Foundation Phase Leader

Job Title: Assistant Headteacher with Foundation Phase Leader
Responsible to: Headteacher
Salary band: L4-8
Hours of Work: Full Time

Main duties/responsibilities

| General |
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| Undertake responsibilities of the Headteacher/Deputy head in the case of his/her absence. |
| Support the headteacher on a daily basis across both sites (Dickens Boulevard and Ruskin Drive) |
| Fulfil special duties requested by the Headteacher and Deputy Headteacher |
| Maintain and develop the values ethos of the school at all times. |
| Promote an attractive environment, which stimulates learning and enhances the appearance of the school. |
| Ensure that the vision for the school is clearly articulated, shared and understood, and shared and articulated. |
| Act as a role model for all members of staff by planning and delivering excellent lessons. Lead in providing excellent learning provisions for your phase, lead and inspire others. |
| Monitor the quality of education and provision throughout the Early Years classes and across 2 sites. |
| Oversee the Health and Safety Policy, along with all other relevant policies and procedures. |
| Work with the headteacher and safeguarding officer to ensure the school is following the correct procedures and is protecting all pupils from potential dangers. |
| Assist the headteacher in developing and monitoring a strategic development plan for the school. |
| Actively contribute to the positive atmosphere of the school. |
| Act as a mentor for colleagues in your team and the wider school community. |
| Provide cover for absent members of staff. |

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| Coach, support, guide and advice members of staff to prepare for inspections, working with and alongside Central Bedfordshire officers. |
| Work with colleagues in your team, by have a teaching commitment. Lead by example and inspire others to be excellent teachers and practitioners. |
| Be responsible for cover in EYFS and across the school in unison with the SLT |
| Management |
| Manage the induction and integration of new pupils and members of staff. |
| Coach and mentor individuals to achieve specific outcomes. |
| Ensure that the core skills in Early Years (Nursery and Reception) are maintained to a high standard. |
| Lead the process of identifying and supporting vulnerable and disaffected learners and those with behavioural difficulties, and ensure the provision of appropriate support and intervention. |
| Monitor the performance of early years support assistants in nursery and reception across both school sites. |
| Support members of staff during disciplinary procedures. |
| Coordinate Early Years school events and off-site visits. |
| Ensure that all the school's policies and procedures are followed, leading on Early Years. |
| Be knowledgeable on current EYFS practice and requirements through research and in-depth reading |
| Support members of staff in dealing with issues that arise from the curriculum. |
| Attend leadership meetings to plan for the implementation of policies and whole school procedures. |
| Act as an appraisal leader for all staff, with responsibility for interviews and evaluations. |
| Assist staff in interpreting pupil data, including attendance, punctuality and overall attainment. |
| Ensure that all guidance documents, such as safeguarding measures are relevant and up-to-date. |
| Keep up-to-date with Ofsted and disseminate any relevant information to members of staff, with a particular focus on Early Years provision. |
| Manage EYFS wrap and provision to ensure this is sustainable and cost effective. |
| Manage equal opportunities in the EYFS and ensure the provision is diverse and representative of the wider community of our catchment area |
| Implement a process for self-evaluation, which includes an external review. |
| Subject leadership |
| Evaluate and review the curriculum throughout the 2-site school. |

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| Outline the priorities for the subject in the school improvement and development plan. |
| Monitor pupil performance in the subject. |
| Report to the headteacher on the attainment of pupils in the subject. |
| Work with the headteacher in setting appropriate pupil attainment targets. |
| Establish and monitor an improvement plan for the subject. |
| Act as a source of information for staff in relation to the subject. |
| Keep up-to-date with the latest changes in legislation and guidance, and ensure that the school is fully compliant at all times, including the website. |
| Manage the effective allocation of provision for the subject. |
| Institute practices for celebrating success and high achievement amongst pupils. |
| Identify training opportunities for all members of staff. |
| Encourage teachers to create imaginative and creative learning environments. |
| Liaise with key stage leaders to ensure continuity and progression, whilst taking into account developments in the curriculum. |
| Challenge underperformance from pupils and staff and ensure that follow up action is taken. |
| Demonstrate an ability to improve the attainment of pupils in the subject. |
| Phase leadership – Early Years Foundation Stage (EYFS) |
| Lead and manage teachers and staff in the Early Years phase. |
| Monitor the effectiveness of teaching and learning and environments strategies across the phase. |
| Enable all teachers to achieve expertise in planning and teaching. |
| Enable all teachers to be experts at teaching early reading and to lead on the Reading Framework. |
| Organise regular phase meetings to ensure that there is continuity in teaching and assessment. |
| Ensure that planning, record keeping and assessment are in line with the school's policies. |
| Make regular progress and attainment reports to the Headteacher and governors. |
| Liaise with other members of staff to ensure that pupils have a smooth progression from one phase to another. |

