



Achieve Believe Create

Abbots Hall Primary Academy

Headteacher

Vacancy Information Pack



Dear Candidates

On behalf of the Governing Board at Abbots Hall, I would like to extend a warm welcome and thank you for your interest in the position of Headteacher.

Abbots Hall is an ambitious learning community that provides an innovative, evolving, and creative curriculum, where our sound values have created a strong ethos which supports everyone to be their best.

Our Governing Board acts on the belief that every child deserves to leave us as an inquisitive, independent, and positive life-long learner. We have a passionate Senior Leadership Team and staff who are committed, reflective, and keen to learn from one another. Targeted interventions and a creative curriculum which goes beyond the walls of the classroom, ensure our children are happy, confident, and ready to learn. The school has a focus on developing resilient children and nurturing the more vulnerable. An emphasis on behaviour for learning and a commitment to mental health and wellbeing is at the heart of the school. This has led to eager and compassionate children.

We have a vacancy because our amazing current Headteacher will be leaving the school to take up a post with Her Majesty's Inspectors (HMI). This has created a wonderful opportunity for an inspiring and creative leader to build on our considerable strengths, as well as embed and further develop our values and vision for the school.

We expect the next Headteacher to take well-considered risks and to be at the forefront of providing a child-focused education. If you are excited by the idea of leading an impressive team, children who love to learn, and committed governors who are proud to be associated with the school, please apply to join us.

We would be delighted for you to visit and experience Abbots Hall first-hand.

Yours sincerely

Rita Garner |
Chair of Governors



Job description



Job description

Main duties and responsibilities

Teaching and learning
Establish and sustain high-quality, expert teaching across all subjects, based on an evidence-informed understanding of effective teaching.
Ensure pupils are aware of the high expectations of behaviour.
Prioritise teaching based on high levels of subject expertise.
Establish a positive and enriching culture for pupils whilst encouraging positive and respectful relationships within the school community
Ensure formative assessments are utilised appropriately and effectively.
Ensure that the requirements of the school's curriculum are met.
Ensure ambitious standards for all pupils, overcoming disadvantage and advancing equality.
Have a strategic view of successfully developing and improving the school whilst maintaining its ethos.
Pupil and staff support
Ensure staff have access to high-quality development opportunities that reflect their professional background and aims to improve the whole school.
Maximise staff contributions with the aim of improving the quality of education provided and standards achieved through utilising an efficient delivery of the performance management process.
Hold all staff to account for their professional conduct and practice, addressing any under-performance and working alongside staff to improve.
Ensure reliable processes are in place when assessing pupils' knowledge and understanding of the curriculum.
Ensure the curriculum is both broad and structured, clearly setting out the knowledge, skills and values that will be taught.
Be responsible for promoting and safeguarding the welfare of pupils through ensuring that the school's safeguarding policy and procedures are adhered to.
Working in partnership
Actively participate in the Inspirational Learning Trust.
Establish constructive relationships within and beyond the school by working alongside the community, including with parents.
Work successfully with other schools, creating and maintaining a climate of mutual support.
Creates a culture where pupils experience a positive and enriching school life.

Foster relationships with fellow professionals across other public services, with a view of improving the educational outcomes of all pupils.
Pupils with SEND and additional needs
Ensure the school fulfils duties in regard to the DfE's 'Special educational needs and disability code of practice: 0 to 25 years.
Sustain a culture which allows all pupils to access the curriculum and learn efficiently.
Ensure the school enables the development and learning of pupils with SEND and additional needs by working in partnership with parents and professionals to identify additional support they may require.
In addition
Advise the governing board on policies and ensure they are implemented.
Attend meetings of the governing board when requested.
Create an enriching and positive culture which impacts school life and ensure a positive and respectful attitude amongst pupils and staff within the school.
Enable a culture of high professionalism amongst staff.
Manage school finances and resources astutely to maximise their use and value.





Person Specification



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We are looking for a Headteacher who can show evidence and impact of:

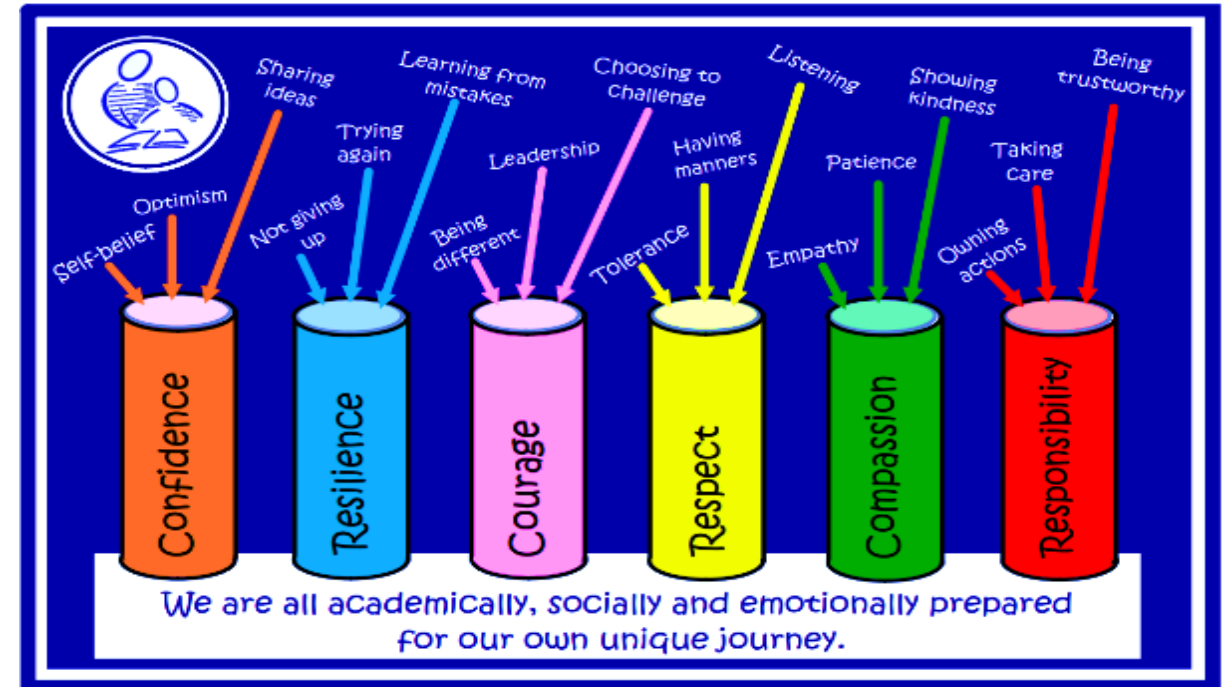
- enthusiastically supporting excellent opportunities for children in a caring and inclusive environment
- working with, and leading a team of dedicated staff
- embracing and celebrating achievement at all levels

Qualifications and Training
Qualified Teacher status.
If NPQH is not held, appropriate academic and professional qualifications
Evidence of further personal study or professional development.
Professional Attributes
Proven successful leadership at Headteacher or Deputy level gained in the primary phase.
Successful track record as a professional teacher.
Proven skills in strategic thinking, leading to effective planning and progress towards a clear shared vision.
Thorough understanding of child safeguarding and proven experience of promoting children's welfare.
Understanding of (or experience of) good financial leadership and management.
Excellent interpersonal and communication skills (oral and written).
Resilience and flexibility to cope with changing circumstances and new ideas.
Able to call upon a range of leadership skills.
Enthusiasm and ability to inspire and motivate others.
Positive attitude and approach to problem solving styles, to hold people to account.
Recognises their role as the head of teaching.
Personal Qualities
A natural leader who is also a team player.
Innovative, imaginative, creative, a sense of humour.
Self-confident but self-reflective.
Creates a culture where pupils experience a positive and enriching school life.
Promotes positive and respectful relationships across the school community.
Recognises the potential in staff and empowers.
Generates a culture of high staff professionalism.
Empathetic but able to make difficult decision in the best interests of the whole school.
A commitment to well-being and mental health for all members of the school community is essential.

Leadership and Management
Commitment to developing the leadership and management skills of all staff.
Able to delegate effectively, in order to achieve outstanding outcomes and provide targeted development for others.
Experience of preparing effective documentation for consideration by different audiences, including governors and parents.
Clear understanding of effective school self-evaluation processes and their use in identifying future priorities for improvement planning.
Experience of managing and making a substantial contribution to the effective management of change.
Ability to embed safeguarding as a core feature of the school's ethos.
Experience of, or committed to, working with the whole school community to develop a vision that focuses on excellence and high standards, which meet the needs of all.
Ability to think strategically, build and communicate a coherent vision.
Experience of working with parents, carers, families, and the school team, to help children succeed and thrive.
Knowledge and understanding of the Headteacher's role in advising and working with the governing board.
Teaching and Learning
Expertise in developing flexible and effective approaches to learning and teaching which will lead to high achievement for all learners.
Significant experience in determining, organising, and implementing an appropriate and creative curriculum across the whole school.
Expertise in rigorously reviewing school performance and using the information to raise expectations and achievement for all learners.
Strong understanding of effective approaches to inclusion and behaviour management and experience of delivering them in school settings.
Ability to develop a team with the necessary skills and knowledge to promote equality, respect diversity, and challenge stereotypes, to promote the rights of children.
Wider Community
Commitment to working effectively with parents, governors, external partners, other agencies, and schools, to support the learning of children and to define and realise the school's vision.
Experience of and commitment to, listening, reflecting, and acting on feedback, leading to strong, cohesive, and sustainable communities.
Maximise the benefits of collaborating with other schools. Successful track record in working with others to create and maintain strong professional relationships.
Commitment to providing continuous professional development for the whole school community.
An understanding of solution focused approaches to resolve conflict.

