



Dame Tipping CofE VC Primary School

**Head of School
Application Pack**



LIFE Education Trust



Introduction



Application Process



Letter from Chair of Governors



Choose LIFE



Job Description



Person Specification



Key Priorities from School Development Plan

LOVE TO LEARN; LEARN TO LOVE.

At Dame Tipping Primary CofE VC School we believe that through God's love,
we can make a difference.

"As I have loved you, love one another" (John 13:34).



LIFE Education Trust

INTRODUCTION



We are looking to appoint a new Head of School for Dame Tipping CofE VC Primary School to lead the school on their vision to empower every child to approach life with optimism, creativity and compassion.

We are seeking:

- A forward thinking school leader with a proven track record in raising standards by working with and motivating others
- Someone who is passionate about delivering the best possible education to the pupils in our school
- A candidate who has clear understanding of the primary curriculum and how to secure progression for all pupils throughout their time at Dame Tipping
- Someone who understands the specific needs of disadvantaged and SEND pupils and has solutions for raising their outcomes whilst ensuring that they experience a happy and diverse range of opportunities
- A team player who will work collaboratively with the school's staff and with other leaders within the LIFE Education Trust.

Dame Tipping CofE VC Primary School is a half-form entry school situated in the picturesque village of Havering-atte-Bower. We work closely with the Church of St James and St John's and uphold a strong Christian ethos in all we do. Our Core Christian Values of Courageous Optimism, Boundless Creativity and Heartfelt Compassion underpin the children's learning experiences.

Although we are a small school, the children and staff make the school a happy and vibrant place to learn and achieve and we work in partnership with parents and carers to ensure success for all. We are a part of the LIFE Education Trust; we work collaboratively with schools in Havering and Essex and are fully committed to the LIFE mission: "Building great learning communities."



LIFE Education Trust

APPLICATION PROCESS



Salary range: L8-L12

Start Date: September 2021

Deadline for applications: 9:00am Monday 24th May 2021

Shortlisting: Will take place on Monday 24th May 2021,
successful candidates will be notified by telephone that evening

Interview Date: Tuesday 25th May 2021



For further information about Dame Tipping CofE VC Primary School and the LIFE Education Trust, please visit:

www.dametipping.com

www.lifeeducationtrust.com

If you require further information about the appointment process please contact:

recruitment@lifeeducationtrust.com

LIFE Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This role is subject to an enhanced DBS check.

LIFE Education Trust is an equal opportunities employer and welcomes applications from all appropriately qualified and experienced candidates



LIFE Education Trust

LETTER FROM CHAIR OF GOVERNORS



Dear Candidate,

Thank you for your interest in the Head of School role at Dame Tipping CofE VC Primary School. We are excited at the prospect of appointing someone to act as the operational leader for our small rural primary school which is located on the edge of the London Borough of Havering. The school is over 200 years old and has continued to hold a special place in the heart of the community since 1724.

We play a prominent part in the LIFE Education Trust and have benefitted from being part of a growing and friendly multi academy trust. In particular we have a joint Rural Primary Curriculum which has been developed collaboratively this year with specific leaders for each Phase and each core subject. We are an established Church of England community school with a strong Christian ethos and a good reputation.

The school is well regarded locally. We have a positive culture and a focus on our core values that are embedded in everything that we do. The school is proud of its thriving forest school which is run once a week by a qualified professional who supports the children's physical development and engagement with healthy lifestyles by providing opportunities for the children to test their own boundaries and physical capabilities while developing new skills.

The school received a "Good" Ofsted inspection report in 2016 which, amongst other things, stated: " You have maintained the school's nurturing, kind and caring environment and have also strengthened its Christian character. Pupils say that they enjoy being part of a small community. They are thoughtful and attentive and told me that they like coming to school because learning is fun. Pupils behave well in lessons and around the school and are polite and friendly. They understand and can explain the school core values well"

The successful candidate will benefit from an enthusiastic and supportive Local Governing Body, with a highly committed membership reflecting a range of professions and interests. Governors make a visible and sustained contribution to the leadership and management of the school. The Head of School will also meet regularly each week with our Executive Head who will support, encourage and advice, and will be part of the supportive Trust meeting cycle.

We are seeking an outstanding practitioner who will lead and inspire our pupils and staff and rise to the challenge of managing a small rural school with all that it entails. They will maintain and further develop the good relationships which we have with our families and the local community and will make certain that the school continues to progress.

We are looking for someone with proven management skills who will ensure that we maintain traditional values and put pupils first in our planning and our delivery. We look forward to discussing with you the priorities of our School and where we are looking to improve, particularly with regard to raising the attainment of our disadvantaged pupils. Visits to the school (via zoom or in person if circumstances allow) are encouraged and we would be happy to show you why Dame Tipping is such a special place to learn, to work and to lead.

