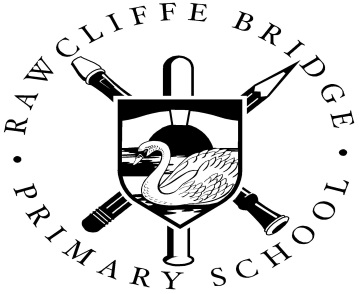


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| RAWCLIFFE BRIDGE AND RAWCLIFFE PRIMARY SCHOOLS |
|  |
| HEADTEACHER RECRUITMENT PACK |

RAWCLIFFE BRIDGE AND RAWCLIFFE PRIMARY SCHOOLS

Rawcliffe Primary School Rawcliffe Bridge Primary School

Ridding Lane Bridge Lane

Rawcliffe Rawcliffe Bridge

Goole Goole

East Riding of Yorkshire East Riding of Yorkshire

DN14 8RG DN14 8NH

Telephone 01405 839282 Telephone 01405 839249

Email:Rawcliffe.primary@eastriding.gov.uk

22nd June 2022

Dear Applicant  
  
Thank you for your interest in the position of Executive Head Teacher at our Schools.  
  
We are looking to recruit an established and motivated leader, who shares the Governors' passion to achieve the highest levels for our schools, whilst creating the framework to develop staff and motivate pupils to achieve ambitious standards.  
  
What we believe we can offer is a unique and exciting opportunity for an ambitious and influential leader to further develop and lead the Federation Of Rawcliffe Bridge and Rawcliffe Primary Schools, whilst maintaining the individual identity of each one.  
  
Our village schools are situated less than 1.5 miles apart.  The Head Teacher will be leaving at the end of the academic year, Rawcliffe Bridge Primary school has a current Ofsted rating of ‘Requires Improvement’ and Rawcliffe Primary school has a rating of ‘Good’  
  
Should you decide to apply for the post, please complete the online application form, ensuring that you address all of the points in our specification. You will find the application form at [www.recruiteastriding.co.uk](http://www.recruiteastriding.co.uk/).  In the section of the application form entitled ‘supporting statement’, please outline your vision for primary education, using no more than three pages to do so.  
  
We believe that the application pack should answer most questions, but if you require any further information you can contact us via Rawcliffe Primary School, where you can speak to the Executive School Business Manager, Miss Mason on 01405 839282.  
  
Visits to the schools are encouraged and you can arrange this by contacting as above at Rawcliffe Primary School on 01405 839282, Executive School Business Manager Miss Mason will manage the diary for visits to both schools.

Regards  
  
Mr John Newton   
Chair of Governors     
The Federation of Rawcliffe Bridge and Rawcliffe Primary Schools

**Rawcliffe Primary School**

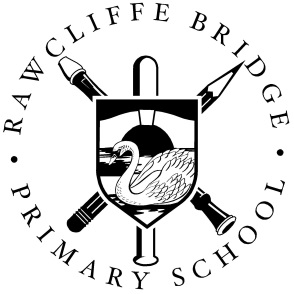
Ridding Lane

Rawcliffe

Goole

DN14 8RG

Telephone 01405 839282 Email: [Rawcliffe.primary@eastriding.gov.uk](mailto:Rawcliffe.primary@eastriding.gov.uk)

**Rawcliffe Bridge Primary School**

Bridge Lane

Rawcliffe Bridge

Goole

DN14 8NH

Telephone 01405 839249 Email: [Rawcliffe.primary@eastriding.gov.uk](mailto:Rawcliffe.primary@eastriding.gov.uk)

**Numbers on roll:**

Rawcliffe Bridge NOR: 48 and Rawcliffe Primary NOR: 98

**HEADTEACHER** – Group 2 ISR: L10 -L16 £52,723 - £61,166

The Governing Body of the Federation of Rawcliffe Bridge and Rawcliffe Primary Schools wish to appoint a dynamic, inspirational Headteacher to further develop and lead the Federation of Rawcliffe Bridge and Rawcliffe Primary Schools. Located less than 1.5 miles apart within the rural Parish of Rawcliffe, East Riding of Yorkshire, Ofsted currently rate Rawcliffe Bridge Primary School as ‘Requires Improvement’ and Rawcliffe Primary School as ‘Good.’ The schools Federated 42 months ago, work well together and currently share an Executive Headteacher. As such this is a rare opportunity for our next leader to stamp their mark on the nature of this federation within the wider context of the changing educational environment nationally.

