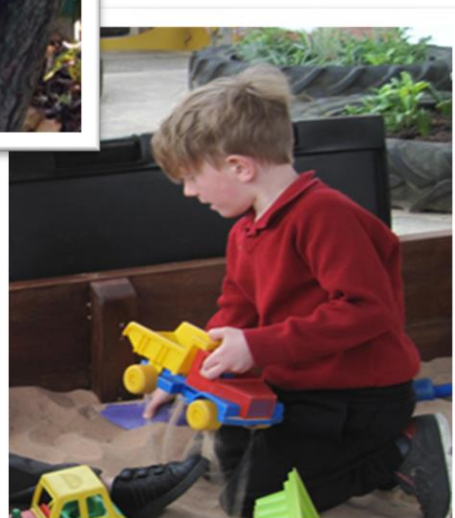




Spring Meadow Infant and Nursery School, Ely

# Headteacher Recruitment Information Pack



**Kind, Brave, Curious**

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# Letter from the Chair of Governors

Dear Candidate,

Thank you for your interest in applying to be the new headteacher at Spring Meadow Infant and Nursery School. We are delighted that you are considering our school. In this pack you will find some detailed information about Spring Meadow. The application form, person specification and job description are attached separately. The closing date for applications is Monday 9:00 am 29<sup>th</sup> November 2021.

Our current head teacher, Annette Blewett, relocated from London in 2017 and has brought a fresh vision for the school. We now find ourselves in the position of recruiting for a new headteacher due to her retirement. In her time at our school, Annette has worked diligently to strengthen and develop our entire leadership team and maintained a focus on bringing the standards of the school up to the level required by the New Ofsted Inspection Framework. As a school, we have made key improvements in the quality of teaching and learning of English and Mathematics and raised standards as a result.

The school is working hard to ensure that it achieves a grading of good at the next inspection. School leaders have worked hard to further develop the curriculum and improvements are gathering at a pace. The school has been fortunate to have received good support from Local Authority Advisers and a Local Leader in education, which the staff have valued. Candidates are encouraged to read the last full OFSTED report, which can be accessed on the school's website.

We are looking for someone who can continue to develop supportive relationships with and opportunities for families in our school community. Children are at the heart of what we do at Spring Meadow; we believe that education is about the whole child. Our dedicated school staff fully embrace our values: "Kind, Brave and Curious." We are therefore seeking to appoint someone who will work hard to ensure our school is an environment where every child can flourish.

We want to appoint someone to the post of head teacher at Spring Meadow who has an outward looking vision and can build relationships with the wider community. The Ely Schools' Partnership allows us to collaborate with local schools and undertake projects to achieve collective goals, such as policy writing and improving the quality of SEND provision. We have a good relationship with St Mary's CE Junior school, which is our main feeder school.

Further information about our school is available on our website: [www.springmeadowschool.co.uk](http://www.springmeadowschool.co.uk). If you are unable to find any information that you need then please do not hesitate to contact us. If you decide that you would like to apply for the position, we strongly recommend that you arrange to visit us so that you can meet our dedicated staff team and experience our unique setting first-hand. Please see our contact details on the next page.

On behalf of the governing body, thank you again for your interest in this post. We look forward to meeting you.

Yours sincerely,

Dawn Page

Chair of Governors



# The selection process

The vacancy is for a Headteacher to start in April 2022 or earlier by arrangement.

Salary L13-L20 (Full Time, Permanent)

**Closing date for applications:** 9:00 a.m. on Monday 29<sup>th</sup> November 2021.

**Shortlisting of applicants:** 30<sup>th</sup> November 2021. Shortlisted candidates will be notified as soon as possible after that date. Unsuccessful candidates will also be notified.

**Interviews and assessment:** Tuesday 7<sup>th</sup> December and Wednesday 8<sup>th</sup> December 2021.

Shortlisted candidates must be available to attend on both days; they will be provided with further details of the interview process and arrangements. During the interview days, candidates will be given activities to assess performance against the person specification.

