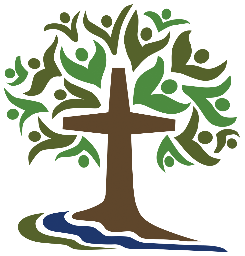
Headteachers Recruitment Pack

April 2021



Buxted Church of England

Primary School

South Ashdown Schools’ Federation

Chair of Governors

Jenny Barnard-Langston

**Inspire and Aspire**

Buxted Church of England Primary School is a happy, welcoming primary school.  Our children are provided with an excellent start to their education; highly effective teaching and learning strategies are embedded so that all the children learn to work both independently and cooperatively in a fully inclusive learning environment.

We federated with Bonners C E Primary School in 2015 with the aim of

working closer together to provide the highest standard of learning for our children, staff, families, and community.

Our individual schools aim to preserve their distinctive characters, recognising their different foundations, history, community, and uniqueness. We work in partnership to achieve our vision.

A strong emphasis is placed on the development of the whole child – both academically and spiritually, and our strong Christian ethos is underpinned by a core set of aims and values.   We pride ourselves on being a school that is at the heart of the local community, having strong links with our local parish church of St Margaret’s, and the local community of Buxted.

The staff at Buxted continue to work tirelessly to develop the school for the benefit of all stakeholders.  Our children enjoy coming to school and are motivated by their successes, becoming confident, responsible citizens.  Our primary focus is and will always be to continue to raise standards, whilst endeavouring to provide a broader, stimulating and more engaging curriculum for everyone in the school, in order to give each and every child the best possible education that they can have.

**Our School Vision**:

*‘Embracing Christian values, we strive to*

*develop a dynamic and inspiring*

*culture of learning, working in partnership*

*with all members of our community;*

*we aspire to be the best we can be now and in the future’.*



**Post: Headteacher**

**Starting Date: September 2021**

**ISR: L12– L18**

**Number on roll: 189**

Buxted Church of England Primary school is single form entry, thriving village school, set in the countryside close to the village of Buxted, and the larger town of Uckfield. It has a strong Christian ethos, with 189 happy, motivated children, who enjoy learning in the beautiful countryside setting.

South Ashdown Schools’ Federation is seeking to appoint an inspiring leader in the role of Headteacher at Buxted Church of England Primary School from September 2021. We are seeking a dynamic and innovative Headteacher, who will champion the School’s vision and ethos to build an environment of excellence across the Federation; a candidate with a proven track record of strong leadership, and deep understanding of the current Head Teacher requirements, who will take the school to the next level in our journey towards educational excellence.

In federation with Bonners CE Primary School, the candidate will provide robust strategic leadership and direction in ensuring a child-centred approach to education that enables continuous and progressive improvement for all pupils’ learning, whilst ensuring the Christian Ethos runs through everything. Fostering confidence, ambition and motivation in staff, the candidate will promote and deliver a positive, comprehensive, exciting, and relevant learning experience for pupils, where teaching and learning will be consistently evolving and improving, whilst ensuring a positive staff team culture and support for continuous development.

Buxted CE Primary School has proudly served the catchment area of Buxted for over 150 years. Links with the community including St Margaret’s Church are strong, and flourishing. Central to all that we do is our distinctive church status. This is reflected within the curriculum, our caring and sharing attitude, and school vision of Inspire and Aspire.

**Our school offers:**

* A happy and stimulating environment where children are ready to tackle challenges to reach their potential.
* A culture where each child is helped to realise their potential.
* An education for pupils intellectually, socially, aesthetically, physical, spiritually and promote Christian values.
* An innovative, hard-working, and dedicated staff team.
* A Governing Body who takes their role seriously and are committed to excellence.
* Strong parental support and a proactive PTA.
* Excellent links with the Parish Church, the local community, and Bonners School as part of the South Ashdown Schools Federation.
* An attractive and caring work environment with strong co-operative relationships.
* A place where Christian values are embedded in school practice.
* An ambitious village school, striving for the best outcomes for children, staff, and the wider community.

