



Malborough with South Huish C of E (VC) Primary School



Head of School Recruitment Pack



Welcome from The Chair of Governors and the Executive Headteacher

Dear Applicant

Thank you for your interest in our Head of School role at Malborough with South Huish Church of England Primary School. Our current much valued and respected Head of School will be retiring at the end of this academic year. The Governors, Executive Headteacher and the community are looking to find the right person to lead the school in the next phase of its exciting journey.

The South Hams Federation (SHF) is a 'primary school only' federation based in the heart of the South Hams, South Devon. The Federation currently consists of Stokenham Area Primary School, Malborough with South Huish C of E Primary School, Loddiswell Primary School, Modbury County Primary School, Kingsbridge Community Primary School and Loddiswell Pre-School.

Our Governing Board is proactive and engaged, working in partnership with the Head of School and staff to drive the strategic direction of the school. We take seriously our responsibilities in ensuring clarity of vision and ethos, holding the Executive Headteacher and Head of School to account and overseeing the financial performance of the school. Our Board is highly experienced with members from a range of backgrounds, working together for the benefit of the children in our care.

The Board of Governors of the South Hams Federation represents the five schools within the Federation

Our school is an inclusive family where we provide a welcoming, safe and nurturing environment with the central aim to develop the children's '*roots to grow and wings to fly, all within the love of God*'. At Malborough our curriculum is creative, exciting, challenging and takes learning beyond the classroom, drawing on our local community and surrounding area as well as looking worldwide. We develop enquiring minds and a love of learning where the children and staff encourage and support each other to be ambitious, resilient, and independent lifelong learners who value everyone's beliefs, achievements, skills and contribution.

We hope you enjoy reading about Malborough with South Huish C of E Primary School. If you feel you are the person to lead the school as it expands and improves further, we do encourage you to apply.

We look forward to meeting you.

Jane Greaves - Chair of Governors

Tessa Coulthard – Executive Headteacher



The South Hams Federation Vision and Values

Vision

We are an inclusive school federation family that values the unique personality of each child and inspires all learners, empowering them to achieve through building knowledge, skills and individual character.

Values

- Aspirational - At The South Hams Federation, every staff member believes that all children can succeed.
- Inclusive - We want to ensure that no child is left behind.
- Diverse - We recognise the unique identity of each school within our federation.
- Collaborative - We celebrate and value the contribution each of our schools makes to the Federation.
- Enriching- We will ensure our pupils engage with a wide curriculum, and cultural experiences which support their personal development.

At the South Hams Federation everyone learns how to learn; we pride ourselves on providing a warm and welcoming beginning to the journey of lifelong learning. Our aim is to provide the best possible learning experiences by being both inspirational and aspirational for all of our children within a caring supportive atmosphere.

We are an inclusive 'School Family' that celebrates and encourages the achievements of all. We foster an atmosphere of mutual respect, tolerance and high regard for all members of society and for one another. The unique personality of each child is valued through a curriculum that supports their development as confident and resilient individuals.

The whole federation community works together to deliver a broad and balanced curriculum preparing children to be independent, motivated and resourceful learners. We ensure that children learn skills and knowledge to prepare them for their future lives through a curriculum that is integrated, interesting, practical and fun. As a result, our children learn how to be determined learners who stay safe, be healthy, enjoy and achieve.



Our Vision

‘The roots to grow, the wings to fly.

All within the love of God’

At Malborough with South Huish Primary School, we aim to serve our Community by providing an education of the highest quality within the context of Christian beliefs and practice.

Strong leadership enables us to provide a broad and balanced curriculum that fosters all elements of children’s growth as learners. This is supported by a clear vision, an embedded set of Christian values and aspirations and a strong Christian character; where children are encouraged to become resilient and understand that forgiveness and reconciliation are possible, and that compassion and hope allow our children to cope wisely when things and people go wrong.

John 10:10:

“I have come in order that you might have life-Life in all its fullness”

Our Mission

At Malborough with South Huish Primary School we put the children at the heart of everything that we do. We work to support and ensure all pupils and staff flourish and excel in wisdom, knowledge and skills, for their practical and spiritual development

The staff will contribute to develop the school’s ethos – ‘Let your spirit shine!’ by:

- Providing a secure and stimulating environment at all times, that fosters wisdom, hope, community and dignity
- Providing a welcoming, nurturing environment, in which mutual respect and forgiveness is modelled by adults and children alike
- Enabling children to flourish and experience life in all its fullness, regardless of their background or starting point to become confident, happy successful learners.



