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| **ALVERTON PRIMARY SCHOOL** |
| **HEADTEACHER RECRUITMENT PACK** |





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**Letter from the Chair of the Local Governing Body**

Dear Applicant,

On behalf of the Local Governing Body, I would like to thank you for expressing an interest in the position of Headteacher at Alverton School.

We are looking for an inspiring and motivational leader who can guide our already very successful school into its next phase of development. A school is always a work in progress, and we are looking for a leader who can build on our considerable work and bring some fresh and exciting perspectives.

“Together we learn” is very much at the heart of the ethos at Alverton, and this extends to our supportive and dedicated staff team who work collaboratively to deliver our exciting and engaging curriculum. It is vital to the Governors that the new Headteacher is able to work alongside our established team and continue to ensure that they feel empowered and supported by a decisive and strong leader.

We pride ourselves on the breadth of experience of our governing body and we look forward to working alongside the successful candidate, offering support and encouragement. We are all passionate about the development and progression of the school and would seek to develop a positive working relationship from the outset.

Despite our size there is a strong ethos of community and family that runs throughout the school, underpinned by our three core values of children’s learning, team spirit and high expectations. Our pupils are proud of themselves and their school community and this is reflected in their respect for each other and in their behaviour.

I hope that this has given you an introductory insight into our school and our values. We are all very proud of our learning community and hope that you feel excited about the prospect of joining our team. It would be wonderful if you could come and see the school in action and meet some of our staff and pupils. Visits can be arranged by contacting the school office. We look forward to meeting you.

Yours sincerely,

Anna George,

Chair, LGB Alverton School

**A Welcome Note from the Chair of the Trust Board**

Thank you for your interest in this opportunity to join the Truro and Penwith Academy Trust.

We are proud of our Academy Trust and what has been achieved since it was established in early 2014. During a sustained period of growth, the Trust has expanded and now includes twenty-nine schools with Trewirgie Infant School having joined us in the Summer of 2021. The Trust encompasses provision across the nursery, primary and secondary phases of education with schools grouped into 3 main clusters.

In January 2019, the Trust was highly praised in a summary evaluation visit by Ofsted. The findings confirmed that the Trust is one that schools want to join. It was acknowledged that there is high quality support with the Trust for schools and that Headteachers feel supported and empowered.

The Trust is innovative and dynamic and works in partnership with the One Cornwall Teaching Hub and its associates to provide bespoke school support and effective improvement activities. Staff receive high quality development opportunities and schools in the Trust benefit from the considerable expertise of Truro and Penwith College which can help to identify cost effective and local solutions as well as supporting excellent leadership and governance.

Central to everything that is done in the Trust are the pupils and students. We firmly believe in equality and the importance of encouraging and helping every one of our children and young people to achieve their full potential. Our key focus is on improving learning and teaching for all.

We recognise and encourage the local distinctiveness and the individuality of schools and hope to inspire them to become beacons of hope and aspiration in the communities they serve.

The Trust is looking for an exceptional candidate with vision, energy and determination, who is able to work with committed and supportive colleagues to build on this success and seize opportunities to further develop the Trust and deliver first class education in Cornwall.

If you have the ambition and qualities to take on this challenging role we look forward to receiving your application.

**Anita Firth**

**Chair of the Board of Trustees**

**Truro and Penwith Academy Trust**

**Our Values and Ethos**

**“Together we learn.”**

**Our Ethos and Values**

At Alverton, we are committed to providing a stimulating, creative environment where everyone feels valued and safe, and pupils can flourish and reach their full potential. By providing a broad, balanced and engaging curriculum, and by promoting good behaviour and respect for all, we aim to enthuse all children with a love of learning and to foster a caring environment for all. Whatever the needs of a child, we aim to ensure that our pupils grow, feel safe, have fun and enjoy success. We want our pupils' time at Alverton to be memorable and to encourage them to become lifelong learners. We actively safeguard and promote pupils' welfare and we want everyone in our school community to feel a sense of pride and ownership in what we achieve together in providing the best possible learning opportunities for our pupils.

Alverton School has at its heart three core and non-negotiable principles which define the way our school operates. These are:

**Children’s Learning**

This is central to everything we do. Anyone working in the school has an impact upon what, and how, children learn here. Through our actions, words, relationships, attitudes and efforts, we not only help to shape the environment in which children learn but are also involved in demonstrating values which may well impact upon our pupils for life.

