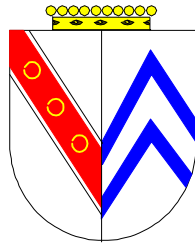


The Dawnay Primary School



HEADTEACHER RECRUITMENT PACK APRIL 2021



Inspiring children through excellence

Welcome from the Chair of Governors

30 April 2021

Dear Applicant,

Thank you for your interest in the post of Headteacher at The Dawnay Primary School.

The Governors wish to appoint a Headteacher from September 2021 following a successful interim leadership.

The Governing Body is looking for a person who is energetic and dynamic and can build relationships with a variety of stakeholders quickly. The right candidate will maintain and build on the nurturing ethos of the Dawnay, bringing out the best in every child and ensuring that all pupils fulfil their potential. The current leadership team has made significant progress and improvements since OFSTED judged the school 'Requires Improvement' in 2019 and the successful candidate will be able to build on the improvements made by the current leadership.

Some of OFSTED's observations during their last inspection sum up what we strive for and the skills, attitudes and ethos we want our leadership team to promote:

Pupils learn how to develop resilience. When they are confronted by a problem, they try to work it out for themselves or with their friends before asking a teacher for help. There is a strong sense of support for one another, described by the pupils as 'sticking up for one another'.

Pupils feel safe and well cared for, and parents and staff strongly agree. Pupils appreciate learning in a tolerant environment, free from discrimination.

Pupils have excellent attitudes to their work and enjoy coming to the school.

The behaviour of pupils is good ... Behaviour in lessons and around the school is good. Pupils have excellent manners...

Children settle well into the caring and nurturing learning environment.

The Dawnay has been at the heart of the village for over 150 years. It has an incredibly dedicated and hardworking staff and an intake of pupils from a variety of backgrounds representing a full cross-section of the village including a significant GRT (Gypsy, Roma, Traveller) community. As the school at the heart of the village we play an active role in village life and events.

The governors will fully support and actively encourage the successful candidate to continue their professional development. The Governing Board has recently grown with the addition of a number of experienced governors who, along with the existing members are well placed to support the Headteacher. The governors are also keen to ensure that our Headteacher's wellbeing is a focus as our leader is a valued member of the team.

The governors are looking for evidence in your application of the impact you have made in leading any initiatives in your current or previous roles.

We encourage visits from potential candidates, which due to current restrictions will take place after school. Please contact Mr Nick Watkins, School Business Manager, sbm@dawnay.surrey.sch.uk or telephone 01372 456774 to arrange a visit.

Please do look up our school website: [The Dawnay School - Home](#) where you can see more of our school and details about safeguarding and the curriculum.

Applications will close at 12 noon on 18 May 2021 and interviews will take place on 25 May 2021.

Thank you very much for your interest in this position and I wish you great success with your application.

Yours sincerely,

A handwritten signature in cursive script, appearing to read 'A Rourke', on a light grey rectangular background.

Andrew Rourke, Chair of Governors

Introduction to The Dawnay School

The Dawnay Primary School is in the delightful village of Great Bookham, close to Leatherhead and the M25. There are large grounds include play areas, playing fields, a wooded area which has been used for forest school and even a polytunnel for our green-fingered pupils.

The school is at the heart of Bookham Village **with** a long history in Bookham and could be said to be the original village school. The current Bookham Library, a Grade II listed building in the heart of Bookham Village, was the original location of The Dawnay School. Known originally as St James' School, the school now known as The Dawnay School, moved to its current site in the 1970s.

We are very much part of the community and pride ourselves in taking part in as many village activities as possible.



Every year, we hold our annual Harvest Festival for Years 1 & 2 and Christingle Christmas Concert for the Juniors at St Nicolas Church in Bookham. Both events are a great opportunity to see the children perform in a different and beautiful setting with the added bonus of having fantastic acoustics!

It is important for all our children to feel included in the wider community and learn the beginnings of good citizenship.

How we are organised

The school has around 220 pupils on roll.

We have a full time Headteacher, a Deputy Head who teaches two days per week and a School Business Manager. The Middle Leadership consists of three Phase Leaders, and our SENCO who works 3 days per week. In addition to the teaching staff and LSAs, we have an ELSA and two HLTAs.