Our School

At Malborough with South Huish C of E Primary School we aim to provide a safe, happy, caring and stimulating environment where all children and adults feel they make a contribution and are valued as individuals. We strive for every child to recognise and achieve their full potential, so that they can make their best contribution to society and be "the best they can be", learning to develop learning skills for life.

Our school building was built in 1872 and includes four classrooms, a library, a music room, a playground, administrator's office, staff room and an independent pre-school on the site. Hot school lunches are prepared daily by our School Cook. With a heated swimming pool in the school grounds, every child benefits from swimming lessons each summer term.

Within our small village school, we aim to provide a safe and structured environment where children's enthusiasm to learn is encouraged and where the unique personality of each child is valued. We aim to develop and extend children's English and Maths skills alongside their creative talents and their social and spiritual understanding of the world. We aim to equip children with the knowledge and confidence necessary to play a full part in society. We promote equal opportunities for all members of our school family. We actively work together to promote awareness for the need to follow a healthy lifestyle and to take part in physical exercise.



We have weekly Forest School sessions where the children learn in a natural space by taking part in seasonal activities that may involve an element of managed risk: by succeeding here, they develop the self-esteem that will support them throughout their lives.

Within the South Hams Federation, our intent is to provide a nurturing space that supports our children's wellbeing by providing and implementing positive, child-led experiences in a natural setting, the impact of which will help foster traits such as resilience, confidence and independence and develop motivation, co-operation, decision-making and social skills.

Our aim is to ensure the best possible outcomes for all of the children. The Governors and Staff are committed to creating a high-quality learning environment in our school where all the children feel safe, valued and secure and are encouraged to enjoy and achieve in all aspects of school life.



Our Christian Values

We will support our pupils to understand the difference between right and wrong.

We will provide and foster confidence, delight and discipline in seeking wisdom, knowledge, truth and understanding the skills needed to shape life.

Our values will be promoted through daily collective worship and our regular church services.

This is our school Prayer:

*O God, we pray that thy blessing may rest upon our school and all that teach or learn in it.
Help us to do our work with all our might.
Make us proud of this school to which we belong.
And may we one day go forth from it. Ready to serve those and our fellow men.
For the sake of Jesus Christ, our Lord
Amen.*

Promoting our Christian Values

These values have been chosen by the children. They chose:

Community, Respect, Love, Freedom, Belief

Together they help us remember to:

'Let your Spirit shine'

Matthew 5:16:

'In the same way your light must shine before people, so that they will see the good things you do and praise your father in heaven'

Our Christian Values are based on biblical scripture:

Community

Luke 10:27

"Love your neighbour as you love yourself"

Respect

John 13:34

"You must love each other as I have loved you"

Love

Matthew 22:37

"Love the Lord God with all your heart and with all your soul and with all your mind. Love your neighbour as yourself"

Freedom

John 10:10

"I have come that they have life, and have it to the fullest"

Belief

Hebrews 10:24

"And let us consider how we may spur one another on towards love and good deeds"



Our Pastoral Care

At our school, we provide a safe, nurturing environment for all the children in our care and believe that supporting the mental, emotional and spiritual well-being of children is paramount. Our SENCO helps support the most vulnerable children in our school community and works closely with all staff to ensure that children are supported in the best way possible to meet their needs. Where appropriate, the school involves outside agencies to ensure that a child's needs are met.





Information for Applicants to Church of England (Voluntary Controlled) Schools in the Exeter Diocesan Board of Education

Dear Applicant

Thank you for your interest in the position of Headteacher at this Church of England School within the Diocese of Exeter.

Being a Headteacher is both a great privilege and responsibility. Being the Headteacher of a Church of England school comes with the additional joys and responsibility of upholding the school's Christian foundation. The responsibility to maintain and develop the Christian foundation in perpetuity is shared with those involved in governance, and in particular those holding foundation governance positions.

The Education Act 1996 and the School Standards and Framework Act 1998 place a duty on the Governance Board of a church school to secure, preserve and develop the character of the school as a voluntary school and to conduct the school in accordance with the Trust Deed. In appointing the Headteacher, governance must therefore be satisfied of a candidate's ability and fitness to preserve and develop the religious character of the school. This sits alongside requirements set out in the Headteacher Standards.