Kind regards

Greg Brome

Chair of Governors



LIFE Education Trust

CHOOSE LIFE



Choose LIFE



We are building great learning communities

Everyone needs to find their purpose and at LIFE we will help you to do just that. Our mission is to build great learning communities which unleash creativity and champion optimism, in a spirit of compassion.

We embrace courageous optimism

It takes courage, hope and optimism to build a better future. We encourage our pupils and staff to tackle challenges with resilience and perseverance as they reach for ambitious targets.



We have boundless creativity

We are full of creative ideas about how to unlock barriers to learning and help children and young people achieve and thrive.

We show heartfelt compassion

We understand that this world needs people with endless heartfelt compassion.



We believe in you

We take staff development really seriously because people are our greatest resource. We see everyone as an individual who can add something unique to the life of our Trust.

We use the Colour Me behaviours system to help you find out more about yourself and how you relate to others. And our QEB approach will help you develop the Qualifications, Experience and Behaviours to succeed.

So why not CHOOSE LIFE and continue your career in a vibrant progressive learning community.

Contact Us

Brentwood Road, Romford RM1 2RR
☎ 01708 447368 ✉ info@lifeeducationtrust.com
🌐 www.lifeeducationtrust.com 🐦 [@lifeedutrust](https://twitter.com/lifeedutrust)



LIFE Education Trust

JOB DESCRIPTION



With the support of the Executive Headteacher the Head of School will be expected to carry out all duties on the Headteacher Standards (October 2020).

Our Heads of School uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside school. They:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

Heads of School in the LIFE Education Trust:

- Support the Trust mission, beliefs and behaviours and model those at all times
- Participate fully in the life of the Trust including meetings, processes and procedures
- Ensure all school staff engage in the Trust activities and model Trust behaviours
- Support and promote the development of the Trust

As leaders of their school community and profession, Heads of School:

- 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
- Make a positive contribution to the wider education system



LIFE Education Trust

JOB DESCRIPTION CONT.



School culture

- Establish and sustain the school's ethos and strategic direction in partnership with Executive Headteachers and those responsible for governance and through consultation with the school community
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism



Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment



LIFE Education Trust

JOB DESCRIPTION CONT.



Curriculum and assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen



LIFE Education Trust

JOB DESCRIPTION CONT.



Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional Development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk



LIFE Education Trust

JOB DESCRIPTION CONT.



Continuous School Improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- 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

Working in Partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and Accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationship with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



LIFE Education Trust

PERSON SPECIFICATION



Qualifications and experience	E/D	How assessed
QTS (Qualified Teacher Status)	E	A, Q
First degree or Certificate of Education	E	A, Q
Relevant recent further qualifications	D	A, Q
Relevant recent professional development	E	A, Q
Senior leadership experience	E	A, R
SLT experience in a multi-academy Trust	D	A, R
School Culture		
Able to think strategically, and to build and communicate a coherent vision	E	A, I
Practising Christian or sympathetic to the ethos and beliefs of the Church of England	E	A, I
Able to inspire, challenge, motivate and empower others to carry the vision forward	E	A, I
Committed to creating an inclusive environment which ensures everyone can achieve their full potential	E	A, I
Committed to setting and achieving ambitious, challenging goals and targets and thereby securing high standards	E	A, I
Teaching		
Able to access, analyse and interpret data to ensure all teachers target their teaching accordingly	E	I
Initiates and supports research and debate on effective learning	D	A, I
Committed to innovative and creative forms of teaching and learning to meet the personal learning needs of every child	E	A, I, R
Curriculum and assessment		
Has a clear understanding of how the primary curriculum, from EYFS to KS2, ensures coherent progression in pupils' knowledge, skills and values	D	A, I, R
Has worked with a range of subject leaders within the school and across other professional networks and communities	D	A, R
Committed to developing valid, reliable and proportionate approaches to assessment and feedback of pupils' knowledge and understanding	E	A, R
Behaviour		
Creates and maintains high standards of pupil behaviour, built upon clear communication and mutual respect	E	A, R
Understands the importance of consistent behaviour management systems to a school environment and the ability to establish these	E	A, R
Acts as a role model in ensuring that all adults within the school model and teach the expected pupil behaviours	E	A, R
Inclusion and Diversity		
Committed to providing an inclusive and welcoming school environment for all pupils, families and adults regardless of ability or background	E	A, I, R
Committed to establishing and supporting a learning environment which has ambitious expectations for all pupils, including those with SEND	E	A, I, R



LIFE Education Trust

PERSON SPECIFICATION

CONT.



