

HEADTEACHER

INFORMATION PACK



Bramingham Primary School is unique in many ways. We are a fully inclusive school, and our overriding aim is to meet the learning needs of all our children to the very best of our ability. All our staff are fully committed to this aim, and we are looking for a head teacher who has a similar ethos and is ready to take the school into the next stage of its journey.

The safety and wellbeing of our children is at the heart of all we do. Our children are encouraged to think as individuals, to question, to value mistakes as learning opportunities and to take a keen interest in the world in which they live. To this end, we are proud to ensure that our curriculum is broad and balanced, offering all children the chance to develop their learning across all areas, in the way that is most appropriate for them.

We have a resourced provision for children who have medical and/or physical needs. This enables many children to be part of our wonderful mainstream school while still receiving the specialist care that they need. Their presence enriches our school hugely, and the children and adults who form the Bramingham community all hold the concept of equality in all matters as a true and constant value of Bramingham.

Children, parents, staff and governors all feel proud to be part of the Bramingham community. As a school, we are committed to working with families to support children in their lifelong learning and we hope that all visitors to the school feel welcome and inspired as they walk through our doors.

***The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (previously CRB).***



Dear Applicant,

We are delighted that you are interested in becoming Headteacher of Bramingham Primary School.

We are looking for an experienced and dedicated professional who shares the Bramingham values and ethos and is ready to take the school forward on the next stage of its journey.

Bramingham Primary school is situated on the northernmost outskirts of Luton; we are a two-form entry school, catering for children from four to eleven years of age, with a broad-reaching catchment.

Bramingham is a fully inclusive school; we have resourced provision for children with medical and/or physical needs. This enables many children to be part of our wonderful mainstream school while still receiving the specialist care that they need. In addition to this, we have a high number of children with Education, Health and Care Plans. The school holds a strong reputation for meeting a wide range of needs successfully. These include social and emotional needs, as well as children with the broad range of other individual needs that are found in most schools. This wide range of needs within our children brings challenges as well as many rewards. Managing a school with such a unique intake requires a very special kind of person.

We have enthusiastic children who love to learn and a dedicated team of staff, governors and parents. Our main building is all on one level, and we have a series of mobile classrooms at the rear, including our Early Years unit. We are very fortunate to have a large playing field which is used for children’s play as well as enabling us to take part in a wide range of sporting activities. We have a private nursery on site with whom we liaise closely.

In November 2017 Ofsted reconfirmed the school had maintained its ‘Good’ rating and our dedicated teachers and staff continue to work hard to build on this. As Governors we are equally excited about working with the headteacher and staff to support the school in building on past successes and moving on to the next level. We are therefore seeking the right candidate to work with our SLT and to help the school progress in its journey. This is a very exciting opportunity to be a major part of shaping the future of our school.

We hope you will find the Recruitment Pack informative and helpful and we look forward to meeting you and receiving your application.

Mrs Barbara Robinson

Vice Chair of Governors



**BRAMINGHAM PRIMARY SCHOOL**

**JOB DESCRIPTION FOR HEAD TEACHER**

The School Teachers' Pay and Conditions of Service Document sets out details of the role and responsibilities of the Head Teacher.

**JOB TITLE:** Head Teacher

**GRADE:** Leadership Group ISR L18 – L24\*

**JOB PURPOSE:** To provide professional leadership and management of the school, its pupils, its staff and its premises, which will promote a secure foundation from which to achieve high standards in all areas of the school’s work.

**RESPONSIBLE TO:** The Governing Body

**MAIN DUTIES AND RESPONSIBILITIES:**

|  |  |
| --- | --- |
| 1. | Work with the Governing body and other key stakeholders to ensure the school vision and values are clearly articulated, shared, understood and acted upon effectively by all. Lead by example, demonstrating the vision in everyday work and practice, providing the inspiration and motivation to create a shared culture and positive climate. |
| 2. | Promote excellence, equality and high expectations of all pupils, and the wider school community, ensuring a consistent and continuous school wide focus on pupils’ well-being, achievement, and attainment with learning at the centre of strategic planning and resource management. |
| 3. | Manage the school’s resources effectively and efficiently to achieve the school’s education goals and priorities, monitoring, evaluating and reviewing on an ongoing basis. Oversee the operating of the school budget to include ordering, payment of bills and checking computer statements. |
| 4. | Implement a framework of effective evaluation, assessment and performance management which engages the whole school community in improvement and measurement of improvement. To be responsible for setting appropriate priorities for expenditure within a balanced budget, allocating funds and ensuring effective financial and administrative control. |
| 5. | Develop, monitor and maintain a safeguarding culture in line with statutory guidance. Ensure the school complies with all aspects of Safer Recruitment, making appropriate checks and keeping appropriate records including the single central record. |
| 6. | Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. Manage own workload and that of others to allow an appropriate work-life balance. |
| 7. | Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. |
| 8. | Build a school culture and curriculum that takes account of the richness and diversity of the school’s communities to ensure the highest quality of teaching and learning. Exercise responsibility for ensuring fair and equal treatment of all stakeholders. |
| 9. | Consult and involve staff in decision-making as appropriate in order to encourage a sense of ownership and involvement in the school. |
| 10. | Take a strategic role in the development of new and emerging technologies to extend and enhance the learning experience of pupils and the wider school community, actively engaging with other schools to build effective learning communities. |
| 11 | Regularly review own practice, set personal targets and take responsibility for your own professional development. Exercise responsibility for ensuring that all new employees receive an induction programme and are properly inducted in the school’s policies and procedures, specifically those relating to child protection and safeguarding children. |
| 12. | Fulfil all commitments arising from the contractual accountability to the Governing Body, including the development and presentation of a coherent, understandable and accurate account of the school’s performance to and on behalf of governors. |