**The successful candidate will have:**

* The best interests of the children at the heart of all their decisions.
* Strong, well-developed leadership and organisational skills.
* The ability to work strategically and collaboratively across our federation and with the local and wider school communities.
* The ability to build on success and manage change at pace.
* The ability to develop and sustain excellence in classroom practice.
* Excellent interpersonal and communication skills with a range of stakeholders
* Strategic financial skills.
* Kindness, empathy, and resilience.
* Commitment to the Christian ethos of the school.

The closing date for applications is Friday 30th April 2021 at 12 noon.

Interviews will be held during the week commencing Monday 17th May 2021.

Start Date: 1st Sept 2021.

If you would like to contact me you can do so by email [chair@sasf.org.uk](mailto:chair@sasf.org.uk).

Kind regards



**Jenny Barnard-Langston**

**Chair of Governors**

**South Ashdown Schools Federation**



# Job Profile

**Reports to**: Federation Governing Body [FGB], with additional responsibility towards the Diocese and Local Authority

In addition, it is the role of the Federation Governing Body [FGB] to support and strengthen its Headteacher's leadership through robust challenge; and to hold the Headteacher accountable for the performance of staff and pupils.

**Hours**: Full-time - Flexible working (part time) would be considered, but the board would expect to see a detailed explanation from all candidates, as to how this would work for the benefit of the school. There will be a requirement for the successful candidate to support the leadership of schools in the federation, as and when required.

**Start Date:** September 2021.

**Function of the post:**

With a shared belief in the vision, aims and values of South Ashdown Schools’ Federation, you will provide robust strategic leadership and direction to Buxted CE Primary School, ensuring a child centred approach to education that enables continuous and progressive improvement in all pupils’ learning. Fostering confidence, ambition, and motivation in staff, you will promote and deliver a positive, exciting, and relevant learning experience for pupils, where teaching and learning is consistently good or better and parents, carers and the local community are engaged in supporting the children’s learning.

**Knowledge and understanding**

* What constitutes the highest quality in educational provision, the characteristics of highly effective schools, and strategies for raising pupils’ achievement in all areas.
* How to promote pupils’ spiritual, moral, social, personal, and cultural development and good behaviour through effective management and leadership.
* How to seek and use national, local, and school data, OFSTED evidence and research findings in professional and school development.

**Planning and setting expectations**

* Lead and manage the creation and implementation of a strategic plan (in partnership with the Governing Body), underpinned by sound resource planning which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers’ effectiveness and securing lasting school improvement.
* Effective use of the SEF, and SDP frameworks (and other tools) to set ambitious standards for pupils and staff, whilst fostering an inspirational and aspirational environment.
* Plan for effective monitoring, evaluating, and reviewing of the plan to secure progress and school improvement.

**Teaching and managing pupil learning**

* Create and maintain a climate and code of conduct, which promote and secure good teaching, effective learning, high standards of achievement and attainment, good behaviour, and discipline throughout the school and which enable teachers to meet the standards set out in this framework.
* Assess, monitor, and evaluate the quality of teaching standards and learning, with the delivery of the curriculum across the board in order to build on success and identify and act quickly and effectively on areas of improvement.
* Ensure a consistent and continuous school wide focus on pupils’ achievement using data, benchmarks, and feedback to monitor progress in every child’s learning.
* Create and promote positive strategies to ensure inclusivity, and for developing good race relations and dealing with racial harassment.
* Demonstrate and articulate high expectations and set challenging targets for the whole school community.
* Ensure that pupils develop the skills and confidence required in order to become a highly effective learners who enjoy learning, welcome challenge, develop independence and gain resilience.

**Assessment and evaluation**

* Monitor, evaluate and review the effects of policies, priorities, and targets of the school in practice, and take decisive action, as necessary.
* Ensure the use of comparative data, together with information about pupils’ prior attainment, to establish benchmarks and set ambitious targets for improvement.