Please submit your application using the attached form together with a supporting letter. Do not enclose a CV. **The supporting letter should provide evidence of how you meet the criteria in the person specification.** The selection panel will also take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.

Please return your application to: [headship@epm.co.uk](mailto:headship@epm.co.uk).

We warmly welcome visits to the school. To arrange a visit, please telephone 01353 664742 and speak to Rachel Mathie, or email [Office@springmeadow.cambs.sch.uk](mailto:Office@springmeadow.cambs.sch.uk). If you have any other questions about Spring Meadow, please contact the chair of governors Dawn Page [dpag@springmeadow.cambs.sch.uk](mailto:dpag@springmeadow.cambs.sch.uk).

**Spring Meadow Infant and Nursery School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. The successful candidate will undertake an enhanced DBS check.**



# Spring Meadow Infant and Nursery School

Spring Meadow opened in 1985 as Ely County Infants School, created from two smaller infant schools in the city. Today, Spring Meadow is a four-form entry infant and nursery school with a 104-place Nursery and a ten-place Assessment Unit. The total number on roll is 248.

Set in a residential area, our school welcomes pupils from the cathedral city of Ely and some surrounding villages.

The school has a large, multi-use hall, 15 classrooms, a library, a drama/ music studio, and many other additional spaces for small group work. Each Key Stage has its own playground. We have extensive, well-maintained grounds and a playing field, and we are very proud of our Forest School and a sensory room that is connected to the Assessment Unit.

All our classrooms and interior spaces have been upgraded. We have invested in our ICT systems, moving all teachers onto laptops and installing wireless network points throughout the school. Every classroom has a smart board and viewer.

Ely Children's Centre is on our site, and St Mary's C of E Junior School is next door.





# Values, Vision and Mission Statement

## Values:

We value **kindness, bravery and curiosity**. Our children know and understand what each word means and every child at Spring Meadow works hard to achieve each value at all times.

## Vision:

At Spring Meadow our children are kind and **brave** young people who acquire the skills and knowledge they need to succeed and compete in the world in which they live and grow. They are explorers who are **curious** and proactive, always seeking out answers to new questions and ideas. Their **kindness** and compassion for their fellow human beings enable them to live and grow in a safe and compassionate world. A world in which we all wish to live and grow!

To achieve our vision and values, every child demonstrates the following skills:

Every child learns to be **kind** through:

- Showing kindness and compassion to others; being a good friend at all times
- Helping others; sharing and caring
- Taking care of their school environment and the things they use including games, toys and the books they read and those they write in.
- Understanding empathy towards others, considering how they might be feeling at differing times
- Showing interest and respect towards the differences of others and celebrating diversity

Every child learns to be **brave** through:

- Taking the lead in new tasks, encouraging others to try to do their best
- Always doing their best in every task they encounter, however challenging
- Never giving up. However tough the task seems, they always keep going, showing real perseverance and determination to achieve
- Believing in themselves and their uniqueness as an active learner to always achieve.

Every child develops their **curiosity** through:

- Experiencing learning through exciting and enjoyable experiences.
- Receiving learning opportunities delivered by highly skilled and enthusiastic teaching teams.
- Developing their independence, seeking out new ways to find out new knowledge.
- Having an enquiring mind, questioning and exploring new ideas.
- Always listening carefully to their peers, teachers, parents and carers.
- Collaborating with their friends and sharing their learning and their understanding.
- Working as a part of a team, learning to share responsibilities to get the task done.

## Mission Statement:

Our mission is for our pupils to grow into kind, brave, curious, **confident and knowledgeable** young people who are well prepared for the future. Pupils reach their full potential because we secure a good level of well-being for each child, where they can make a positive contribution to the community.

**Confident** young people strive to do well at all times and have great self-belief, through our creative teaching and learning opportunities, every child thrives and recognises in themselves the strengths and talents they have.

