

Application Pack for Executive Headteacher of:

An Baya Federation of Madron Daniel and St Mary's C. of E. School



Welcome to the An Baya Primary Schools Federation

'Together we can make a difference'

An Baya is a hard federation of the two most westerly Church of England Primary Schools in Cornwall; St Mary's C of E (VA) Primary School in Penzance and Madron Daniel C of E (VA) Primary School in Madron. An Baya is Cornish for 'the bay' and our primary schools are situated in the majestic and stunning Mounts Bay in West Penwith, Cornwall. St Mary's C of E School is less than 100m from the iconic promenade in Penzance, and from Madron Daniel C of E School, 2 miles North of Penzance, there is a panoramic view of the whole of Mounts Bay. Both schools have a strong, distinctive Christian Ethos rooted in a culture of community and underpinned by the An Baya strapline 'Together we can make a difference'



Recognising their historic foundation, An Baya Primary Schools will preserve and develop their religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level. The schools aim to serve their communities by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Governors' Mission Statement

At An Baya Primary Schools our mission is to educate all children spiritually, intellectually, socially, morally, aesthetically, and physically to be able to make a difference by following the example of Jesus in the gospels living out 'life in its fullness.' The schools aim to achieve this by:

Educating for wisdom, knowledge, and skills by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.

Educating for hope and aspiration by providing a safe, nurturing, and caring environment where all children can take risks, build resilience, flourish, and demonstrate courageous advocacy in action.

Educating for community and living well together by building positive relationships with our local, national, and international communities and for the schools to be hubs of learning in the community, making a positive difference to children and their families.

Educating for dignity and respect by promoting perseverance, generosity, and courage so that children leave our schools equipped with the character virtues to make a difference



Dear Applicant

We are delighted that the newly appointed Executive Headteacher across St Mary's C of E and Madron Daniel C of E Schools will join the Executive Leadership Team within our Trust when the schools join Rainbow in the new year. The Rainbow Multi Academy Trust aims to build a brighter future together. It puts children first, looking to provide them with a truly outstanding, inspirational and inclusive world-class education. We are a charity that runs a group of schools for the common good.

The successful candidate will work towards achieving the Trust's vision, working collaboratively with the leadership team in achieving its Strategic Plan, and with local governors and the Trust's school improvement team when setting the school's improvement priorities, and will be supported in achieving them. We are a growing Trust which currently has 11 primary schools.

This is an exciting opportunity for someone to join a dedicated team of Headteacher colleagues, with a central team who can support the successful candidate to make a difference to children within our Trust. The person appointed will be passionate about all children achieving well and be able to evidence whole school leadership experience. They will have a proven track record of leading and motivating whole school staff to enable them to ensure all children and families feel supported and motivated to build a brighter future together.

If you would like to find out more about working as a Headteacher within Rainbow then I would be happy to arrange a meeting. Please contact Ktrudgeon@rainbowacademy.org.uk

A handwritten signature in black ink that reads 'S Jones'.

Samantha Jones

Executive Trust Leader

The Rainbow Multi-Academy Trust





Welcome to Madron Daniel C of E School

A warm welcome from all the staff and children at Madron Daniel C of E Primary School. We are a small, happy Church of England School in a stunning location with spectacular views of Mounts Bay and make full use of our extensive grounds in our learning. Our school is fully inclusive and caters for children from the ages of 4-11 years. Madron Daniel Preschool caters for children from 2 years old.

Our EYFS Intent:

We want every child to have the best possible start to their learning journey at Madron Daniel. Our child led EYFS curriculum enables them to fulfil their potential, building a foundation for igniting curiosity and enthusiasm for learning, forming relationships, and thriving. In the Early Years we promote and expand language acquisition between children and their peers in an enabling, language rich environment. By responding to their individual interests and needs, the children are equipped to build on, extend their learning and develop secure attitudes to learning ensuring they are ready for Key stage 1.

Class 1

In class 1 we have reception, year one and year two who learn a variety of subjects in practical and fun ways to inspire positive, creative, social, and confident learners. In reception we use continuous provision to explore, creatively and critically think about our learning and actively learn in each lesson. In doing so, we work together and individually to build confident and self-managing learners. In years one and two we still use active learning to comprehend our learning objectives, whilst also learning to expand our reading and writing. We organize trips at least once a half term to incorporate real life experiences for the pupils to draw from in their learning. We link our trips to our current topic to help the pupils understand their learning at a greater depth.

