



Headteacher Appointment

Information for candidates



Bredon Hancock's Endowed CofE First School



Welcome from the Chair of Governors:

I am writing to you in my capacity as Chair of Governors of Bredon Hancock's Endowed CE First School.

We are seeking to appoint a Headteacher to take over from Mrs. Melanie Millar, a very well respected and popular Headteacher who retires at Easter (April 2022).

As an 'outstanding' school (OFSTED graded 2014), this post provides a superb opportunity for someone looking for their first headship, or an experienced head who is looking for a new challenge.

Bredon Hancock's has a very caring and supportive ethos where children feel valued and are enthusiastic to learn. Our staff and pupils exhibit the school values throughout their days at school and seek to live those values beyond the school environment. Our pupils speak highly about their school and their learning experience which we wish to continue and develop in the years ahead. We strive for excellence in everything we do, and our tag line of 'Dream, Believe, Work, Achieve' is evident across the school.

We have strong links to the local parish church, St Giles, and draw on good support from the church and wider community; we would expect an applicant to wish to build on this. Twelve core Christian values are embedded in our curriculum and are: respect, service, friendship, kindness, responsibility and perseverance, compassion, truthfulness, generosity, thankfulness, hope and forgiveness. These values are well known by our children and how they relate to the life and teaching of Jesus and what they mean to their lives.

Therefore the Governors, staff, pupils, parents and carers are now looking for a visionary leader who has a strong drive and passion for learning, who will encourage and help both staff and pupils to develop their abilities and skills. This is a great opportunity for the right person to work with current staff and pupils to build on past successes and move our school further forward.

We hope that, as you read the enclosed information and consider how this matches your own skills, you will be inspired to apply for the post being offered. We encourage you to visit the school to find out for yourself that which we have tried to convey in the information and letters. Meeting the children and the staff, I am sure, will give you a clearer picture of the opportunity that this role offers. Please phone the school office on 01684 772254 to arrange to visit the school.

Yours faithfully,

Peter Whitehead
Chair of Governors

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Bredon Hancock's Endowed CofE First School



Our beliefs and aims:

Bredon Hancock's is a happy, family orientated school with a Christian ethos where staff, children and families enjoy working together to continuously seek improvement and promote high standards of achievement and success. We endeavour to be a school where our teaching and learning provides an environment which prepares our pupils to be happy and confident British and global citizens, as well as children of God.

Our vision is for a school which: *"Provides equality of opportunity for all in partnership with the whole school community, within a loving Christian environment, and which seeks to promote and develop every child's potential to the full in a positive, fun and meaningful way"*. This vision is rooted in biblical text from 1 Corinthians 13 where St Paul writes to the people of Corinth explaining what God's love is. This perfectly matches our way of thinking where all of the Christian Values we share in school are over-arched by "Love". We strive for excellence in everything we do and use the tag line "Dream, Believe, Work, Achieve!" in our everyday practice.

Our children feel confident and secure. They are incredibly hardworking and excited about learning. They enjoy their experiences and leave our school with a real thirst for more. As our children progress through the school, they are gradually encouraged to take on more responsibility for their learning, developing their own ability and learning to make worthwhile choices. We offer a broad, balanced and creative curriculum that gives children equal access to a plethora of exciting activities including opportunities for spiritual, moral, social and cultural enhancement. We provide our pupils with a stimulating and engaging learning environment. We believe these things combined allow children to make the most of opportunities, leading them to develop positive self-esteem and experience success.

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Inspections:

The latest OFSTED inspection took place in November 2014, where the school was rated as **Outstanding**, and the more recent SIAMS inspection in January 2020 rated the school as **Excellent**.

In both inspections the leadership team were praised for their innovation, strong sense of purpose, and commitment to outstanding teaching, which ensure high standards of achievement and progress are made throughout each stage. The curriculum is described as being vibrant, and creating an atmosphere of mutual encouragement which enables everyone to flourish, meeting the holistic needs of every pupil. The pupil behaviour is exemplary and their enthusiasm for learning is evident in all.



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St Giles Church and the local area:

A key strength is the link with the Diocese Board of Education and the local church – St Giles, which is next to our school. We have been absent of a resident priest since 2018 but more recently two priests have been appointed to administer the 14 churches that comprise the group St Giles is part of. Prior to COVID restrictions, the children attended the church for the Christian festivals, Harvest, Christmas and Easter where parents, governors and the community attend. Pupils also visit the church on a regular basis as part of the RE curriculum.

Bredon itself is an idyllic village, sitting on the bank of the river Avon at the foot of the Cotswolds. It offers excellent facilities including a local shop, post office, doctors' surgery, village hall and playing fields. The village enjoys a close-knit community feel, with a variety of thriving sports clubs – cricket, tennis, rugby, football, bowling and sailing. It has all the charm of rural life but is close enough to bigger towns and cities such as Tewkesbury, Worcester, and Cheltenham. It has easy access to the motorway and convenient rail network links to London, the north and the south.



