



## Headteacher Application Pack

April 2024

### Contents

1. Advertisement
2. Letter from the Governors
3. Safeguarding Statement
4. About the School
5. Job Description
6. Person Specification
7. Application Form (available separately)





## Headteacher

Clifton upon Teme Primary School, Worcestershire

To start on 1<sup>st</sup> September 2024

L6-L18 (£53,380-£71,729 pa)

Full Time, Permanent

Closing date for applications is 23<sup>rd</sup> April 2024 1pm

Interviews will be held on 7<sup>th</sup> May 2024

Clifton upon Teme Primary is a rural community school at the heart of a picturesque and thriving village in the beautiful Teme Valley. Due to the upcoming departure of our dedicated and highly regarded Headteacher, we are seeking a passionate, inspirational new Head who can build on the school's existing strengths whilst continuously driving improvement in our aim to Inspire Minds and Shape Futures.

We are looking for a Headteacher who:

Is passionate about developing teaching and learning

Is committed to helping children and staff to reach their full potential

Promotes a good work-life balance for staff

Is approachable, able to listen, and communicates well with pupils, staff & parents

Has a clear vision for the school

Can lead with positivity and manage change whilst working with limited resources

Is able to collaborate effectively with staff, governors and the wider community

We offer:

An experienced and committed team of staff who are passionate about our school and pupils

A proactive, supportive Board of Governors and parent body

Enthusiastic, happy and confident children who are keen to learn

A successful school with a 'Good' Ofsted rating and strong links to the community

A strong network of other local Headteachers who will readily provide support, experience and advice

Prospective applicants are warmly invited to visit our school, please contact the school office to arrange: 01886 812258 or [office@clifton-upon-teme.worcs.sch.uk](mailto:office@clifton-upon-teme.worcs.sch.uk)

Applications should be made on the enclosed Application Form and emailed to [governors.clifton@gmail.com](mailto:governors.clifton@gmail.com)



## From the Governors

Dear Prospective Applicant,

We are grateful for your interest in the role of headteacher at our school. This application pack is intended to introduce you to the school, help you decide if this is the role for you, and assist you with your application.

Miss Crawford, who has been our Headteacher since 2020, will be moving to a new role at the start of the Autumn term, so we are now looking for a talented and inspirational leader to continue her great work and to guide the school and its pupils toward an even more successful future.

Ours is a small rural school with a happy, caring atmosphere, where the Governors are proud to support the delivery of high-quality learning. The staff, Governors, pupils and parents form a close-knit community where children can develop resilience, curiosity, kindness and confidence – an outlook we call the Clifton Way.

Ofsted recognised these qualities when judging the school as 'Good' in January 2023. They said:

"Pupils are happy to attend school. They behave very well and are respectful of adults and each other. Pupils enjoy learning and spending time with their friends. They model the school's 'Clifton Way' values, including teamwork and perseverance in all they do. Pupils feel safe and are confident that staff would help them with any problems or worries they may have.

Pupils' personal development is a priority. Pupils have opportunities to develop their leadership skills, for example as part of the active squad, the eco-committee or as play leaders. Leaders plan visits to support the subjects that pupils are learning about and to help them gain a better understanding of the world outside of their village. Pupils enjoy the clubs that are on offer, including choir, chess and cheerleading."

We hope that this application pack gives you a flavour of our wonderful school and the inspiration to join our continuing journey. Please feel free to get in touch to ask any questions or to arrange a visit: Our office telephone number is 01886 812258 and our email address is [office@clifton-upon-teme.worcs.sch.uk](mailto:office@clifton-upon-teme.worcs.sch.uk).

Yours faithfully,

Dr Nick Wain

Chair of Governors





## Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Appropriate references will be sought from all shortlisted applicants, and the successful applicant will be required to undertake an Enhanced Disclosure via the Disclosure & Barring Service.





## About the School

Situated in the beautiful Teme Valley, our friendly school provides a nurturing, caring ethos that aims to develop each child as an individual. Our broad, balanced curriculum is driven by the desire to inspire minds and shape futures. We take pride in providing creative learning experiences that challenge and engage our pupils.

The school has a Pupil Admission Number of 15, with a dedicated reception class and three other mixed-age classes covering years 1 to 6. Each class has a dedicated TA, and the staff also support, and are supported by, trainee teachers from the Institute of Education at the University of Worcester, with which we maintain a strong partnership. The school runs a popular After-School Club, and there is a separately managed nursery on the same site.

As a small village school, all our experienced and dedicated staff have a personal knowledge of every child. There is a genuine family atmosphere, providing the highest standard of education and pastoral care. The school holds a cherished position within its close-knit community, and our links with the wider Clifton community enrich our children's lives in many ways.

