



Headteacher Recruitment Pack

Chapel St Leonards

Job Details

Job Title:	Headteacher
Contract Term:	Permanent
Salary:	Leadership Range L11 – L16 (£60,488 to £68,400)
Start Date:	1 September 2024
Contract Type:	Full Time
Closing Date:	12pm on Friday 19 April 2024
Interview Date:	w/c Monday 25 April 2024

How to Apply

To apply for this role please use the online application form available [here](#).

More information about our recruitment process can be found in our [Applicant Information Document](#).

If you would like to discuss this role or arrange a visit to the school, please contact Paul Hill, Director of Education at paul.hill@citacademies.co.uk.

CIT is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. This post will be subject to an enhanced DBS disclosure, medical and reference checks.

Applicants may also be subject to a social media presence check.



Welcome from the CEO

On behalf of the Community Inclusive Trust, I am delighted to extend a warm welcome to you as you consider the opportunity to join our Trust as the Headteacher at Chapel St Leonards Primary School.

The role of Headteacher is pivotal in shaping the future of our school community, and we are seeking an individual who embodies our values, embraces innovation, and is committed to fostering a culture of excellence.

Our values of Honesty & Integrity, Aspiration, Professionalism, and Inclusivity ingrained in all aspects of our work and celebrated with our staff value awards. Our Trust comprises a diverse family of schools, each with its unique identity, culture, and strengths. Through collaboration, shared expertise, and a relentless focus on continuous improvement, we work together to provide exceptional learning experiences and opportunities for all our students.

As CEO, I am proud of the incredible work being done across our Trust to inspire, challenge, and empower our students to become confident, resilient, and compassionate individuals. Together, we are shaping the future of education and making a meaningful difference to the lives of young people.

I invite you to explore our Trust further and discover the exciting opportunities we offer for students, staff, and partners.

Peter Bell
CEO

Message from the Director of Education



The Community Inclusive Trust (CIT) is fast developing as a successful Trust chain with schools based in 4 pods within Lincolnshire, Nottinghamshire and Leicestershire. Chapel St Leonards Primary School is located within our east coast pod and sits on the beautiful Lincolnshire coastline.

CIT is unique in its make up as 7 of our schools are Primary Mainstream and 7 are for pupils with Special Educational Needs. Although the Trust requires some standardization, it is a requirement of CIT that schools maintain their autonomy whilst sharing good practice with one another. CIT has a range of services and high-quality support designed to remove as many of the low-level administrative tasks as possible from Headteachers. This then allows Headteachers to focus upon quality of teaching, student/pupil learning and development.

We are seeking to appoint a proven and effective practitioner who can build upon the excellent work already undertaken since Chapel St Leonards Primary joined us in 2018. Applicants should be committed to embracing the current education agenda and have the energy and ability to lead and develop a school in a coastal village which serves a traditional seaside community.

We are looking for somebody who has senior leadership or headship experience with values that align with the Trust.

Paul Hill
Director of Education

The benefits we can offer:

- The opportunity to make a real difference to the lives of young people.
- A supportive induction process to help you develop within this role to be the best you can be and develop for your next career step.
- Access to high quality continuous professional development opportunities.
- A rewarding role where no 2 days are the same!
- Flexible working opportunities from day one of your employment with CIT.
- Access to the Local Government or Teachers' Pension Scheme with generous employer contributions.
- Access to an Employee Assistance Programme.
- An Electric Vehicle Salary Sacrifice Scheme (salary dependent).
- A Bike2Work Scheme.

Living and working in Chapel St Leonards

Chapel St Leonards, located on the stunning Lincolnshire coast, offers a unique and attractive setting for those seeking employment or relocation.

Coastal Lifestyle: Working in Chapel St Leonards means being part of a vibrant coastal community with access to beautiful beaches, scenic coastal walks, and breathtaking views of the North Sea. Employees can enjoy a healthy work-life balance by taking advantage of the natural beauty and recreational opportunities the area offers.



Community Spirit: Chapel St Leonards has a strong sense of community, with residents and businesses coming together to support local events, initiatives, and causes. Working in Chapel St Leonards means being part of a close-knit community where individuals are valued, and everyone plays a role in creating a positive and inclusive environment.

Quality of Life: Working in Chapel St Leonards provides a high quality of life, with affordable housing, excellent schools, access to healthcare services, and a safe and welcoming community. Employees can enjoy the benefits of coastal living while pursuing their professional goals and aspirations.

In summary, working in Chapel St Leonards offers a unique blend of coastal lifestyle, career opportunities, community spirit, and quality of life that appeals to individuals seeking a rewarding and fulfilling work experience.

Our Mission

CIT will ensure that all pupils within its schools receive the best education and care, and the Trust works in partnership to support and improve the education system.

Our Vision

CIT will support staff to give every pupil what they need to thrive and be ready for the next stage of their lives.

When we achieve our vision, this will provide:

- Fully resourced high-quality education, care and safeguarding.
- Best value for money through economies of scale.
- Sustainability including carbon reduction initiatives to help the environment and reduce costs.