**Knowledgeable** young people have worked hard to learn the core skills they need to succeed in the world. Core skills, such as reading, writing and mathematics, along with scientific knowledge, place every child in the best position to succeed as they travel along life's learning journey.

**Well prepared for the future** – children who have achieved what they need to when they need to, are well placed to learn at the optimum level when they transition into the next phase of their education. It is our mission to ensure every child is well prepared to manage the demands set as they move from Nursery to Reception, Reception into Year 1 and Year 1 into Year 2. We work closely with feeder schools to ensure the Year 2 children are ready for the experiences they will encounter as they enter KS2.



# The curriculum

We run a creative curriculum across the school. In the Early Years, the Foundation Stage curriculum encourages self-initiated, child-led activities, and the curriculum for Years 1 and 2 cover all subjects within a termly theme for Key Stage 1. We get superb results teaching reading through our phonics program. More detailed information on our curriculum can be found on our website.

We promote outdoor learning as much as possible throughout the school. Our outdoor facilities include the Forest School, our allotment, mud kitchens, and playground numeracy markings.



# Parental involvement and partnership

We value the positive contribution that parents can make, and welcome parental help.

We have enthusiastic parent volunteers. Activities include listening to children read, working in the garden and library, and offering support in the classrooms.

All staff are available before and after school to meet with parents to discuss any concerns and provide information for parents to support the wellbeing and progress of their child. Parents are able to join us on educational visits and enjoy the end outcomes of subject specific learning by visiting classes at the end of each half term.





# The Nursery

The youngest children attend our local authority nursery. Our nursery is staffed with teachers and Level 3 teaching assistants who run morning and afternoon sessions for up to 104 children. We have morning and afternoon sessions which are 3 hours long.

We have a large nursery space for our children, who benefit greatly from moving freely to access our continuous provision. We also provide directed teaching and learning for phonics, reading, writing and number work as appropriate to the age and stage of the child. The nursery has one fully qualified teacher and support staff as required to meet the needs of the children.

We believe that positive experiences in the Nursery give children and their parent's confidence and a sense of security at school, ensuring the best possible start when they move into Reception. The Nursery and Reception staff work together very closely to help children transition smoothly as they progress from one year to the next.





# Special Educational Needs and Disabilities

We have the only Infant Assessment Unit in Cambridgeshire. It has ten places, which are allocated through START.

The Unit has its own facilities and classroom, including a sensory room – and it is fully integrated into the main school. Older children from the Unit go into mainstream classes as appropriate. The whole school benefits from the specialist knowledge and expertise of the Unit's teacher, who is frequently consulted on matters related to SEND.

The school has a good working relationship with outside agencies, including regular visits from NHS Speech and Language Therapists. We also work with Cambridgeshire County Council's specialist teachers to draw on their advice and to develop strategies for individual children.



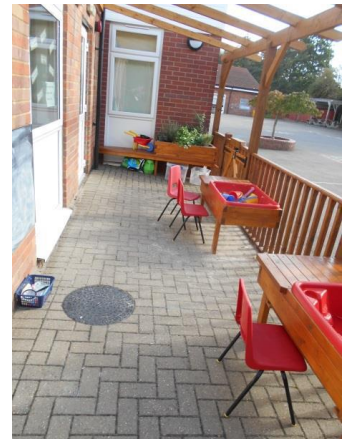
## Inclusion

Spring Meadow is an inclusive school. We work hard to make all children feel welcome, and we want them to feel happy as they look forward to their school day.

Every child is different, and we view differences as an opportunity for us all – adults and children alike – to learn more about ourselves.

Children with a disability are treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a disadvantage.

The school has a policy for supporting children with special educational needs, which is revised every year.





# School Council

Our school leaders like to hear children's views and actively encourage their participation in wider school matters. The School Council is drawn from all years from Reception upwards, with Year 1 and Year 2 voting for their representatives.

The School Council was on-hold during the 2020/2021 school year, but their previous work has involved decision making about changes in the playgrounds, menu planning and communication between staff, pupils and parents.