We are seeking to appoint a committed and experienced professional with a remit to further shape our Federation and move both schools on to outstanding.

An effective leader, communicator and team builder, you must have the ability and presence to inspire and influence pupils, staff and stakeholders, leading by example and develop the federation. As well as assuming responsibility for all aspects of school life, you will also direct the schools’ strategic planning, lead the development of the curriculum and deliver an outstanding provision which meets the needs of all our young people.

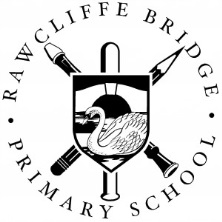
Resilient and able to set and achieve challenging goals, you must be comfortable working with mixed age classes with a range of abilities including SEND.

In return, we can offer you strong support, the freedom to shape the future of the schools, and the opportunity for your continued professional development.

If you are a leader ready to meet these exciting challenges, we look forward to receiving your application.

Visits to both schools are welcomed and encouraged. To find out more about us, please call Miss Mason, Executive School Business Manager on 01405 839282 or email: [Rawcliffe.primary@eastriding.gov.uk](mailto:Rawcliffe.primary@eastriding.gov.uk)

### Closing date for applications: Friday 16th June 2022, Noon Shortlisting: Monday 19th September 2022 Interviews: 10th & 11th October 2022

**Parish of Rawcliffe**





**and Rawcliffe Bridge**

Two villages, Two schools, Less than 1.5 miles apart in walking distance.

Rawcliffe is a civil parish comprising the picturesque villages of Rawcliffe and Rawcliffe Bridge in the East Riding of Yorkshire.  Sitting alongside a wide bend in the River Aire, Rawcliffe is north of the M62 and roughly midway between Goole and Snaith on the A614.

Known in the past as the “Queen of Villages” Rawcliffe has one of the largest open spaces in the country and this, the Village Green, is the centrepiece of what was once a thriving port before Goole was developed.

The Parish church of St. James the Evangelist serves both villages and sits at the centre of Rawcliffe. A modern estate occupies land nearby that was once the site of Rawcliffe Hall previously owned by the Boynton and Creyke families until it was used by the NHS as a hospital before, sadly, being demolished. The village also enjoys a newly funded and built ‘Play n Skate’ park for recreational use of all.

Jointly, the villages enjoy an annual sports and village festival that ensure the community spirit is maintained throughout the years.

Rawcliffe Bridge, though smaller, boasts a local nature reserve in Sugar Mills Ponds and a marina on the Aire & Calder navigation canal. It is also the founding home of Croda, the largest supplier of creams and lotions to the cosmetic industry, a top FTSE 100 Company that we take great pride in our links working alongside.













**Our Children**

Our children are at the forethought of everything that goes on in the Parish, with two wonderful schools within paved walking distance of each other, we are looking to continue to and explore other ways that we as a Parish can continue to work together with the same aim. Children from both schools generally go on to The Snaith School and beyond to always aim high and achieve great things!





CHILDRENS’ WISHES for our new headteacher… .

Design Technology

More Art lessons

Keep doing productions

Creative

Artistic

Respectful

Shared values and cares about the school’s values

See them in classrooms

**[i] Job title:** Executive Headteacher of Bugthorpe and Sutton Upon Derwent CE Primary Schools

**[ii] Job purpose:**

a] to provide vision, leadership and direction for the schools

b] to preserve and develop the Christian ethos of the schools

**[iii] Accountable to:** The governing boards

**Accountable for:** The standards, progress and well-being of all pupils and all staff and also for all resources

**[iv] Statutory**

a] To fulfil all the requirements and duties as set out in the School Teachers Pay and Conditions Document relating to Conditions of Employment of Headteacher.

b] To meet the National Standards for Headteachers as published by the DfE.

**[v] Key tasks**

**A. Overall:**

**A1.** To treat everyone fairly and equitably, with dignity and respect so as to create and maintain a shared school culture and positive climate that motivates pupils, staff and all other members of the school community.

**A2**. To create a culture of high expectations and aspirations that lead to excellent learning.

**B. Leadership and management:**

**B1.** Working with all stakeholders, create a vision for the school that provides direction for all aspects of the life of the school.

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**B3.** To be responsible for the day-to-day management, organisation and administration of the school, modelling effective work-life balance and managing the workload of others.

**B4.** To ensure that the school achieves its curriculum and pastoral aims through the implementation of effective improvement planning, based on robust self-evaluation..

**B5.** To ensure that parents and carers receive reports that help them understand how well their children are doing and how they can improve.