The Exeter Diocesan Board of Education (EDBE) has a team of officers who provide training, support, guidance and opportunities for engagement to assist school leaders, staff and governors in their roles. The EDBE's vision is 'To enable all, through the love of God in Jesus Christ, to 'live life in all its fullness' (John 10:10b) and to

- Nurture vision-inspired education;
- Nourish personal and spiritual growth;
- Enable connected communities that flourish.

This school has access to the team and a range of networks, training and forums as part of our diocesan 'family of schools'. The Diocese of Exeter values its relationship with its 134 Church of England schools and with many community schools.

Please do make contact if you have any questions.

With prayers and good wishes as you further consider your application.

Yours sincerely

Mrs S. M. Lockwood
Diocesan Director of Education
www.exeter.anglican.org
The Old Deanery,
The Cloisters,
Exeter, EX1 1HS,

Main: 01392 294933 Mobile: 07519118742
Email: sue.lockwood@exeter.anglican.org



Our Pupils

Our school currently has 82 children on roll.

Our school council includes one representative from each year group in key stages 1 and 2. The children are selected by their peers and meet regularly with the Head of School to discuss topics such as how the school supports charitable events, developing the school environment, and playtime and lunchtime arrangements.



Our Staff

Our small team of dedicated staff is committed to supporting all the children in our care.

Our school team is further supported by an executive head, deputy executive head and by school improvement team leaders working within their relevant teams to ensure consistency of practice, review pupil progress and provide support for staff.

Our Parents

We believe that working in partnership with parents is critical in ensuring the best possible outcomes for the children in our school. School staff seek to engage with parents at every opportunity, whether through class newsletters, parents' evenings, year group meetings or curriculum sessions.

We are fortunate to have an active Parent and Friends Association, known as the PTFA, which organises a range of fund-raising activities for the school. They have provided funds for major improvements in the school grounds. They also regularly fund opportunities for the children such as a theatre visits, transport for educational visits.





Our Community

We are a Voluntary Controlled Church of England Primary School close to the beautiful South Hams coastline in the village of Malborough in South Devon. Our school is at the heart of the village of Malborough and is part of a close supportive community that values its school and works closely in partnership to support its development.

As a Church school, we work closely with our parish church, which is situated very close to the school and where we hold our monthly services. The Youth Workers from Kingsbridge Youth for Christ helps to support the children's transition to secondary school by being involved with some of our services and running an after-school club.

The children are often invited to take part in community events such as laying the wreath on Armistice Day and Maypole dancing at the local fete.



We are looking for a Head of School who will continue to support and further enhance these relationships with our local community.





Our Curriculum

“An imaginative school curriculum provides a range of interesting activities that are well matched to the needs of the pupils, including disabled pupils and those with special educational needs” Ofsted 2019

At Malborough with South Huish Primary School the primary purpose of our curriculum is to provide an inspiring and rewarding learning experience for every child. We are committed to ensuring that we provide children with the core knowledge they need for success in education and later life to maximise their cognitive development and develop as a whole person.

Our approach to teaching and learning ensures that lessons are planned to build on prior knowledge. Children are given opportunities to practise their learning in guided and independent sessions.

This approach is based on Rosenshine’s principles which are:

- Demonstration (explanation and modelling) of new material in small steps
- Guided practice with prompts and scaffolds
- Independent practice with monitoring and feedback from teacher

Lessons often begin with pupils recalling prior learning. This is done through discussion, through the use of knowledge organisers, through quizzing and through targeted questioning. When prior learning is committed to long term memory, it becomes ‘fluent’ or automatic which then allows the working memory to be applied to comprehending, applying and problem solving.

During all points of the lesson, teachers use effective and exploratory questioning to check understanding and ensure that the lesson is effectively meeting the needs of all learners in the class.

We follow the Devon, Plymouth and Torbay Agreed Syllabus for RE, promoting the children’s spiritual, moral and cultural development as well as encouraging knowledge of and respect for those holding different beliefs.

We are proud of our inclusive, broad and balanced curriculum which builds on the knowledge, skills and understanding of all children. Through a positive and caring environment, we provide the opportunity for every child to achieve and succeed.

Our curriculum covers all the statutory requirements of the National Curriculum 2014 and incorporates other experiences and opportunities which best meet the learning and developmental needs of the pupils in our schools.

Children who find aspects of their learning more difficult are appropriately supported so that they are enabled to achieve success. The children are challenged according to their strengths and are encouraged to problem solve and apply their learning in more creative ways. We aim to create independent and motivated learners that are ready for the next stage of their education.



