

# ELY ST JOHN'S COMMUNITY PRIMARY SCHOOL

“We learn and play the EJ Way”



## HEADTEACHER APPLICATION INFORMATION PACK



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## THE EJ WAY

### “We learn and play the EJ Way”

We are excited to learn new things.

We know how to share thoughts and feelings.

We look after each other.

We are proud to work together.

We are kind to ourselves.





## LETTER FROM CHAIR OF GOVERNORS

**Dear Applicant,**

### Welcome to Ely St John's Community Primary School!

Thank you for taking the time to read this pack and for your interest in the post of Headteacher at Ely St John's Primary School. I've been a governor for ten years and Chair for the past three: I'm immensely proud of our school and very much looking forward to welcoming and working alongside our new Headteacher!

Our current Headteacher, Liz Bassett, is retiring after ten years in the role. We are looking for someone who will build on her fantastic record by developing the school's existing strengths and nurturing its distinctive ethos while identifying opportunities to improve the school further in the coming years. We are seeking a committed and energetic leader who shares the school's vision and values and will work closely with children, parents, carers, staff and governors to ensure that Ely St John's is a thriving centre of excellence at the heart of the community.

Our approach is built around the 'EJ Way' which embodies the values, attitudes and behaviours we feel create a love of learning. Our aim is to provide a nurturing, friendly school community in which every child and adult feels valued and secure so that we are a school where people wish to be and belong.

We maintain a strong commitment to a broad and balanced curriculum full of enriching activities to inspire and motivate our children. Our outdoor environment is a key element in our curriculum and we incorporate visits and visitors to ensure learning is rooted in real experience of the world around us. We strive to develop inquisitive minds, promote independence and inspire children with a sense that they can achieve and make a positive difference to the world around them.

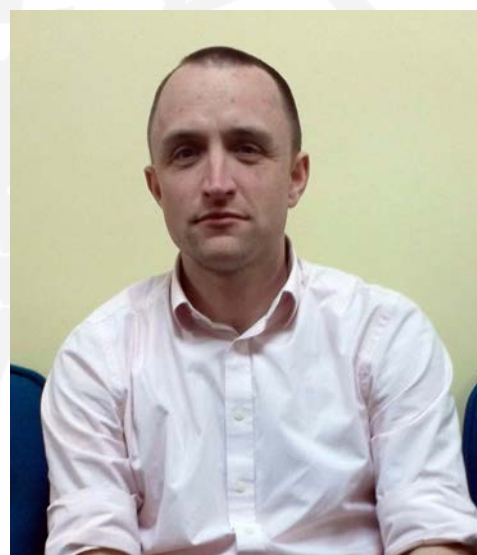
We are fortunate to have an experienced, loyal, hardworking and dedicated team of staff who strive to develop both the personal and academic progress of the children and provide a caring environment in which pupils feel safe and valued. Staff are very supportive of one another, planning together, sharing information and ideas about best practice, and collaborating to ensure that our children receive not only the best teaching, but a diverse, engaging and ever-evolving curriculum. We offer a full programme of staff induction, and CPD is recognised and encouraged as an important part of maintaining and extending the school's overall skill-set.

We recognise and value the benefits of a strong partnership between the school and parents/carers, and we work hard to ensure that communication between school and home is a priority. The parent body is very actively involved in the school, for example by volunteering to help the Friends of Ely St John's, who support the school's fundraising and social events.

Our highly-engaged governing body is comprised of a team of hardworking and committed individuals who are deeply supportive of the school and work closely with the Headteacher and staff to offer advice, strategic leadership, financial oversight, and to ensure effective governance and scrutiny.

If you feel that this role is for you and would like to know more about the school, we would love to hear from you. I also strongly recommend that you visit our website <https://www.elystjohns.cambs.sch.uk/> where you will find an array of information.

I wish you all the very best in the application process.



**Matt Leach**  
Chair of the Governing Body,  
Ely St John's Community Primary  
School

# LETTER FROM HEADTEACHER

## Dear Applicant,

I am so pleased you have shown interest in applying for the Headship at Ely St John's Primary School.