CIT has created a climate that drives high performance and celebrates success. We provide a positive approach when inevitable challenges arise, and through the shared use of talent and resources we support all to thrive across our family.

Our Values

Honesty and Integrity

Being truthful with each other and celebrating success, whilst acknowledging where improvements could be made. Showing good judgement and respect with consistently strong moral and ethical principles and values.

Aspiration

Making sure all have the best possible opportunities to achieve.

Professionalism

Acting in line with the expectations of conduct and behaviour in all situations and being a positive role model for others.

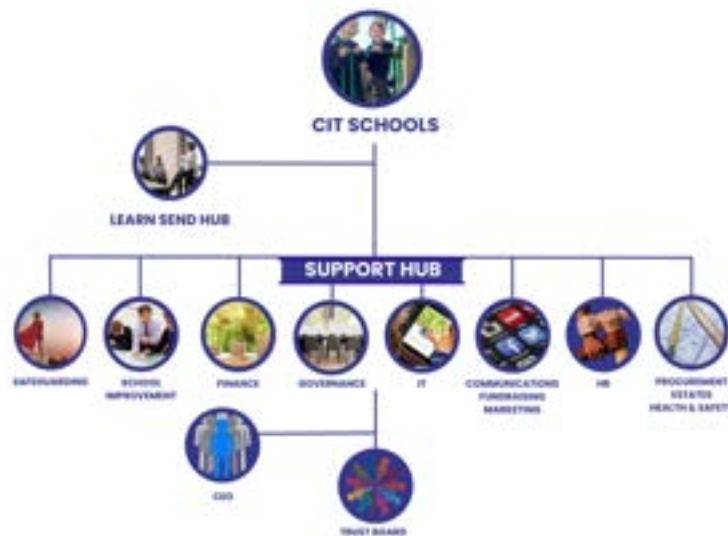
Inclusivity

Promoting equality, celebrating diversity and treating everybody fairly.

Our Support

We have a Central Support Hub that provides CIT schools with high quality resources and services.

The Support Hub also manages new schools joining the Trust, Free School applications and large school building projects; outsourcing some services to generate revenue back into education across the Trust.



Our excellent School Improvement team provide outstanding support for all our schools which includes the following:

Curriculum Support

Our Central Support Hub provide high quality professional support for our schools covering finance, HR, IT, governance, communications and media, estates and health and safety. Being able to centralise these services enables our schools to focus on the education of our pupils without being dragged into the administration of non-educational aspects of the school. This means you can focus on being the Headteacher, whilst utilising our services to have the greatest impact on your school.

Our curriculum support initially focuses on one to one sessions with the leaders within school. It doesn't matter whether you are an experienced Headteacher or new to subject leadership; we will provide coaching, mentoring and support based on your needs. We also lead staff meetings, model lessons and work alongside staff in discussion with school leadership. This allows us to ensure the curriculum is delivered as intended and pupils can maintain their understanding over time.

Safeguarding

At CIT our Safeguarding Team sets out clearly what needs to be done, to what standard we expect it to be done, by whom and how we will all be responsible for checking it has been done. Our Safeguarding Handbook sets this out clearly so we can ensure pupils safety is at the heart of all we do. Each school receives tailored support from the Director of Safeguarding each year so that systems and procedures are maintained to keep children safe. The Safeguarding team is always available to triage difficult cases, offer advice and support and attend school in an emergency.

Staff training

At CIT we are fortunate to have our own specialist educational team - based at LEARN. Each year the Trust facilitates a range of training (free to our schools) which is administrated by LEARN. This includes:

- First Aid
- Team Teach
- Subject focus groups (for curriculum areas such as maths)
- EYFS leadership network
- Leadership training
- Headteacher meetings (termly)
- Safeguarding network
- DSL supervision
- Reading and phonics network

and so much more.

This is enhanced by the in school training provided by the education team!



www.learnsendhub.co.uk

Job Description – Headteacher

Purpose of the Role

- The effective leadership, management and administration of the school as a member of the Community Inclusive Trust
- Ensuring the achievement of the highest possible standards of teaching and learning within the school so that every child is supported in achieving their fullest potential
- Representation of the School and its interests within the wider community at all levels and within the Community Inclusive Trust
- Meeting the National Standards for Head Teachers as published by the DfE
- Contributing to the development of the CIT SEND arm