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| Coordination and promotion of all systems within the phase. |
| Manage EYFS budgets; ensure resources are value for money, to match a high quality provision. |
| Take the lead in planning and preparing for INSET days. |
| Take responsibility for the deployment of staff in the phase. |
| Lead in securing and embedding pastoral support systems. Working alongside the Pastoral Leader and Assistant Head to ensure continuity and quality provision. |
| Work with the SENCO in planning and delivering quality teaching to pupils with SEND. |
| Support teachers in implementing spiritual, moral, social and cultural (SMSC) development in the curriculum. |
| Engaging with the wider community |
| Engage with EYFS parents/carers on a regular basis to maintain effective communication. |
| Establish and oversee an EYFS parent/carer forum and maintain coffee mornings and activities to gain EYFS voice and aid transition. |
| Ensure that all written communications with parents/carers are clear and informative. |
| Actively seek to promote the school in the wider community. |
| Build relationships with the local media to promote the school's events and successes. |
| Lead and coordinate any fundraising and charity events. |
| Attend all pupil-related events. |
| Attend all governors' meetings, as well as any related meetings in the local community. |
| Market the Early Years and increase and sustain pupil numbers. Lead the Early Years to be a Centre of excellence and its reputation to excel in the community. |
| Liaise with local preschools to ensure a seamless transition on entry and ensure a continuity of learning for every pupil. Market the school with preschools and raise the profile in the wider community. |
| Personal conduct |
| Positive, resilient, fun, passionate about early years education and leadership |
| Identify areas for self-improvement. |
| Display excellent inter-personal skills when in school and dealing with the wider community. |
| Demonstrate an outstanding ability to engage with pupils. |
| Maintain an open approach when interacting with staff, so that all members of staff feel free to express their ideas and concerns. |