I have had the pleasure of being the Headteacher here for ten years and am keen to see the school moving into the safe hands of someone who has the same desire to retain its character and strong sense of community. It has been a lovely school to work in and the children, parents and staff work together to make it so.

I have seen the school through two 'good' gradings from Ofsted (the most recent in November 2018) and we continue to strive for further improvement. We have a number of strengths, including our Therapeutic Behaviour Policy and commitment to nurture. Equity, not equality, is what drives our provision for learning and our STEPS therapeutic approach to behaviour supports this. Safeguarding has always been a key strength too and is the 'golden thread' that runs through all we do. We have received two LA reviews for Safeguarding in my time, both deeming safeguarding to be highly effective, and our two named governors for safeguarding do a thorough audit as part of monitoring each year.

We continue to have a strong trend of results in reading, GPS and phonics, including this year, reaching 91% for phonics for our Year 2 cohort. We have a broad and balanced curriculum in place that has always included PHSCE even prior to its reintroduction to the national curriculum, and we have recently reviewed the foundation subjects to further ensure the challenge and progression Ofsted wish to see.

We remain a school committed to providing opportunities for children to pursue their interests. Music provision is strong and based on the belief that music making should not just be an individually developed talent but an opportunity to play with others, which in turn, strengthens that sense of community. Music provision includes free tuition for FSM; subsidised tuition for all; a Year 5 and 6 orchestra, a KS2 choir and Year 3 whole class recorder teaching as part of the music curriculum.

We have retained our School Gold Games Award each year since 2016/17 and many after school clubs are sports-based. Teachers work hard to include daily fitness activities as well as PE. We remain committed to using the outdoors as a key aspect for learning and benefit from wooded spinneys to use at playtimes, a fantastic nature area and a large allotment.

While the school faces the same challenges as many schools with dwindling budgets and an increase in high SEND/EHCP needs, the staff remain fully dedicated to providing the right level of care and challenge to ensure all children have their needs met, including their mental health and well-being. We have a very experienced and highly praised SENDCo who works four days a week to ensure best provision and support for those on the SEND register. Our Governing Body were deemed to be highly effective in the last Ofsted and governors work hard to support the well-being of staff as well as to carry out governor visits to monitor aspects of the Single Plan work each year.

Recent successful impact has included funded support from the Opportunities Area to develop nurturing strategies and to maintain STEPs training; improved planning and delivery of maths, following the training of the Maths leader in maths mastery and the use of high quality resources such as White Rose and CLIC; and a high focus on the impact of feedback on progress rather than marking.

I do hope you will visit our wonderful school and continue through to applying for the role.



**Liz Bassett**  
Headteacher, Ely St John's Community Primary School

# OUR SCHOOL

'We learn and play the EJ Way'.

We have a 'family feel' to our school despite it being quite large. We all take an interest in each other and care for each other.

We take pride in our lovely building and the people inside it and create a happy, purposeful environment for our learning. Learning happens at all times and in all places, including outside in our lovely allotment and nature garden, at playtimes and lunchtimes and in the surrounding locality.

We set a high standard of expectation for both behaviour and achievement and the children rise to the challenge.

## FACTS AND FIGURES

The school was judged as Good in November 2018

Since the Inspection the school has remained steady with little changes in staff including an experienced Head who has been here for nearly ten years and is now retiring. We are a large primary with two form entry, serving a large housing estate just on the lower edge of Ely. When at full capacity we have 420 pupils but the demography in Ely is currently going down so we are currently at 375. This is likely to drop until 2026 when it will then increase again.

We have a lower than average percentage of pupils on pupil premium (12%); but a higher than average percentage of SEND currently with 16 EHCPs and 18% of pupils on the SEND register at wave 3/SS or EHCP. We are a part of the Ely Schools Partnership (ESP) which is a strong cluster formed of 8 primaries and a secondary (a mixture of LA schools and academies) and we meet half termly. Currently the group runs a network for local SENDCos to meet and a network for local EYFS teachers and pre-schools to meet and work together.