**DIMENSIONS**

**Supervisory Management: Currently 24 Teachers and 66 Support Staff**

**Financial Resources: Currently £2.4 million budget**

***The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (previously CRB).***

**Disclosure of Convictions**

It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates invited to interview will be required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

The information you provide will be treated as strictly confidential and will be considered only in relation to the job for which you are shortlisted.

You may be asked for further information about your criminal history during the recruitment process.

For posts working with children, young people or vulnerable adults, a criminal record check is requested. This check will be cross referenced against the Adults and Children’s Barred Lists. These lists contain details of people deemed unsuitable to work with children or vulnerable adults. All jobs requiring these checks will be identified on the job description.

Offers of employment will be subject to the receipt of satisfactory checks which will include a check with the Disclosure & Barring Service (DBS). Note, it is an offence to apply, offer or accept any work with children (paid or unpaid) if disqualified from working with children.

The information provided will be confidential and not passed onto unauthorised persons or organisations. However, we are under a duty to protect public funds, and to this end may use the information you have provided for the prevention and detection of fraud. We may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

**Disclosure & Barring Service (DBS)**

This post meets the definition of ‘Regulated Activity’ as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person’s criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

**PERSON SPECIFICATION FOR HEAD TEACHER**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| Qualifications | Qualified Teacher Status or Post Graduate Certificate of Education.  Evidence of relevant continuing professional development in an accredited area of training or leading to a further professional qualification. | 1,4  1,2,4 | Degree  NPQH | 4 |
| Experience | Management position and responsibilities within a primary phase context, with proven experience of the creation of effective teams.  Teaching across age range or phase of school and an exemplar-teaching practitioner and role model. | 1,2  1,2 | Currently employed on the Leadership Grade.    Experience of working in partnership with other schools  Experience of working with children with special educational needs.  Experience of teaching in a multi-cultural environment.  Experience of teaching pupils for whom English is not their first language. | 2  1,2  1,2  1,2  1,2 |
| Knowledge/Skills/ Ability | Demonstrable ability to improve the quality of learning and teaching including by the effective use of new technologies.  Understanding of principles, and demonstrable ability to lead and manage school improvement strategies.  Demonstrable ability to access, analyse and interpret pupil performance data to monitor progress and identify areas for improvement  Demonstrable ability to motivate, develop and inspire staff and to manage change to support whole school improvement, including by the effective use of performance management    Ability to articulate a clear vision for the school, develop coherent strategies to support this vision, create consensus and lead implementation of plans and monitor, evaluate and review their effects.  Ability to communicate effectively with pupils, parents, partners and governors  Ability to embrace and develop inclusion and diversity | 1, 2  1, 2  1, 2  1, 2  1, 2, 5  1, 2, 5  1,2 |  |  |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
|  | Ability to manage and make effective use of resources, including financial resources.  Ability to assimilate and analyse information and make effective judgements including when under pressure  Ability to be an effective member of the school team and provide appropriate leadership | 1,2  1,2,3  1,2 |  |  |
| Competencies | Ability to keep pupils and staff safe. This includes demonstrating the following:  Appropriate motivation to work with children    Ability to form appropriate  relationships with children    Emotional resilience in working  with challenging behaviours    Appropriate attitudes to use of  authority and maintaining  discipline.  Ability to manage an ever-changing school budget within budgetary constraints, following correct procedures. | 1, 2  1,2  1,2,5  1,2  2  1,2,5 |  |  |
| School-Specific | Commitment to inclusion in all respects. | 1, 2 | Understanding of the strategic management relating to provision of managing the needs of children with Educational Health Care Plans.  Experience of meeting the needs of children with emotional and behavioural needs, including children who have autism.  A commitment to engaging parents and other stakeholders in order to ensure that the school is seen as being at the heart of our community.  Experience of managing a school with resourced provision for children with physical and medical conditions. | 1,2  1  1,2  1,2 |

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council’s policies are reflected in all aspects of his/her work, in particular those relating to;

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (2018)

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

*The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (previously CRB)*