**Pupil Attainment**

* Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
* Ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils. Ensure that effective mentoring systems and tutorial support systems are in place to support pupil achievement.
* Create and maintain effective partnerships with parents and Governors to support and improve pupils’ achievements and personal development.
* Develop effective relationships with the community, including business, to extend the curriculum and to enhance teaching and learning.
* Create and maintain an effective partnership with parents and the wider community to support and improve pupils’ achievement and personal development.
* Maintain liaison with other schools, further education and other agencies related to pupil welfare and achievement.
* Present a coherent and accurate account of the school’s performance in a form appropriate to a range of audiences, including governors, the LEA, the local community, OFSTED, SIAMS and others, to enable them to play their part effectively.
* Ensure that parents and pupils are well informed about the curriculum, attainment, and progress, and about the contribution that they can make to achieve the school’s targets for improvement.
* Promote and maintain the school culture and ethos.
* Develop effective relationships and communications within the school, with children and with parents, which underpin a professional learning community that enables everyone in the school to achieve.

**Christian Distinctiveness**

* Ensure that the Christian distinctiveness of the school is clearly articulated, taught, shared, celebrated, understood, and acted upon effectively by all.
* Lead engaging and inspirational school worship.
* To be active and reflective every day in work and practice for the Church of England vision for Education, i.e.: embracing ‘life in all its fullness’ at the heart of school activity. A vision that holds the spiritual, physical, intellectual, emotional, moral, and social development of children through the four elements of wisdom, hope, community, and dignity.
* Ensure that strategic planning takes account of Christian values, diversity and the experience of the school and community.

# Managing own performance and development

* Participate in arrangements for Performance Management and take responsibility for own professional development.
* Prioritise and manage own time effectively.
* Work under pressure and to deadlines.
* Sustain their own motivation and that of other staff.

**Managing and developing staff and other adults**

* Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement.
* Provide opportunities for growth and continuing professional development of the teaching team by creating an inspiring, professional work environment and modelling behaviour consistent with the school’s values and aspirations.
* Ensure effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
* Support and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, LEAs, and subject associations.
* Understand the expectations of other staff and ensure that trainee 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.
* Ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document, including those for the headteacher, are fulfilled.
* Put in place effective team communication mechanisms to ensure that all staff are involved in the school development plan and kept informed of key priorities and developments.



**Managing resources**

* Work with governors and senior colleagues to recruit, develop and retain staff of the highest quality.
* Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
* Set appropriate priorities for expenditure, allocate funds, and ensure effective administrative control (in partnership with the Governing Body).
* Manage and oversee accurate and efficient budgeting procedures and the keeping of detailed records, accounts, and statements within the financial regulations of the local authority.
* Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
* Manage, monitor, and review the range, quality, quantity and use all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.
* Use and integrate a range of technologies effectively and efficiently to manage the school.

**Strategic leadership**

* Maintain and extend 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; and secure the commitment to the vision and direction of the school.
* Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LEA, the local community, OFSTED, and others, to enable them to play their part effectively.
* Work with the Governing Body to maintain a shared vision and future strategic plans, which will inspire and motivate pupils, staff, parents, and the wider community.
* Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium, and short-term objectives to secure school improvement, and targets, which secure the educational success of the school.
* Develop the existing strategic plan, underpinned by sound financial planning that identifies priorities and targets to ensure pupils achieve high standards and make progress.
* Provide information, objective advice, and support to the Governing Body to enable it to meet its responsibilities.



**Keeping Children Safe in Education**

* This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.
* Work with governors to ensure that all safeguarding duties are complied with under the relevant legislation.
* Work with governors to ensure that policies, procedures, and training in the school as set out in the statutory guidance “Keeping Children Safe in Education”, DfE, September 2020, and “Working Together to Safeguard Children”, DfE, July 2019 are effective and comply with the law at all times.
* Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
* Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

All school-based staff have the responsibility for promoting the safeguarding and welfare of children. All school staff should be aware of the school’s Child Protection and Safeguarding Policy and work in accordance with this document at all times.

This job description should be read alongside the requirements of the DfE’s School Teachers’ Pay and Conditions Document 2020 (section 2) and is based on the National Headteacher Standards (2004, 2012) and the “National Standards of Excellence for Headteachers” published by the Department for Education in January 2015, which sets out in greater detail the general requirements for headteachers and the standard terms of their employment. This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future’.