## AIMS AND ETHOS

We aim to:

- Provide a caring, friendly School Community in which every child and adult feels valued and secure.
- Ensure that all children have equal access to broad, balanced, relevant and stimulating teaching.
- Have challenging but realistic expectations of each child.
- Develop enquiring minds.
- Celebrate our differences and develop respect for the world around us.
- Promote independence, encouraging children to take responsibility for their learning and behaviour.
- Play a full and developing role in the Local Community.

## HOW? THE EJ WAY!

EJ is the symbol for the school's behaviour code - The EJ Way - which applies to all, young and old.

The EJ Way ensures that everyone is clear about how we are rewarded and praised for: being kind, well mannered, making an effort and our achievements- and the sanctions given when the wrong choices are made that may leave someone hurt or may potentially prevent someone from being able to learn in their lesson.

## TEACHING AND LEARNING

The Curriculum at Ely St John's is exciting and varied. The children spend much time developing their key skills within activities that interest and motivate them. The development of skills is placed into practical, real life and meaningful contexts.

We aim to provide a rich environment for learning both inside and outside our school buildings. We value the outdoors as a learning resource as much as the classroom and take great pride in our nature garden, allotment, outdoor classroom, Foundation Stage courtyards and other outside areas. Learning outside the classroom is something which we value highly and are strongly committed to. We have recently become a Partnership School for the Royal Horticultural Society. We have won the coveted Bernie Parker Award on more than one occasion, for the use of our garden by all year groups and in all areas of the curriculum.



# OUR SCHOOL

## TEACHING AND LEARNING CONTINUED

We are an ECO school and the children have been very involved in achieving our Silver Award. Our ECO group has explored biodiversity as well as recycling and saving energy and helped the school develop better practices step by step.

We have a Cultural Guarantee which ensures pupils receive a range of cultural experiences during their time here. The wide range of extra curricular clubs provides the opportunity for children to develop talents and specialisms. A more detailed explanation of our Cultural Guarantee is on the school website.

The curriculum is planned yearly to ensure consistency across classes and progression through the years. You will find the overall topic frameworks for each year group and termly topic webs on the year group pages on the school website.



## WHAT MAKES A GOOD HEADTEACHER?

*Someone who is confident to step into a classroom and teach and understands how it actually works in a classroom*

*Relentless energy and enthusiasm and passion for the school and the job*

*A people person - someone who is friendly and approachable to talk to (for children, parents and staff)*

## WHAT ARE THE STRENGTHS OF ELY ST JOHN'S SCHOOL?

*The EJ Way!  
(Mutual respect between children, all staff and parents)*

*Our curriculum is broad and balanced, and teachers are given enough freedom to be creative.*

*An accepting school where differences are normal and all children are treated as equal regardless of needs*

## WHAT DEVELOPMENTS WOULD YOU LIKE TO SEE?

*Enhanced role of technology/digital media (develop website/social media platforms/ICT hardware)*

*Continued improvements in curriculum offer across the full range of subjects*

*When Covid allows, the return of vertical grouping activity days and a renewed development of the creative curriculum while maintaining high numeracy and literacy basic skills"*



# OUR LOCATION



## LOCATION

With a skyline dominated by its magnificent Cathedral, Ely is a lively and thriving city in East Anglia and the main market town within East Cambridgeshire. Its population is approaching 21,000, projected to grow to 35,000 by 2030. The City's medieval town layout is clearly evident and these venues, markets, independent shops, pubs, restaurants and other services have continued to function well following the Covid pandemic. The business community is one of the fastest growing in Cambridgeshire, offering a mix of small businesses and expanding business parks. Ely is a tourist destination, which has traditionally attracted around 1.5m visitors annually.

Away from work, facilities include the recently-developed Ely Leisure Village with a sports centre, swimming pool and cinema. There are also excellent GP surgeries and a community hospital.

Located within close proximity to Cambridge on the A10, Ely also links to London and major towns across the country. Together with a wide range of local transport options, the M11 provides access to Stansted Airport, with flights to more than 170 destinations across 35 countries. Equally accessible is King's Cross station underground links, and St Pancras International with Eurostar's gateway to Europe. It provides 50 local bus services and there is a good choice of cycle ways throughout the city.