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Links with local schools:

The school has formed strong links with Overbury First School and Ashton Under Hill First School. The leadership team have been working as a triad for the past two years which, through schools reviewing each other, has provided good CPD to the staff teams in all three schools.

The many benefits of this include:

- Participation in reviews of each school's self-evaluation, in order to identify areas for improvement
- Increased opportunity to staff to work collaboratively
- Involvement of staff in regular moderation exercises in order to improve consistency and accuracy of assessment information
- Further developing the skills and knowledge of the core subject leaders in the 3 schools

Bredon Hancock's is part of the three-tier pyramid of schools. Bredon Hill Academy is our designated middle school for children at the end of Year 5, and the vast majority move on to this school. The schools work closely to ensure good transition procedures are in place.



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Our wishes for a new Headteacher:

We asked pupils, staff and parents what they would like to see in a new headteacher.

Pupils said they would like a Headteacher who:

- is welcoming and friendly
- will know how to make the school even better than it is already
- shows the value of respect to everyone in school and the community
- has a sense of humour and likes to tell jokes
- is someone the children can talk to
- always has a smile on their face.

Staff would like to work with somebody who:

- is PASSIONATE about what they do - bringing energy, positivity and inspiration to the team
- has a dynamic leadership style, demonstrating openness, transparency, strong communication, empathy and understanding
- places significant value on the mental health and wellbeing of all pupils and staff
- enhances the relationships between school and the wider community – being openminded, respectful and ambitious, and displaying a high degree of emotional intelligence
- is ambitious and conformable with embarking on new ideas whilst recognising and sustaining what works well
- will support, challenge and develop the team but keeps the children at the heart of everything they do.

Parents would like to see someone who:

- will bring fresh ideas to the school whilst recognising and respecting the existing success and what already works well
- can create a compelling vision for the school whilst enhancing positive relationships with pupils, staff, parents and the wider community
- can demonstrate the school's values in how they carry out their duties, specifically promoting inclusion and celebrating diversity
- can demonstrate a passion for putting the children first and at the heart of everything they do
- engages parents in a clear, concise and effective manner in all communications.

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Friends of Bredon Hancock's:

There is a strong, active and supportive Friends Association which organises a number of fundraising events each year. Over the years the Friends have purchased many items in school to enhance the learning environment for the children and have made contributions to enable the children to have visits out of school and special visitors in school.



School organisation:

There are currently 159 pupils on role organised into 6 classes – one per year group. The teaching staff consist of the Deputy Headteacher (SENDCO) and seven teachers: five full-time and two part-time PPA teachers. The Headteacher post is non-class based.

Currently there are 15 support staff, comprising of Teaching Assistants, one-to-one support, administrative staff, lunchtime supervisors and cleaning staff.

The leadership team consists of the Headteacher and Deputy Headteacher. All teachers have responsibility or one or more subject areas.

Children are taught in six separate classrooms. Other teaching spaces include a large hall, two intervention rooms, music room, library and kitchen for cooking/DT. In the previous 13 years the school has undergone an extensive refurbishment project which resulted in school premises that span the history of the school but are in excellent condition and perfectly suited to meet the needs of our pupils. The school dates back to 1718.

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School information:

Type of school	Voluntary Aided Church of England First School
Age range	4-10
Location	Bredon, near Tewkesbury, Worcestershire
Management structure	Headteacher, Deputy Headteacher
Number of staff	6 full-time teaching staff and two part-time 11 teaching assistants 1 office staff 2 Cleaning staff
Pupil admission number	180
Number of pupils on role	159
Average class size	26.5
Average attendance (2020/21)	98%
% pupils on FSM	5%
% pupils in receipt of pupil premium	5%
Level of attainment on entry	No actual data, but levels of language and communication lower than expected
2019 F.S results	85% (83% in 2021)
2019 KS1 results	Phonics screening Year 1 – 90% 2019, 75% 2021 Expected or above in Reading – 67% 2019, 70% 2021 Expected or above in Writing – 80% 2019, 67% 2021 Expected or above in Maths – 90% 2019, 78% 2021
Local school network	Overbury First School Ashton Under Hill First School Bredon Hill Academy and the Bredon Hill Cluster of schools informally
Latest OFSTED inspection grade	Excellent, January 2020
Latest SIAMS inspection grade	Outstanding, November 2014
Budget	In surplus

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Headteacher job description:

Salary: Leadership Point L12 – L18

Responsible to: The Governing Body, Local authority and Diocese Starting Date: 25th April 2022.

The Headteacher will provide the vision and strategic leadership for the school and take the lead on maintaining and developing the school's ethos, vision and values.