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**Person Specification**

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| Qualities and Knowledge | |
| 1 | Ensure that the vision of the school is clearly articulated, shared, understood, and acted upon effectively by all. |
| 2 | Demonstrate and promote Christian vision and values in everyday work and practice. |
| 3 | Work with the Governors, in consultation with other interested parties, to formulate the aims and objectives of the school and to establish policies for their implementation. |
| 4 | Ensure that all members of the school community are committed to its aims, motivated to achieve them, and involved in meeting objectives and targets to secure success. |
| 5 | Create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for sustaining school improvement. |
| 6 | Ensure that strategic planning is rooted in Christian values, including those of diversity and equality reflecting the experience of the school and community at large. |
| 7 | Ensure creativity, innovation, and the use of appropriate new technologies to achieve excellence. |

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| Pupils and Staff | |
| 1 | Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning. |
| 2 | Ensure that learning is at the centre of strategic planning and resource management |
| 3 | Promote a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning |
| 4 | Demonstrate and articulate high expectations and set stretching targets for the whole school community. |
| 5 | Determine, organise, and implement a diverse, flexible curriculum and implement an effective assessment framework |
| 6 | Monitor and evaluate the quality and effectiveness of teaching and standards of learning and achievement of all pupils to secure school improvement |
| 7 | Challenge underperformance at all levels and ensure effective corrective action and follow-up |
| 8 | Plan, allocate, support, and evaluate work undertaken by teams and individuals ensuring clear delegation and devolution of responsibilities |
| 9 | Determine, organise, and implement a policy for the care, personal development, and well-being of pupils |
| 10 | Create and promote strategies for developing equal opportunities and inclusion for all members of the school community |
| 11 | Work with schools and colleges in other key stages to ensure satisfactory transfer and progression of pupils |
| 12 | Ensure individual staff accountabilities are clearly defined, understood, and agreed and are regularly reviewed and evaluated |
| 13 | Develop and maintain effective strategies and procedures for staff induction, professional development, and performance review. |
| 14 | Build a collaborative learning culture within the school and engage with other schools and the wider community to build effective learning communities |
| 15 | Acknowledge the responsibilities and celebrate the achievements of individuals and teams |
| 16 | Report to the governors annually on the professional development of all teachers at the school and advise the governing body on the adoption of effective procedures to deal with incompetent teachers |
| 17 | Review own practice regularly, set personal targets and take responsibility for own personal development by participating in arrangements made for the appraisal of Headteacher performance. |
| 18 | Manage own and others workload to allow an appropriate work/life balance. |

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| Systems and process | |
| 1 | Create and develop an organisational structure which reflects the school’s values and enables the management systems, structures, and processes to work effectively in line with legal requirements. |
| 2 | Support and motivate staff to enable them to carry out their respective roles and achieve high standards, and take appropriate action when performance is unsatisfactory. |
| 3 | Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported, and assessed. |
| 4 | Manage the school’s resources efficiently and effectively as follows:  Human Resources, including recruiting, retaining & deploying staff appropriately to achieve the school’s goals and priorities.  Financial Resources, including effective administration & control in line with budget plan.  Accommodation & other resources, taking account of curriculum needs & health & safety requirements. |
| 5 | Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals for the school. |
| 6 | Present the school’s aims, performance, and goals in a manner appropriate to a range of audiences including governors, pupils, parents, the Local Authority, the Diocese, the local community, and OFSTED to enable them to play their part collaboratively and effectively. |
| 7 | Provide information, objective advice, and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning, high standards of pupil achievement and good value for money |
| 8 | Ensure the range, quality and use of all resources is monitored, evaluated, and reviewed to improve the quality of education for all pupils and provides value for money. |
| 9 | Work with governors to recruit and retain staff of the highest quality. |
| 10 | Produce and implement clear, evidence-based improvement plans and policies. |
| 11 | Ensure the school operates within agreed Local Authority and Diocesan guidelines and that effective liaison exists between the school, the Local Authority, and the Diocese of Chichester. |
| 12 | Responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for, or with whom s/he comes into contact. |

