

## **Chawson Headteacher Recruitment**

### **Job Advert**

**Chawson Community First School, Droitwich Spa, Worcestershire WR9 8BW**

**Permanent, Full Time**

**Leadership Scale 16-22**

**Expires:**

**Start Date: 6<sup>th</sup> September 2021**

**NOR: 400 (Years R-4)**

The Governors of this thriving community school are seeking an experienced and inspirational leader with a commitment to a child-centred approach and the school ethos of 'Caring, Sharing and Learning Together'.

We are proud to offer a supportive community where we all share a passion for learning and are continually building on our current excellent practice. We have happy children who enjoy attending school which was reflected strongly in our recent parent survey. Our new Headteacher will work alongside an enthusiastic, knowledgeable and dedicated staff team. We also have a robust, committed and skilled board of governors.

This is an exciting opportunity for an ambitious and talented leader who will embrace both the strengths of the past and the challenges of the future, whilst relentlessly focussing on providing the best possible education for our children.

The school is currently rated as Good by Ofsted, the last Ofsted inspection was February 2019, and our school has many recognised strengths.

*Chawson Community First School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an Enhanced Disclosure via the Disclosure and Barring Service and two references will be sought.*

*Chawson Community First School manages personal data in line with GDPR, a full Applicant's Privacy Notice can be found on our website.*

Visits to the school are not possible for the time being, but we do have a virtual tour on the school website: <https://www.chawson.worcs.sch.uk/tours-and-visits/>.

Applications will be accepted up to 18:00 on Monday 8<sup>th</sup> March 2021

Virtual interviews will be held during the week commencing 22<sup>nd</sup> March 2021

# HEADTEACHER RECRUITMENT PACK



Hello,

Thank you for your interest in our school, Chawson Community First School, in Droitwich Spa. This headship position is full time, with the new Head Teacher enjoying the support of a dedicated, established Deputy Head Teacher alongside a strong, supportive SLT and knowledgeable, dedicated staff team.

Chawson First School really is special; you will inherit a team with a great blend of experience, combined with a deeply-held belief that every child matters and deserves to flourish. Robust data analysis is a feature of the school and every team member uses it to drive progress. That process is shared across the entire teaching team – it really is a team effort and it is the ability to progress and develop children that is at the very heart of what we do.

However, if you need to know more, please do come and see this for yourself.

The Governing Body has worked tirelessly with the school to secure the best future - for example, we stopped an application to join an academy, opting instead to stay within Worcestershire County Council in the best interests of the school and its pupils. Like the school staff, we are blessed with a very strong group of robust yet child-centered Governors with exceptional skills covering HR, commercial and educational backgrounds.

We seek someone who can come into Chawson First School, recognise the good that exists and build on that for the future. What will be your vision for the school, and how will we get there?

As part of the application process you will meet the staff, see the school and meet some Governors too. We think this is a tremendous opportunity to take a unique community and make it even more so.

We look forward to meeting you.

Very best regards,

Andrew Marsh and Gail Blake,  
Chair of Governors,  
Chawson Community First School

### **Safeguarding Statement**

The Governing body at Chawson First School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We work in compliance with Safeguarding Children and Safer Recruitment in Education guidance and an enhanced DBS check is required for all successful applicants.

## **About our school**

Chawson First School is located in Droitwich Spa, Worcestershire with easy access to motorways, train services and bus routes. The school serves approximately 400 children from many different backgrounds with a number benefitting from pupil premium funding and in need of additional support throughout their time with us. From September 2020 we will have an annual intake of 60 children. We enjoy a very positive relationship with the other schools in our cluster including the other first and primary schools in Droitwich Spa, the 2 middle schools and Droitwich Spa High School. Our children have many opportunities to experience learning and activities in the middle school environment during their time at Chawson, particularly in years 3 and 4 to ensure their transition to these schools is as smooth as possible.

The school is set in grounds that provide a safe and interesting learning environment for our children; with 3 playgrounds, 2 forest school areas and play equipment. We have 15 classrooms across 2 floors, with 2 halls, a library area and provision areas for supported learning.

The school offers a number of extra-curricular clubs after school and during lunch times including football, knitting, board games, multi-sports and choirs. Our children also have the opportunity to enjoy swimming lessons and musical instrument lessons.

