



Brampton
Primary School

HEADTEACHER GROUP 2 SCHOOL – BRAMPTON PRIMARY SCHOOL

Salary: Group 2 Leadership Pay Range L15 - L19 (£62,561 – £69,022)

Contract type: Full time

Contract term: Permanent

Number on roll: 210

Age range: N – Y6

Post available from: 1st January 2024

Brampton Primary School, Sawmill Lane, Brampton, Cumbria CA8 1BZ

Web: www.bramptonprimaryschool.co.uk/

Chair of Governors: Mr W Johnston

School Contact: Mrs A Graham, School Business Manager: 016977 42158

Due to the resignation of our highly regarded and successful Headteacher, the Governors of Brampton Primary School are seeking to appoint an exceptional leader with a strong vision and a passion for education.

Brampton Primary School is a vibrant school where children are enthusiastic and motivated to achieve endless possibilities. The children are at the heart of every decision we make to ensure they are happy and confident, providing them with opportunities relevant to their needs, both now and in the future. Our popular school draws children from across this attractive market town and the rural area beyond.

Our new Headteacher will demonstrate a track record of cultivating a learning environment which leads to positive outcomes for all children. They will be committed to creating a supportive professional culture for our staff and a warm, inclusive environment for our children, whilst connecting with other schools, the wider community and parents to enrich the experience of the pupils.

You are warmly invited to visit Brampton Primary School. Visits can be arranged by contacting the school on 016977 42158.

Application packs can be downloaded from the school website:
www.brampton.cumbria.sch.uk

Closing date for applications is Monday 5th June 2023 at 12pm. Applications to be emailed to kimberley.ward@brampton.cumbria.sch.uk.



Brampton
Primary School

Shortlisted candidates will be contacted for interview via email by the 8th June 2023. Interviews will take place on **Tuesday 27th June 2023** and **Wednesday 28th June 2023**. References for candidates will be taken up prior to interview.

Brampton Primary School is committed to safeguarding and promoting the welfare of our children and we expect the same commitment from all staff and volunteers. The above post will be subject to an enhanced DBS check and receipt of professional references.

Please note that in line with Keeping Children Safe in Education 2022, an online search will be carried out as part of our due diligence on shortlisted candidates.



Welcome from William Johnston Chair of Governors.

Dear Applicant,

I am delighted that you have expressed an interest in the role of Head Teacher of Brampton Primary School.

We are a Good rated Ofsted school with very strong leadership and management which we are especially keen to continue with the new appointment. At the heart of our school is children's well-being and attainment. We want to continue to the highest standard developing children to become well-rounded, responsible, and caring adults.

Brampton Primary is a one-form entry primary school with a nursery housed in an attractive extended building with excellent facilities including very generous school grounds and play area which is very well equipped.

As a school we are very inclusive and work in partnership with other local schools in the area in the best interests of our children. Standards of work and behaviour are high, and children love coming to school. We have excellent parental support. The PTA plays an active role in the life of our school. We have a strong commitment to events, activities and trips throughout the year that are supported and run by parents.

Our new head will join us at an important stage of the school's continued progress. We have enjoyed six years of extraordinarily strong leadership under our current head and now wish to build on this to further enhance Brampton Primary. We need an inspirational and experienced senior leader to join our school, with the passion, vision, humour, common sense, and drive to lead us into the next phase of the school's exciting development.

You can find out more about our school at www.bramptonprimaryschool.co.uk and if you would like to arrange a visit to the school, please call the school office on 016977 42158.

We look forward to hearing from you.

William Johnston
Chair of Governors.



HEADTEACHER JOB DESCRIPTION

This job description reflects the **Headteachers' Standards 2020**.

The appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation. In carrying out his/her duties, the headteacher will consult, where appropriate, with the Local Authority, the governing body, the staff of the school, the pupils and the parents/carers of the pupils.

The [Teachers' Standards](#) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the **Seven Principles of Public Life** at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- 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

As leaders of their school community and profession, headteachers:

- 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

Headteachers' Standards

1. School Culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with 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

2. Teaching

Headteachers:

- 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

3. Curriculum and Assessment

Headteachers:



- 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

4. Behaviour

Headteachers:

- 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

5. Additional and Special Educational Needs and Disabilities

Headteachers:

- 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

6. Professional Development

Headteachers:

- 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

7. Organisational Management

Headteachers:

- 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

8. Continuous School Improvement

Headteachers:

- 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
- 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
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in Partnership

Headteachers:

- 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

10. Governance and Accountability

Headteachers:

- 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



Brampton
Primary School

BLANK PAGE



<p>The criteria outlined in the Person Specification below will be scored in both the shortlisting and interview process. We are especially interested in the essential criteria. The desirable criteria will be used to differentiate between equally good candidates. Please ensure your application form and personal statement succinctly indicate how you fulfil the relevant criteria.</p>		
	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ol style="list-style-type: none"> 1. Qualified Teacher Status 2. Evidence of continuing professional development relating to school leadership and curriculum development 	<ul style="list-style-type: none"> ▪ NPQH or equivalent
EXPERIENCE Recent and successful experience of:	<ol style="list-style-type: none"> 3. Leadership and management in a primary school 4. Leading teaching and learning which is underpinned by current, evidence-based research 5. Having a significant positive impact on standards and pupil progress 6. Tracking pupil progress highlighting areas of concern, planning interventions and ensuring these actions have a positive impact on attainment and progress 7. Working with other agencies for the well-being of all pupils and their families 	<ul style="list-style-type: none"> ▪ Working with governors and the wider community ▪ Teaching in more than one key stage ▪ Managing a delegated budget
KNOWLEDGE Understanding of:	<ol style="list-style-type: none"> 8. Principles for the development of effective teaching practice 9. Strategies for raising standards of achievement for all pupils 10. Principles of school self-evaluation and strategies for planning school improvement 11. Strategies to develop partnership with parents and build on the community links 12. The range of data (whether school, LA, national) available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents 13. An inclusive education where all children, including SEND and disadvantaged flourish and achieve 	<ul style="list-style-type: none"> ▪ The legislative framework for the school's work, including governance, curriculum and inspection frameworks and the requirements for statutory assessment ▪ Personnel issues and strategic financial planning ▪ Strategies to develop collaborative work with other schools
PROFESSIONAL SKILLS Ability to:	<ol style="list-style-type: none"> 14. Inspire, motivate and challenge staff, pupils and others to carry the school vision forward, attain high goals and improve performance 15. Foster good teamwork 16. Monitor and evaluate the performance of people and policies 17. Manage the school efficiently and effectively on a day-to-day basis 18. Maintain positive relationships with the Governing Board, external agencies, the LA, other schools and parents 	<ul style="list-style-type: none"> ▪ Demonstrate exemplary teaching practice ▪ Foster links with other schools; locally, nationally and internationally ▪ Nurture the growth of the school



	19. Demonstrate and evidence an understanding and experience of the Education Inspection Framework	
PERSONAL ATTRIBUTES Evidence of:	20. Creative thinking and a vision for the future 21. The ability to relate constructively to others and to inspire confidence, commitment and respect from others 22. The ability to prioritise, plan and organise self and others 23. The capacity to communicate effectively with a variety of audiences and in a variety of styles	
SAFEGUARDING, EQUALITY AND INCLUSION Ability to:	24. Demonstrate knowledge and understanding of safeguarding and child protection 25. Show commitment to safeguarding and promoting the welfare of children and an inclusive environment 26. Actively draw on the diversity in the school community to enhance learning and support the academic, spiritual and cultural development of all	

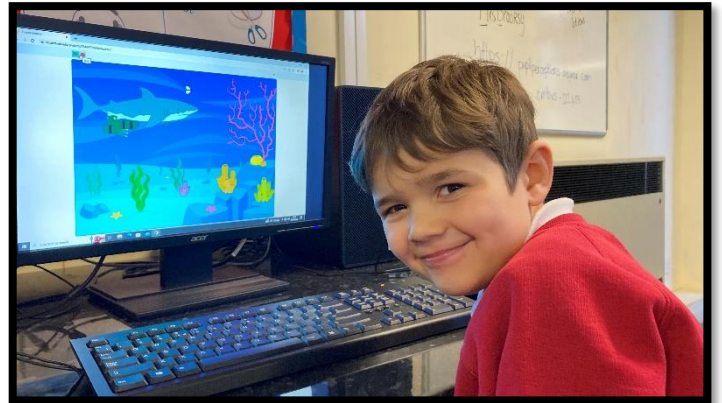


What our children think of Brampton Primary

“I like the school because everyone is so kind to one another”

“The Education is very good.”

“There are lots of places you can go outdoors and lots you can do there.”



“Really enjoy playing in the sports teams”

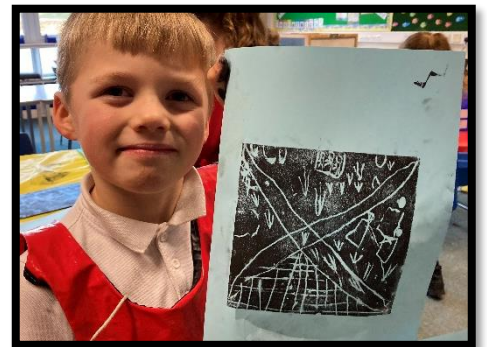
“Like how we get chance to interact in lessons not just watch”

“I like all the clubs and activities we do”



“The best thing about Brampton is the children because we all get along with each other making good friendships”

“The teachers are kind, helpful and generous”



“There are lots of equipment to play with at playtimes”

“IT's FUN”

“I love the big field in Summer”





“I like art and crafts because you get to make new things and give them as presents”



“I really like reading because we have so many different types of books”

“Celebration assembly is great fun because you get to write your name on the hall board.”

“I like the special week’s like Science, money and Fairtrade.”





“We have amazing school trips”

“The computing room is so much fun to go to”

“Assemblies are great because you learn about life and stories”