Class 2

Class 2 is composed of years 3,4,5, and 6 children. We have met the challenge of mixed age teaching by ensuring that there is defined knowledge for each unit of work. Through careful planning, explicit links are made between past and future learning so that the children can build their knowledge and make connections between concepts and ideas over a school year, key stage and over their whole primary education

Key information about Madron Daniel C of E Primary School

Type of school	VA Diocese of Truro Local Authority Maintained School
Age range	2-11 years
Location	Bellair Road Madron Cornwall TR20 8SP
Number on roll	38
Number of classes	2 plus pre school
Number of teaching staff	4 (including part time staff)
Attendance 2021/22	91.22%
% of children with SEN	28.98%
% of children eligible for Free School Meals	47.7%
EYFS GLD 2022	28.6% (6 children in cohort)
Year 1 phonics screening 2022	67% 3 children in cohort
Key stage 1 Expected standard published data 2022 Percentage of pupils meeting the expected standard in reading Percentage of pupils meeting the expected standard in writing Percentage of pupils meeting the expected standard in maths	67% (6 children in cohort) 50% (6 children in cohort) 67% (6 children in cohort)
Key stage 2 Expected standard published data 2022 Percentage of pupils meeting the expected standard in reading Percentage of pupils meeting the expected standard in writing Percentage of pupils meeting the expected standard in maths	50% (7 children in cohort) 57% (7 children in cohort) 17% (7 children in cohort)
Latest OFSTED grading	RI November 2022



St Mary's C. of E. School

St. Mary's is a 6 class Church of England Primary school situated near to the promenade in Penzance. We have our own pre- school that is part of our Early Years Foundation stage unit. Our children are friendly, polite, helpful, and enthusiastic about their learning. Our staff are equally enthusiastic, hardworking, and creative in their approach to the curriculum.

We strive for good attainment for all children and aim for all children to make the best progress they can during their learning time with us. We create a nurturing and supportive environment for each child in our care. We aim for all children to develop into confident, articulate, caring and reflective individuals. We aim to ensure that all children in our care have a good childhood. We aim to equip children with attitudes and values that, in partnership with parents and carers, will build strong and secure foundations for a lifetime of learning. At St Mary's every one matters and every moment counts.

We offer a range of extra-curricular activities including a Breakfast club from 8am each day. Children also have opportunity to learn a range of musical instruments supported by Cornwall Music Service Trust. We believe music is important for children and are proud to have achieved our Sing Up Gold award. Our school has been described as a 'very harmonious community' where 'all adults know the children individually.' (Ofsted). We believe in the uniqueness of each individual, child and adult, and that each child is worth caring for and spending time with.

Involvement with the wider community is a strong feature of school life. We aim to build positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community. We have strong links with St. Mary's Church, support local charities (The Food Bank and Children's Hospice South West) through our Making a Difference activities and take part in local community events such as St. Piran in Penzance celebrations and Mazey Day. We are strongly inclusive of all children; we recognise and celebrate the different cultures and languages spoken by our pupils using this in learning to build understanding and respectful appreciation of different cultures. Our School Council represents the views of pupils at our school and we are proud of our Platinum PADL award in this area. We value partnership with parents and have a strong, committed and vibrant PTA, called FOSMS, Friends of St. Mary's School.

Christian Values underpin all our work at St. Mary's and the four that we feel are particularly important to our children are values of Hope, Perseverance, Courage and Generosity

Key information about St Mary's C of E Primary School

Type of school	VA Diocese of Truro Local Authority Maintained School
Age range	3-11 years
Location	Redinnick Place Penzance Cornwall TR18 4HP
Number on roll	134
Number of classes	5 plus pre school
Number of teaching staff	6 (including part time staff)
Attendance 2020/21	92.11%
% of children with SEN	14.82%
% of children eligible for Free School Meals	36.3%
EYFS GLD 2022	68.8%
Year 1 phonics screening 2022	95%
Key stage 1 Expected standard published data 2022 Percentage of pupils meeting the expected standard in reading Percentage of pupils meeting the expected standard in writing Percentage of pupils meeting the expected standard in maths	44% 38% 44%
Key stage 2 Expected standard published data 2022 Percentage of pupils meeting the expected standard in reading Percentage of pupils meeting the expected standard in writing Percentage of pupils meeting the expected standard in maths	79% 58% 75%
Latest OFSTED grading	Good March 2023



Performing at the Minack theatre



Our schools provide exciting and memorable learning activities for the children often using our fantastic local environment to inspire learning. We use local visits to engage and enthuse the children and the children can take part in a range of outdoor learning experiences.

Welcome Letter to Applicants

Dear Applicant,

Thank you for showing an interest in our Headteacher vacancy and requesting our Headteacher application pack. Choosing a new Headteacher is one of the most important decisions a school has to make. We are very proud of our happy and successful schools and are determined to find the very best next Headteacher to lead the schools forward.