Our curriculum develops the whole child and promotes a Growth Mindset. It aims to develop strong characters that are resilient and care about their learning. Pupils are encouraged to have high aspirations and to take risks and make mistakes. We aim to develop creative individuals who collaborate, co-operate and can solve problems seeing failure as an opportunity to learn.

This is underpinned by the fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs. The spiritual, moral, social and cultural development of our pupils is woven throughout the curriculum and explicitly taught alongside mental Health.

We recognise the importance of Reading, English and Maths teaching in order to open up other areas of the curriculum. In addition to regular English and Maths teaching, we try to make as many cross-curricular links as possible in order to utilise these skills in a range of contexts.

We strive to develop a love of reading in all our children by giving them a strong start through the teaching of phonics using the Little Wandle programme in reception and Key Stage 1. This teaching is supported by the use of phonically decodable books.

Every aspect of the curriculum is underpinned by a range of quality texts. This provides a vocabulary rich environment to support the increasing communication needs of the children in our school. Books are selected to support learning throughout the curriculum, alongside developing reading comprehension and vocabulary and the use of AR. Displays in all classes are designed to promote a wider variety of vocabulary and subject specific language.

We value the crucial role that parents have in promoting learning beyond the school gate and ensuring children make the best possible progress. We pride ourselves on being an open, friendly and approachable school that encourages parents to be actively involved in children's learning. As well as Parents Evenings, we hold events and provide information to inform parents how they can support their child's learning.

Pupils are able to share their learning with each other and their parents and carers through open days, performances, parent consultations, our online platform Google Classroom, newsletter, celebration assemblies and events involving other schools.

Our curriculum is further enriched through local community visits and projects, school trips, visiting speakers and residential trips. We firmly believe that real life experiences like these create lasting memories and strengthen the learning happening in school.

We value our outdoor environment and provide Forest School sessions for all our children.





Job Description

The responsibilities of this post are as described in section 46 of the School Teachers' Pay and Conditions Document:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

and the National standards of Excellence for Headteachers:

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>

Job Title	Head of School
Location	Malborough with South Huish Church of England Primary School
Reporting to	Executive Headteacher
Effective date of JD	12 th November 2021
Salary range	L1 – L6– depending on experience

Job Purpose, including main duties and responsibilities:

In addition to the Conditions of Employment for Deputy Headteachers laid down in Part 10 of the School Teachers' Pay and Conditions Document 2008 (section 2, paragraphs 65 to 67)

To:

- provide the leadership and management which enables the School to give every pupil high quality education and which promotes the highest possible standards of achievement
- make a positive contribution to the Federation Leadership Team
- secure the long-term success of the School
- undertake a 0.4 teaching commitment modelling effective practice
- implement the School Improvement Plan that will ensure continuous school improvement by monitoring, evaluating and reviewing the impact policies, priorities and targets in practice, and taking action where required
- work in partnership with the Board of Governors, staff and parents supporting the ethos and values which underpin the school
- demonstrate the ability and fitness to '*sustain and develop the religious character of the school*' (School Standards and Framework Act, 1998, Section 10:4).

Key Accountabilities (all in conjunction with the Executive Headteacher and other Heads of School):

1. Creating the Future of the School

- a. Working under the direction of the Executive Headteacher to ensure the long-term success of the school
- b. contribute to, and communicate, the Church School's shared vision which expresses core values and purpose
- c. Implement the Christian vision through agreed objectives and operational plans
- d. motivate others to create a shared learning culture and positive climate

2. Leading Teaching and Learning in the School to:

- a. ensure a continuous and consistent School-wide focus on pupils' achievement, using data and benchmarks to monitor progress
- b. establish creative, responsive and effective approaches to learning and teaching
- c. set high expectations and set stretching targets for the whole school community
- d. monitor, evaluate and review school practice and promote improvement strategies
- e. tackle under-performance at all levels

3. Working under the Direction of the Executive Headteacher to Develop Self and Others:

- a. develop and maintaining effective strategies and procedures for, staff induction, professional development and performance review
- b. promote and maintain a culture of high expectations for self and others
- c. ensure effective planning, allocation, support and evaluation of work of teams and individuals
- d. regularly review own practice, set personal targets and take responsibility for own development

4. Managing the Organisation

- a. ensure the smooth day-to-day running of the School or phase and report directly to the Executive Headteacher
- b. liaise with Governors where appropriate
- c. under the direction of the Executive Headteacher, recruit, retain and deploy staff appropriately within the School

