

The Bythams Primary School



HEADTEACHER RECRUITMENT INFORMATION



The Bythams Primary School
Creeton Road
Little Bytham
Grantham
Lincolnshire



The Bythams is a small village primary school located in a beautiful rural setting. It continues to be a good school with a hardworking and committed staff team.

Dear Applicant

We are delighted that you are interested in becoming the next head teacher of our school.

We are excited to appoint a new inspirational head teacher to continue to develop our school, bringing their own ideas, passions and experience to our unique village school. Our school values and our intent are embedded through and are evident in all aspects of our school life.

We are extremely proud of the family atmosphere we have created and endeavour to help our pupils become happy, secure, confident and successful young people with a love of learning, who believe in themselves and are caring and thoughtful in their relationships with others.

We are fortunate to have super facilities including the 'Thrive Hive' which used to support pupils with SEMH and The Spinney that is used regularly and is valued by pupils who love their time outdoors.

Our staff are an incredible and supportive team. Some have been at the school for many years and some are new but everyone has shown that they can embrace change in order to improve the school and what it offers.

The school works collaboratively with other schools to share good practice and pupils visit a local school for specialist PE lessons.

We have a small but engaged and supportive governing body who are looking forward to supporting the new headteacher in the leadership of the school in its next chapter.

The best way to find out more would be to visit us. Please see the details on arranging a visit later in the pack and we look forward to welcoming you.

Adrian Reed Chair of Governors



The locality

The school is located in beautiful, rural surroundings on the road to Creeton just outside the village of Little Bytham near Corby Glen.

The closest towns to the school are Bourne and Stamford which has a range of shops, eateries and sports facilities.

Many of the pupils arrive at the school by bus. The school also has a large car park at the side for parents and staff to use.



School Community

We admit a maximum of 15 pupils into EYFS each year and take pupils right through until Year 6.

Presently there are 68 pupils, who are supported by a team of 12 Teachers and Teaching Assistants for classroom and SEN duties. All teachers fulfil at least one Subject Leader role.

A wide range of extra-curricular activities including swimming lessons, art, and various sports, as well as educational and residential visits, are provided throughout the year.

Bythams is proud of its ability to support pupils with SEND and well-being difficulties.



Job Description

This Job Description has been developed with reference to the key areas within the Headteachers' Standards 2020

SALARY: Group 1: L6-L12

REPORTING TO: The Governing Body/Lincolnshire County Council (Local Authority)

MAIN PURPOSE: To provide strategic leadership for the school, which secures its success and continuing improvement, ensuring high quality education for all its pupils and excellent standards of learning, achievement and behaviour. The new Headteacher will have a teaching commitment of up to 2 days per week.

CLOSING DATE: 10 May 2024 (midnight)

SHORTLISTING: 15 May 2024

INTERVIEWS: 23 May 2024

ARRANGE A VISIT: office@bythams.lincs.sch.uk

KEY ACCOUNTABILITIES:

School Culture:

- 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

Leading Learning and Teaching:

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



Curriculum and Assessment:

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

Behaviour:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour

ensure that adults within the school model and teach the behaviour of a good citizen



Additional Needs:

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

Professional Development:

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

Organisational Management:

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

Continuous school improvement:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- 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

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future and the appointment is subject to the current conditions of employment in the School Teachers' Pay & Conditions as they relate to Headteachers.

The Bythams Primary School is committed to safeguarding and protecting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Any offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check.

Working in partnership:

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

Governance and accountability:

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

Person Specification

This Person Specification has been developed with reference to the key areas set out in the Headteachers' Standards 2020

Professional Qualifications & Experience

Essential

- A Headteacher, Head of School, Deputy or Assistant Headteacher committed to high quality learning and teaching
- Qualified Teacher Status
- Significant commitment to Continued Professional Development for self and others
- Experience of School Self Evaluation, the strategic thinking and planning to implement a vision for continued school improvement

Desirable

- NPQH or other post-graduate qualification, or working towards
- Experience of successful leadership in a Primary School.

School culture

Essential

- Articulates a shared vision and engages with people to secure a successful future
- Has experience of working effectively alongside the Governing Body to enable the school to realise its vision
- Demonstrates the vision and values in everyday work and practice
- Thinks strategically

Desirable

- Innovative approach to bring new ideas to build success

Leading Learning and Teaching

Essential

- Has demonstrable ability to use data, benchmarks and progress against targets to formulate successful improvement plans and improve outcomes for each child individually and across the whole school
- Has experience of monitoring, evaluating and improving the quality of learning and teaching with high standards and clear expectations
- Acknowledges excellence and challenges poor performance across the school

Desirable

- Has experience of developing a broad and enriching curriculum, in which all pupils are engaged in their own learning and each can personally excel
- Is committed to, and has a vision for ensuring inclusion, diversity and access for all

Developing Self and Working with Others

Essential

- Has experience of building, developing, inspiring and supporting a successful team
- Can develop and maintain a culture of high expectations for self and others, taking appropriate action to support and improve as required
- Is resilient and able to deal effectively with demanding situations
- Is a confident and persuasive leader, who listens to and values the views of others
- Is able to converse at ease with others and provide advice in accurate spoken English

Desirable

- Has experience of networking with other schools to positively impact on own school

Managing the Organisation

Essential

- Experience of managing the school's financial resources and staff effectively to achieve the school's goals and priorities
 - Has experience of rigorous performance management, demonstrating consistency, fairness, appreciation, supportiveness and high expectations
- Is proactive in effective planning for the future, to ensure stability and sustainable progress
- Has experience of policy development from consultation to implementation
- Takes personal accountability for effective and professional management of the school
- Has a demonstrably thorough understanding of systems for Safeguarding and Child Protection to ensure the welfare of children

Desirable

- Is analytical, with strong problem solving skills
- Can demonstrate creativity in the use of limited resources

Strengthening Community Links

Essential

- Is an excellent communicator across a range of media, both to large audiences and individuals
- Is approachable and able to develop good relationships at all levels
- Can work with feeder pre-schools and secondary schools and others to ensure positive relationships and transitions

Securing Accountability

Essential

- Will work with the Governing Body to enable it to meet its statutory requirements
- Is able to present a coherent, understandable and accurate account of the school's performance to stakeholders

Desirable

- Can demonstrate political insight and is aware of new initiatives

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