

CARR GREEN PRIMARY SCHOOL



Our Children

The primary goal of the Governing Board at Carr Green is to help our children to become reflective, confident, independent, caring and healthy young people

Headteacher required (from 1 September 2021)



SILVER MEDAL



School Partnership



Carr Green Lane, Rastrick, West Yorkshire HD6 3LT

Telephone: 01484 715969

Email: admin@carrgreen.org.uk

Welcome letter

Dear Applicant

I am delighted that you have shown an interest in the position of headteacher at Carr Green Primary School which will become available following the retirement of our current headteacher at the end of the summer of 2021. We are very proud of our school and believe that this represents a great opportunity for an exceptional candidate who will prove able to maintain and further develop our many achievements, and we are in no doubt that you will find the school a rewarding and innovative place in which to work.

We have a lovely school building with extensive grounds and great facilities. In normal times children enjoy their fitness mile every day along with other sports and games. Health and fitness is a key part of school life and we have an onsite kitchen provision to provide healthy lunches. Classrooms are well resourced and Forest School activities can take place in the grounds. We have our own nursery on site, ensuring that children are well prepared to make progress in Reception, a Breakfast Club and a full range of after-school activities.

Our children are enthusiastic and keen to learn, showing a lively interest in all the activities offered. The school has an excellent reputation for music and drama and our musical soirées and end of term productions have been enjoyed by parents, grandparents and members of the local community. The school is a key member of the local community and pupils have enjoyed taking part in fundraising activities such as 'Big Local'.

Carr Green is a very inclusive school and we welcome all pupils. Everyone is valued as an individual and we want to ensure that every child in our large primary school (currently 345 pupils on roll) feels happy and safe and reaches their potential academically and socially, thus enabling their development as young citizens who will value our community and contribute to its success. Restorative Practice and pastoral support for both pupils and parents is key to our values and it is important that our new headteacher is an effective leader with commitment and passion to maintain this ethos. We have gained recognition for our work around mental health and well-being in the school community and in 2019 we became the first school in Calderdale to achieve the Mental Health in Schools Silver Award.

Our relationship with parents is paramount – we sincerely believe education is a three-way partnership between parents, teachers and pupils. We operate an 'open door' policy by means of which we give honest feedback on our children's individual learning styles, achievements and needs, which assists with the preparation for secondary school transfer at the end of Year 6.

Everyone is encouraged to have a voice in both the classroom and around the school. All children look forward to an invitation to 'Afternoon Tea' or 'Hot Chocolate Friday' when they can sit down with their headteacher and chat about their school experience.

There is a wide range of skills within the Governing Board and governors work closely and effectively with the senior team to monitor, support and offer advice as critical friends. In addition the school employs a full time business manager who supports both the senior team and the governors.

Whilst we will miss our current headteacher when he retires, we are looking forward to the future and we hope (and fully expect) to recruit an inspirational leader with outstanding interpersonal skills and the ability to enthuse all members of our school community.

It is essential that you are a leader with a commitment to continuous and progressive improvement practices, including effective stakeholder engagement, who will use this stimulating and challenging role to further contribute to our highly rated school. Please have a look at our website to learn more about our school and to give you a flavour of the learning opportunities which are available to our pupils as well as the exciting extra-curricular activities on offer.

The person specification for the post identifies the various criteria that will guide the interview panel in the selection process. These should be addressed in full within your application, quoting examples which demonstrate how you meet the criteria.

It may be possible to arrange a visit to school following Covid safe guidelines: please ring Paul Mashinter, the current headteacher, via the school office on 01484 715969 for further information on this.

If you have a proven track record at leadership level and can demonstrate your commitment and drive to improve outcomes for children of primary school age I hope that my letter and what you read on the website will encourage you to apply. Should you be shortlisted we very much look forward to meeting you.

Yours faithfully

Janet Gabanski

Chair of Governors

Ethos and values

Our school values of respect, responsibility and resilience drive everything we do and the concept of 'team' is integral to our philosophy.

Our teaching staff have four central priorities:

- Excessive clarity – ensuring that everything we stand for is fully understood by everyone
- Emotional engagement – making learning meaningful
- Engaging questioning – deepening understanding
- Effective feedback – accelerating learning

The concept of 'team' is integral to our philosophy and so we seek to celebrate successes openly and face challenges with the question *'Who do I need to help me with this?'*

The 'atmosphere' of our school is vitally important to us and we encourage the use of 'classroom voices' and 'playground voices' for children and adults. We also ask parents to support us with our relationships policy.

We are very proud of our school ethos, which was recognised by the NSPCC's Listening Schools Co-ordinator as 'wonderful'.



Respect
Responsibility
Resilience

Our curriculum

We have designed the curriculum at Carr Green Primary School to build on our three school values of respect, responsibility and resilience.

We have a cohesive team of experienced staff, both teaching and non-teaching, who are committed to offering the pupils the best opportunities to learn and thrive. They are always willing to embrace new ideas which will enhance pupil learning and are confident enough to trial and evaluate what works best. The successful candidate will be ably supported and will benefit from a wealth of experience and extensive range of skills and expertise within our school.

