



Crowthorne Church of England Primary School



HEADTEACHER APPLICATION PACK

MARCH 2024

“Inspiring and enabling our school community to live life to the full”

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A LETTER FROM OUR YEAR 5 PUPILS TO YOU

Dear Potential applicants,

We are pupils in year 5 and are very proud of our school. We have outlined below our views on what is important to us at Crowthorne CofE.

Why is Crowthorne CofE such a special school?

Crowthorne CofE is such a special school because we care about each other and we think about how others feel. Our previous Headteacher taught us to put ourselves in other people's shoes. All ideas are accounted for here and everyone tries to support each other, especially in group activities. We all have a special bond with our teachers and friends and we try to live by our school values: Compassion, courage, Honesty, Hope, Thankfulness, Trust and Respect. As a Headteacher, we would like you to live by these values. The children ~~are~~ here are kind and caring and willing to help; like one big family. We always try our best to reach our full potential and we have a committed school council, dedicated to making the school a better place. If you were to be successful, you would need to be willing to the school council and take their ideas on board.

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Why Would someone want to come and work at Crowthorne Cof E?

At Crowthorne Cof E, the staff and pupils put dedication into their work. We welcome all new members of the school community with open arms. We are fun, friendly and welcoming at this school. Everyday is an opportunity to learn something new and we have several clubs including Judo, fencing, choir, street dance and music lessons. As a Headteacher, you get the opportunity to support children in their achievements including sporting competitions.

As a community, we are both supportive and competitive. Our school houses are often used for discussions ~~assemblies~~ assemblies and sporting events. Our Eco-Team help make a healthy environment which radiates a good attitude towards learning.

What person do we want as our Headteacher?

There are a few qualities that our new Headteacher might possess. They must be kind, resourceful, responsible, accepting of all and most of all have a good sense of humour. They should be inspiring and welcoming to younger and new students as well as be committed to learning. Appropriate challenge should be provided for each pupil. They must be generous with their time and be willing to take on new ideas that the students suggest. As well as moving the school forward, there are some aspects we would like you to keep, for example: our school rewards system.

Yours faithfully,

Year 5

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VISION, VALUES, AND ETHOS

Our Vision:

Inspiring and enabling our school community to live life to the full,
Promoting excellence and nurturing
Compassion, honesty, trust, hope, respect, thankfulness and courage

John 10 v 10:

Jesus said, "I have come that they might have life, and have it to the full"



We encourage our school community to embrace the following values:

"I love being part of such a friendly, professional team and working in a school which really lives by its values" – staff

Compassion

Courage

Honesty

Hope

Thankfulness

Trust

Respect

"The school values are fantastic, the buddy set up is a great addition for each new starter" - parent

"Everyone is special... they can be who they want to be" - pupil

"I would want the new Headteacher to be someone who has the children at the heart of all decisions and activities" - staff

"The buddy system is really special" - pupil

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LETTER FROM THE CHAIR OF GOVERNORS

Dear Applicant

The Governing Board are delighted that you are considering applying to become our next Headteacher. We are very thankful that you are interested in our school as a place to continue your career and invite you to read our application pack and possibly arrange a visit to the school.

Following our current highly valued and skilled Headteacher's decision to retire at the end of the summer, the Governing Board is excited to be able to offer the opportunity to appoint a new Headteacher to lead our successful, happy, creative, and inclusive school. We are looking for a Headteacher who is able to continue and enhance the school's commitment to improving the education of our pupils, the wellbeing of our staff and engagement with parents and the wider local community. We are seeking candidates who have extensive experience in enabling creativity and guidance in the education of pupils, exceptional leadership, and people management skills and who will continue to support and develop the Christian foundation and vision of the school.

The schools' values, vision and ethos play an essential role in everything we undertake at the school, and we are extremely proud of them. We encourage our pupils to live life to the full and we seek to ensure that they embrace this through the embodiment of Compassion, Honesty, Courage, Hope, Thankfulness, Trust, and Respect all of which are a fundamental element of the schools teaching. Our outstanding staff, the school's governors and parents fully endorse and support these values and vision and wish to appoint a Headteacher who is also willing to embrace them as well.

