

Downham Church of England VC Primary School

Inspiring Children to soar to new heights



Appointment of Co-Headteacher (0.5)

Information for Candidates

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Appointment of Co-Headteacher (0.5)

School	Downham Church of England VC Primary School
Telephone	01268 710387
Website	www.downhamschool.org
School Group Size	Group 2 NOR 217
Salary Range	£55338 - £65735 FTE
Start Date	January 2022 or sooner if possible

Selection Arrangements

Thank you for your interest in the Co-Headteacher (0.5) post at Downham Church of England Primary School.

The school has previously used the Essex schools' jobs website for candidates to apply for posts that they are interested in. The process is easy and fast, we would encourage you to apply for this post on-line at www.essexschoolsjobs.co.uk.

This website can be accessed from any computer, you may complete and save your application in full confidence that it cannot be viewed or accessed until you finish your application form and press the 'Apply' button. When you apply online the school will be sent an email automatically.

Prior to appointment, the successful candidate will need to complete all pre-employment checks with the school.

Please do not hesitate to contact Shelley Curran on 01268 710387 if you have any queries or would like to arrange a visit to the school.

Closing date: Monday 21 June midday

Interview date(s): Monday 5th July 2021

Please be aware that the applicant is responsible for ensuring that their application reaches the school before the stated closing date, as late applications may not be accepted.

Referees

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- Existing Headteachers or Acting Headteachers currently employed in a community or voluntary controlled school are required to provide:
 - ✦ One reference from the Chair of Governors of their current school
 - ✦ One reference from the Authority
 - ✦ One reference from their previous employer if employed by them within the last 5 years.
- Existing Headteachers or Acting Headteachers currently employed in an academy, foundation or voluntary aided school are required to provide:
 - ✦ One reference from the Chair of Governors/Chair of Trustees of their current school
 - ✦ One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.
- Existing Deputy Headteachers and others currently employed in any school or academy, are required to provide:
 - ✦ One reference from their current headteacher
 - ✦ One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.





Downham Church of England VC Primary School,
Church Road,
Ramsden Heath,
BILLERICAY,
Essex,
CM11 1NF.
www.downhamschool.org

Dear Sir/Madam,

Thank you for your interest in the post of Co-Headteacher at Downham Church of England VC Primary School. The governors wish to appoint an exceptional leader who in partnership with our current excellent shared Head, will be able to build on the strong foundations already in place.

At the last Ofsted Inspection (2016) the school was rated good and the report highlights some important strengths and qualities in our school, including the following:

School leaders, governors and staff share a strong determination to see the school build further on the current solid foundation.

Everyone, staff and pupils alike, practices the school's ethos of 'care, consideration, courtesy' in their behaviour so that the school is a fully-inclusive, harmonious and purposeful learning environment.

In particular we were delighted to be rated at outstanding for Personal development, behaviour and welfare and including the following:

Pupils' excellent attitudes to learning significantly impact on their achievements. They come to school each day ready and eager to learn. Pupils want to learn and improve, and take notice of their teachers' feedback. They value their education and see it as fundamental to their future lives.

The behaviour of pupils is outstanding. Pupils' behaviour towards one another, staff and visitors is exemplary. They give, and know they will receive in return, 'care, consideration and courtesy'.

Moving forward, the school and its governing body are dedicated to continuing to build positive partnerships between the School, Home, the Church and the wider community.

We are looking for a Co-Headteacher who can bring outstanding practice and develop the learning opportunities for all children in the school and will continue the development of our staff. The share headship position is also an excellent opportunity for the right individual to positively balance their work and personal life.

We encourage you to visit our school to discover first-hand the surroundings and enthusiastic learning environment that we can offer you.

We look forward to receiving your application; please do not hesitate to contact the school's Business Manager, Shelley Curran, on 01268 710387 or sbm@downham-ceap.essex.sch.uk if you have any queries and to arrange a visit.

Yours sincerely

Jon Steele
Chair of Governors

Co-Headteacher Job Description

Job Title: Co-Headteacher

Accountable to: The Governing Body

Core Purpose

The Headteacher will be responsible for the internal organisation, management and control of the School in accordance with applicable legislation, the policies of the governing body (including its annual budget) and the instrument and articles of governance of the School.

The Headteacher, working with the governing body, senior leadership team and School staff, will provide overall strategic leadership for the School. The Headteacher will:

- lead, develop and support the direction, vision, values and priorities of the School in keeping with the Church of England Vision for Education (Deeply Christian, Serving the Common Good – Autumn 2016) and the SIAMS Evaluation Schedule (April 2018)
- develop, implement and evaluate the School's policies, practices and procedures
- lead and manage teaching and learning throughout the School
- ensure accurate School self-evaluation to inform School improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the School.