Although Clifton is a wonderfully traditional village, and children have been educated on our site since 1844, our school is a thoroughly modern one. Pupils are taught in well-equipped, spacious classrooms, with access to iPads and laptops to support their learning, a dedicated art studio and a comfortable, well-stocked and diverse library. The school is set in beautiful grounds, complete with Forest School, a wildlife pond, mindfulness garden and, of course, plenty of safe space to play.

Our school values, The Clifton Way, underpin all of our teaching and learning and are evident in all the relationships within our school community. We support all our children, especially the emotionally vulnerable, to give them the resilience that allows them to be fully engaged. All staff being committed to our trauma-informed ethos results in a culture where our pupils can explore their place in the world, forge positive and rewarding relationships, and develop a strong sense of self-worth. We are aware we play a vital role in the shaping of young minds, preparing them not only for the next phase of their education, but ultimately to take their place in society as confident, ethical, caring adults.

We have high expectations of ourselves and are proud of the exacting standards we achieve. Why not visit us, and see for yourself what makes Clifton so special.



## Job Description

The Headteacher will be accountable to the Board of Governors for all aspects of the school, its function, staff, pupils and environment.

As Clifton is a small rural school, the Headteacher will be expected to fulfil a small teaching commitment as part of their role, likely to be around 1 day per week plus occasional supply teaching when necessary.

The key requirements of the role are as described in the National Standards of Excellence for Headteachers:

“Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils’ achievements in the nation’s classrooms.

Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation’s schools.”

The main tasks and responsibilities of the role are listed under the relevant headings below. Please note that this list is not exhaustive, and that the Headteacher may be required to carry out other duties commensurate with the level of the role.

### Quality of Teaching and Learning

The Headteacher will take responsibility for continuously improving the quality of teaching and learning, and levels of pupil attainment. They will maintain high expectations and build a successful learning culture.

The Headteacher will do this by:

Fulfilling a small but regular classroom teaching commitment.

Seeking to achieve any performance criteria, objectives or targets agreed with or set by the School’s Board of Governors in accordance with contractual requirements;

Taking the lead in the provision and delivery of excellent learning and teaching via an innovative, balanced, high-quality curriculum;

Establishing a vision of school improvement and leading the staff and Board of Governors to implement, review and evaluate the impact of the School Development Plans;

Developing and presenting a coherent, understandable and accurate account of the school’s performance to a range of audiences including Governors and parents;

Instilling a school ethos which enables all staff to work collaboratively and share knowledge, whilst remaining subject to rigorous review and evaluation;



Ensuring all learners receive challenge and support appropriate to their needs;

Implementing strategies which secure high standards of behaviour and attendance;

Challenging underperformance at all levels and ensuring effective appropriate action and follow up.

### Strategic Development

The Headteacher will ensure that a robust strategic planning process sustains school improvement for the benefit of its children.

The Headteacher will do this by:

Ensuring that learning is at the centre of strategic planning and resource management;

Taking careful account of staff wellbeing when developing strategy, and ensuring staff welfare is given appropriate consideration when monitoring and planning;

Understanding and implementing the latest Ofsted framework;

Working with governors to develop, support, implement and monitor short-, medium- and long-term strategic plans.

### Personal Development and Developing Others

By embedding and enabling a culture of continuing professional development, the Headteacher will support and inspire staff to achieve the highest standards.

The Headteacher will do this by:

Ensuring individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation;

Keeping up to date with developments in education, and seeking training and learning opportunities to meet the school's needs.

### Leadership and Management

The Headteacher will provide effective organisation and management of the school and seek ways of improving organisational structures and functions, based on rigorous self-evaluation. The Headteacher will ensure that resources are clearly identified and deployed to achieve best value for money, and should also seek to build successful collaborations with others.

The Headteacher will do this by:

Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities;

Effectively and efficiently managing the school's financial, physical and human resources to achieve the school's objectives;

Establishing rigorous, fair and transparent systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve, and valuing and sharing excellent practice;





Efficiently and effectively managing and organising the school environment to ensure that it meets the needs of the curriculum and health and safety regulations.

### Working with Governors and Wider Stakeholders

The Headteacher is legally and contractually accountable to the Governing Body for the school, its environment and all its work. The Headteacher is accountable for ensuring that pupils enjoy and benefit from a high-quality education, and for promoting collective responsibility within the whole school community.

The Headteacher will do this by:

Working with the Governing Body by providing written information, objective advice and support to enable it to meet its responsibilities in holding the Headteacher to account;

Continuing to instil and develop the school values and ethos;

Developing and presenting a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.

### Safeguarding Children and Safer Recruitment

The Headteacher will exemplify our school's commitment to safeguarding and promoting the welfare of children and young people.

The Headteacher will do this by:

Ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively;

Following safer recruitment guidelines in the recruitment and employment of staff.

### The School in the Wider Community

The Headteacher will commit to engaging with the internal and external school community by working collaboratively at both strategic and operational levels with other schools, organisations and individuals in order to share expertise and bring positive benefits. At our school we firmly believe that school improvement and community development are interdependent.