Ely has a good provision of schools with nine primary schools, one secondary school (11-18), one independent and one special school. Nine of the ten schools that have undergone Ofsted review have been awarded 'good' status.

The city of Ely has been named amongst The Sunday Times' Best Places to Live list after being praised for its "friendliness and historic atmosphere". Expert judges have put together a list of the top eight locations to live across the East of England, looking at schools, air quality and green space.



# STAFF AT ELY ST JOHN'S SCHOOL - 2021/2022

## LEADERSHIP TEAM

Miss Bassett	Headteacher
Mr Henson	Deputy Head
Mr Preston	KS2 Leader
Miss Goodman	Lower KS2 Leader
Miss Jordan	KS1 Leader
Miss Lloyd	Foundation Stage Leader

## ADMINISTRATION

Mrs Ashley	Business Manager
Mrs Marston	Admin Officer
Mrs Turner	Admin Officer
Mrs Godfrey	Administrator
Mrs Symonds	After School Coordinator

## CLASS TEACHERS

Miss Lloyd	Foundation Stage
Mr Meek	Foundation Stage
Mr Killick	Year 1
Mrs Droniuk/Mrs Pruitt	Year 1
Miss Jordan	Year 2
Mrs Ban	Year 2
Mrs Turner/Mr Henson	Year 3
Mrs Pitt/Mrs Thompson	Year 3
Miss Goodman/Mrs Funnell	Year 4
Mrs Hambley/Mrs Grant	Year 4
Mr Poli	Year 5
Mrs Pixley/Mrs Stephenson	Year 5
Mr Preston	Year 6
Ms Fellows	Year 6
Mrs McGuinness	SENDCo
Ms Blakeman	PPA/Management Cover Teacher
Mrs Sutcliffe	PPA/Management Cover Teacher

## TEACHING ASSISTANTS

Mrs Brown	KS2
Mrs C Cousins	KS2
Mrs D Cousins	KS2
Miss Creek	KS1
Mrs Ferris	KS2
Mrs Godfrey	KS1
Mrs Halls	KS2
Miss Hambley	KS1
Mrs Hanwell	KS2
Dr Hartland	KS2
Mrs Henry	Foundation Stage
Mrs Hopkin	Foundation Stage
Mrs Johnson	SEN Support
Mr Mackender	KS2
Miss Milton	KS1
Mrs Neville	Foundation Stage
Mrs Notley	Foundation Stage

## TEACHING ASSISTANTS CONT'D

Mrs Rose	KS1
Mrs Shooter	Medical Support/KS2
Mrs Stanford	KS2
Mrs Spilka	Foundation Stage
Mrs Symonds	KS2
Mrs Taylor	KS2
Mrs Webb	KS1
Mrs Willson	Foundation Stage

## MIDDAY SUPERVISOR TEAM

Mrs Symonds	Midday Leader KS2
Mrs Godfrey	Midday Leader KS1/FS
Mrs Chisholm	
Mrs Choudhury	
Mrs Clark	
Mr Godfrey	
Miss Harrison	
Mrs Lloyd	
Mrs Rushmer	
Mrs Myers	
Miss Sizer	
Mrs Wheeler	

## SITE STAFF

Mr A Hambley	Caretaker
Mr Smith	Assistant Caretaker
Miss Sizer	Cleaner
Mr J Hambley	Cleaner
Ms Butcher	Relief Cleaner



## THE SELECTION PROCESS

To apply for this role, please download, save and complete the application form. Email a copy of your completed application with a covering letter setting out why your skills and experiences make you a suitable candidate for this position, with reference to the Person Specification.

We actively encourage all candidates to visit the school prior to interview, and we are able to offer this with appropriate Covid adjustments. Please note that all visits will be informal; they will not be part of the selection process and will not have any bearing on our shortlisting, interview, selection and recruitment process.