The job description should be read in conjunction with the contractual requirements and responsibilities of the Headteacher set out in the School Teachers' Pay and Conditions Document.

Principal Accountabilities:

Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures
- Sharing information, with other professionals
- Assigning a designated professional lead for safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the School's context.
6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Foster and develop the Christian character of the school
6. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
7. Hold all staff to account for their professional conduct and practice.
8. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Systems and Process

1. Ensure that the School's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in School and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular, its functions to set School strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the School's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with the governing body, staff, pupils, parents and carers.
9. Lead and manage/be responsible for safeguarding and promoting the welfare of children.

The Self-Improving School System

1. Create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Contribute enthusiastically to a strong partnership between the school, the parish and the local community.
8. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.



Co-Headteacher Person Specification

The successful candidate will be able to demonstrate -	Essential	Desirable
Qualifications & Professional Development		
Qualified Teacher Status	Yes	
NPQH or other leadership qualification		Yes
Strong evidence of further professional development	Yes	
Accredited safeguarding at Level 3		Yes
Experience	Essential	Desirable
Experience of successful leadership as a Headteacher, Acting Headteacher, Deputy Headteacher or Assistant Headteacher,	Yes	
Experience in the role of Designated Safeguarding Lead		Yes
The impact of working collaboratively with other schools		Yes
Knowledge and experience of a range of best practice inclusive teaching and learning strategies	Yes	
Experience of teaching in a church school		Yes
Substantial, successful and varied teaching across the primary range and at EYFS		Yes
Effective involvement and communication with families, carers, governors and other agencies	Yes	
Experience of appointing and inducting staff	Yes	
Competent ICT skills and knowledge	Yes	
Leadership and Management	Essential	Desirable
A clear vision and high aspirations for our school.	Yes	
The ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	Yes	
A commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures	Yes	
The ability to manage and resolve conflict	Yes	
A visible commitment to the personal achievement of all children	Yes	
Evidence of raising of standards of achievement at whole school level	Yes	
Commitment to the spiritual and mental well-being of the school community	Yes	
Experience of performance management of teaching staff and using this to drive whole school improvements.		Yes
Clear knowledge and understanding of assessment and monitoring procedures, use of assessment to drive improved outcomes for each child and ability to implement these.	Yes	
The successful impact of leading whole school innovation, creativity and change	Yes	
A clear understanding of what constitutes Christian distinctiveness in a church school	Yes	
First –hand experience of Ofsted inspections at leadership level and the school improvement strategies arising from them.		Yes
An understanding of the current challenges within the education sector.	Yes	
Understanding of the school budget, ensuring robust and efficient financial and resource management	Yes	
An understanding of the strategic role of the Governing Body and an ability to work with the Governors to promote the strategic vision and ethos of the school	Yes	

Teaching and Learning		
A clear understanding of how to develop and sustain a learning culture that has high expectations and standards of achievement for all at its core	Yes	
A clear understanding of the strategies for improving the quality of learning and teaching, including promoting excellence and challenging poor performance	Yes	
Understanding and experience of curriculum design and management that helps to provide the choice and flexibility to meet the personal learning needs of every pupil	Yes	
Understanding of the role which can be played by parents, the church and the community in raising standards	Yes	
Commitment to inclusion and equality of access to educational provision for all children	Yes	
Commitment to effective and consistent behaviour management strategies and an understanding of successful learning environments.	Yes	
Personal Qualities	Essential	Desirable
Highly motivated, well organised and able to manage time effectively and meet deadlines using delegation when needed.	Yes	
Ability to build and maintain quality relationships with all staff.	Yes	
Demonstrate personal and professional integrity	Yes	
Ability to be reflective and self- aware	Yes	
Show commitment to sustaining good attendance at work	Yes	
Have willingness and conviction to lead school worship, including modelling Christian values and vision.	Yes	
Ability to think analytically and creatively and demonstrate initiative in solving problems	Yes	
Ability to relate to all children and to demonstrate a warm and caring approach to children, families and staff	Yes	
Enjoys interests outside of school, able to achieve an appropriate work/life balance for self as well as to value and promote that for staff as part of ensuring own and others' wellbeing	Yes	
Demonstrate a significant presence and is confident and able to inspire and motivate our children, staff and wider community	Yes	



Recruitment and Selection Policy Statement

1. The Governing Board is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good interagency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy or maternity, gender reassignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
 3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
 4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
 5. The following pre-employment checks will be required where applicable to the role and settling:
 - receipt of satisfactory references*
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children
 - verification of qualifications
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- verification that you are not prohibited from teaching
- verification of medical fitness
- verification of professional status where required e.g. QTS status
- the production of evidence of the right to work in the UK
- verification of successful completion of/exemption from statutory induction period
- verification that you are not subject to any s128 directions preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of the school's Recruitment Procedure is available upon request.