The school is organised into three phases - Infant, Lower Junior and Upper Junior. Each phase is led by an experienced phase leader, who monitors the standards in each of the parallel classes in that phase. Recent recruitment means that we have a strong middle leadership team.



Our organisation in the junior phases, unique amongst the local schools, means that we can be more flexible in deploying our teachers and in grouping and teaching our children. Each child's personalised needs are taken into account, enabling us to teach children according to ability rather than age.

Our structure breaks down traditional year group boundaries so that children get to meet and befriend children from across the school. Socially and academically this model works and we believe it is the best structure for our school.

There are three classes in each phase:

1. **The Infant Phase** - Reception, Year 1 and Year 2
2. **The Lower Junior Phase** - three mixed Year 3 and 4 classes
3. **The Upper Junior Phase** - three mixed Year 5 and 6 classes

Our learning spaces

The school possesses wonderful learning spaces both inside and out which offer a wealth of possibilities.



Outside we have a large playing field, which we use for games, football, rounders, cricket and athletics, and three additional playgrounds containing play equipment designed for specific age groups.



We have created a Forest outdoor learning area in the woods which enables the children to build dens and 'cook' in mud kitchens. During outdoor learning lessons the children can visit the secluded wood or our very own allotment – which also hosts an extra-curricular Gardening Club.



We are the proud owners of a garden club Polytunnel, an innovative outdoor learning and growing space where the children learn. The children enjoy being outside and discovering how and why things grow and learn to make healthy meals from their very own produce.



In addition to our spacious classrooms, we are equally fortunate to have excellent indoor facilities: junior and infant libraries; two school halls; an art and design technology studio with a kiln; the 'Dawnay Den' with a kitchen area; a well-equipped ICT suite; a dedicated music room and a language and drama room.

The location of the school makes it ideal for field studies to Bookham village and the surrounding countryside. Bookham

Common, Norbury Park and Polesden Lacey are easily accessible on foot and the whole school walk to Polesden Lacey is a highlight of the year for pupils of all ages.

Sport

Sport plays a big part at The Dawnay. All children participate in a wide range of sporting challenges both for competition and enjoyment. Our sporting activities include swimming, football, netball, tennis, judo, gymnastics, cross country, athletics and rounders. We are committed to ensuring children lead healthy lives and have fulfilling active experiences at school so that they want to continue physical pursuits outside of school hours. We are proud to have been awarded the Sainsbury's Gold Schools' Games Mark for the third year running.



Music

Music has a particularly strong heritage at The Dawnay. We take every opportunity to be involved in local events such as carol singing at Polesden Lacey and at Bookham Late Night Shopping evening; taking part in the fantastic and large-scale event that is 'Young Voices' at the O2 and with the Band of the Royal Marines at Dorking Halls.

We have an infant and junior choir and an orchestra. All our children will have the opportunity to learn a variety of instruments such as the ukulele, guitar, recorder, drums, flute, clarinet, trumpet, piano and cello.

Every Upper Junior child has lessons in either clarinet or trumpet, and a high percentage of the school's population engage in some form of musical activity outside of regular music lessons in class.



Art and Pottery



We are lucky to have a fully working kiln in our art studio and the children have the chance to design, make, glaze and fire their own creations. Throughout the school, children are able to explore many mediums such as clay, paint, charcoals, print and pencil.

School strengths

The school prides itself on its whole child approach to education giving every child the opportunity to grow and flourish. This is exemplified by its music provision which gives every child, regardless of background or ability, the opportunity to sing in one of the school's choirs which have, in recent years, performed at the Dorking Halls with the Royal Marines Band, with Young Voices at the O2, and at many school and village events. The school plays an active role in community life, the highlight of which is the annual village day parade.

Well supported by parents



We are fortunate at The Dawnay to have an active PTA – 'The Friends of the Dawnay' who have been an integral part of the school community for many years.

In its time, The Friends have raised tens of thousands of pounds to spend on equipment and resources to enhance our children's educational experience and the school's facilities. Not only do

the children benefit from the wonderful work of The Friends, but it is also an excellent way to bring staff, parents and friends together socially in support of the school as we all work together towards a common goal.

In recent years, The Friends have re-furbished and equipped our 'Dawnay Den' and provided the impressive and well-used climbing frame in the Junior playground.