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**C. Governance:**

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**D. The curriculum:**

**D1.** To ensure that statutory requirements for the curriculum are met, that curriculum provision is appropriate and relevant to the needs of all pupils and provides equality of opportunity for all.

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**F1.** To understand what good/outstanding teaching and learning looks like and be able to communicate this effectively to all staff and governors

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**J1.** To confidently articulate, live out and promote a vision for the schools rooted in distinctively Christian values.

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Smart

Easy to talk to

More Ipad and computer time

Cool under pressure

Fun & funny

Keeps their promises

**Sensible**

Friendship

Honest

**Good advice Tells us to do the right things**

Strict but nice

Happy & helpful





**JOB OUTLINE**

**[i] Job title:** Executive Headteacher of The Federation Rawcliffe Bridge and Rawcliffe Primary Schools

**[ii] Job purpose: -**

a] to provide vision, leadership and direction for the federated schools

b] with the governing board, to be responsible for creating and maintaining a productive learning environment which is engaging and fulfilling for all pupils, promoting the highest possible standards, and fostering the continuous improvement of the quality of learning offered by the schools

**[iii] Accountable to:** The governing board

**Accountable for:** The standards, progress and well-being of all pupils and all staff and for all resources

**[iv] Key tasks:**

1. **Ethics and Professional Conduct**

**A1.** To uphold the Nolan Principles of Public Life.

**A2.** To uphold public trust in school leadership and maintain high standards of ethics and behaviour.

**A3.** To promote effective relationships with all pupils, staff, governors, parents, other schools, the local community, the Local Authority and other external bodies to enhance the positive image of the school and the development of the education system as a whole.

**A4.** To develop a culture of staff professionalism

**A5.** To develop high standards of behaviour from pupils, based on rules, routines that are underpinned by clear expectations. These are understood and demonstrated by staff in school

1. **School Culture and Ethos**

**B1.** To treat everyone fairly and equitably, with dignity and respect so as to create and maintain a shared school culture and positive climate which motivate pupils, staff and all other members of the school community.

**B2.** To nurture all children so that they reach their goals.

**B3.** To create a culture of high expectations and aspirations that lead to an excellent education for all pupils.

**B4.** To demonstrate an uncompromising drive for excellence in all aspects of the school’s life so that all pupils achieve the highest levels of learning and personal development.

**B5.** Working with all stakeholders, create a vision for the school that provides direction for all aspects of the life of the school.

**B6.** To ensure that parents, pupils, staff and governors are committed to the school’s vision of excellence.

**B7.** Establish effective curriculum leadership, developing subject leaders with high levels of relevant expertise with access to networks and communities.

**B8.** To create a culture where pupils’ attitudes to learning are exemplary.

**B9.** To establish a positive ethos throughout the school so that pupils take pride in their school, their work and their behaviour.

**B10.** To establish the highest standards of pupil behaviour through the modelling of courteous behaviour and teaching pupils the behaviour expected of an exemplary citizen.

**B11.** To provide support, professional development, guidance and challenge to all staff, embracing opportunities to engage critically with educational research in order to provide the very best for all pupils.

1. **Curriculum, Teaching and Assessment**

**C1.** To ensure that assessment is appropriate and proportionate, and that assessment information is used effectively by leaders and governors to improve teaching and the curriculum.

**C2.** To ensure that statutory requirements for the curriculum are met, that curriculum provision is appropriate and relevant to the needs of all pupils and provides equality of opportunity for all.

**C3.** To ensure that the curriculum is ambitious, promotes and sustains a thirst for knowledge and understanding and a love of learning.

**C4.** To ensure that the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

**C5.** To ensure that excellent teaching within a broad and balanced curriculum, accompanied by effective provision for spiritual, moral, social and cultural development, assists all pupils to prepare for life in modern Britain.

**C6.** Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics, providing them with transferable skills for accessing a rich curriculum, whilst also instilling in all pupils the love of reading.

**C7.** To understand what good and outstanding teaching and learning looks like and to be able to communicate this effectively to all staff and governors.

**C8.** To ensure that the headteacher has an accurate view of teaching, learning and assessment across the schools. The headteacher will ensure that teaching in all classes is good or better so that learning over time for all groups, is good or better and enriches pupils’ lives.

**C9.** Establish and sustain expert, challenging and evidence-informed teaching across all phases, which is appropriate to the age and ability of all pupils and respects the distinct nature of subject disciplines, enabling all pupils to achieve well.