In 2019 we introduced the Cornerstones Curriculum which was intended to follow the philosophy of the new Ofsted Framework, with a focus on a more rounded curriculum, and designed to make learning more effective. Children have really enjoyed a range of memorable experiences and practical activities which have encouraged learning, motivation, curiosity and ambition, and which have also been fun! Although the development of this curriculum has slowed during 2020, as much of the learning has been online, we hope our new headteacher will embrace its philosophy and take this forward when, eventually, schools return to normal.

Purpose

To accelerate learning, we believe there are 3 vital ingredients:

- a) good mental and physical health
- b) creativity
- c) a developing awareness of the world.

By bringing together the National Curriculum Programmes of Study, the Carr Green Passport, the Relationships Education document, our Emotional Health and Well-being strategy and the new RE syllabus, we have the content through which children will gain the knowledge, skills and understanding necessary for being prepared for life.



Reception to Year 6 teaching and learning is enriched through:

- offering opportunities for children to learn outdoors
- providing on and off-site subject or topic related activities
- developing partnerships with external providers that extend children's opportunities for learning
- holding specialist curriculum days or weeks
- welcoming parents and carers to take part in children's learning and experiences
- using quality resources in and out of the classroom.

Additionally, we have a number of ways of recognising children's milestones in learning their times tables and in forming clear and legible handwriting.

We also encourage partnerships with parents and carers through the completion of our Carr Green Passport and the provision of supporting materials for each project.

Comments from our parents



'Thank you for your hard work and dedication – it does not go unnoticed – it makes it easier for us as a family knowing that you are doing what you do for our son'

'Thank you for everyone's efforts to maximise the potential of our child'

'Your endless patience and pastoral care in the school is second to none'

'School? He loves every minute of it!'



We believe that all our children are entitled to a broad and balanced curriculum that is enriched with a range of memorable experiences.

Engagement is the key to our teaching and learning - when children are absorbed in their learning.

We have some first class facilities at Carr Green, including The Kid's Kitchen, The Art Studio, an outdoor classroom and a superb allotment area.



Music

We are pleased to be able to offer a wide range of music tuition, including woodwind, recorder, piano and guitar.

We also have 'rock band' instrument tuition in school .

PSHE

We will determine children's prior knowledge/starting points by asking them about what they know about specific knowledge and know-how.

Delivery is through a range of teaching methods, including sessions led by people from a range of organisations.

We will help pupils make connections between their learning and 'real life' behaviours where gaps exist.

Religious Education

The curriculum for Religious Education, based on the West Yorkshire Agreed Syllabus for Religious Education is a statutory requirement.

The children have the opportunity to learn about different religions and cultures in order to prepare them for the culturally diverse society in which we live.

Children take part in class, key stage, and whole school assemblies which are based upon our school values of respect, responsibility and resilience.

To support our social, moral, spiritual and cultural assemblies we occasionally have visitors in to speak to the children.



Early Years curriculum



Provision is enhanced to reflect the needs and interests of groups and individual children.

We offer a rich, stimulating and challenging environment which caters for the needs of all children, both indoors and outdoors.

Child initiated and adult-led learning drives the curriculum and builds on existing knowledge, skills and understanding.



Each child is encouraged to become an independent learner, following their own lines of enquiry.



Summary of job description

Prime objectives of the post

The postholder will be accountable to the governors of the school and will support its strategic direction.

The postholder will provide vision and leadership to ensure the school continues to maintain high standards and educational success.

The postholder will uphold and demonstrate the principles of public life and maintain high standards of ethics and behaviour. They will be required to undertake the duties set out in their professional responsibilities as detailed in the School Teachers' Pay and Conditions Document and other statutory frameworks and to act in accordance with the national standards for headteachers.

Leading and managing the school

To lead the strategic direction and development of the school and the formulation, implementation and monitoring of school improvement plans

To develop and maintain policies and practices for the school which reflect the school's commitment to high achievement through effective teaching and learning

To take an overview (supported by the governing body) of operational and business plans and to take lead responsibility for delivering the curriculum, teaching and learning in the school

To present to the governing body a balanced budget which addresses the priorities identified within the school development plan and satisfies financial requirements.

To formulate, articulate and role-model a clear vision and set of values for the school that are focused on providing an excellent education for all pupils.

To promote positive and respectful relationships ensuring that management structures and deployment of resources support an efficient, effective and safe learning environment and build capacity across the workforce

People and organisational management

To ensure the appropriate deployment of budgets and resources through strategic planning

To encourage staff to engage in continuous professional development linked to the school development plan and support the development of others

To establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve

To identify emerging talent, coaching current and aspiring leaders

To manage staff appropriately in relation to their professional conduct and practice and have a duty of care regarding staff welfare

To manage distributive leadership throughout the school and college whilst remaining accountable for our children and young people, staff and financial performance

To ensure that financial requirements are compliant with DfE regulations and that robust internal financial control mechanisms are in place

To create a safeguarding climate of ongoing vigilance, ensuring that all statutory duties

Summary of job description

Curriculum and assessment

To ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values to be taught which meet the specific needs of our children and young people

To establish effective curricular leadership, supporting the development of subject leaders with access to professional networks and organisations

To ensure teachers use appropriate approaches when assessing knowledge and understanding of the curriculum

To help create a safe, calm and well-ordered environment for all pupils and staff, one that is focused on safeguarding pupils and developing exemplary behaviour in school and in the wider society.