**High Expectations**

The children in our care have only one chance with us. We must therefore ensure that everything we consider to be worth pursuing is done with the highest levels of expectation both from the children and from ourselves. This philosophy applies to all aspects of school life from the standards we achieve to the way we present ourselves and how we treat one another.

**Teamwork and Team Spirit**

In order for our school to be effective, there must be an ethos which sees the whole school team, made up of teaching and non-teaching staff, as being equal and interdependent. This sense of being part of a team promotes mutual support, trust and purpose; it is professional, ambitious and focused which promotes excellence.

**Information about Alverton Primary School**

Alverton School is located between Penzance and Newlyn, approximately half a mile from the sea.

We cater for children between the ages of 2 and 11, including our Woodland Nursery which offers care from 2 years old. We currently have 315 pupils on roll plus 105 at the Day Nursery and offer a broad and engaging curriculum, as well as a full programme of before and after-school activities.

In 2017, we joined the Truro and Penwith Academy Trust and enjoy working collaboratively with our partner schools as well as having excellent links with Humphry Davy, Mounts Bay and Cape Cornwall secondary schools.

The school has eleven classes plus a Pre-School room and a Toddler room at the Nursery.

Our school has a Headteacher, a Deputy Headteacher, nine full-time teachers and five part-time teachers. Our Senior Leadership Team consists of the Headteacher, Deputy Head, SENDCo and Key Stage Leads. We have four HLTAs and twenty one teaching assistants, all of whom are a key part of our teaching and learning team. A further thirteen staff work at the Woodland Day Nursery. We are committed to staff development and learning.

Pastoral Support is very important to us and we have a Pastoral Lead and a team of staff, including trained Thrive Practitioners, who work to support the children in our care.

We have a fabulous office team who are integral to the running of the school.

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**Our Curriculum**

At Alverton, we want to give every child the very best learning experience that we can. We provide a rich and exciting curriculum that promotes independence and opportunities for everyone, regardless of individual need, to succeed. We aim to give the children the academic knowledge, skills and cultural capital they need to allow them to progress confidently onto their future learning and into the world. We feel that reading is fundamental to a child’s success and ensure that this is embedded throughout the curriculum.

All staff have a shared ethos and high expectations for all our pupils and celebrate their successes in all aspects of school life, encouraging pupils to reach their full potential and adapting the curriculum to meet the needs of every pupil. We deliver a coherently planned and sequenced, broad and varied curriculum which is hugely engaging and designed to ensure that all of our children succeed and love to learn.

We have worked extremely hard to develop our curriculum and take a cohesive and coherent approach towards the planning, sequencing and delivery of lessons in order to ensure the children accumulate the knowledge and skills needed for future learning. Each key stage follows a rolling programme which ensures full and rigorous curriculum coverage in all year groups, enabling pupils to revisit and remember the content and skills they have been taught and to link these into new learning.

We firmly believe that our pupils need to be prepared for life in a technological world. We use iPads across the curriculum to enhance learning, develop IT skills and ensure that all pupils are enabled to access learning and record their work in a variety of ways.

We have fantastic grounds at Alverton and take every opportunity to enhance the children’s experiences at school through using this for woodland activities and outdoor education.

Our EYFS setting, including the Day Nursery, is a place where children are excited to learn. We offer all our children in the EYFS an enriching curriculum which promotes children fully immersing themselves in a love for learning. Our indoor and unique outdoor environments ensure children develop in their confidence and want to challenge themselves, problem solve and take risks.

We take opportunities to extend the curriculum and use our amazing grounds as much as possible as well as getting out and about in the locality and the wider environment. Years 4 to 6 also have the opportunity to spend time at a residential centre during the Summer Term.

There are many opportunities for excellence beyond the classroom such as through our highly successful sports teams or our annual musical production. Excellent links with local secondary schools provide many enrichment activities for Key Stage 2 including in dance, art and sport.