The Headteacher will take overall responsibility for the organisation, management and conduct of the school in accordance with the school's Christian values and policies, and in consultation with the Governing Body and its scheme of delegation.

The Headteacher will work with staff, governors, parents/carers; the Diocesan Dept for Education; the Local Authority; and other stakeholders, to build on the very strong foundations that are in place in order to maintain and further improve all aspects of the school's standards and quality.

The Headteacher will fully understand the current legal requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children and will ensure that all requirements are met in full.



Duties and responsibilities:

Strategic Development and School Improvement

Maintain and further develop the school's ethos and provide educational vision and direction for the school which secures:

- Effective teaching
- Successful learning and outstanding pupil achievement
- Sustainable high standards in pupil's spiritual, moral, cultural, social and physical development, preparing them for life's opportunities and experiences

Draw on experience and best practice, to work together with the Governing Body and Deputy Headteacher to build a strong strategic direction.

Implement the school's development plan to ensure it:

- Identifies priorities and targets that support high standards enabling pupils to make progress and maximise achievement
- Supports continuous improvement in teachers' effectiveness and secures continuing school improvement
- Is underpinned by sound financial planning



Duties and responsibilities:

Strategic Development and School Improvement ... continued

Ensure all those involved in the school are committed to its aims, are motivated to achieve them and involved in setting and meeting the long, medium and short term objectives and targets which will secure the educational success of the school.

Ensure the management, finances, organisation and administration of the school support its vision and aims.

Ensure policies and practices take account of national, local and school data and inspection and research findings in order to reflect best practice.

Monitor, evaluate and review the effects of the school's policies, priorities and targets and take action as necessary.

Ensure that the school continues to be outward-looking and works with other schools and organisations to champion best practice and secure excellent achievements for all pupils.

Ensure that the school continues to play an active role in the development of partnership between local schools.



Duties and responsibilities:

Quality of Education

Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and excellent standards of achievement, behaviour and a passion for learning.

Work with the Governing Body and Deputy Headteacher to sustain effective teaching and learning throughout the school.

Work with the Governing Body and Deputy Headteacher to determine, organise and implement the curriculum and its assessment. Ensure there is routine monitoring and evaluation in place in order to identify and share good practice and act on areas for improvement.

Ensure effective teaching is evidenced across the full curriculum with a comprehensive programme of monitoring in place.

Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils across the school, including those with special needs, in order to set and meet challenging, realistic targets for achievement.

Develop and maintain effective links with the wider educational and local community to extend the curriculum and enhance teaching and learning.

Maintain and further develop the school's effective partnership with parents/carers and the wider community to support and improve pupils' achievement, personal development and the closing of attainment gaps in specific groups.



Duties and responsibilities:

Leadership

Maximise the contribution of staff to improving the quality of education provided and standards achieved and ensure effective working relationships are in place throughout the school.

Plan, allocate, support and evaluate the work of teams and individuals, ensuring clear delegation of tasks and responsibilities.

Implement and sustain effective systems for management of staff performance, incorporating appraisal and targets, ensuring those for classroom staff relate to pupil achievement.

Motivate and enable all staff to develop expertise in their respective roles through high-quality continuous professional development.

Identify and nurture talent to enable effective leadership development and succession planning.

Sustain motivation of self and other staff.

Ensure professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those for the Headteacher.

Demonstrate a commitment to safeguarding and promoting the welfare of the children and hold all staff, volunteers and governors accountable for their contribution to safeguarding regulations.



Duties and responsibilities:

Resource Management

Work with the Governing Body and Deputy Headteacher to recruit staff of the highest quality, complying at all times with best and safer recruitment practice.

Work with the Deputy Headteacher to deploy all staff effectively to ensure the highest quality of education provided.

Set appropriate priorities for expenditure, allocating funds and ensuring effective administration and control in line with the school's policies and Standing Financial Instructions.

Work closely with the office and grounds maintenance personnel to manage and organise accommodation efficiently and effectively to ensure the needs of the curriculum and health and safety regulations are met at all times.

Manage, monitor and review the range, quality, quantity and use of all available resources in order to maximise the quality of education and pupil achievement, ensuring at all times a focus on efficiency and value for money.

Work with the governing body in supporting the strategic plan and growth of the school with effective planning for the maintenance and development of the school.



Duties and responsibilities:

Accountability

Provide information, objective advice and support to the Governing Body in meeting its responsibilities for securing effective teaching and learning, and the highest standards of achievement, efficiency and value for money.

Ensure the school operates as an organisation in which all staff recognise that they are accountable for its success and are clear as to how they contribute to this.

Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including the Governing Body, pupils, parents/carers, the Diocesan Dept of Education, the L.A., the local community, OFSTED and others.