If you are as energised and motivated as we are about continuing to develop our pupils and school and you have the experience, drive, passion, and commitment to lead us on this journey then we look forward to your application.

Yours Faithfully

Tony White

Chair of Governors

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ABOUT OUR SCHOOL

“A nurturing and caring school which achieves incredible results” - parent



- o Church of England Voluntary Controlled Primary School – Oxford Diocese
- o 210 Pupils
- o 21 Staff- 9 Teachers, 10 Teaching Assistants & learning Support, 2 Administration
- o Chair of Governors – Tony White
- o Headteacher – Ruth Jackson
- o Website: www.crowthornecofe.co.uk

“all staff are positive and really care about the children” - parent

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- Strong links with local churches – Regular services at the Local Parish Church



- Committed PTA – Raises on average £10k per annum



- Active community links – Local Parish Council, Local School Cluster, Wellington College



- Supportive Governing Body – One Head, 3 Foundation, 1 LA, 6 Co-opted, 1 Staff & 2 Parent Governors

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OUR SCHOOL

Our curriculum



We believe the quality of education at Crowthorne is exceptional due to the high-quality curriculum offer for all pupils, the quality of teaching and the focused and effective use of assessment throughout the school:

The Curriculum at Crowthorne:

The National Curriculum forms the foundation of our curriculum with staff adding additional challenge and knowledge to reflect the needs and interests of pupils. The curriculum was designed by the staff team working together, ensuring each teacher was aware of what was taught in all year groups, giving them an understanding of what the children were taught prior to their own year, and how their teaching would be built on in subsequent years, meaning that over time the aims of the curriculum are realised. Our most recent curriculum review took place over a year, with INSET days and Staff Meetings being set aside to ensure we could work as whole staff team. As a result, there is a real sense of ownership of the curriculum. Each subject is highly valued, and consistently taught well.

“I would like to keep the ongoing commitment to providing good academic challenges for children in a wide range of subjects” - parent

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INTENT

The over-arching aim of our curriculum is for every child to thrive and demonstrate resilience, and for all pupils to make good or better progress in all areas.

“Children are given many and varied opportunities and taught to try their hardest in all things” - parent

Our rationale states that we aim to teach the knowledge, skills and values that our children will need to be good global, national and local citizens.

We have a culture of ‘lifting the lid’ and striving to ensure we don’t limit our children in what they can achieve. Children are taught to self-differentiate, and to ask for support when they feel they need it. Sir Ken Robinson’s Ted Talk, ‘Education’s Death Valley’, is used to inspire and motivate staff to create a culture where any barriers to learning and achieving well are removed.

“lessons are challenging but fun” - pupil

Units have been coherently planned and sequenced to ensure they interest, motivate and engage pupils in their learning, building on prior learning, developing skills and understanding and ensuring there is an accumulation of knowledge over time. The structure of our curriculum review supported this, with staff agreeing how to introduce the children to the ‘best’ that each subject has to offer, agreeing artists, composers, designers, authors etc. to study. These plans are supported by focus weeks and theme days which support bringing subjects alive and continually inspire and motivate all children.

The curriculum is designed to ensure all pupils are prepared for the next stage of education, and to enable them to make a positive contribution to society, having an impact locally, nationally and internationally.

Philosophy for Children (P4C) lies at the heart of our curriculum. Leaders introduced the initiative believing it would further enhance our curriculum offer, meeting the needs of our pupils and school community. P4C teaches our children how to discuss, debate, reason and question; and provides opportunities for deeper thinking – these skills are then transferred and used across the curriculum.

“Children are given many and varied opportunities and taught to try their hardest in all things” - parent

Reading is a priority within the curriculum, with English units based on high quality texts. Staff model good reading behaviours, recommending and sharing books with pupils on a regular basis.