Job Description – Executive Headteacher

[N.B. The job description is subject to the general conditions of service for a headteacher as set out in the current School Teachers Pay and Conditions Document.]

In carrying out his/her duties the executive headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the two schools, parents and pupils.

The Core Purpose of the Headteacher in a Church school

The executive headteacher is the prime mover in creating, inspiring and embodying the Christian ethos and culture of these Church schools, securing their Mission statement with all members of the schools' communities and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

Thus, the core purpose of the executive headteacher is to provide professional leadership and management for the schools. This will promote a secure foundation from which to achieve high standards in all areas of the schools' work. To gain this success the executive headteacher must establish high quality education by effectively managing teaching and learning to realise the potential of all pupils. The executive headteacher must establish a culture that promotes

excellence, equality and high expectations of all pupils within a strong Christian ethos.

The executive headteacher, working with and through others, secures the commitment of the wider community to the schools by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, Diocesan officers, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school's church and wider communities, the executive headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

Shaping the future:

The Executive headteacher should be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the schools' communities. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

Duties and responsibilities

A) Strategic direction and development of the school

To work with the governing body and others, to develop a strategic view for the school in their communities, Anglican churches and analyse and plan for the future needs and further development of the school within the local, national and international context:

- 1. To formulate overall aims and objectives for the school and policies for their implementation**

- 2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life**
- 3. To develop with staff, pupils, parents and governors policies relevant to the needs of the schools**
- 4. To implement the local authority's and governing body's policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability, special educational needs and other forms of educational disadvantage**
- 5. Secure the commitment of parents the wider community and church communities to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement**
- 6. To ensure that all those involved in the schools are committed to the aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school**
- 7. To ensure that the management, finance, organisation and administration of the school support their vision and aims**
- 8. To ensure that policies and practices take account of government legislation, national, local and school data and inspection research findings**
- 9. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary**
- 10. To arrange for a deputy headteacher or other suitable person to assume responsibility for the discharge of the headteacher's functions at any time when absent from school.**

B) Leading and teaching

To work with the governing body to lead and manage effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

- 1. To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe and healthy school environment**
- 2. To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning**
- 3. To ensure that learning is at the centre of strategic planning and resource management**
- 4. To establish creative, responsive and effective approaches to learning and teaching**
- 5. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning**
- 6. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community**
- 7. To be able to implement strategies which secure high standards of behaviour and attendance**
- 8. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework**
- 9. To be able to take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils**

10. To monitor, evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken

11. To fulfil the headteacher's duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education

12. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act.

C) Leading and managing staff

To lead, motivate, support, challenge and develop staff to secure improvement:

1. To participate in the selection and appointment of teaching and non-teaching staff in the school

2. To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils

3. Lead, manage and develop the staff, including appraising and managing performance

4. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance

5. To assess whether a teacher at the school who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school

6. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on

whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range

7. To participate in arrangements for headteacher performance management

8. To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status, the Career Entry Profile and standards for induction.

D) Efficient and effective deployment of staff and resources

To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:

1. To allocate, control and account for those financial and material resources of the schools which are delegated to the headteacher by effectively managing the school's budgets and material resources

2. To work with governors and senior colleagues to recruit staff of the highest quality available

3. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided

4. To advise the governing body and implement decisions in relation to staffing

5. To advise the governing body on the adoption of effective procedures to deal with the competence and capacity of staff

6. To advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control

7. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations

8. To make arrangements, if so required, for the security and effective supervision of the both school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the local authority

9. To undertake responsibilities as defined in the LA's Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty

10. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity

11. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money

12. To ensure that staff are encouraged to attend INSET which increases their knowledge and understanding of their roles and responsibilities.

E) Accountability

To be accountable for the efficiency and effectiveness of the school to the local authority, governors, pupils, parents, staff, local employers and the communities:

1. To liaise and co-operate with education officers and support services in the evaluation, monitoring and inspection of the schools according to such arrangements as may be required by or agreed with the local authority

2. To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money

3. To report to the governing body on the discharge of the headteacher's functions and the affairs of the school

4. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school

- 5. To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the LA, the local community, OfSTED and others, to enable them to play their part effectively**
- 6. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement**
- 7. To report to the governors annually on the performance management of teachers at the school in relation to the School Teachers Pay and Conditions Document**
- 8. To provide information about the work and performance of staff where it is relevant to their future employment.**

F) Strengthening Community

To be able to build a school culture and curriculum which takes account of the richness and diversity of the school's communities

- 1. To create and promote positive strategies for challenging racial and other prejudice and dealing with, and reporting, racial harassment**
- 2. To ensure learning experiences for pupils are linked into and integrated with the wider community**
- 3. To ensure a range of community-based learning experiences**
- 4. To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families**
- 5. To seek opportunities to invite parents and carers, community figures, business or other organisations into the schools to enhance and enrich the school and its value to the wider communities**

6. To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives

7. To co-operate and work with relevant agencies to safeguard and protect children

8. To ensure that the school promotes effective links with the local community and continue the development of close liaison with other local primary and secondary schools.