**C10.** To ensure that assessment information is used effectively to improve the curriculum and teaching and learning of all pupils.

1. **Behaviour**

**D1.** To create a culture where pupil’s attitudes to learning are good, leading to good learning and minimising any low level disruption.

**D2.** To establish and maintain the policies and procedures that ensure the safety of all pupils, staff members and visitors to the site.

**D3.** To be responsible for establishing and maintaining the processes and policy that secure the safeguarding and welfare of every child.

**D4.** To secure effective safe-guarding procedures that ensure the safe recruitment of all staff and the safety of all pupils, including in respect of e-safety.

**D5.** To establish a positive ethos throughout the school so that pupils take pride in their school, their work and their behaviour.

**D6.**To establish the highest expectations for social behaviour so that respect for others and courtesy are the norm.

1. **Additional and special educational needs and disabilities**

**E1.** To ensure that teachers and adults create the conditions for effective learning for pupils with special educational needs and disabilities

**E2.** To ensure that teachers and adults have the appropriate knowledge and skills to ensure that pupils with additional needs and Special Educational Needs and Disabilities access an inclusive curriculum that enables them to learn effectively

**E3.** To establish a culture where teachers and adults have high expectations for all pupils, especially those with additional needs and those with Special Educational Needs and Disabilities

**E4.** To ensure that pupils with additional and those with Special Educational Needs and Disabilities achieve well from their individual starting points.

**E5.** To ensure that teachers and adults work effectively in partnership with professionals, parents and carers to identify and meet the needs of pupils with additional needs and those with Special Educational Needs and Disabilities

**E6.** To ensure that the schools meets all requirements and statutory duties outlined in the SEN Code of Practice

1. **Professional development**

**F1.** To ensure that the school’s Appraisal policy, including induction, is effectively implemented including reporting to the governing board as necessary.

**F2.** To develop systems to identify the professional development needs of all staff.

**F3.** To ensure that staff have access to high-quality professional development opportunities that align to individual needs and that of the whole school development planning process

**F4.** To ensure that professional development of staff is aligned to professional development frameworks including those laid out in the teachers’ standards

**F5.** To ensure that professional development is cost effective and draws on appropriate research and expertise from with school and externally. Professional development may draw from recognised national professional qualifications.

**F6.** To ensure that professional development helps to build capacity and sustain school succession planning

**F7.** To keep up to date with developments within education

**F8.** To regularly review their own practice, sets personal targets and takes responsibility for own personal development

1. **Organisational Management**

**G1.** To be responsible for the day-to-day management, organisation and administration of the school, modelling effective work-life balance and managing the workload of others.

**G2.** To ensure the rigorous implementation of well-focused improvement plans, based on robust self-evaluation.

**G3.** To monitor and evaluate standards of teaching, learning resource usage and management effectiveness and implement appropriate strategies for change.

**G4.** To lead and manage change effectively.

**G5.** To work with the governing body to enable it to meet its responsibilities and present to it, on a regular basis, an accurate account of the school’s performance.

**G6.** To provide support to the governing body, so that governors understand the boundaries of their role, provide clear strategic direction for the school and are able to hold the headteacher and leaders to account for school improvement.

**G7.** To be responsible for establishing and maintaining the processes and policy that secure the safeguarding and welfare of every child.

**G8.** To establish and maintain the policies and procedures that ensure the safety of all pupils, staff members and visitors to the site.

**G9.** Ensure effective monitoring and evaluation of the learning of all cohorts, groups and individual pupils so that they achieve as well as possible.

**G10.** To ensure that effective monitoring and evaluation of the quality of teaching, attainment and progress are used to improve learning.

**G11.** To manage the pupil premium funding effectively so that disadvantaged children learn as well as their peers in the school and nationally.

**G12.** To ensure that all pupils achieve well so that the proportions making or exceeding expected progress are close to, or above, national figures.

**G13.** To ensure that parents and carers are regularly provided with sufficient information to understand how well their children are doing and what they can do to help improve learning.

**G14.** To treat staff fairly, equitably and with dignity managing systems to ensure their well-being and their workload is well managed.

1. **Continuous school improvement**

**H1.** Working with all stakeholders, create a vision for the school that provides direction for all aspects of the life of the school based on its context and needs.

**H2.** To ensure the rigorous implementation of well-focused improvement plans, based on robust self-evaluation.

**H3.** Working with other staff and governors, create appropriate plans, policies and procedures that raise standards, especially in reading, writing, mathematics and behaviour.