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IMPLEMENTATION

Subject leadership is strong, with leaders supporting the teaching of their subjects across the school. Subject matter is clearly presented, and the thorough planning (and spiralling of the curriculum) means that content is remembered in the long term. Assessment is used wisely—with 3 data points a year. Leaders are able to analyse data to ensure each cohort is making good progress from their starting points.

Work is appropriately demanding. We work in a culture of high challenge / low threat with children enjoying excellent relationships with adults, meaning they are confident to ask for support when needed, and adults are quick to address any misconceptions.

The curriculum is broad in all year groups, with staff ensuring expectations in all subjects are as high as those in Maths and English. Skills are transferred between subjects with children making links and drawing on prior learning (Lesson observations, Book Monitoring provide evidence of this).

Published Schemes of Work are used where they will enhance teaching and learning, with an understanding that they must be adapted to meet the needs of each class and ensure support and challenge for all. They also support staff well-being, helping with planning and the provision of resources.

Subject Leaders have ownership of their subjects, with little re-distribution of subject leadership. This ensures leaders have a good understanding of the strengths and areas for development. They complete comprehensive reports at the end of each year, detailing the quality of teaching, achievements and the quality of the curriculum. Leaders have release time to support the teaching of their subject throughout the year and to monitor standards and attainment. This is supported by monitoring completed by the SLT, to ensure there is a cycle of continual improvement.



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IMPACT

Deep Dives, and termly STEP reports, from the LA support our evaluation that the children make good progress as a result of being taught a well-planned and structured curriculum. End of KS2 data demonstrates that our children have made strong progress and achieve well. Evidence from monitoring supports this and also provides evidence that the children enjoy learning and are proud of their achievements (Pupil Conferencing, Pupil Surveys).

“we learn useful things and life skills e.g. recapping our learning” - pupil

Having reviewed our curriculum in 2019, we then completed an anti-racism and unconscious bias audit as we sought to ensure our curriculum represents an accurate picture of Britain, British history, our community and the world.

“In a new Headteacher I would look for someone with high expectations for children’s learning and personal development,” - staff

Whole school monitoring and assessment shows that children achieve well across the curriculum and standards and expectations are consistent across all subjects.

The children are taught and encouraged to challenge themselves, with children regularly selecting the level of challenge for their own work.

The children are proud of their learning across the curriculum and talk confidently about what they have learnt in different subjects.

End of KS2 results demonstrate that our children achieve well and make excellent progress across the school, thus ensuring they are ready for the next stage of their education.

Feedback from secondary schools is that our pupils are well-prepared for the transition to Year 7 and the curriculum offer with subject specific teaching. Parents also comment that the children are well-prepared for the transition to secondary school.



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Assessment Information 2023

Key Stage 2 Headlines

Test Results / Teacher Assessment	% of pupils working at the Expected Standard + (inc. at Greater Depth)					% of pupils working at Expected Standard (inc. at Greater Depth) RWM Combined				
	2022	Nat 2022	2023	Nat 2023	Local	2022	Nat 2019	2023	Nat 2023	Local 2023
English Reading	100%	75%	97%	73%	76%	100 %	59%	93%	59%	62%
English Writing (TA)	100%	69%	93%	71%	71%					
Mathematics	100%	71%	97%	73%	75%					
SPAG	97%	72%	84%	72%	75%					

Test Results / Teacher Assessment	% of pupils working at Greater Depth				% of pupils working at Greater Depth in RWM Combined				
	2022	Nat 2019	2023	Nat	2022	2023	Nat 2023	Local 2023	
English Reading	42%	27%	53%	29%	23%	17%	13.7%	9.2%	
English Writing (TA)	19%	20%	17%	13%					
Mathematics	42%	27%	47%	24%					
SPAG	42%	36%	53%	30%					

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Key Stage 1 Attainment:

Teacher Assessment	% of pupils reaching the Expected Standard and at Greater Depth					% of pupils reaching Greater Depth				
	2019	Nat	2022	2023	Nat	2019	Nat	2022	2023	Nat
English Reading	87%	75%	87%	80%	68%	37%	25%	40%	37%	19%
English Writing	83%	69%	77%	83%	60%	20%	15%	27%	13%	8%
Mathematics	83%	76%	83%	83%	70%	20%	22%	30%	30%	16%

	2019	2022	2023
RWM combined Exp +	80%	70%	77%
RWM Combined GDS	17%	30%	10%

EYFS:

Year	2019	Nat	2022	Nat	2023	Nat
% GLD	89.2%	72%	65%	65%	83%	67%



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School Development Plan

Rationale

Our school culture is one of high expectations for all; we want to ensure that this sits at the very core of our plan. Our data shows that the number of pupils with SEND and those eligible for PPG is growing and our monitoring shows that typically these pupils need additional support to make good progress and achieve the 'Expected' standard. Our own data analysis has also shown that the 'lower core' group of children need more focused and targeted support to achieve well. We are aware that outcomes for our more able pupils have historically been strong, but our aim is to ensure that every child has the excellent quality teaching, opportunities and support required for them to make good (or better) progress and to achieve as well as their peers. We want every child to achieve their full potential.

In September 2022, our INSET day re-visited the theme of 'Lifting the Lid' for every child and removing any barriers they face that will stop them achieving as well and highly as they are truly capable of. This culture, along with the idea of 'Creating the right Climate so that learning is inevitable' (Sir Ken Robinson), supports our aim to ensure that every adult has high expectations and hopes for every child, and that we continue to use our knowledge of the children to set aspirational targets for all. As noted in



our Summer Term STEP report, our targets for July 2023 were aspirational, but the children exceeded them.

STEP reports across the last four academic years have noted the quality of the curriculum at Crowthorne, the high standard of remote learning provided, and have included deep dives for Maths, Geography and Reading.

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Key priorities

Key Priority 1: Develop a Mental Health Strategy to effectively support and develop the health and well-being of our school community (Year 2 of a 3 year plan).

Key Priority 2: Review and enhance the reading journey for children across the school, ensuring it supports the development of a love of reading, whilst meeting the needs and interests of all pupils and supporting them to make good progress.

Key Priority 3: Ensure all children are making expected, or better, progress in Writing, Spelling and Grammar, with more children achieving Greater Depth in writing compared to July 2023 data.

Key Priority 4: Develop the Maths curriculum and provision to ensure more children are supported to achieve GD (TA and Test Scores) and a mastery of Maths.

Key Priority 5: Ensure lower attaining boys in KS1 are supported to fully engage with their learning, leading to strong progress and narrowing the attainment gap with their peers.

Key Priority 6: Create a more sustainable school. Review our curriculum to ensure links are made where possible to support the children's understanding of climate issues.

Key Priority 7: For children to make good or better progress in foundation subjects, with assessment procedures being accurate and ensuring knowledge learnt is retained over time.

Key Priority 8: Ensure our provision, policies and processes for pupils with SEND are effective in meeting the needs of pupils.

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JOB DESCRIPTION

Line managed by: Chair of Governors
Responsible for: Strategic leadership of the School
Working Time: Full Time
Disclosure Level: Enhanced

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The role encompasses the professional duties of Headteachers as specified by the current School Teachers' Pay and Conditions Document (STPCD) and the Headteachers' Standards as current at the time.

Section 1: Ethics and professional 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 and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity

- Accountability
- Openness
- Honesty
- Leadership

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

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- 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.

Section 2: Headteachers' standards

1. School culture

Headteachers:

- 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.

2. Teaching

Headteachers:

- 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.

3. Curriculum and assessment

Headteachers:

- 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.

4. Behaviour

Headteachers:

- 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.

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5. Additional and special educational needs and disabilities

Headteachers:

- 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 of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional Development

Headteachers:

- 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.