# Sport

We believe that sport has a big part to play in children's development at school. As well as physical benefits, it helps children to develop their social skills and boosts confidence as well as self-esteem. We also believe in the importance of competition – both within a group and in setting and achieving personal goals.

If we help children to embrace sport and fitness at an early age, then the results can have long-lasting, positive effects on their well-being.

Over the last few years we have been working with outside coaches from Premier Sport to deliver PE and to develop staff and children's skills.

The results have been excellent. Levels of engagement in PE lessons have improved -children don't want to miss out on the lessons – and the whole school has felt the positive impact.



# Outside School

Our pre-covid extracurricular clubs are popular and well-attended. We have provided the following clubs:

- Football
- Street dance
- Multi-Sports
- Choir Club
- Recorder Club
- French

The school also runs a Breakfast Club (from 7.45am) and Stay and Play club (until 6pm).



# Performing Arts

In pre-covid times, we loved to sing, dance, play music, and perform. The school's Choir Club performed at school fairs and for the local community.

Pre-covid, each year group had the opportunity to take part in a musical production. In recent years, Reception and Nursery have performed a joint nativity play. Year 1 and 2 have presented 'Christmas Crackers' and holiday variety performances. Year 2's leaving performances have included 'Hoodwinked', 'The Pied Piper', and 'Treasure Island'.





# Ely Schools Partnership

The school is a member of the highly successful Ely Schools Partnership. This cluster of schools works together to support initiatives to promote achievement and participation in learning amongst pupils in the partnership schools.

The partnership also works to enhance continuing professional development, equal opportunities, professional support and links with local business and community.

Our relationship with other ESP schools can be very helpful when it comes to discussing changes to education practice and formulating new policies. In general, we share policies on subjects like attendance, induction, HR practices and pay.



## St Mary's C of E Junior School

Spring Meadow is a feeder school to St Mary's C of E Junior School, which is immediately next door. The two schools have worked closely together: Year 2 and 3 staff liaise for moderation and to ensure smooth transitions for our pupils. Our subject leaders work with their staff on curriculum planning. There are established links between the schools' Headteachers and chairs of the Governing Bodies, as well as plans for continued engagement



# From the Children

“What do you like about school?”

**“Playtime”**

**“The teacher”**

**“We help each other”**

**“It’s a friendly school”**



**“All the children are nice and kind”**

**“Lots of books to read”**

**“We do lots of painting”**

**“Maths and English”**

**“I love everything!”**

**“There are lots of games”**

**“The dinner ladies are nice”**

**“Forest School. Lots of trees and logs to climb”**



**“I like going into the sensory room”**

**“I like the library because I love reading”**

**“I like that there is a playground and you can go on the trim trail.”**

**“It is big and that means there are lots more fun things to play with”**





# From the Parents

## **Parents were asked what they liked about the school:**

"It feels safe. I feel I can leave my son without any concerns."

"The teaching system and the Headteacher resolving any issue and being so nice with my children. "

"The dedicated staff. The Rainbows provision and therefore ability to support children across the school with the facilities, skills and knowledge."

"The community engagement with friendly children and staff. It always feels so much like a family during the school runs."

"The infrastructure (indoor building/set up/green areas/play areas) the diversity (backgrounds/languages) and the fact that my child is very happy there."

"It has a warm feeling and comes across as a happy environment where learning is approached as a fun activity. I feel my child is cared for."

"How inclusive it is. How child centred it is. How non pretentious it is. How skilled the teachers are. The kindness and positivity that exude through the school. The wraparound care. That the school performances include the children from the rainbow unit. That when you visit you feel welcome and the children feel at home and proud of their school. So much to like!"

## **Parents were asked what values were important to them in their child's education:**

"Good Communication"

"Feeling safe, valued and happy."

"Behaviour, discipline and learning."

"Outdoor learning and forest school."

"Inclusivity / diversity, creativity, kindness, confidence/bravery & community."

