

Burraton CP School

Headteacher

Recruitment Pack

Aspiration to Achieve;

Determination to Succeed



Welcome to Burraton Community Primary School

On behalf of the Governors of Burraton School, I wish to thank you for your expression of interest regarding the appointment of the post of Headteacher. To assist with your application I would like to draw your attention to the school website: <https://www.burraton.cornwall.sch.uk> on which you will find an array of information on our school.

Burraton School is in the popular town of Saltash located within easy distance of the nearby city of Plymouth. As well as having the usual town amenities, we also have nature reserves and creekside walks within easy walking distance of the school. Seaside towns and beaches are within a thirty-minute drive of the school.

The school has a high profile within the community and takes an active part in a variety of community events, such as Saltash's Christmas festival which includes a light parade where pupils parade through the town with their lanterns, along with contributing to the popular annual Christmas Tree festival in the town's main church. Our pupils also perform Christmas entertainment to the very appreciative local senior citizens.

The school boasts modern, well equipped and well-maintained facilities, all of which are conducive to promoting a positive environment to encourage learning. We anticipate pupil numbers to grow further once a new housing development to the west of the town is complete.

The school has a team of experienced and committed teachers who are ably supported by many talented Learning Support Assistants who provide support for learning across the curriculum. In addition, we have a highly effective admin team to support the functioning of the school.

The school has an Area Resource Base, which is a specialist unit for children with severe and complex learning needs. It is integral to the main school and operates under the leadership of the school. This unit has been expanded in the last five years and is a purpose-built provision providing for some of the most vulnerable children within the catchment of South East Cornwall.

The Governors established a school nursery three years ago - this allows us to prepare more of the children from our local community for their transition to our reception classes and which provides a solid and effective foundation to their journey at Burraton School.

Expectations and standards are high at Burraton: as a result, children - along with their very supportive parents - respond positively to a happy, safe and nurturing environment.

The successful applicant will have the support of a committed governing board alongside our dedicated and friendly team of teachers and support staff.

“Provision for pupils with SEND is exceptional at Burraton whether they attend the mainstream or ARB. Pastoral care and education in the mainstream classrooms is some of the best we have seen. Systems and processes are purposeful and efficient. They are embedded and of the highest quality”

School Improvement Partner December 2024.

We think our school is special, and for it to be recognised as such by visiting professionals is something of which everyone associated with the school is extremely proud. We would welcome the opportunity to show you just how special we are by inviting you to come and see for yourself. Should you wish to do so, please contact the Senior School Administrator, Sam Mansfield, to make the necessary arrangements. Once again, thank you for your expression of interest; we wish you the best of luck should you wish to apply for the post of Headteacher at Burraton C.P School. **Mark Kelly, Chair of Governors**





Aspiration to achieve; determination to succeed

Vision Statement

Through support and challenge, we strive to equip our children with the knowledge, skills and attitudes necessary for a successful and fulfilling life.

Our Values

Care
Honesty
Excellence
Enjoyment
Respect

Our Golden Respects

I speak respectfully
I behave respectfully
I have respect for my own learning
I have respect for others' learning
I have respect for the school environment

Our Philosophy

Our school has adopted a holistic approach to education which reflects the way that children learn naturally. We aim for every individual at Burraton to develop their own self-discipline and to nurture attitudes towards themselves, others and learning that will build confidence and instill self-esteem. We leave nothing to chance and provide a secure, well organised and structured environment. Within this supportive system, individuals are encouraged to thrive through involvement in decision making and by being given space to use their initiative. We believe it is most appropriate for children to be involved in decisions relating to their learning; to this end, our children have a voice through various school activities such as School Parliament, Parliament committees and pupil conferencing.

Creativity is encouraged and fostered. We teach children a range of skills and provide opportunities for them to develop attitudes and dispositions that will help them become lifelong learners. Fostering these qualities



of character not only aids learning but also nurtures successful relationships with others. Staff members endeavour to be consistent at all times, to praise and encourage and to act when children need support. As a Healthy School, we know that success in relationships gives a sense of wellbeing. We promote high levels of physical activity and a healthy diet.