To discuss this exciting opportunity and to arrange a visit to the school, please contact **Ms Chris Ashley** in the school office on **01353 612780** or email [office@elystjohns.cambs.sch.uk](mailto:office@elystjohns.cambs.sch.uk)

### SCHOOL VISITS:

Can be requested and will then be scheduled within the fortnight beginning 24th January 2022

### PRELIMINARY CONVERSATION:

With a member of the Governing Body can be requested via [mleach@elystjohns.cambs.sch.uk](mailto:mleach@elystjohns.cambs.sch.uk)

### COMPLETED APPLICATIONS SHOULD BE RETURNED TO:

[headship@epm.co.uk](mailto:headship@epm.co.uk)

### CLOSING DATES FOR APPLICATIONS:

9am on Monday 7th February 2022

### STARTING DATE:

September 2022

### SHORTLISTED CANDIDATES NOTIFIED:

Thursday 10th February 2022

### SALARY:

L18-24

### INTERVIEW DAYS:

Tuesday 22nd February and Wednesday 23rd February 2022



# JOB DESCRIPTION

This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

The Headteacher is to provide professional leadership and management for the school, promoting a secure foundation from which to achieve high quality teaching and achievement with a positive and enriching experience of education for all pupils.

Additionally, the Headteacher should uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct in line with the 'Nolan principles', which are the basis of the ethical standards expected of public office holders.

The Headteacher will carry out their professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and the School Government Regulations.

The Headteacher will be responsible to the Governors for the conduct, management and administration of the school, subject to any policies which the Department for Education and Employment (DfE) and the Governors may make.

This job description is subject to annual review by Governors which reflect the operational and strategic needs of the school, with the aim that any amendments are agreed with the Headteacher in advance.

## ACCOUNTABILITIES

### 1. School Culture

- Establish and sustain the school's ethos, vision and strategic direction in partnership with the Governors and through consultation with the school community.
- Ensure thorough and consistent communication of school ethos, goals and targets to staff to ensure clarity and unity of purpose.
- Create and sustain a culture which ensures that 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 throughout the school community underpinned by a safe, orderly and inclusive environment.
- Manage conflict.
- Ensure a culture of high staff professionalism; develop staff with the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes in order to promote the rights of children and young people.
- Champion the Every Child Matters agenda with children, young people, parents, carers and the wider community.
- Commit to and manage safeguarding as the Designated Safeguarding Lead, promoting the welfare of children and young people and ensuring that all staff and other adults who work in the school share this commitment (cf: *Appendix B in Keeping Children Safe in Education September 2021*).

### 2. Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, based on an evidence-informed understanding of effective teaching and how pupils learn.
- Initiate and support research and debate about effective learning and teaching.
- Challenge, influence and motivate others to fulfil their potential.
- Acknowledge excellence and address poor performance.
- Give and receive effective feedback and act to improve own performance.
- Participate, to such an extent as may be appropriate having regard to other duties, in the teaching of pupils at the school, including the provision of cover for absent teachers.
- Subject to the operational needs of the school, take responsibility for a curriculum area.

# JOB DESCRIPTION CONTINUED

## ACCOUNTABILITIES

### 3. Curriculum and Assessment

- Ensure a broad, balanced and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught: ensure the curriculum's relevance to all pupils whatever their abilities, aptitudes and needs.
- Establish effective curricular leadership; develop subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Determine, implement and oversee systems for monitoring and improving pupils' attainment and progress.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- Build on the school's existing curricular and extra-curricular provision.

### 4. 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.
- Implement consistent, fair and respectful approaches to managing behaviour (e.g. through nurture principles and the STEPS approach to behaviour management) and promote pupils' self discipline and proper regard for authority.
- Safeguard pupils' health, safety and well-being.
- Develop pupil voice e.g. through the school council.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

### 5. Additional and Special Education Needs

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and maintain effective partnerships with parents, carers and professionals, to accurately 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

- Ensure all staff have access to high-quality, sustained professional development opportunities, balancing the priorities of whole-school improvement, team and individual needs alongside the expectations laid out in (for example) the teachers' standards for 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.
- Develop and implement policy and procedures for staff development, appraisal and support.
- Report to the Governing Body on staff appraisal and the professional development of all staff.