7. Organisational management

Headteachers:

- 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
- prioritise distributed leadership as appropriate. Full time or Flexible distributed leadership considered for the right candidate
- ensure rigorous approaches to identifying, managing and mitigating risk.

8. Continuous school improvement

Headteachers:

- 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 a major commitment to development of all staff including LSAs, office staff, cleaners and catering staff (currently Bracknell Forest Council struggles to recruit to some of these posts)
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

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9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- community engagement is a priority for the school. The HT should commit the school to working 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.

10. Governance and accountability

Headteachers:

- 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.

This job description sets out the main duties of the post. The school may revise the job description from time to time and will consult with the post holder at an appropriate time. These responsibilities will be discussed as part of the Headteacher annual appraisal and are subject to change in order for the school to develop strategically and effectively.

An Enhanced DBS Check will be requested on successful application to a position at the school.

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PERSON SPECIFICATION	Essential or Desirable
<p>Qualifications</p> <ul style="list-style-type: none"> • Qualified teacher status. • Degree level qualification or equivalent. • Further relevant professional/academic study and evidence of CPD and knowledge of current issues in education. • Designated Safeguarding Lead (DSL) qualification. • NPQH (or equivalent). 	<p style="text-align: center;">E E E D D</p>
<p>Leadership and Management</p> <ul style="list-style-type: none"> • Proven record of strong, sustained successful senior leadership as a Head Teacher/Deputy Headteacher in a primary school. • Experience of successfully leading an effective school improvement project which has impacted positively on pupil attainment and on teaching and learning. • Knowledge and understanding of strategic, curriculum-led financial planning and budget management. • Ability to establish, lead, and develop a high performing team, with a culture striving high expectations and continuous improvement. • Demonstrating a strategic leadership style that is characterised by courage, integrity, creativity and resilience. • A clear understanding of, and commitment to, promoting and safeguarding the welfare of children, with up-to-date knowledge and understanding of legislation and good practice. • Experience and understanding of SEND provision and associated legal duties. 	<p style="text-align: center;">E E E E E E E</p>
<p>Strategic Development</p> <ul style="list-style-type: none"> • Ability to take a lead role on working with the Governing Body to develop a collaborative vision for the school, which embraces excellence, high standards and inclusion. • Translate your vision into an ambitious development plan and implement it robustly and successfully. • Demonstrable record of working collaboratively with school governors to identify improvement areas, analysing and interpreting relevant data in order to accurately prioritise objectives for school development and to raise standards. • Experience of financial aspects of the school, and of making effective use of resources, including pupil premium funding, and identifying opportunities to secure additional resources. • Be proactive in promoting the school, making good use of all available communication channels including social media. • Demonstrable commitment to succession planning and team development. 	<p style="text-align: center;">D D E E D E</p>

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PERSON SPECIFICATION	Essential or Desirable
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Excellent understanding and experience of monitoring, use of data and the effective assessment of teaching and learning to drive improved performance and achievement. • In-depth knowledge and understanding of EYFS, KS1 and KS2 phases. • Champions inclusion and values the pupil voice to provide all children with the opportunity to succeed and realise their full potential. • Record of delivering a rich and creative curriculum, accessible to all children, with an understanding of how they learn best. Able to articulate models of effective practice. • Excellent understanding and experience of securing highly positive behaviour and attitudes, in both staff and pupils. • Experience of teaching across all three key stages within the primary age range. • Make academic learning fun for all and ensure pupils have a rounded education. 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p>
<p>Personal Skills and Attributes</p> <ul style="list-style-type: none"> • Holding and articulating clear and ambitious vision, values and moral purpose, demonstrating optimistic personal behaviour, and positive relationships and attitudes. • Understanding how to empower all pupils and staff to excel. • Awareness of mental health of both pupils and staff. • Have high expectations on behaviour and respect for others. • Able to quickly form strong, positive working relationships with staff, parents and carers, pupils, governors, Local Authority, and the wider community, and work collaboratively for optimal outcomes. • Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff and parents. <ul style="list-style-type: none"> • Ability to drive school wide improvements with a thoughtful, compassionate, and sensitive approach, maintaining personal wellbeing, and that of all staff. • Up to date knowledge and understanding of current educational policy, research and landscape. • Demonstrated ability to foster an environment of mutual trust, respect and collaboration. • Effective time management and organisational skills, including the ability to delegate with clarity, multi-task and work to deadlines. • Awareness of own strengths and areas for development, and demonstrable record of promoting continuous professional development. • Good sense of humour and a genuine passion for the job. • An approachable, active listener, who welcomes constructive feedback as an opportunity to support further improvement both personally, across their leadership team and the whole school. 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>