We have a committed and supportive PTA who organise many different activities including bake sales, raffles, summer and Christmas fayres and Quiz nights; that not only raise funds for equipment and trips for the school but also add greatly to our community values and ethos.

We have been rated as Good by Ofsted for the last 5 years, with our most recent inspection being in February 2019.

## **Quotes from Ofsted report**

*'Leaders and governors have worked to make sure that the school has continued to move forward'*

*'One parent echoed the views of many when she said: 'Chawson is a fabulous learning environment. The staff are amazing at what they do. I couldn't think of a better school.'*

*'Staff are good role models for pupils. They help create a caring community. Pupils behave well in the school both in lessons and at breaktimes'*

*'Governors have a clear sense of purpose. They have a wide range of skills and are supportive of the work you do. Governors ask pertinent and challenging questions.'*

## **Our aims and values**

### **'Caring, Sharing, Learning Together'**

At Chawson we all work in partnership to enable our learners to become confident, independent and motivated people in an environment where they feel happy, valued, and respect others. We believe learning should be fun and memorable so that children can fully engage in their learning with others. We strive for our children to reach their full potential so that they can thrive in the next stage of their lives.

We know that happy children thrive, and we endeavour to make sure that every child feels valued and understands the contribution that they can make to the school community. We have developed an inventive and creative curriculum in order to capture the imagination of our children, encouraging them to flourish. Our topics are exciting and varied and are taught across all subject areas so that children can develop a deep understanding and become true experts.

There are many varied opportunities for our children to celebrate and share their enjoyment and successes with friends, teachers and parents, both within class and at special events throughout the school calendar. For example, weekly celebration assemblies allow all of our children to share their achievements with their peers. We also get parents involved with their children's learning through class assemblies, homework showcases and 'Learn with your Child' sessions.

Our children are encouraged to build confidence and independent thinking throughout their time at Chawson both in the classroom and through clubs and groups like our School Council, Eco Council and Online Safety Council.



## **Job Description**

**Responsible to:** The Governing Body and Local Authority

**Responsible for:** All children and staff within the school

### **Core purpose:**

- To provide dynamic and inspirational leadership that provides the strong foundation to enable high standards to be achieved in all areas of the school's work.
- To inspire, challenge, motivate and empower all members of the school community to carry the vision forward, promoting excellence, equality and high expectations.
- The ability to evaluate the school's performance, identifying areas of improvement and priorities for continuous growth and development of the school and its children.
- To deploy all resources, including staff and financial to achieve the school's aims.
- To explore opportunities which will improve the learning and educational environment for all children.
- To secure commitment and confidence of the wider community.
- To have a secure knowledge of educational change including new pedagogical ideology and its impact upon the school, and setting school development priorities accordingly.

### **Key accountabilities:**

#### Strategic Leadership

- To work with the Governors and Senior Leadership Team to create a coherent vision for the school, ensuring it is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision, core aims, agreed objectives into school development plans which will promote and sustain continual school improvement.
- Ensure that strategic planning recognises the emotional, intellectual, social and spiritual aspect of life and considers the diversities that comprise the makeup of the school and wider community.
- Enhance opportunities through collaboration with other schools.

#### Leading Teaching and Learning

- To ensure a consistent and continuous school-wide focus on children's achievement, utilising data and appropriate benchmarks to monitor development in children, including disadvantaged and vulnerable children.
- Develop strategies that secure high standards of child conduct and attendance.
- Observe, evaluate and review classroom practice and promote improvement strategies.
- Determine, organise and implement a rich and varied curriculum and put into place an effective assessment framework.

- Challenge under-performance at all levels, ensuring effective corrective action and follow-up through coaching and mentoring.
- To ensure that learning is at the centre of strategic planning and resource management.
- Demonstrate and articulate high expectations and set challenging targets for all children.

#### Accountability

- The Head Teacher is legally and contractually accountable to the Governing Body for the school, its environment and all its work. The Head Teacher also fulfils wider accountabilities in relation to children, parents, carers and other relevant groups.
- Utilise a range of evidence, including national, local and own school performance data to support, monitor, evaluate and improve aspects of school life, including challenging poor performance and identifying educational trends.
- Ensure individual staff accountabilities are clearly defined, understood and agreed, with the understanding that they are subject to rigorous review and evaluation.
- Fulfil commitments arising from contractual accountability to the LA.
- Ensure effective use of the school's budget and best practice in financial and employment matters.