The Headteacher will do this by:

Actively developing the school values, culture and curriculum in a way which takes account of the richness and diversities of its surroundings;

Creating and maintaining an effective partnership with parents and carers to support and improve pupils' achievement and personal development;

Sharing effective practice, seeking ways of working in partnership with other schools and organisations, and promoting collaborative initiatives;

Seeking opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enhance and enrich the school and its values in the wider community.





## Person Specification

These are the personal attributes that we are seeking in a new Headteacher. “E/D” indicates whether each attribute is essential (E) or desirable (D), and “Evidence” lists the means by which a candidate’s possession of each attribute will be assessed, whether by application form (A), by formal interview (I), or by other tasks carried out during the interview process (T).

Firstly, it is essential that the new Headteacher is committed to safeguarding and promoting the welfare of children and young people, and will ensure that all staff and volunteers share this commitment.

| Attributes  | E / D | Evidence |
|---|-------|----------|
| <b>Qualifications &amp; Training</b>  |       |          |
| Qualified teacher status  | E     | A        |
| Evidence of recent and relevant training in relation to senior leadership in schools  | E     | A        |
| National professional qualification for headship (NPQH)   | D     | A        |
| Degree qualification or equivalent  | D     | A        |
| <b>Experience</b>   |       |          |
| Extensive experience of teaching in primary schools   | E     | A I      |
| Knowledge and experience of the curriculum and classroom practice across the primary school, including EYFS   | E     | A I T    |
| Experience of senior leadership role in schools   | E     | A I      |
| Leading role and responsibility for a key feature of school improvement such as developing curriculum provision or improving teaching and learning                                    | E     | A I      |
| Working with others in changing and developing classroom practice to raise standards of achievement   | D     | A I      |
| Experience of leading the development of a creative and child-centred curriculum  | D     | A I      |
| Experience of the creation and implementation of a school development plan  | D     | A I      |
| <b>Skills &amp; Abilities</b>   |       |          |
| Display the abilities and skills necessary to meet the demands and challenges of leading a successful small primary school  | E     | A I T    |
| Ability to lead, motivate, influence and protect the wellbeing of a successful team of primary practitioners  | E     | I T      |
| Ability to develop and promote the shared values of the school  | E     | I        |
| Skilful classroom practitioner, showing a commitment to the development of the whole child  | E     | I T      |
| Effective communication skills to involve and engage with pupils, parents, staff, governors and the local and wider community   | E     | A I T    |
| Effective IT skills   | D     | A        |
| Understanding of the opportunities and benefits to the pupils and the school in working beyond the school into the community  | D     | I        |
| Ability to interpret pupil performance and progress data, to translate data into meaningful actions, and to develop new performance and progress measures if others are inappropriate | D     | I        |



| Professional Knowledge & Understanding  |   |       |
|---|---|-------|
| Extensive knowledge and understanding of a child-centred, creative curriculum, and the strategies for teaching and learning that develop the curriculum | E | A I T |
| Understanding and commitment to extending and enriching the curriculum and the learning experience for primary-age pupils                               | E | I T   |
| Knowledge and understanding of performance management and appraisal of primary school practitioners   | E | A I   |
| Knowledge and commitment to the school's role in, and relationship with, the local and wider community  | E | I     |
| Knowledge and understanding of school finances, the setting of budgets and monitoring of spending   | E | A I   |
| Awareness of the implications of combined-age groups and mixed-ability teaching   | E | A I   |
| Knowledge and understanding of strategies to further strengthen and develop the school's continuing achievement in eco-status                           | D | A     |
| Understanding of, and commitment to, trauma-informed practice in order to support all children, particularly those who are vulnerable                   | D | A I   |
| Qualities   |   |       |
| Strong leadership style, committed to working with and developing others within a leadership team   | E | I T   |
| A positive view of change and the ability to meet the new challenges of leading a school with enthusiasm, vision and flair                              | E | I     |
| Self-motivating and hard-working  | E | A I   |
| Committed to the values and vision of a school at the heart of its community  | E | I T   |
| Able to make strong links with parents and the community  | E | I T   |
| A positive approach to discipline   | E | I     |
| Able to work closely with staff and governors   | E | I T   |
| Demonstrates drive and determination together with openness and approachability   | D | A I T |



## And Finally...

We asked the pupils what they would like to see in a new Headteacher. Here is what they told us.

“We are looking for a teacher that:

Is a confident person

Is positive about trips

Has a good sense of humour

Can manage money well

Is kind and caring about everyone in school; including looking after staff

Is fair yet strict when they need to be

Is sociable and chatty with everyone in the school community

Is a good leader and a good role model

Has good organisational skills

Is an outstanding teacher and can make learning interesting and fun

Is prepared for the lessons they teach

Has good subject knowledge

Likes lots of different subjects, not just English and Maths

Keeps the school happy and exciting but doesn't change the school from the way it is.”