G) Pupil Care

To ensure that provision in the school safeguards all pupils in line with the statutory guidance in Keeping Children Safe in Education

1. To arrange for effective induction of pupils entering the school and transferring to the next phase of education or to another provider mid-year

2. To determine, organize and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care, guidance and an understanding and appreciation of British values

3. To determine and arrange means to promote amongst pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school

4. To handle individual disciplinary cases, including power to exclude pupils in accordance with provisions of the latest legislation.

Person Specification – Executive Headteacher

This Person Specification should be read alongside the range of expectations as set out in the National Standards of Excellence for Headteachers (DfE 2015).

When completing your application form and supporting statement, you will be expected to address all aspects where application form is listed. Your application form and supporting statement needs to detail your experience, achievements, skills and abilities and personal qualities that you believe are relevant to your suitability for the post.

	Level	Source
Qualifications and experience		
Graduate level qualification or equivalent and qualified teacher status (QTS).	E	A
NPQH or NPQH Pls or equivalent senior leadership qualification	D	A
Evidence of recent and relevant professional development.	E	A
Evidence of success in a senior leadership role in a primary school with experience of leading the school and successfully delivering against an agreed strategic plan.	E	A,I,R
Evidence of supporting all staff to develop and improve responsive and effective learning and teaching across the whole school.	E	A,I
Evidence of monitoring, evaluating and reviewing classroom practice, challenging underperformance at all levels, and promoting improvement strategies.	E	A,I

Successful experience leading aspects of a broad, balanced and differentiated curriculum, in raising standards, developing potential and promoting inclusion, including those with SEND.	E	A,I,R
Professional knowledge and skills		
Detailed understanding of the changing role of Headteacher including leadership and management and current developments in primary education. This also include managing change, complex tasks, and developing an organisational structure, which is responsive to the demands of a primary school.	E	A,I
A thorough knowledge of the requirements of the National Curriculum and the Early Years Foundation Stage. Demonstrate an understanding of the application of the new Ofsted Framework.	E	A,I
Able to play a musical instrument and/or support children learning a musical instrument and lead the school band	D	A,I
Experience of working in a Dyslexia Friendly School	D	I
Recent experience of Section 48 Ofsted and/or SIAMS Inspection at leadership level.	D	I
Demonstrate an enthusiasm for active outdoor learning.	E	I
Leadership and management		
Ability to work as a strong and effective leader, through knowledge and understanding of exemplary teaching practice,	E	I,R

team work and working within a local community of adults and pupils.		
Ability to promote and achieve high standards of learning and attainment across the Early Years Foundation Stage and the two Key Stages in the primary phase, through an understanding of a range of teaching and learning styles.	E	I,R
Experience of working alongside Governors to translate a vision into agreed objectives and operational plans, which promote school improvement.	E	A,I,R
Ability to deal successfully with situations that may include conflict resolution.	E	I
Ability to analyse data to evaluate performance and plan appropriate courses of action for evidence based improvement plans and policies.	E	I,R
Ability to identify professional development needs of all staff through performance management and support. To support and motivate all colleagues and to arrange appropriate professional development. A willingness to take appropriate action when performance is unsatisfactory.	E	I
Ability to deploy a wide range of strategies for managing pupil behaviour.	E	I

Ability to demonstrate competence in finance and resource management.	E	I
Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.	E	A,I
The ability to work and communicate with children, staff, parents, carers, governors, the community, the diocese, the LA and outside agencies.	E	A,I,R
Evidence of the ability to promote a positive ethos and pride in the school and its physical environment together with high standards of discipline and behaviour.	E	I
Ability to work with other schools and community agencies to develop partnerships and learning networks and community links.	E	I
Be fully supportive of and committed to the aims and ethos of Church of England school and be able to demonstrate the ability to maintain the religious character of the school.	E	A,I
Willingness to promote and embed the school's Christian values in an inclusive way.	E	A,I,R
Able to model good collective worship.	E	I

**Level – Essential, Desirable
Interview, Reference**

Source – Application Form,

Unless you are able to provide clear evidence that you can fulfil ALL essential criteria required either in the form or letter you CANNOT be shortlisted for interview.