The Friends organise events for the whole school and their families to enjoy including the Christmas and Summer Fairs, Easter egg hunt, discos, movie nights, and a very special visit from Father Christmas at Christmas!! The idea is to raise money but more importantly, to have fun too.

The Friends are a registered charity, which enables the PTA to receive charitable donations from local and national companies, apply to grant-making charitable trusts, receive donations made through payroll giving and company matched giving schemes and apply for Gift Aid.

Thriving before and after school clubs

Puffins staff provide the wrap around care which is popular with many working parents.



Outside of the school day for working parents, we offer a flexible Puffins Breakfast and after school club every day.

There is also a community run preschool on site.

The Dawnay – leadership and priorities



Since the school's last OFSTED Report, the quality of leadership and middle leadership in particular has improved significantly. The overall quality of teaching has improved and significant progress has been made on improving the curriculum.

The educational current priorities for the school include:

1. Accelerated progress to fill gaps resulting from COVID/lockdowns;
2. Developing roles and responsibilities of leaders;
3. To improve the quality of education and consistency of quality across the school and curriculum.
4. Improving behaviours and attitudes to learning, particularly of high need groups; and
5. Develop the EYFS outdoor curriculum.

In common with all schools in the Mole Valley where there is a declining birth rate and overprovision of school places, The Dawnay is looking at ongoing sustainability and finances with the support of the Local Authority.

Core values and mission statement

At the heart of the Dawnay's core values is to create a safe, nurturing, inclusive community where individuals are valued for what they bring to the whole. We want our pupils to grow into inquisitive, confident, and independent young people with a thirst for learning who take pride in their own and others' achievements. Most of all we want pupils to enjoy their time at school, experiencing inspirational, exciting opportunities which create life-long memories.

Inspiring children through excellence

Our mission is for every child to achieve the highest standards possible for life-long learning. We care about the development of each individual child and want to equip them with the skills they need to become confident and successful young people.

We are passionate about giving every child the best possible educational start, from Reception through to Year 6. We endeavour to be excellent in all that we do as adults so that we can provide excellent role models for our children.

We want to provide an all-round education. We are dedicated to ensuring every child leaves us having achieved the highest academic standards, but we also believe it is crucial to balance that with developing creativity, a love of learning and pride in achieving high standards in all other aspects of life.

Children who are proud of themselves and of their abilities are central to our belief and this philosophy permeates everything we do.

Together, we promote five PRIDE core values:



P – Positive attitudes to everything we do

R – Respect for ourselves and for each other

I – Independence of thought and of action

D – Difference, we celebrate every individual

E – Excellence in all we do

What children and parents say about their school

We like to think that the foundations we lay at The Dawnay go a long way to preparing our children for later success.

A former pupil:

"At The Dawnay, I was never told that I couldn't achieve something; it was always possible. Thanks to that support and attitude, which I have carried through with me to this day, I became head boy at The Howard of Effingham, chairman of my Explorer Scout unit and chairman of my university tennis club."

From a Dad:

"My two lads were at the Dawnay and both of them thoroughly enjoyed their time there, making the most of many sporting, musical and drama opportunities, as well as getting a strong academic grounding."

My oldest went to the Howard and has just completed his GCSE's. He is now studying Maths, Further Maths, Chemistry and Physics at A Level. He continued to play Rugby and has been a qualified ref for two years now. He has also just got a distinction in his grade 8 Euphonium. My youngest has just joined the Howard and is flourishing academically and has represented Surrey at athletics and cross country – both things he enjoyed at The Dawnay. He has also continued his music with playing the guitar and ukulele."

From a Mum:

"My daughter joined The Dawnay in year three from a local infant school. We had struggled to choose between the many good local junior schools, but ultimately decided that The Dawnay values and ethos fitted well with our own family values. When she started she wasn't very confident in herself or her abilities. By the end of year 6 we got back a much more confident girl who had learned how to form good relationships with her peers and adults too. She achieved strong level 5 results and had fun in the process!"

She is now studying for A-Levels at Reigate College, where she was one of four Howard students to receive an unconditional offer. The college was vastly oversubscribed with 10,000 applicants for 900 places. One of the other four was also an ex-Dawnay pupil, so that's a pretty impressive result in my book!"

We have also received a hugely positive reaction to our provision during recent lockdowns which sums up the strengths of Team Dawnay:

"We were at a private school before. We felt The Dawnay has been exceptional... [Our child] enjoyed the work, live lessons and her mental well-being is extremely high with the wonderful Dawnay team ..."