Values working in partnership with parents, carers and professionals, to identify and meet the additional needs of all pupils	E	A, R
Professional Development		
Values the role of high-quality, professional development in developing staff and improving practice	E	A, R
Has shown a commitment their own personal professional development to stay abreast of key educational developments and self-improve	E	A, R, Q
Organisational Management		
Places a high value on the safeguarding of pupils and staff in all aspects of their work and the school environment	E	A, I, R
Has undergone recent safeguarding training	E	A, Q, R
Has held a Designated Safeguarding Lead role in school	D	A, Q, R
Feels confident and competent in all financial matters related to budgeting and the allocation of resources	D	A, I, R
Has experience of managing budgets	D	A, R
Recognises the importance of work-life balance in order to ensure the effective deployment and management of all staff	E	A, I, R
Continuing school improvement		
Has knowledge, understanding and experience of using a range of data sources, internal and public to set and achieve ambitious targets	E	A, I, R
Engages the school community in systematic and rigorous self-evaluation, combining this with external evaluations to develop the school	E	A, R
Proven ability in action planning which develop, manage and evaluate the impact of actions in a timely fashion, having engaged all stakeholders	E	A, R
Working in partnership		
Committed to forging constructive relationships beyond the school, working in partnership with parents, carers and the local community	E	A, I, R
Committed to working with other schools and organisations in a climate of mutual challenge and support	E	A, I, R
Keen to work in a Multi Academy Trust in order to derive benefits for the school as well as working collaboratively for the benefit of all Trust schools	E	A, I
Governance and accountability		
Understands and welcomes the role of effective governance in challenging the school as a key function of their role and responsibility	E	A, I, R
Able to communicate high expectations to all staff, conducting difficult conversations when necessary, to secure high standards	E	A, R
Able to set targets and hold staff to account, including through line management and the appraisal process,	E	A, R

Key: E: Essential
I: Interview
R: References

D: Desirable
A: Application form and supporting statement
Q: Certificated evidence



LIFE Education Trust

KEY PRIORITIES FROM THE SCHOOL DEVELOPMENT PLAN



The following are the first two pages of the school's current Development Plan, which was drafted before the return of pupils in September 2020.

LIFE Education Trust: School Development Plan Priorities for 2020/21 Dame Tipping CofE VC Primary School

At LIFE Education Trust, we believe that each school should have the freedom and autonomy to determine its own strategic objectives at a local level, in order to bring about the improvements that will have the greatest positive impact upon their own pupils' experiences and outcomes. Nevertheless, these local school objectives are aligned to the Trust's strategic priorities, as expressed in its Three Year Strategic Plan for 2019 – 2022.

For 2020-21, the Trust Strategic Plan includes priorities for the *Achievement & Improvement, Ethos, Structures, Collaboration and Expansion* of the Trust. The School Development Plans are written to align especially to the Trust's performance priority for Achievement and Improvement.

In order to achieve improvement across the LIFE Education Trust, each school's Development Plan will set three to four objectives, which will be aligned to the following Trust priorities:

- A.** To provide all our pupils with an exceptional Quality of Education, with a particular focus on improving the life chances of our most disadvantaged pupils, by developing a curriculum based on **boundless creativity**
- B.** To develop an ethos of positive Behaviour and Attitudes so that all pupils can flourish in an environment of **heartfelt compassion**, where they want to attend, want to learn and where they feel safe and treated with respect and fairness
- C.** To improve the Personal Development of our pupils so that they are equipped for an adult life, which they can embrace with **courageous optimism** and where they are prepared, willing and able to become healthy, engaged, active citizens in our modern, diverse world
- D.** To strengthen the Leadership and Management of our schools so that pupils and staff can dare to achieve the extraordinary and reach the high expectations and aspirational targets that they have set for themselves

In meeting its own strategic objectives, each school should achieve pupil outcomes in line with its annual published targets and thereby contribute to the achievement of the Trust's shared, aspirational standards.



LIFE Education Trust

KEY PRIORITIES FROM THE SCHOOL DEVELOPMENT PLAN CONT.



LIFE Education Trust: School Development Plan Priorities for 2020/21 Dame Tipping CofE VC Primary School

At Dame Tipping CofE VC Primary School, the objectives that we work towards are set within the framework of the Trust's strategic priorities.

In 2020/21, our school improvement objectives are:

1. To strengthen the school's distinctive Christian vision, including its teaching of a new R.E. curriculum (Trust Priority B).
2. To improve attainment and progress in writing (Trust Priority A and D).
3. To strengthen the curriculum ensuring sufficient depth and coverage in the foundation subjects (Trust Priority A).
4. To maximise pupils' personal development (Trust Priority C).

The achievement of these objectives should ensure that the school meets or exceeds the following targets for 2021:

Targets based on End of Key Stage data, not Baseline data, post school closures 2020.

Early Years		Key Stage 1			Key Stage 2		
			ES	HS		ES	HS
EYFS (GLD)	TBC%	Reading	73%	21%	Reading	69%	15%
Phonics Screening	TBC%	Writing	73%	21%	Writing	54%	8%
		Maths	63%	14%	Maths	69%	23%
		Combined	63%	14%	Combined	54%	8%
PPG Combined RWM			50%	0%		66%	0%

Girls' achievement in reading and writing at KS2 to at least equal that of boys

Whole school attendance	96% (>95.3% for girls)
Persistent absence	5% (<11% for PPG)



LIFE Education Trust



**Thank you for your
application**



LIFE Education Trust