Take the role of Designated Safeguarding Lead (DSL) and be accountable for all elements of this role.

Ensure all stakeholders are well informed about the curriculum, attainment and progress and about the contribution they make to the school's achievements.

Ensure accurate and up-to-date records are compiled, maintained and audited to satisfy legal, operational and strategic governance requirements including those relating to safeguarding.



Other duties and responsibilities:

To work within the framework of national legislation and in accordance with the accountabilities, roles and responsibilities as set out in the School Teachers Pay and Conditions Document.

In addition the post is subject to compliance with:

- All school policies and guidelines.
- National Professional Standards for Headteachers
- The Conditions of Service for School Teachers in England and Wales and with any locally agreed conditions of employment





Person Specification:

	ESSENTIAL	DESIRABLE
Qualifications and Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status supported by a degree or relevant qualification. • Evidence of continuous professional development (in part relevant to senior management activity) • Recent safeguarding training 	<ul style="list-style-type: none"> • Relevant professional qualifications e.g. NPQH • Substantial leadership experience possibly in more than one setting
Knowledge and Experience	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Small school issues • Effective primary practice across EYFS/KS1 and KS2 • Experience of a senior leadership role within Primary age range 	<ul style="list-style-type: none"> • Experience in school finances, budget setting etc • Monitoring of effective practice and standards across the primary school age range
Qualities and skills	<p>Ability to:</p> <ul style="list-style-type: none"> • Have high organisational skills appropriate to both the daily running and strategic development of the school • A highly effective teacher with proven good/outstanding teaching in the primary classroom • Have a clear enthusiasm for and love of learning. • Passionate about ensuring each and every child reaches his or her individual potential 	<ul style="list-style-type: none"> • Knowledge and experience of managing recovery (post COVID), including mental health and narrowing gaps agendas



Person Specification:

	ESSENTIAL	DESIRABLE
Leadership and Management	<p>Ability to:</p> <ul style="list-style-type: none">• Actively promote the Christian ethos of the school• Lead worship and uphold the school's Christian values• Lead by example with integrity, creativity, resilience and clarity• Build and maintain effective teams• Communicate effectively at all levels• Respect the views of all stakeholders• Create an environment where staff and pupils are motivated, supported and able to develop• Encourage and value creativity• Promote the spiritual, social, moral and cultural development of pupils• Demonstrate knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils and to challenge poor performance where appropriate• Ensure excellent teaching through an analytical understanding and knowledge of the core features of a successful classroom• Work collegiately with other schools and organisations	<ul style="list-style-type: none">• Leading a whole school improvement project• Experience of improving poor staff performance



Person Specification:

	ESSENTIAL	DESIRABLE
Curriculum	<ul style="list-style-type: none">• Commitment to a collaborative management style• Commitment to a broad, balanced and creative curriculum• Experience of assessment strategies that enhance children's learning• Understand and support the Christian ethos and champion its role in the delivery of the school curriculum	<ul style="list-style-type: none">• Good understanding of school ICT systems
Relationships	<ul style="list-style-type: none">• Evidence of promotion of the school to a wider community• Effective partnerships with local parish and the community• Ability to work with the Governing Body and have an understanding of its statutory duties• Maintain good working relationships with the Governing Body, the after school club 'Little Big Learners', the 'Friends of Bredon Hancock's School' and the wider parent body• Maintain positive working relationship with the Diocese, the Local Authority and other relevant authorities• Collaborate with other local schools to improve pupils' outcomes• Effective management of own workload and support for all staff so that they can achieve an appropriate work-life balance	<ul style="list-style-type: none">• Experience on the school Governing Body.

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Person Specification:

	ESSENTIAL	DESIRABLE
Safeguarding	<ul style="list-style-type: none">• Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of children• Commitment to the protection and safeguarding of children• Co-operation and engagement with the relevant safeguarding agencies	<ul style="list-style-type: none">• Experience as a D/DSL (designated safeguarding lead)



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The selection process:

Safeguarding

Bredon Hancock's is committed to safeguarding and promoting the welfare of children and young people and expect all staff, governors, and volunteers to share this commitment. The post is subject to an enhanced Disclosure and Barring Service [DBS] check.

Reference checks will be performed prior to interview.

School Visit

To arrange a visit to the school, please email office@bredonhancocks.worcs.sch.uk or phone 01684 772254 to speak to Lucy Davies, our office manager.

Applications

To request an application form, please email Claire Finch, clerk to Governors: CFinch@blackpeartrust.org

Closing date

Applications must be received by 1pm on Monday 1st November 2021.

Shortlisted candidates will be informed by Tuesday 9th November 2021.

Interviews

Interviews will take place 24th-25th November.

Appointment Timescale

The successful candidate would be expected to take up post on Monday 25th April 2022 (for the start of Term 5).

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