Burraton is inclusive: we enjoy working with children of all abilities and needs. We closely monitor our provision to ensure equality of opportunity for all. Our approach to learning and progress is rooted in the Growth Mindset approach: that of intelligence not being set, but believing that with the right attitudes, dispositions and opportunities, everyone can develop their intelligence, learn new skills and achieve great things.



Our School Intent

B – Building a caring generation

U – Understanding our heritage

R – Responsible global citizens

R – Robust and positive mental health

A – Ambitious for all

T – Transferable skills and dispositions

O – Oracy at the heart

N – New experiences to scaffold learning and memory

Saltash Town

Known as the 'Gateway to Cornwall', Saltash is a growing town with a rich history stretching back to the 12th century. It lies on the west bank of the River Tamar and is linked to Devon by the dominating Tamar Bridge (which sits adjacent to Brunel's unique Royal Albert Bridge).

The buzzing community of Saltash enjoys a packed year-round events calendar, including the Saltash Regatta and Waterside Festival in mid-June which is one of the most popular waterside events in Southeast Cornwall: the two-day event comprises traditional gig rowing, fancy dress races, live bands and a vibrant, bustling street market complete with craft stalls. Saltash has a rugby club, its own football team and stadium, clubs such as Tamar Trotters running club and a vibrant sailing club, as well as running events such as Saltash Pride and the very popular Tractor Run at Christmas; all these events raise money for local charities. The Saltash Music Festival is held in January within the Wesley Methodist Church on Fore Street, providing locals and visitors with the chance to witness captivating live performances from acappella groups, mixed choirs and barbershop quartets. Founded in 1930, the annual May Fair remains a popular event on Saltash's calendar, promoting and celebrating local businesses, organisations and the community. Visitors can enjoy live music, parades, dog shows and a plethora of street stalls.

Saltash was founded as a market town by the Lord of Trematon Castle in the 12th century. The town was sited at a point where an ancient highway crossed the Tamar estuary by means of a ferry. By the end of that century, Saltash had achieved borough status. Saltash also developed as a port, the first to be established on the system of estuaries reaching far inland from Plymouth Sound. In consequence, the borough was entrusted with jurisdiction over all those waters, an arrangement that was challenged many times but was not terminated until 1901. Trade on the estuaries invigorated rural life in St Stephens and other adjoining parishes. The town's strategic position and maritime interests led to its involvement in many important events and produced some lively personalities:

- Saltash has produced many champion rowers, of whom the redoubtable Ann Glanville was the most famous. Between 1830 and 1850 at regattas all over England, she and her crews of Saltash women were seldom beaten in 4-oared gig races, even against male competitors.
- The engineer-genius, Isambard Kingdom Brunel, chose Saltash as the site for a bridge of unique design to carry the railway into Cornwall. The Royal Albert Bridge, Brunel's masterpiece completed in 1859, is undoubtedly the town's most famous feature.



Vacancy Information

School Visit Dates: 6th February 10.00am; 12th February 9.00am; 25th February 1.00 pm

Closing Date: 25th February 2025 (midnight)

Shortlisting: 27th and 28th February

Interview Date: 13th March 2025 (14th March reserve day)

Payscale: L16 – L22

Headteacher Job Description

The job description is subject to the general conditions of service for a headteacher as set out in the current School Teachers Pay and Conditions Document. In carrying out his/her duties the headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the school, parents and pupils.

Shaping the future

The Headteacher should be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school communities. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

Duties and responsibilities

A) Strategic direction and development of the school

To work with the governing body and others, to develop a strategic view for the school in their communities 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 and 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 Local Authority's and governing body's policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, special educational needs and disability and other forms of educational disadvantage
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 the aims and values of the school, 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 their 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.



B) Leading and teaching

To work with the governing body to lead and manage effective teaching and learning throughout the school, including teaching and leading within our Area Resource Base and nursery, and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

1. To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe and healthy school environment
2. To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
3. To ensure that learning is at the centre of strategic planning and resource management
4. To establish creative, responsive and effective approaches to learning and teaching
5. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
6. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community
7. To be able to implement strategies which secure high standards of behaviour and attendance
8. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
9. To be able to take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
10. 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
11. To fulfil the headteacher's duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education
12. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act.