**Finance Information**

**Job Description**

**HEADTEACHER: Alverton School**

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| **Job Title:** | Headteacher |
| **Salary Range:** | Leadership Pay L15-L21 |
| **Location:** | Alverton School |
| **Responsible to:** | CEO of TPAT |
| **Direct Supervisory Responsibility for:** | Senior Leadership Team, Teaching Staff, Support Staff |

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| **Shaping the Future:** |
| The Headteacher will be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders’ beliefs and values. |

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| **Strategic Direction and Development of the School:** |
| To work with the Governing Body to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context:   1. To formulate overall aims and objectives for the school policies for their implementation. 2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life. 3. To develop with staff, pupils, parents and governors policies relevant to the needs of the school 4. To implement the LGB’s policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability and special educational needs. 5. Secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers’ effectiveness and securing school improvement 6. To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school 7. To ensure that the management, finance, organisation and administration of the school support its vision and aims 8. To ensure that policies and practices take account of government legislation, national, local and school data and inspection research findings 9. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary 10. To arrange for a deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher’s functions at any time when absent from school. |
| **Leading and Teaching** |
| To work with the staff and governing body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils’ achievement, using benchmarks and setting targets for improvement.  To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe & healthy school environment   1. To ensure a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning |
| 1. To ensure that learning is at the centre of strategic planning and resource management 2. To establish creative, responsive and effective approaches to learning and teaching 3. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning 4. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community 5. To be able to implement strategies which secure high standards of behaviour and attendance 6. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework 7. To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils 8. To monitor evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken. 9. To fulfil the Headteacher’s duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education 10. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act. |
| ***Leading and Managing Staff*** |
| To lead, motivate, support, challenge and develop staff to secure improvement:   1. To participate in the selection and appointment of teaching and non-teaching staff of the school 2. To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils 3. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance 4. To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils’ achievement 5. To assess whether a teacher at the school who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school 6. To participate in arrangements for Headteacher performance management 7. To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status, the Career Entry Profile and standards for induction. |
| **Efficient and Effective Deployment of Staff and Resources** |
| To deploy people and resources efficiently and effectively to meet specific objectives in line with the school’s strategic plan and financial context:   1. To allocate, control and account for those financial and material resources of the school which are delegated to the Headteacher by effectively managing the school budget and material resources 2. To work with governors and senior colleagues to recruit staff of the highest quality available 3. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided 4. To advise the Trust and governing body and implement decisions in relation to staffing 5. To advise the governing body on the adoption of effective procedures to deal with the competence and capacity of staff 6. To advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control 7. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations 8. To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the local authority 9. To undertake responsibilities as defined in the LA’s Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty 10. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity 11. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils’ achievements, ensure efficiency and secure value for money 12. To ensure that staff are encouraged to attend INSET which increases their knowledge and understanding of their roles and responsibilities. |
| **Accountability** |
| To be accountable for the efficiency and effectiveness of the school to the local authority, governors, pupils, parents, staff, local employers and the community:   1. To liaise and co-operate with education officers and support services in the evaluation, monitoring and inspection of the school according to such arrangements as may be required by or agreed with the local authority 2. To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money 3. To report to the governing body on the discharge of the Headteacher’s functions and the affairs of the school 4. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school 5. To present a coherent and accurate account of the school’s performance in a form appropriate to a range of audiences, including parents, the Trust, local governors, the local community, OfSTED and others, to enable them to play their part effectively 6. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school’s targets for improvement 7. To report to the governors annually on the performance management of teachers at the school in relation to the Trust policy based on the School Teachers Pay and Conditions Document 8. To provide information about the work and performance of staff where it is relevant to their future employment. |
| **Strengthening Community** |
| 1. To be able to build a school culture and curriculum which takes account of the richness and diversity of the school’s communities 2. To creates and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment 3. To ensure learning experiences for pupils are linked into and integrated with the wider community 4. To ensure a range of community-based learning experiences 5. To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families 6. To seek opportunities to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community 7. To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives 8. To co-operate and work with relevant agencies to protect children 9. To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary & secondary schools. 10. To ensure that the school offers appropriate extended services. |
| **Pupil Care** |
| 1. To ensure that provision in the school enables all pupils to receive their entitlement 2. To arrange for effective induction of pupils entering school and transferring to secondary school 3. To determine, organize and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care and guidance 4. To determine and arrange means to promote among pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school 5. To handle individual disciplinary cases, including power to exclude pupils in accordance with provisions of the latest legislation. |
| |  | | --- | | **Special Conditions related to the post** | | ***Safeguarding statement:***  Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:   * Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information * Receipt of two satisfactory employer references one of which must be from your current or most recent employer * Satisfactory verification of relevant qualifications * Satisfactory health check   All new employees will be required to undertake mandatory training required by the Trust. | | |