Person specification

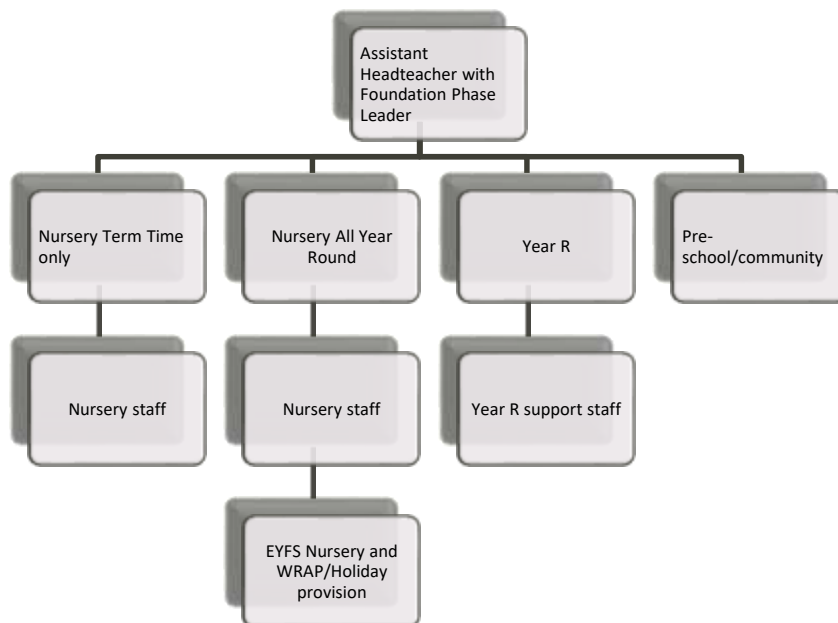
| | Essential | Desirable |
|------------------------------------|--|---|
| Qualifications and training | <ul style="list-style-type: none"> • Qualified teacher status. • Full DBS certificate with barred list check. | <ul style="list-style-type: none"> • An up-to-date first aid certificate. • Evidence of personal commitment to continuous professional development. |
| Experience | <p>The successful candidate will have experience in the following areas:</p> <ul style="list-style-type: none"> • Working with pupils across the Early Years age range • Designing and implementing the EYFS Framework • Implementing the Reading Framework and the love of reading • Leading EYFS or KS1 phases • Working as a key curriculum leader in a primary or lower school • School improvement planning • Being a team builder, leader or manager • Delivering training • Observing and providing feedback to teaching and support staff | <p>The successful candidate may also have experience in the following areas:</p> <ul style="list-style-type: none"> • Taking a leadership role in more than one school • Previous success in raising standards across a primary or lower phase • Governance experience • Performance management • Working with pupils in the Nursery year (3+) • Music Specialism or competent musician • DSL experience • Knowledge of maths mastery |
| Skills and knowledge | <p>The successful candidate will have the ability to:</p> <ul style="list-style-type: none"> • Effectively manage pupil behaviour through positive interactions. • Work as part of a senior leadership team. • Display highly developed inter-personal skills. • Liaise with outside agencies • Produce well-written and accurate reports, policies, guidance documents, letters and memos. • Read and interpret data from a range of sources and present them to the senior leadership team. • Use ICT as a teaching, communication and administrative tool. • Multi-task and effectively manage an extensive portfolio. • Take responsibility for the whole school environment and ensure all stakeholders take pride in their community. | <p>The successful candidate may also have the skills to:</p> <ul style="list-style-type: none"> • Delegate leadership. • Understand the role of governing bodies and other governance structures. • Liaise with pre-schools and EYFS provisions to market the school. • Able to deploy staff effectively. |
| Personal attributes | <p>The successful candidate will display the following personality traits:</p> <ul style="list-style-type: none"> • A warm, engaging and transparent personality • The ability to remain calm • Be resilient • A willingness to go the extra mile • An ability to quickly adapt to changes • Eye for the detail • Creative thinker and loves a challenge | |

Note: This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and the school would aim to reach agreement on any changes.



Staffing Structure

The diagram below illustrates the staffing line management structure relevant to the Assistant Headteacher with Foundation Phase Leader post.



About Fairfield Park

Fairfield Park is a village and civil parish located in the Central Bedfordshire district of Bedfordshire, England. It is in the civil parish of Fairfield Park.

The village was established in the early 2,000s in the buildings and grounds of Fairfield Hospital, which closed in 1999. The village consists of some 900 dwellings of different housing types and about 100 apartments in the former hospital building.

Fairfield Park was originally intended to become a new village in its own right, but was designated by planners as part of Stotfold civil parish. However, on 1st April 2013 the village became a separate civil parish and elected its own parish council in May 2013. Fairfield has extended now onto Fairfield Gardens and a new housing development is currently being built around the Ruskin Drive school site.

Amenities in the village include an active Community Centre, Bannatyne Health Club and Spa including a restaurant, Tesco Express, small parade of shops, Thornes Garden Nursery, Café and Chicken Centre and Fairfield Park Lower School (2 sites – Dickens Boulevard and Ruskin Drive) .

TransportLinks

Fairfield Park is within easy commute of Luton, Milton Keynes, and other areas of Bedfordshire, Hertfordshire and Northamptonshire and is close to the M1 motorway and the A1. We also have good commuter links with regular trains to London (Kings Cross) taking approximately 30 minutes.



Our Location

Fairfield Park Lower School has 2 site one is located on Dickens Boulevard and the other on Ruskin Drive just off the A507. Please see our website <https://www.fairfield.beds.sch.uk/> for directions and maps.