"I just want to say how much we, as a family, have appreciated all of the efforts from every single member of The Dawnay. You have been supportive, encouraging and understanding of our home situations during this lockdown. Thank you!!"

"Just to say a big thank you to the staff for their help, commitment and enthusiasm over the past months - it's been massively appreciated!"

Recruitment process

Start date	1 st September 2021
Salary range London Fringe	L14-L21*
Closing date	12 noon 18 May 2021
Interview date	25 May 2021
Visits to the school	Please contact Mr Nick Watkins, School Business Manager, 01372 456774 or sbm@dawnay.surrey.sch.uk Subject to Covid risk assessments.
School website	The Dawnay School - Home
To apply	Please complete the application form, and return to sbm@dawnay.surrey.sch.uk marked CONFIDENTIAL HEADTEACHER APPLICATION
Questions	If you have any questions, please contact Andrew Rourke, Chair of Governors, andrew.rourke@dawnay.surrey.sch.uk

*subject to Governors' permitted flexibility

The Dawnay Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2020).



Job description and person specification

JOB TITLE:

Headteacher

ACCOUNTABLE TO:

The Governing Body

RESPONSIBLE FOR:

All staff and pupils in the school

DATE:

April 2021

Shaping the School	<p>The school is at a critical stage in its development and so the Headteacher will be crucial in:</p> <p>Developing the staff and school to ensure that the next OFSTED Report is Good or better while maintaining the nurturing ethos of the school.</p> <p>Developing a plan to ensure the school is sustainable in view of the pressures on finances and the changing demographic in the local area.</p>
Personal Qualities	<p>The Headteacher will:</p> <p>Uphold public trust in school leadership, maintaining high standards of ethics, behaviour and professional conduct, at all times observing proper boundaries appropriate to their professional position</p> <p>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</p> <p>Build positive and respectful relationships across the school community</p> <p>Serve in the best interests of the school's pupils</p> <p>Take responsibility for their own continued professional development, engaging critically with educational research</p>
School Culture and Behaviour	<p>Develop and sustain a culture where pupils experience a positive and enriching school life</p>

	<p>Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life</p> <p>Develop and sustain a culture of professionalism, promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment</p> <p>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 and demonstrated by adults within the school</p> <p>Implement consistent, fair and respectful approaches to managing behaviour communicated to all in the school behaviour policy</p>
Teaching, Curriculum and Assessment	<p>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</p> <p>Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains</p> <p>Ensure effective use is made of formative assessment</p> <p>Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught</p> <p>Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities</p> <p>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</p> <p>Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum</p>

	<p>Ensure the school fulfils its statutory duties with regard to the SEND code of practice</p> <p>Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities</p> <p>Establish and sustain culture and practices that enable pupils with additional and special educational needs and disabilities to access the curriculum and learn effectively</p> <p>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</p>
Managing the school	<p>Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently</p> <p>Ensure rigorous approaches are used to identify, manage and mitigate risk</p> <p>Ensure staff are deployed and managed well with due attention paid to workload</p> <p>Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds</p>
Managing staff Professional Development	<p>Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs</p> <p>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</p> <p>Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including</p>

	<p>nationally recognised career and professional frameworks and programmes to build capacity and support succession planning</p>
Governance, Accountability and Working in Partnership	<p>Commit to working successfully with other schools and organisations in a climate of mutual challenge and support forging constructive relationships beyond the school, working in partnership with parents, carers and the local community</p> <p>Build and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</p> <p>Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility establishing and sustaining professional working relationship with those responsible for governance</p> <p>Ensure that staff know and understand their professional responsibilities and are held to account</p> <p>Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</p>
Continuous Improvement	<p>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</p> <p>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</p> <p>Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time</p>
Safeguarding	<p>Ensure that a strong culture of safeguarding awareness is promoted throughout the school staff, volunteers and community.</p>

	Lead safeguarding in the school ensuring training for staff and volunteers takes place at least annually with updates throughout the year.
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The Headteacher may also be required to undertake other reasonable duties as may be requested by the Governing Body from time to time.

This job description is subject to the general conditions of service for a Headteacher as set out in the School Teachers' Pay and Conditions Document. The job description is based on the Headteachers' standard 2020.

Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job profile. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.