Abbots Hall Primary Academy is an integral part of the local community. It is a vibrant school where children are enthusiastic and motivated to achieve endless possibilities. The children are at the heart of every decision we make, to ensure that they are happy, confident and ready to learn. Our vision and values determine all that we do at Abbots Hall, and is underpinned by our school motto '**Achieve, Believe, Create**'.

Vision and Values





Our School

Abbots Hall converted to become a stand-alone academy in May 2013. Since the conversion, we have formed the ILT (Inspirational Learning Trust), an Umbrella Trust with two local primary academies. Each school retains its autonomy and its own budget, but has signed a partnership agreement to work together to help build stronger relationships, supportive collaboration, and benefit from constructive and challenging interaction.

We are currently experiencing a rising roll. In 2021 it increased its PAN to two-form, and from January 2022 will incorporate two additional Nursery classes in the growing EYFS.

Forest schools and other outdoor learning are important at all stages of the school. There are a variety of after school clubs and residential trips (pre-COVID), that provide different learning opportunities. We are at the early stages of introducing OPAL (Outdoor Play And Learning), which is transforming the experience of outdoor play for children - "lunchtimes are a thousand times better than before!" said Theo.

We provide wrap-around care, with a well-attended breakfast club and after school provision. There is a strong focus on mental health and wellbeing for the whole school community, led by a dynamic Wellbeing Team. The school achieved the 'Wellbeing Award for Schools' (WAS) in 2019. The Family and Pupil Support Team are dedicated to ensuring that children and their families feel cared for, listened to and appropriately supported.

The number of pupils on role is 277. The proportion of pupils with SEND is below the national average, while the proportion of pupils eligible for pupil premium is in line with the national average. At its latest Ofsted inspection in December 2019, the school was rated as 'Good'.



Our location

Abbots Hall Primary Academy is situated in a semi-rural area close to the River Thames. The school serves the community in Stanford-Le-Hope and Corringham, and the area includes privately owned and local authority housing. Thurrock is a unitary authority area with borough status in the county of Essex. It is part of the Thames Gateway regeneration, with excellent transport links. There are a wide range of opportunities for sport and recreation, including the large Lakeside Retail complex.

Selection process

Safeguarding

Abbots Hall Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expect staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Baring Service (DBS) check. Reference checks will be performed prior to interview.

School visit

We encourage all applicants to make a school visit, which can be arranged by contacting the Office manager, Mrs Serowka:

email: admin@abbotshall.thurrock.sch.uk tel: 01375 673188

Applications

Please complete the application form which is available online.

Closing date

Applications must be received by noon on **Thursday 6th January 2022**. Emailed applications to be sent to:

admin@abbotshall.thurrock.sch.uk

Shortlisted candidates will be informed by **Wednesday 12th January 2022**

Interviews

Interviews will take place on **Thursday 27th January 2022**. Shortlisted candidates will be advised on the range of tasks and activities that will make up the selection process. Please confirm your availability to attend.

Appointment timescale

We would like a new headteacher to take up the post at the start of the summer term 2022. One of the Deputy Headteachers in the academy will lead the school as the Interim Headteacher from January.

Pay Scale

The pay scale for this post is **L15 to L21**

Recruitment and Selection Procedure

1. The governing board is committed to:
 - Safeguarding and promoting the welfare and safety of, and the spiritual, moral, social and cultural development of children and young people;
 - Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

And expect all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing board recognises the value of and seeks to achieve a diverse workforce which include people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedure and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and setting:
 - Receipt of satisfactory references
 - Verification identity
 - A satisfactory DBS disclosure if undertaking Regulated Activity
 - Verification that you are not barred from working with children
 - Verification that you are not prohibited from teaching
 - Verification of medical fitness for the particular role
 - Verification of qualifications and of professional status where required e.g., QTS status
 - The production of evidence of the right to work in the UK
 - Verification of successful completion of/exemption from statutory induction period
 - Verification that you are not subject to a section 128 direction preventing you from holding a management position within a school.
 - A declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

NB it is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all shortlisted candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save from those offences that are subject to filtering by the Police) and any prohibitions prior to interview. When making a recruitment decision School will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be discussed with candidates and decisions made on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g., was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offence were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Governing Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedures is available upon request.



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Abbots Hall Primary Academy

Contact details

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