#### Strengthening Community

- Build and maintain effective relationships with parents, carers, partners and the community that enhance the education and well-being of all children and the wider community.
- Work effectively with other educational institutions locally and further afield, building effective partnerships.
- Develop the provision of extra-curricular opportunities.
- Seek opportunities to invite parents, carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Recognise and champion opportunities for developing a rich and diverse school community, which respects the rights, responsibilities and dignity of all.

#### Managing the organisation

- Ensure that within an autonomous culture, policies and practices take account of national and local requirements and comply with legal requirements.
- Recruit, retain and deploy staff appropriately. Staff training, CPD and an effective appraisal system should be first class.
- Manage the school's financial and human resources effectively and efficiently to ensure the school's aims and goals are achievable.
- Create an organisation structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and school objectives.

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure compliance with education statute and employment legislation.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money.
- Manage the school environment efficiently and effectively, ensuring it meets the needs of the curriculum, health and safety regulations and safety of all children and staff.
- Ensure a pastoral care system that focuses on each learner and supports school improvement is in place.

### **Safeguarding:**

Chawson First School is committed to safeguarding and promoting the welfare of children and young people. The Head Teacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff, volunteers and governors accountable for their contribution to safeguarding regulations. Specifically:

- To ensure any policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable a 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 compliance with statutory 'Keeping Children Safe in Education' requirements.
- Ensure compliance with Prevent guidance.
- 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.

The Chawson First School Governing Body expects its employees to work flexibly within the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the duties and responsibilities.

## **Person specification**

Please see below the qualities we are looking for in our new headteacher. Evidence for these will be gathered from the application (A), during the interview (I) and from tasks undertaken on the day of interview (T). Each is categorised as essential or desirable

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Education and Qualifications</b>			
Honours degree or equivalent	x		A
Qualified teacher status	x		A
Evidence of commitment to continuing professional development	x		A
NPQH		x	A
<b>Professional Experience and Knowledge</b>			
Successful experience as Deputy/Headteacher in primary sector	x		A
The effective management of people and resources, including use of the school's budget and best practice in financial and employment matters	x		AI
Experience of owning and managing a budget	x		AI
Successful experience of raising standards for all with measurable outcomes	x		AI
Successful experience of creating and maintaining effective partnerships with parents, other educational bodies and the community to enhance children's learning	x		AI
Evidence of highly developed performance management skills	x		AIT
Understanding of quality in learning and teaching and how to achieve excellence	x		AIT
Knowledge of key considerations in effective management and deployment of people and other resources	x		AIT
In depth knowledge of Child Protection and Safeguarding procedures	x		AI
Experience of Child Protection and Safeguarding procedures		x	AI
Experience of creating effective staffing structures and team building	x		AI
<b>Knowledge and Skills</b>			
Ability to manage change ie national, local and school	x		AI
Ability to communicate effectively orally and in writing to a range of audiences and a diverse school community	x		IT

Ability to think creatively to anticipate and solve problems	x		IT
Ability to formulate a vision and strategy for the school and secure commitment to it from others by leading by example	x		AI
Ability to drive for improvements and challenge underperformance	x		AI
Ability to establish and sustain appropriate structures and systems and monitor them	x		AI
Ability to motivate, challenge and influence others to attain higher goals	x		AIT
Ability to develop and empower individuals and teams	x		AIT
Ability to use new and emerging technologies to support improvement	x		AI
Ability to deal sensitively with people and resolve conflicts	x		AI
<b>Personal Attributes</b>			
Committed to the development and maintenance of strong relationships with staff, parents, pupils, governors and the community	x		AIT
Positive, passionate outlook, embracing risk and innovation	x		IT
Demonstrate respect and empathy towards others	x		IT
Resilience, perseverance and optimism in the face of difficulties and challenges	x		IT
Ability to be consistently decisive and focused on solutions	x		IT
Commitment and dedication to social justice, equality and excellence	x		AI
Capacity to be flexible, adaptable	x		IT
Committed to CPD of self and others within the school	x		AI
<b>Governance and accountability</b>			
Ability to work with the Governing Body and an understanding of its statutory duties	x		I
Commitment to being transparent and accountable to parents, governors, external bodies and the local community	x		I