The letters in the final column indicate in which element of the recruitment and selection procedure the evidence is intended to be collected.

A Application Form SS Supporting Statement I Interview

	Qualifications and experience	Assessment Method
1.	Qualified Teacher Status or Qualified Teacher Learning and Skills (QTS or QTLS) (with degree level education or equivalent). <i>Desirable:</i> National Professional Qualification for Headship (or working towards this) or evidence of other successful post-graduate study (e.g. MA in Education).	A
2.	Proven recent senior leadership experience in a relevant sector school.	A
3.	Proven excellent and inspirational teaching relevant to sector.	I
4.	Relevant experience of working with children with a wide range of special needs.	A,I
5.	Experience and understanding of managing people, budgets and IT in relation to its effective use in the curriculum.	A,SS,I
	Knowledge and skills	
	Leadership and Management	
1.	The ability to establish and sustain the school's ethos and strategic direction in consultation with stakeholders.	I
2.	To have an up-to-date understanding of national policy, curriculum developments, and statutory and legal frameworks within which schools operate, including the Ofsted Inspection framework and safeguarding practices and procedures.	SS,I
3.	The ability to lead, motivate and inspire others and manage people to work as individuals and as part of a team. To provide professional leadership, motivate staff, set standards and engender initiative and a common purpose.	SS,I
4.	The ability to initiate and manage change to meet the school's strategic objectives.	I
5.	The ability to lead the development, planning, monitoring and evaluation process.	I
6.	The ability to manage and plan strategically the use of financial and other resources to achieve the school's objectives.	SS,I

7.	The ability to plan, prioritise and delegate responsibilities according to both the long term and day-to-day needs of the school, monitor their implementation and ensure feedback on their effectiveness.	SS,I
8.	The ability to identify and evaluate data critical to the assessment of the school's performance and take appropriate action.	SS,I
9.	The ability develop positive and respectful relationships across the school community with high expectations of behaviour creating a safe, orderly and inclusive environment.	SS,I
10	The ability to create a culture where pupils experience a positive and enriching school life	SS,I
11.	The ability to communicate effectively in writing and orally to a range of audiences.	SS,I
Management of Teaching, Learning and Assessment		
1.	Demonstrate an evidence informed understanding of child development and how children learn.	A,SS,I
2.	Demonstrate a thorough evidence informed understanding of teaching, learning and assessment.	A,SS,I
3.	Demonstrate a thorough understanding of the teaching skills required to achieve high standards and experience of raising pupil attainment and ensuring strong pupil progress.	A,SS,I
4.	Demonstrate an ability to monitor and evaluate the quality of teaching, learning and assessment with a demonstrable impact on improving pupils' outcomes.	I
5.	Demonstrate a very good knowledge and understanding of how to provide a broad structured, coherent and accessible curriculum, with ambitious expectations for all pupils, including those with SEND, with a good understanding of how to provide the widest range of opportunities to those with SEND though support and adaptation where appropriate to enable them to achieve their full potential.	I
6.	The proven ability to work in partnership with all families to involve them in the education of their children.	SS,I
Managing Staff and Personal Professional Development		
1.	The ability to lead, develop and motivate colleagues through effective performance management and continuous professional development (CPD).	SS,I
2.	Up-to-date knowledge and understanding of current developments in education, including evidence of commitment to recent CPD.	A,SS
3.	The ability to drive a culture with high levels of staff professionalism and performance whilst effectively challenge underperformance.	A,SS,I
Managing the School		
1.	The ability to be accountable to the Governing Body for decisions taken affecting pupils, staff and the wider community and to establish and sustain	I

	a good working relationship with the Governing Body.	
2.	The ability to promote good staff and parent relationships and deal sensitively with people and any conflicts.	SS,I
3.	The ability to work in partnership with Governors, the LA, other schools and wider professional networks.	SS,I
4.	The ability to undertake whole school self-evaluation and performance monitoring using all data available (including local and national standards) to rigorously analyse performance identifying barriers which limit school effectiveness and prioritising areas for improvement.	SS,I
5.	The ability to undertake rigorous approaches to identifying, managing and mitigating risk	SS,I
6.	The ability to deploy staff effectively and actively manage staff workload	SS, I
7.	Commitment to safeguarding children and ensuring all members of the community share that commitment.	A,SS,I

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check.