C) 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 in 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. Lead, manage and develop the staff, including appraising and managing performance
4. 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
5. To ensure maintenance of appropriate records regarding teacher performance to ensure fair and appropriate progression through threshold.
6. Develop clear arrangements for performance management and progression through national pay scales and advise governors accordingly.
7. To participate in arrangements for headteacher performance management
8. To ensure that trainees and Early Career 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.



D) 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's budgets 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 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 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 Safeguarding and 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.

E) Accountability

To be accountable for the efficiency and effectiveness of the school to the Local Authority, governors, pupils, parents, staff, local employers and the communities:

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, governors, the LA, 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 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.

F) 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 create and promote positive strategies for challenging any prejudice within the Protected Characteristics and dealing with, and reporting, 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 communities
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 safeguard and protect children
9. To ensure that the school promotes effective links with the local community and continue the development of close liaison with other local primary and secondary schools.

G) Pupil Care

1. To ensure that provision in the school safeguards all pupils in line with the statutory guidance in Keeping Children Safe in Education and Working Together to Safeguard Children
2. To have knowledge and understanding of supporting pupils with severe and complex needs, including those in both our Area Resource Base and mainstream settings.
3. To arrange for effective induction of pupils entering the school and transferring to the next phase of education or to another provider mid-year
4. To determine, organise and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care, guidance and an understanding and appreciation of British Values and Protected Characteristics
5. 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
6. To handle individual disciplinary cases, including power to exclude pupils, in accordance with provisions of the latest legislation.
7. To have knowledge and understanding of provision for all age groups across the school, including our very young pupils in EYFS, both nursery and foundation



Headteacher Person Specification

Essential criteria for shortlisting	How identified			Desirable
	FORM	LETTER	INTERVIEW	
Qualifications and experience				<ul style="list-style-type: none"> ○ experience of leading, supporting and challenging teaching and non- teaching staff ○ experience of working in partnership with Governors ○ a commitment to the continuous professional development of staff ○ successful experience of liaising with external agencies
Appropriate initial teaching qualification	√			
Qualified teacher status in England and Wales	√			
Significant leadership experience and, ideally experience of NPQH, NPQH plus or other relevant Headteacher qualification	√			
Recent, relevant successful senior leadership and management experience in school(s) or a similar position within a Local Authority	√			<ul style="list-style-type: none"> ○ evidence of recent and relevant further study, including leadership training ○ commitment to promoting the school in the community ○ evidence of establishing a good rapport with parents ○ an understanding of the implications of an urban setting and diverse catchment area ○ effective operational knowledge of Early Years Foundation Stage and Key Stages 1 and 2 and specialist provision ○ an understanding of the implications of teaching children within mixed age classes ○ evidence of good teaching practice ○ proven ability to lead and manage the curriculum ○ commitment to enhancing school provision through extra-curricular activities ○ successful experience of managing budgets and resources
Professional knowledge and skills				
Extensive knowledge and understanding of current educational issues and legislation		√	√	
An understanding of and commitment to safeguarding and promoting children's welfare	√	√	√	



Leadership and management				
Evidence of managing change effectively		√	√	
Evidence of ability to fulfil all aspects of Headteacher Standards	√			
Evidence of contributing to the raising of standards through continuous and sustainable school improvement for all pupils, including those with severe and complex needs		√	√	
Experience of monitoring, evaluating and taking action on the effectiveness of teaching and learning		√	√	
Philosophy				
Evidence of a commitment to the development of the whole child		√	√	
Evidence of an inclusive approach towards the education of all children, regardless of age or need		√	√	
Personal Qualities				
Outstanding communication skills			√	
Outstanding interpersonal skills			√	
Outstanding Intra-personal dispositions and attitudes for effective leaders			√	

Unless you are able to provide clear evidence that you fulfil ALL essential criteria required either in the form or covering letter you CANNOT be shortlisted for interview