To ensure that staff implement consistent and fair approaches in managing our children and young people's behaviour

Continuous improvement

To develop evidence based strategies for improvement which are realistic, timely and meet the requirements of our school context

To develop effective relationships with other professionals and stakeholders to improve progress and outcomes for all our children and young people

To shape the current and future quality of the teaching profession through high quality training and sustained professional development for all members of staff

To model entrepreneurial and innovative approaches to school improvement, leadership and governance

Working in partnerships

To build a school culture that embraces the richness and diversity of modern communities, both locally and nationally, forging constructive relationships beyond the school

To establish and maintain working relationships with other professionals to improve the educational outcomes for pupils

To build and sustain positive relationships with parents/carers to increase their involvement in school activities and in the education of their children and to develop a sense of shared responsibility

To create and promote positive strategies for challenging prejudice and preventing radicalisation

To undertake any other professional duties as directed by the governing body

Person Specification	Qualifications and Training	Essential	Desirable	How identified
	Qualified Teacher Status	✓		A
	Professional development activities undertaken within the last 2 years	✓		A
	NPQH		✓	A
How to apply:	Degree in a relevant subject area		✓	A
	Experience	Essential	Desirable	How identified
Please read the specification carefully You must ensure that the criteria outlined in the person specification are addressed fully when completing the application form, giving examples where appropriate	Substantial (at least 2 years) experience of senior management (headteacher or deputy headteacher level) in a primary setting	✓		A/I/R
	Effective leadership experience in managing staff/performance and undertaking appraisals	✓		A/I/R
	Experience of formulating aims, policies and development plans and of monitoring, evaluating and reviewing the impact of these	✓		A/I/R
	Experience of curriculum development and implementation to meet current requirements, for example leading a whole school initiative	✓		A/I/R
	Experience of engaging stakeholders and governors to realise school improvement and raise standards	✓		A/I/R
	Experience of senior leadership in more than one school		✓	A/I/R
	Successful teaching experience in the primary sector in more than one key stage		✓	A/I/R
	Successful experience of strategic financial and resource management, ensuring efficiency, value for money and supporting the best pupil outcomes		✓	A/I/R
	Experience of improving outcomes for all abilities of children, for example including SEND and pupil premium		✓	A/I/R
	Experience of leadership in an Ofsted (or other) inspection/review		✓	A/I/R
	Knowledge and Skills	Essential	Desirable	How identified
	Excellent oral, interpersonal, organisational and problem-solving skills	✓		A/I/E
	Excellent report-writing skills for presentation to governors or and external bodies	✓		A/I/E
Excellent skills in communication: face to face, oral and written	✓		A/I/E	
A sound knowledge of current (and emerging) national educational developments across the primary sector	✓		A/I/E	
A high level of competency to interpret statistical data and manage budgets	✓		A/I/E	
Evidence of the ability to develop and maintain effective professional relationships with individuals (both internal to the school and external)	✓		A/I/E	
Up to date knowledge of safeguarding (statutory frameworks and national guidance)	✓		A/I/E	
Initiative and Circumstances	Essential	Desirable	How identified	
Ability to self-motivate	✓		A/I/R	
Proven effectiveness in decision-making and ability to work under pressure	✓		A/I/R	
Ability to work flexibly	✓		A/I/R	
Means of identification:				
A - Application form				
I - Interview				
E - Exercise (assessment)				
R - Reference				

Safer recruitment

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they will be in contact with children or vulnerable adults and could cause them harm.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children.

The school pays full regard to the current DfE guidance 'Keeping Children Safe in Education' (KCSIE). We ensure that all appropriate measures are applied in relation to everyone who works in the school.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and to prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence to offer (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity) to a barred individual.

Our Single Central Record (SCR) records the safer recruitment checks and also states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

Any conditional offer of appointment will be made strictly subject to receipt of all required documentation (as specified) and satisfactory verification of all checks.



**Job Title:
Headteacher**

**Salary:
£61,166 - £70,745**

**Contract:
Full time and
permanent**



Timeline

Closing date:

Completed applications should be returned no later than **26 February 2021** (by noon)

Assessments and interviews:

It is currently envisaged that these will be held on **10 and 11 March 2021**

How to apply

Please complete the application form provided.

The supporting statement in your application should be no longer than 2 sides of A4 with a minimum font of Arial 11.

It should address the precise selection criteria detailed in the person specification and should reinforce this by giving examples to support your candidacy.

Please note that covering letters and other extraneous material will not be accepted as part of the application.

Your application should be returned by email to:

Gill Meeson, HR Director, EducateHR Ltd

Email address: recruitment@educatehr.co.uk

Please note that applications must be submitted in Word format

If you have any queries about the application process please contact Gill Meeson on 07920 199601.