**H4.** To monitor and evaluate standards of teaching, learning resource usage and management effectiveness and implement appropriate strategies for change.

1. **Working in partnership**

**I1.** To model professional standards forging constructive and professional relationships with parents, carers, stakeholders and the local community.

**I2.** To ensure that parents, pupils, staff and governors are committed to the school’s vision of excellence.

**I3.** To ensure that the monitoring and evaluation of the satisfaction levels of pupils and parents is used to improve learning.

**I4.** To work mutually with external organisations and schools welcoming support and challenge to facilitate continuous school improvement.

**I5.** To establish and harness effective working relationships with educational professionals and other public services to improve outcomes and life-chances for all pupils.

1. **Governance and accountability:**

**J1.** To work with the governing board to enable it to meet its statutory responsibilities and present to it, on a regular basis, an accurate account of the school’s performance.

**J2.** To establish and maintain professional working relationships with the governing board so that they understand their strategic role enabling them to support, challenge and effectively hold leaders to account for school improvement.

**J3.** To advise the governing board on the formulation of policies and their implementation, to ensure the enhancement of the quality of learning in an efficient and cost effective manner.

**J4.** To ensure that the school fulfils all statutory duties, including those relating and not limited to: safeguarding, finances, curriculum, equality and health and safety.

**11. Early Years provision:**

**K1.** To ensure that children in the Early Years are safe and happy and achieve well.

**K2.** To ensure that the provision for Early Years is highly effective.

**K3.** To ensure that good provision contributes well to children’s emotional health, safety and well-being.

**K4.** To ensure that teaching nurtures, engages and motivates children and is based on accurate assessment of children’s learning needs and development so that activities and experiences meet their needs.

**K5.** To ensure that all children are well prepared for Year 1 and subsequent education.

**12. The post of an executive headteacher:**

**L1.** To maintain effective leadership for both schools, that ensures the highest possible standards of achievement and well-being for every pupil.

**L2.** To work with governors and staff to ensure a clear understanding of their role in ensuring the best for each school individually and for the schools as a federation.

**L3.** To be responsible for the day-to-day management, organisation and administration of the two schools, in a fair and equitable manner across the schools, managing own workload and that of others to promote an appropriate work/life balance.

**L4.** To treat everyone fairly, equitably with dignity and respect to create and maintain a shared culture and positive climate that motivates pupils, staff and all other members of each school community.

**L5.** To ensure effective safeguarding and the promotion of the welfare of every pupil in both schools.

**FRAMEWORK for HEAD TEACHER PERSON SPECIFICATION**

[based on the “National Standards of excellence for head teachers” – October 2020]

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria through the Application or at Interview.

|  |  |  |  |
| --- | --- | --- | --- |
| **Headteacher specification** | **The application should show the extent to which the applicant can demonstrate success in:** | **Whether essential [‘E’] or desirable [‘D’]** | **Assess through…\*** |
| **Ethics and professional conduct** | * Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position * 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 | E  E  E  E  E  E | R, A&I  R, A&I  R, A&I  R, A&I  R, A&I  R, A&I |
| **Culture and ethos** | * Establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community * Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment * 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 * 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 staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs | E  E  E  E  E  E | R, A&I  R, A&I  R, A&I  R, A&I  R, A&I  R, A&I |
| **Curriculum and 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 a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught * Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains 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 * 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 | E  E  E  E  E  E | R, A&I  R, A&I  R, A&I  R, A&I  R, A&I  R, A&I |
| **Organisational effectiveness** | * Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community * Understand and welcome the role of effective governance, whilst establishing and sustain professional working relationship with those responsible for governance * Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support * 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 * Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently * Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils * Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties | E  E  E  E  E  E  E | R, A&I  R, A&I  R, A&I  R, A&I  R, A&I  R, A&I  R, A&I |
| **Safeguarding** | * Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care * Ability to form and maintain appropriate relationships and personal boundaries * Emotional resilience in working with challenging behaviours * Appropriate use of authority and discipline | E  E  E  E | R, A&I  R, A&I  R, A&I  R, A&I |
| **In addition consider:** | * Qualified teacher status * Other relevant qualifications, including degree * Evidence of recent [within the last 4 years] relevant CPD and preferably including NPQH * At least two years leadership role, proven success of moving projects forward and can demonstrate this * To have experience across the full primary school * To have a strong focus on staff and pupil well-being * To show evidence of emotional resilience | E  E  D for NPQH is not essential  D  E  E | A  A  A & I  A & R  A  R, A&I  R, A&I |