5. Securing Accountability

- a. contribute to, and articulate, a Church School ethos which enables everyone to work collaboratively
- b. ensure individual staff accountabilities are clearly defined, understood and agreed within the School or phase
- c. ensure every individual child has access to high quality teaching and learning

6. Strengthening Community

- a. promote positive strategies for challenging racial and other prejudice
- b. promote and develop strong links with the Church community
- c. ensure a range of community-based learning experiences
- d. collaborate with other agencies to ensure pupil and community needs are met



Person specification:

Attribute	Essential	Desirable	Method of Assessment
Leadership	Yes		Application & Interview
Qualified Teacher Status in England and Wales.	Yes		Application
Practical Skills		Yes	Application
Communication	Yes		Interview
Personal Qualities	Yes		Interview
Strategic Thinking	Yes		Application & Interview
Technology / IT Skills		Yes	Application
Education and Training		Yes	Application
Equal Opportunities	Yes		Application & Interview
Experience of teaching in a Church School		Yes	Application & Interview
Understanding of SIAMs		Yes	Application & Interview
Ability to uphold the church School ethos and distinctiveness	Yes		Application & Interview
Evidence of continuing professional development relevant to the role.	Yes		
National Professional Qualification for Headteachers preferred.		Yes	

Knowledge and understanding of:

- statutory education frameworks & SIAMs
- ways to build, communicate and implement a shared vision
- strategic planning processes
- leading change, creativity and innovation
- new technologies, their use and impact
- strategies for communication, both within and beyond the school
- strategies for raising achievement and achieving excellence
- models of learning and teaching
- models of behaviour and attendance management
- curriculum design and management
- schools self-evaluation process
- strategies to promote individual, team and organisational development
- building and sustaining a learning community
- the impact of change on organisation and individuals
- legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation

- the use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
- the wider curriculum, across the Federation and the opportunities it provides for pupils and the school community
- strategies which encourage parents and carers to support their children's learning

Personal Qualities (Emotional Intelligence):

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Self-awareness <ul style="list-style-type: none"> ○ Emotional self-awareness ○ Accurate self-assessment ○ Self-confidence ▪ Self-management <ul style="list-style-type: none"> ○ Emotional self-control ○ Transparency ○ Adaptability ○ Achievement orientation ○ Initiative ○ Optimism | <ul style="list-style-type: none"> ▪ Social awareness <ul style="list-style-type: none"> ○ Empathy ○ Organisational awareness ○ Service orientation ▪ Relationship management <ul style="list-style-type: none"> ○ Developing others ○ Inspirational leadership ○ Change catalyst ○ Influence ○ Conflict management ○ Team work and collaboration |
|---|--|
- Approachable
 - Excellent communicator
 - Confident and competent
 - Motivator and innovator
 - Personal commitment to quality and excellence
 - Able to work effectively and cooperatively between schools and with all stakeholders
 - Able to negotiate effectively to further the School's objectives
 - Committed to equal opportunities.

Leadership Skills:

- Ability to contribute to, and maintain a clear Christian vision for the School and to lead others to plan and deliver it
- Leadership and management skills to improve and maintain the School's level of attainment and success
- Excellent classroom practitioner who can lead by example
- Ability to motivate students and staff
- Ability to review, monitor and evaluate progress and results
- Demonstrated ability to lead, coordinate and delegate
- Ability to manage change and work under pressure of changing circumstances

Experience:

- Evidence of successfully leading and sustaining educational initiatives

Essential Qualifications:

- Qualified to degree level
- Qualified teacher status
- Evidence of CPD



What we can offer you?

Continuous professional development

At our school, we recognise the value of continuous professional development and will support our new Head of School in exploring opportunities at the start of their career with us and on an ongoing basis. We also appreciate the value of taking up opportunities of working with peers and other professionals to share experiences and expertise.

An active Governing Board

We believe that strong governance is critical in ensuring ongoing school improvement and governors will continue to work in partnership with the Head of School to ensure the continued success of our school.

A dedicated and experienced staff

Our staff have a wide range of experience and expertise, working together to continuously seek fresh approaches and share good practice for the benefit of the children in our care. Our experienced Executive leadership team looks forward to working with our new Head of School to continue the great work taking place and exploring new ideas to continue to invigorate the life of our school.

A warm welcome

Anyone who walks through the door of our school is guaranteed a kind welcome and will be impressed with the warm atmosphere and happy, friendly children. Our new Head of School can certainly expect such a welcome!