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| The self-improving school systemDeployment of staff and resources | |
| 1 | Create an outward-facing school, working with other schools, the Teaching Alliance, Locality Schools, and other organisations in a climate of mutual challenge, championing best practice and securing excellent achievements for all pupils. |
| 2 | Regularly review own practice, set personal targets, and take responsibility for own personal development by participating in arrangements made for the appraisal of Head Teacher performance. |
| 3 | Promote the school and develop effective relationships with the wider community, including the parish churches and other local churches. |
| 4 | Develop an organisation in which everyone works collaboratively, shares knowledge and understanding and accepts collective accountability for the success of the school. |
| 5 | Ensure that parents and pupils are well-informed about the curriculum, attainment, and progress, and about the contribution they can make to the school’s success. |

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**IMPORTANT NOTES**

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* Completed application forms should be returned to the Leadership Recruitment Team by email to: Leadership.[recruitment@eastsussex.gov.uk](mailto:recruitment@eastsussex.gov.uk)
* The recruitment team can be contacted on 01273 482070.
* Closing date for applications is Friday 30th April 2021 at 12 noon.
* If your application is shortlisted, we will take up references prior to interview. Please give your current or most recent employer as one of your referees. Current Head teachers should also provide the name and address of your Director of Children’s Services.
* The interview and assessment day will be held during the week commencing the 17th of May 2021. Information about the process for this day will be provided with your invitation to interview. Please bring an original copy of your DBS certificate and evidence of your qualified teacher status, along with other relevant qualifications.
* The Head teacher is required to start 1st September 2021.

**Chichester Diocese and Church schools**

The Diocese of Chichester covers almost exactly the whole of the county of Sussex, relating in educational terms to three local authorities: West Sussex, East Sussex and Brighton and Hove. It covers approximately 1,459 square miles and has a population of 1,492,000; there are 391 parishes. The Bishop of Chichester, The Right Reverend Dr Martin Warner, is assisted by two suffragan bishops and four archdeacons. More details of the diocese can be found on the diocesan website: [www.chichester.anglican.org](http://www.chichester.anglican.org)

**Church Schools in the Diocese**

The Diocese of Chichester Board of Education (DBE) is charged under the 1991 DBE Measure to oversee the work of all Church of England state funded schools in the Diocese. The current chair of the board is the venerable Luke Irving-Capel, Archdeacon of Chichester. The board meets termly, reviewing the work in schools and making decisions on a wide range of policy and practice.

Currently there are 155 Church of England schools in the diocese – 50 have voluntary aided status, 94 have voluntary controlled status and 11 are academies. There are seven church secondary schools. Our church schools educate around 37,000 pupils who have a wide range of ability and come from diverse social setting. Those who wish to come to one of our schools, whether of Christian faith, other faiths and those who as yet do not profess a faith, are welcome if there is a place.

Whatever the status of our schools we want them to unite under a common end which is that of:

***“Learning with meaning and purpose: to know God and shape the world”.***

We expect teaching and learning to be rooted in the Christian narrative of creation, redemption, and future hope. We want our curricula and pedagogy to foster a spirit of enquiry, creativity and to ‘walk the talk’ of Christian belief and values in every aspect of school life. Our aim is for all our schools to perform well as part of their Christian responsibility to do their best by all the children and families in their care.

**Diocese of Chichester Academy Trust (DCAT)**

The Trust was established in 2014 as a sponsored academy trust. It aims to bring together local church schools, to drive and maintain improvement and share economies to maximise resources for teaching and learning in the classroom. DCAT is growing gradually and includes both primary and secondary schools across East and West Sussex.

**Education Department**

The Education Department, based at Church House in Hove, offers a range of services to governors, headteachers, teachers and clergy. This includes training, assistance in developing the Christian distinctiveness and character of the school, school effectiveness, support for SIAMS inspections, governor appointments and many aspects of policy, school buildings and future structures including partnerships, federations, and academies.

An annual conference and a quiet day are held for headteachers. RE conferences are held for leaders of RE and there are termly briefings for Governors. Leavers Celebrations, for over 4,000 pupils leaving church primary schools, are held each year in various venues across the Diocese. A strong partnership exists between the Education Department and the East Sussex, Brighton and Hove and West Sussex local authorities.