# JOB DESCRIPTION CONTINUED

## ACCOUNTABILITIES

### 7. Organisational Management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Establish an appropriate staff structure and define staff tasks, responsibilities and job descriptions.
- Lead, motivate, deploy and manage staff in line with the school's agreed policies and procedures. Develop, empower and sustain individuals and teams.
- Pay due attention to staff workload.
- Delegate management tasks and monitor their implementation.
- Participate in and advise Governors on the selection and appointment of high quality staff.
- Take overall responsibility for the management of the school's financial resources. Ensure financial resources are prioritised and allocated appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Determine short, medium and long-term priorities for the school having regard to any financial implications and the ability to meet these from the school's budget.
- Ensure that effective financial management, monitoring, planning and reporting is in place.
- Ensure the development, maintenance, security and safety of the school's buildings, grounds and equipment.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

### 8. School Improvement

- Make use of effective and proportional processes of evaluation (summarised in the School Self Evaluation Form (SEF)) to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop and implement evidence-informed strategies for improvement which are realistic, timely, appropriately sequenced and suited to the school's context, leading to sustained school improvement over time.
- Ensure that the impact of additional funding streams such as the Pupil Premium and Recovery Premium is maximised to benefit the relevant individuals and groups. Take a lead role in monitoring, evaluating and reporting Pupil Premium outcomes.
- Combine the outcomes of regular school self-review with external evaluations in order to improve outcomes for all pupils.
- Consult with all stakeholders on the future direction of the school.
- Ensure the school is well-prepared and able to respond positively to external review and inspection e.g. by the Local Authority and Ofsted.
- Accept support from others including colleagues, governors and the Local Authority.

### 9. Working in Partnership

- Recognise and champion opportunities to develop a rich and diverse school community, respecting the rights, responsibilities and dignity of all.
- Build and maintain effective working relationships with parents, carers and the community to enhance the education of all pupils.

# JOB DESCRIPTION CONTINUED

## ACCOUNTABILITIES

- Promote and sustain links with other local primary and secondary schools and related organisations including the Ely Schools Partnership to ensure better outcomes for all pupils.
- Commit the school to work with the Local Authority in a climate of mutual challenge and support to enhance the education of all pupils.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services and external agencies to improve educational outcomes for all pupils.
- Contribute to the development of a strong, cohesive and sustainable local community.
- Listen to, reflect and act on community feedback.

### 10. Governance and Accountability

- Understand and welcome the role of effective governance; establish and sustain professional working relationships with those responsible for governance.
- Provide professional advice and support to the Governing Body in the exercise of its functions.
- Draft the school development plan for consideration by the Governing Body.
- Ensure that staff know and understand governors' professional responsibilities and how the school is held to account.
- In partnership with governors, ensure that the school operates effectively and efficiently within the required regulatory frameworks and that it meets all statutory duties.
- Advise the governors on developments in educational thinking, and on local and national initiatives that might benefit the school.





## PERSON SPECIFICATION

QUALIFICATIONS & EXPERIENCE	ESSENTIAL / DESIRABLE	ASSESSED BY
Recognised Teaching Qualification	Essential	Application Form
Relevant higher degree or equivalent	Desirable	Application Form
Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning	Essential	Application Form
National Professional Qualification for Headship (NPQH)	Desirable	Application Form
Evidence of commitment to promoting the welfare and safeguarding of children, such as a DSL qualification	Essential	Application Form/References/Interview
Significant experience and a proven record of achievement as a senior manager in primary education	Essential	Application Form/References/Interview
Substantial successful teaching experience across the age range	Essential	Application Form/References/Interview
Proven success in strategic management, leading to effective planning and delivery against strategic improvement plans	Essential	Application Form/References/Interview
Experience of managing a budget and procuring services to ensure the best value is achieved with the school's resources	Essential	Application Form/References/Interview
Experience of identifying, evaluating and pursuing potential streams of additional income	Desirable	Application Form/Interview
Experience of leading, developing and recruiting staff	Essential	Application Form/References/Interview