"Feel happy, feel safe, able to learn at the correct level, support from teachers, children being kind to each other, no bullying."

"The development of their character as well as their intellect. That they enjoy learning and have an appetite to learn more."

"Headteacher that leads by example and will get down with the children. Approachable staff; light, clean, safe environments for learning."

"Targeted education for the ability of the child, helping them to achieve their full potential, supporting their development both academically but also socially, providing emotional support so they enjoy learning."





# From the Staff

## **What attributes are we looking for in our new Headteacher?**

"Deep knowledge of EYFS and KS1."

"Understands that every child is different."

"Understands special needs."

"Committed to the performing arts."

"Promotes healthy lifestyles for everyone at the school."

"Involves everyone. Respects opinions."

"Appreciates the need for a healthy work/life balance."

"Works with everyone – not just teachers – as a team."

"Works in partnership with parents."

"Gets involved in everyday life. Not someone who stays in their office."

"Anyone can knock on the headteacher's door."

"Knows all the children's names."

"Can maintain our school's sense of community."

"Understands the challenges of teaching as well as the rewards."





# About Ely

The most obvious feature of Ely is its beautiful Norman cathedral, which dominates the skyline for miles around. The town is famous for this "ship of the fens", but there is a lot more to Britain's second smallest city to discover.

Ely has expanded dramatically in the last twenty years, but with a population of around 20,000 it retains a close sense of community and a relaxed pace of life. Just fifteen miles north of Cambridge, the city has excellent rail links to anywhere in the country, including regular service to London and to Stansted Airport. The rail journey to Cambridge is approximately 15-20 minutes long.

One of the striking things about Ely is the amount of green space: the stunning Cherry Hill sits in the shadow of the cathedral and its park paths leads down to Jubilee Gardens and the River Great Ouse. The riverside boasts cafes, a splendid tearoom, a large antiques shop, the Maltings events venue, and the Babylon Gallery. The city and its surrounding countryside are very welcoming year-round, and families make use of the nature trails and numerous children's playgrounds.

Ely boasts the usual range of supermarkets, coffee shops and high street shops as well as many local independent retailers and a wide selection of pubs and restaurants. We have an excellent public library, which Spring Meadow children are encouraged to use. Our new Ely Leisure Village, completed in early 2018, features enhanced facilities for swimming and other fitness activities as well as several restaurants and a cinema.

For more information, please visit <http://www.visite.ly.org.uk>





# Cambridgeshire County Council Equal Opportunities Statement

The Council welcomes the diversity of the people who make up our society. It is a fundamental principle of the County Council's policies that all people should be valued regardless of their economic circumstances, sex, age, disability, gender reassignment, marriage or civil partnership, race, pregnancy or maternity, religion or sexual orientation.

Please refer to Cambridgeshire County Council's website for the full policy statement.

<https://www.cambridgeshire.gov.uk/council/communities-localism/equality-and-diversity>



## Support for New Headteachers

- A supportive governing body - Regular governor visits will support the school's own monitoring processes and provide governors with a clear picture of school improvements. Formal governing body meetings support and challenge the headteacher in their role.
- A supportive chair of governors - Regular meetings with the chair of governors to support the headteacher and help to keep governors informed of the changes.
- If the successful candidate is new to headship, the governors will encourage the headteacher to attend the Local Authority led 'New to headship programme'. This programme provides professional development in the key aspects of headship, as well as introducing the new headteacher to key advisers in Cambridgeshire.
- Governors will also ensure that the LA have provided the new headteacher with a high quality mentor head for the first year of their headship
- If the successful candidate is an experienced headteacher but has previously worked for a different Local Authority, the governors will still encourage the headteacher to attend aspects of the 'New headteacher's programme', so that introductions to key advisers across Cambridgeshire can be made.
- The governing body take their role to support the head teacher's wellbeing seriously. As part of this, the governing body will encourage the headteacher to make good use of regular dedicated headship time.