**Personal Specification**

**Headteacher Person Specification**

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| **FACTORS** | **KEY** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| **Qualification/ Training** | * Honours Degree or equivalent and Qualified Teacher Status | * Knowledge/training in models for outstanding learning and teaching * Evidence of recent professional development, at senior leadership level * Experience of being a Designated Safeguarding Officer and recently trained to Tier 3. | * A higher qualification in leadership and/or education. * Approved “Safer Recruitment” training. * NPQH (if not already a Headteacher prior to 1st April 2004). * Safeguarding ‘Train the Trainer’ training. | Application Form |
| ***Professional Experience*** | * Senior leader with a proven record in raising standards by setting challenging targets * Senior leader with experience of inspiring learners to attain high levels of achievement, behaviour and attendance * Successful senior leadership and management experience | * Ability in developing excellent working relationships with all staff and other stakeholders * Experience of clear systems and protocols for the performance management of staff * Ability in using assessment data effectively to provide action plans to improve whole school performance * Show understanding of budgeting and financial control * Leadership experience across the primary age range * Leadership in the principles of outstanding learning and teaching with wide experience of classroom observation and feedback | * Evidence of leading on curriculum design, development, implementation and management. * Sound knowledge of current educational thinking and educational developments. | Application Form supported by a portfolio of evidence demonstrating success/    Selection Procedure  Interview |
| **FACTORS** | **KEY** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| ***Professional Skills*** | * Successful management of change from inception to completion * An inspirational leader with drive, foresight and energy * High quality classroom practitioner | * Outstanding all-round communication, advocacy and presentation skills * Skills, experience and ability to model and promote high quality learning and teaching to meet the needs of all learners * Ability to forge positive relationships with pupils, staff, governors, parents, the local community and other schools, particularly those within the multi-academy trust * Ability to recruit, deploy, develop and motivate staff | * Excellent ICT skills and accustomed to promoting new technologies/other innovative methods to enhance learning * Outstanding analytical skills | Application Form supported by a portfolio of evidence demonstrating success  Selection Procedure  Interview |
| ***Personal Qualities*** | * A dynamic, committed leader * Proven ability of developing successful teams, serving the needs of pupils and colleagues | * Able to foster a collaborative environment, which thrives on trust and respect and has a strong commitment to equality and diversity * An inspirational role model with the ability to lead by example * Anticipates changing circumstances and acts proactively to meet the challenge. * Personal integrity and honesty |  | Interview |

**The black - “Essential” criteria will be those that any shortlisted applicant will be expected to meet but the red - “Key” criteria will be those that enable the Selection Panel to identify those applicants who have the special areas of expertise pertinent to this post at this time.**

**Application Information**

Current Headteacher: Martin Higgs

Deputy Headteacher: Cathryn Wicks

Senior School Secretary: Veryan Gill

Tel: 01736 364087

Alverton Primary School

Toltuff Crescent

Penzance

Cornwall

TR18 4QD

[www.alverton.org.uk](http://www.alverton.org.uk)

We hope you find this pack provides all the information you need to consider an application for this post.

If there are any questions or matters you would like to discuss informally, or to arrange a visit, please contact Veryan Gill by email at [alverton@tpacademytrust.org](mailto:alverton@tpacademytrust.org) or by phoning 01736 364087.

Application packs can be downloaded fromhttp://[www.tpacademytrust.org](http://www.tpacademytrust.org) or the school website.

Completed applications to be returned by midday on the **closing date of 21 March 2023** to Harriet Andrew, Director of HR, by email to [handrew@tpacademytrust.org](mailto:handrew@tpacademytrust.org)

Salary Range: L15-L21

Interview dates: 27th and 28th March 2023

Commencement Date: 1st September 2023

Truro and Penwith Academy Trust are committed to Safeguarding and promoting the welfare of children and young people and expects all of our staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening and employment checks, including enhanced DBS clearance and full reference checks with previous employers.