



THE WILLOWS
PRIMARY SCHOOL AND NURSERY



'Be safe, Be Kind, Be Responsible

Part of the [Berlesduna Academy Trust](#)





THE WILLOWS
PRIMARY SCHOOL AND NURSERY

Timeline

for

The Willows

Headteacher

Recruitment Process

Monday 13th December 2021
Headteacher Post Advertised

Monday 24th January 2022 (12 noon)
Closing Date for Applications

Tuesday 25th January 2022
Shortlisting of Candidates to Take Place

Monday 31st January 2022
Interviews to Take Place



BERLESDUNA
ACADEMY TRUST

Welcome from the Chief Executive Officer

I would like to take this opportunity to welcome you to The Berlesduna Academy Trust.

The Trust currently consists of Eight schools: Merrylands Primary School and Nursery, The Willows Primary School and Nursery, Whitmore Primary School and Nursery, Crays Hill Primary School, Felmore Primary School, Fairhouse Primary School, Cherry Tree Primary School and St Mary's CofE Woodham Ferrers.

The vision of The Berlesduna Multi Academy Trust is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils. With an absolute focus on this core purpose coupled with hard work and determination, this vision is achievable for all Berlesduna Trust children. This in turn will deliver what I think most parents want; happy self-motivated children who leave school with plenty of life choices available to them and who are well-equipped to play a leading role in modern society.

The Berlesduna Trust has a bright and challenging future ahead, with opportunities, that when seized, will be vast. It is my firm belief that, if we continue with the core principles, focus on the things that matter most and work together, great things will be achieved.

Mr Sean Tobin
Chief Executive Officer

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

The Governors are seeking an inspirational, dynamic and dedicated school leader to drive the school forward to achieve 'Outstanding' at the next Ofsted.

Our core values underpin everything we do here at the Willows, striving towards excellence and providing a safe supportive and encouraging environment, working together to ensure our pupils achieve their very best in all aspects of school life.

The school has a wonderful learning environment for all pupils to learn and achieve with a highly dedicated team of conscientious staff working together to provide the best education for our pupils.

Governors are fully supportive and determined to ensure that The Willows continues to improve to be the best for both pupils and staff and an inspiration to the whole local community.

Therefore, a leader is required that can deliver this and communicate these aims and future results to all pupils, staff, parents and the community as a whole, including our partners in Berlesduna and other key organisations in Basildon.

This is an exciting opportunity for you to be part of our future development.

Please arrange a visit to see the school and experience the excellent educational environment.

T-A Robinson

Mrs Toni-Ann Robinson
Chair of Governors

Our Core Values:

*Respect, Responsibility, Courage, Hope, Justice,
Compassion, Integrity, Wisdom*

We are very pleased to welcome you to The Willows. We are immensely proud to be leading this school through the next exciting phase of its history.

At The Willows, we are proud of our friendly and family atmosphere where we get to know each child whilst fostering a sense of community responsibility.

Our school values underpin everything we do, providing a safe, supportive and encouraging environment in which we recognise each unique individual. We set high standards of achievement and behaviour whilst ensuring that the children's school days are enjoyable.

Visit our website www.willows.essex.sch.uk for further information about our school.

The Willows Primary School and Nursery Headteacher Job Description

On beginning their education at The Willows Primary School and Nursery, children become part of a friendly co-operative environment where there is an atmosphere of mutual respect and trust. Each child is made to feel that they have a vitally important role to play in the life of the school. Achievements, no matter how small, are recognised and acknowledged.

Our school is a safe and happy school where everyone:

- is valued and has high expectations of themselves and each other
- is dedicated to raising attainment and facilitating the best learning standards for all
- has access to a motivating and inspiring curriculum, focussing on key skills which enable all children to achieve their full potential and make a valuable contribution to society
- has access to the best possible physical environment
- treats changes as challenges which benefit the need of the school

We are part of the Berlesduna Academy Trust whose vision is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background.

Core Purpose

The Headteacher will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the Trust and the instrument and articles of governance of the school.

The Headteacher, working with the Directors, governing body, senior leadership team and school staff, will provide overall strategic leadership for the school. The Headteacher will:

- lead, develop and support the direction, vision, values and priorities of the school
- develop, implement and evaluate the schools policies, practices and procedures
- lead and manage teaching and learning throughout the school

- ensure accurate school self-evaluation to inform school improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school

The job description should be read in conjunction with the contractual requirements and responsibilities of Headteachers set out in the School Teachers' Pay and Conditions Document.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.

3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with the governing body, staff, pupils, parents and carers.
9. Lead and manage / be responsible for safeguarding and promoting the welfare of children.

The self-improving school system

1. Create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.



Education, Training and Qualifications	Essential	Desirable
Qualified teacher status	•	
Educational management training or qualification (NPQH or working towards NPQH)		•
Demonstrable commitment to continuing professional and personal development	•	
Experience		
Successful experience of leadership in at least one primary school	•	
Experience of successful teaching within the whole primary age range	•	
Experience of teaching in more than one school		•
Experience of a range of responsibilities covering different aspects of school life which have had demonstrable outcomes for children	•	
Experience of successfully leading and managing whole school change initiatives	•	
Successful experience of raising achievement	•	
Successful experience of monitoring and evaluating teaching and learning	•	
Successful experience of developing relationships with professional partners outside the school, and relationships within the wider community	•	
Experience of managing budgets successfully	•	
Experience of working within an academy		•
Experience of working in a collegiate manner with senior leaders from other schools		•
Experience of managing a large and diverse range of staff	•	
Knowledge		
Understanding of the environment within which the school operates at both national and local level	•	
Knowledge of relevant statutory requirements relating to schools	•	
Sound up to date knowledge of developments in education, teaching and learning and best practise	•	
Understanding how high-quality performance management for all staff is linked to school improvement	•	
Up to date knowledge and experience of safeguarding requirements and an ability to put this into practice	•	





Understanding the differences between an academy and a maintained school	•	
Understanding of equal opportunities and able to put this into practise including the need to prepare pupils for life in a multicultural society	•	
Knowledge of the principles of financial management in schools	•	
Basic knowledge of health and safety and employment law		•
Knowledge of the latest research and approaches for working with autistic children.	•	
Knowledge and experience of recruiting staff, dealing with staff absence and performance management of staff	•	
Competencies		
To think strategically and develop a vision for the school	•	
To think creatively and imaginatively to identify opportunities	•	
To set, monitor and evaluate targets	•	
To think analytically, making informed use of inspection, benchmarking and research findings	•	
To investigate problems, evaluate options, identify solutions, make and implement plans and monitor outcomes	•	
To provide a sense of community in school where each individual is valued and respected	•	
To develop and promote a positive image of the school	•	
To use resources cost-effectively and apply the principles of best value	•	
To work effectively within policies and procedures	•	
To make sound decisions, often under pressure and to tight deadlines	•	
High standard of written communication skills	•	
To use numerical and financial data confidently	•	
To communicate sensitively, clearly and persuasively with people at all levels	•	
To manage and motivate individuals and teams to achieve high standards of performance	•	
To manage conflict effectively	•	
To develop and maintain collaborative relationships with a wide range of agencies, individuals and other local schools	•	
Other Requirements		
Satisfactory Enhanced Disclosure and Barring Service check	•	
Satisfactory references	•	





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