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PERSON SPECIFICATION	Essential or Desirable
<p>School Specific Needs</p> <ul style="list-style-type: none"> • Understands the importance of creating an inclusive and ambitious learning culture where children are inspired to achieve. • Experience of working in an outward-facing way with other organisations and partners to champion good practice. • Proven experience of strengthening a school’s position at the heart of the community. • Have a good understanding of a diverse range of cultural and religious traditions. • Will support and further develop the Christian foundation and vision of the school. 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p>

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WHY COME TO CROWTHORNE?



Crowthorne has good amenities, and Bracknell town centre has been regenerated - The Lexicon has an exciting range of retailers and restaurants.



Crowthorne is really easy to commute to, with M3 and M4 junctions nearby.



Surrounding house prices are reasonable and there are any many nice areas to live within a 20-30 minute radius of the school.



Crowthorne station is within walking distance of the school and is on the Reading to London Gatwick Line (connections at Wokingham serve London Waterloo; Reading serves Paddington).



Crime and antisocial behaviour is very low. Crowthorne is a safe place to walk around, no matter what time of day.



There are many leisure opportunities and open spaces to enjoy in the area. We have great parks and Swinley Forest is nearby which is used for walking, off-road biking, and it has a fantastic outdoor play area.

Crowthorne is part of Bracknell Forest Local Authority which has so much to offer residents and visitors alike, including excellent leisure facilities and high-quality countryside and open space, with a third of the area comprising of woodland.

Bracknell Forest is a supportive local authority with departmental expertise in HR, early help, SEND, child protection, finance etc. There is a strong network of local headteacher clusters.

“Inspiring and enabling our school community to live life to the full”

HOW TO APPLY

All applications must be submitted to Bracknell Forest's HR department via email to: Sarah.Hunter@bracknell-forest.gov.uk (by 23:59 on Sunday 4th March 2024). Please complete the application form in full; a standalone CV will not be considered.

You should refer to this application pack, including the Job Description and Person Specification, when applying. It is essential that you provide a succinct personal statement that clearly demonstrates how you meet the required skills and attributes outlined in the Job Description and Person Specification. Please use concise examples where possible, to evidence your skill set, as your personal statement will be the primary tool used to shortlist candidates.

SHORTLISTING AND INTERVIEW DATES

Shortlisting will be held on Thursday 7th March. Following the shortlisting process, successful shortlisted candidates will be invited to attend an interview at the school. The list of tasks for the day will be announced at this point, allowing time for the candidates to prepare for some of the tasks ahead of the interview date. Interviews will be held on Tuesday 19th and Wednesday 20th March.

VISITING THE SCHOOL

Candidates are warmly invited and encouraged to visit the school and meet the current Headteacher, our Head Pupils and the Year 5 pupils who wrote the letter on pages 3-4 of this pack. Please contact the school office on 01344 772089 or email secretary@crowthornecofe.co.uk to arrange a visit.

SAFER RECRUITMENT IN EDUCATION

Crowthorne Church of England Primary and Bracknell Forest Council are committed to safeguarding and promoting the wellbeing of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check, satisfactory references, and other pre-employment checks.

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