Key Duties and Responsibilities

- Maintaining a broad and balanced curriculum which is up to date, meeting all statutory requirements relevant to all students and is sufficiently flexible to accommodate changing needs and the requirement of the National Curriculum
- Developing a high standard of teaching and learning throughout the School by monitoring, encouraging, training and personal example
- Advising and assisting the Local Schools Board and Trust Board, attending meetings and providing such information as is necessary
- Implementation of development plans approved by the SEND lead.
- Ensuring the effective management and deployment of teaching and support staff together with appropriate systems of delegation and discipline through the management structure of the school
- Achieving effective communication and liaison with teaching and other staff and their representative organisations
- Monitoring and evaluating the work and organisation of the school with a view to achieving improvements where appropriate
- Ensuring provision of effective professional staff development and in-service training programme
- Supervising and participating in Performance Management under the relevant regulations
- Promoting effective systems for the social and pastoral development of students and staff and their safety and well being
- Ensuring that all policies and systems are implemented so as to achieve equal opportunities for all and that the School is fully inclusive
- Developing and further strengthening existing relationships with pupils, parents, staff, relevant statutory bodies and the wider community. Promoting mutual understanding and support for the aims and performance of the School
- Providing efficient and effective management, allocation, control and monitoring of the human, financial and material resources of the School together with the conservation and proper use of School buildings, grounds and equipment
- Effectively managing the school budget and following the Trust financial procedures and scheme of delegation at all times
- Fulfilling such other requirements as are included in the condition of employment of Head Teachers, specified in the current School Teachers' Pay and Conditions Documents

It is expected that a Headteacher will meet the relevant DfE Headteachers' Standards.

School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities^[footnote 10] of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

General

- The postholder is expected to fully engage with the Trusts performance management process.
- To demonstrate the core values of the school and Trust at all times.
- To attend staff meetings and Trust-based INSET as required.
- The postholder is required to carry out the duties in accordance with our Health & Safety policies and procedures
- To maintain at all times the utmost confidentiality with regard to all reports, records, personal data relating to staff and pupils and other information of a sensitive or confidential nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the postholder.

Person Specification – Headteacher

Factor	Essential	Desirable	Assessment*
Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status • Completion of NPQH or currently working towards it <ul style="list-style-type: none"> • Evidence of continuing professional development or further professional study. 	<ul style="list-style-type: none"> • Higher degree qualification, postgraduate course, recognised special education qualification 	A, I, R, D
Experience	<ul style="list-style-type: none"> • Previous leadership experience • Substantial experience working in a special educational setting <ul style="list-style-type: none"> • Experience of conducting performance management • Evidence of management of the curriculum and assessment <ul style="list-style-type: none"> • Experience of working with children with challenging behaviours • Experience of appointing, managing and inducting staff • Experience of resource management • Experience in working effectively with parents/carers, external professionals and other agencies. <ul style="list-style-type: none"> • Experience of leadership at whole school level • Experience of successfully supporting others • Experience of effective behaviour management <ul style="list-style-type: none"> • Experience of working with a governing body • Experience of deploying staff across a whole school • Experience of strategic planning. • Experience in developing whole-school policies and strategies. 	<ul style="list-style-type: none"> • Experience in more than one school • Experience of financial management 	A, I, R

Factor	Essential	Desirable	Assessment*
<p>Leadership & Management</p>	<ul style="list-style-type: none"> • Ability to inspire and motivate staff, pupils, parents and governors to achieve the schools aims • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils <ul style="list-style-type: none"> • Ability to delegate work and support colleagues in undertaking responsibilities • Ability to confront and resolve problems. • To have a proven track record in raising pupil attainment 	<ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment • Experience of working with governors to enable them to fulfil whole-school responsibilities • Understanding of how financial and resource management enable a school to achieve its educational priorities • Ability to take on new challenges and to be a leader in the field of education. 	

Factor	Essential	Desirable	Assessment*
<p>Skills and Knowledge</p>	<ul style="list-style-type: none"> • Demonstrate the ability to develop and deliver effective and inspirational professional development. • Ability to review whole school systems to ensure robust evaluation of school performance. • An ability to plan and deliver exceptional learning opportunities to meet a range of abilities and interests • Knowledge of statutory requirements and other legislation relating to Safeguarding/EHCP/Employment • A commitment to the principles of high quality SEN provision <ul style="list-style-type: none"> • Excellent behaviour management techniques and skills • Ability to use a range of ICT effectively and creatively as a tool for learning • Ability to gain respect of pupils through manner of confidence and authority • A consistently outstanding teacher • A deep understanding of successful classroom practice. • Understanding of safeguarding children requirements • Understanding of OFSTED requirements • Understanding the SEND Code of Practice 		<p>A, I, R</p>

Factor	Essential	Desirable	Assessment*
<p>Personal Attributes</p>	<ul style="list-style-type: none"> • The ability to work independently and contribute as a team member <ul style="list-style-type: none"> • The ability to determine priorities, be self-motivated and manage time effectively • The ability to communicate effectively with a wide range of people including children, staff, parents and Governors • A commitment to their own continuing professional development <ul style="list-style-type: none"> • Able to lead and inspire • Able to work calmly under pressure • Ability to critically evaluate own performance and make any necessary changes to be more effective <ul style="list-style-type: none"> • Enthusiastic, honest, reliable • A passion for child-centred learning • Ability to share a dynamic vision for the implementation of programmes and projects • A sense of purpose and ability to take personal initiative <ul style="list-style-type: none"> • A sensitive, flexible, open-minded and responsive attitude to working with others • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Able to organise own workload in the context of varied tasks <ul style="list-style-type: none"> • Empathy with children 		<p>A, I, R</p>

*Assessment Method – details how the criteria will be assessed

A = Application Form, I = Interview, R = References, D = Documentary Evidence