## PERSON SPECIFICATION

PERSONAL & PROFESSIONAL QUALITIES	ESSENTIAL / DESIRABLE	ASSESSED BY
Has a passion for education	Essential	Application Form/References/Interview
Is warm, empathetic, enthusiastic and caring, committed to upholding the core values of the school and the school's distinctive ethos	Essential	Application Form/References/Interview
Vision	Essential	References/Interview
Positive, optimistic, and approachable with a commitment to equal opportunities and high achievement	Essential	References/Interview
Ability to prioritise; deals calmly with high-pressure issues; is adaptable and responsive to changing circumstances	Essential	References/Interview
Ability to gain and maintain the confidence and respect of colleagues, pupils and parents; a balanced decision maker with consistency of judgement and inner integrity	Essential	References/Interview
Shows due regard for existing good practice and ability to implement necessary changes with foresight and sensitivity	Essential	Application Form/References/Interview
Ability to lead by example, a team worker but also a self-starter who motivates and gets results	Essential	References/Interview
Resolves conflict by applying skills of leadership, arbitration, and reconciliation	Essential	References/Interview
A visible, listening, hands-on presence who is approachable and accessible to all members of the school community	Essential	References/Interview
Well-organised and able to manage time and prioritise effectively	Essential	Application Form/References/Interview



## PERSON SPECIFICATION

KNOWLEDGE, SKILLS AND UNDERSTANDING	ESSENTIAL / DESIRABLE	ASSESSED BY
Excellent communication skills. Ability to inspire and to communicate effectively with a range of stakeholders both in person and in writing. High standards of articulacy in their communications with pupils, staff, parents/carers and the wider community.	Essential	Application Form/References/Interview
Understands the crucial role that parents, carers and families play in helping children to succeed and thrive, and ensures that parents are involved and confident in the school's leadership.	Essential	Application Form/References/Interview
An outstanding teacher, able to engage, inspire and enthuse children in all year groups	Essential	References/Interview
Detailed knowledge and understanding of the National Curriculum and extensive experience of curriculum planning, delivery, monitoring and assessment.	Essential	Application Form/Interview
Evidence of the ability to analyse the complexity of issues relating to pupils' attainment and progress and develop effective and creative responses.	Essential	Application Form/Interview
An understanding of the significance of a school's social media profile and a commitment to further develop this aspect of the school's work, engaging with and benefiting all stakeholders (including those with limited access to social media networks).	Desirable	Application Form/Interview
Committed to working closely with the Governing Body to develop the school's vision, nurture its ethos, maintain high standards, and promote inclusion and effective governance.	Essential	Application Form/References/Interview



## SUPPORT FOR NEW HEADTEACHERS

The Governing Body recognises that new Headteachers need a suitable induction programme. The Local Authority provides an induction programme (New to Headship) that also offers regular opportunities for meeting colleagues who have also recently been appointed.

The LA New to Headship Adviser will also make arrangements for the new Headteacher to have the contact details of a peer mentor. This is an informal support mechanism that is intended primarily as a supportive contact without the need for reports or feedback. This may also result in wider contacts and school to school partnership developing.

In the first term, Headteachers New to Headship/Cambridgeshire will have access to an early introductory meeting with an Education Adviser, who will make contact to arrange this visit and will outline the support available for new Headteachers in Cambridgeshire.

The New to Headship Adviser will inform the new Headteacher about the Local Authority Induction Programme, which runs continuously throughout the academic year. There is a standard charge for this course. Seven meetings take place in schools across the county, over the academic year. These feature contributions from serving Headteachers, LA representatives and provide opportunities for discussion and networking with other new Headteachers.

Further information on the New to Headship programme provided by advisers from the Local Authority can be found on the Cambridgeshire County Council education page of the website:

[www.cambridgeshire.gov.uk/learntogether](http://www.cambridgeshire.gov.uk/learntogether).

The DfE also licenses regional institutions to deliver school leadership training, including the National Professional Qualification for Headship.

Visit:

[https://www.gov.uk/government/publications/licensees-national-qualifications-and-study-modules-for-school-leaders\\_for\\_more\\_information](https://www.gov.uk/government/publications/licensees-national-qualifications-and-study-modules-for-school-leaders_for_more_information).

In our region, Leadership East is accredited to run this qualification:

<https://leadershipeast.org/programmes/npqh/>