A great location

If you are already fairly local to the area, you will find Malborough easily accessible. If you are thinking of making the move to Devon, you will be delighted with the location of our village. The area surrounding Malborough has much to offer by way of activities, beautiful countryside and beaches.

Support for Head of Schools

In Devon we are committed to encouraging the participation of Heads of School in national programmes as well as high quality local training; fostering close links with colleagues in Devon schools and others in the LA. Newly appointed Heads of School receive an induction briefing visit from the School Improvement Officer and are invited to attend New Heads Induction sessions. At these sessions, new Heads are given the opportunity to meet with colleagues and service providers are available to support Heads of School. They may also receive support visits from the school contact adviser to focus on leadership and management issues and to provide negotiated professional support and development

Portfolio of Services to Schools

Devon has ensured that a full range of curriculum and management support is available to Heads of School and Governors. These support services are provided by Babcock Learning and Development Partnership <http://www.babcockldp.co.uk> and approved external agencies.



Application Guidance

We encourage you to visit our school and will be happy to arrange visits to our school. Please telephone the school office on 01548 561444 to make the necessary arrangements.

An application form can be requested by contacting Helen Leather on 01548 580551 or emailing h.leather@southhamsfederation.org.uk

Once completed, please send your application form to Helen Leather.

Application closing date: 16th February 2022

Shortlisting: 17th & 18th February 2022

Interviews: 9th & 10th March 2022

Start date: 1st September 2022





Shortlisting and interview procedure

Applicants selected for interview will be contacted as soon as possible after the short-listing meeting. If your application has been sent by email, you will be asked to sign your application on arrival at interview.

Only applicants meeting the criteria in the person specification will be short listed.

References must be received before interview. As well as being asked about your suitability for the post relating to the person specification, the reference pro forma will ask:

- For comment on your performance history and conduct, including performance management issues, disciplinary investigations and any proven disciplinary offences, whether time expired or not.
- For any specific concerns that the referees might have or be aware of in regard to your suitability to work with children.
- Any discrepancies or anomalies in the information provided or issues arising from reference will be taken up at interview.

The panel of interviewers will consist of school governors, Executive and Deputy Executive Head and the Diocese.

Candidates will be questioned about safeguarding children.

Interview expenses

Applicants invited to interview will be provided with a form on which to reclaim essential travelling and subsistence expenses in accordance with the County scale. Expenses will not be allowed to any candidate withdrawing or refusing the post for reasons considered to be inadequate and they will not be paid to the successful candidate until after the appointment has been taken up. There is no scheme in operation for the reimbursement of legal, removal or any other expenses connected with the change of home by the successful candidate.

Completed expenses forms should be sent directly to the appointing school for processing and not to the Local Authority.

Safeguarding

This post is one the Authority has deemed to involve substantial access to children and the governors will require a satisfactory enhanced DBS disclosure for the successful candidate before the appointment is confirmed.

Applicants are advised that they should disclose at the time of application, on the declaration form enclosed with the application form, the details of any convictions, cautions, bind-overs, outstanding cases, disqualification from working with children or inclusion on the DCSF list 99 and any allegations concerning behaviour towards children, whether or not the allegations were investigated. Any declarations will be treated in confidence and only seen by the Chair of Governors and the School Improvement Officer who, if necessary, will seek advice from HR.



Terms and Conditions

The following terms and conditions apply to Headteacher appointments:

- The receipt of at least two satisfactory references
- Verification of identity
- Verification of qualifications
- Verification of professional status
- A satisfactory enhanced DBS disclosure
- Verification of medical fitness
- Verification required by Immigration and Asylum Act

Equal Opportunities Statement

Devon County Council recognises its responsibilities as an employer for setting standards of fair treatment. The County Council provides equal opportunities to any employee or job applicant and does not discriminate either directly or indirectly on the grounds of race, colour, ethnic origin, nationality, gender, religion (except where a specific requirement exists in a Church school), marital status, sexuality or disability. The County Council also offers its commitment to treat part-time staff as equitably as full-time staff having regard to national and local conditions of service and statute. DCC also has a 'Positive about Disabled People' policy and guarantees to interview all applicants with a disability who meet the essential elements of the person specification.

Malborough with South Huish C of E (VC) Primary School
Higher Town
Malborough
Nr Kingsbridge
Devon
TQ7 3RN

Phone: 01548 561444

