

Duston Eldean Primary School



'TOGETHER WE GROW'

Headteacher Recruitment Pack

At Duston Eldean, we encourage a **reflective, creative, caring and respectful** environment where the whole school community is **happy, enthused and motivated**.

In developing a **love for learning** we sow the seeds of success.



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Safeguarding Statement:

Our school is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment. Please see our safeguarding policies, [here](#).

Any offer of employment will be subject to receipt of an enhanced disclosure from the DBS and satisfactory pre-employment checks, including an online search as part of the due diligence on shortlisted candidates. Applicants who have worked outside of the UK will need to provide a certificate of good conduct from the professional regulating authority in the country or countries in which the applicant has worked.

Letter from the Board of Governors

Dear applicant,

Thank you for your interest in joining us at Duston Eldean Primary School; a school we are really honoured to be a part of. We might be a tiny bit biased, but we think this school is amazing.

Our school has benefited from stable leadership over the last 18 years. In that time, our Headteacher has created an ethos and a culture that is reflective, creative, caring and respectful, enabling all of our pupils and staff to feel happy, enthused and motivated. We are a true learning organisation, always striving to learn more, do more, and achieve more for the children who are at the heart of every decision we make – we believe that in developing a love for learning, we sow the seeds of success. We look forward to welcoming Ofsted to our school this year to see the progress we have made over the last five years.

Our current Headteacher is taking retirement at the end of this academic year, and we are now seeking her successor. Our ideal candidate will be an experienced school leader who will enhance and develop our strategic direction by championing and progressing the values and ethos of Duston Eldean Primary School: our FISH code of conduct; our Huge Unbelievable Great Goal to be kind and thoughtful (HUGG); our curriculum threads; our restorative approach to behaviour management; our commitment to developing a growth mindset in our staff and pupils; our commitment to pupil voice opportunities; our commitment to a strong home-school partnership. We have an unwavering commitment to inclusion and celebrate the diversity of our pupils. We are proud of both our comprehensive universal offer for children with SEND and our specialist provision classes, Hummingbirds and The Nest, for children with complex learning needs. We are working closely with West Northamptonshire Council in order to sustain this provision in the long-term.

Our new Headteacher will be able to lead by example, with empathy, integrity, creativity, resilience, and clarity, to build positive relationships with our pupils, staff, parents, and the wider community. We are well established as a local authority school, and will encourage our new leader to lead and develop collaborative and mutually-beneficial partnerships with a variety of stakeholders to share best practice and secure excellent outcomes for all pupils.

We want our new Headteacher to succeed in this role. Therefore, we are offering:

- our highly committed, experienced, and supportive staff team and Board of Governors;
- a commitment to professional development, including a support package from the Local Authority;

- and most importantly, our happy and motivated pupils.

Please do come to visit us to see our inspiring school for yourself. We recognise that this is a two-way process and welcome all questions. We would love for you to engage with our ethos and understand the impact that you could have for Duston Eldean Primary School to give you the best chance of success.

We look forward to receiving your application.

With best wishes,

Katie Jones, Chair of Governors

On behalf of Duston Eldean Primary School Board of Governors



Message from the children

Pupil voice is really important to us at Duston Eldean Primary School. Children from across our Pupil Voice Groups have shared the following thoughts for our new Headteacher.



“Our new Headteacher should be welcoming and warm and make sure they say hello to everyone. We want a Headteacher who smiles, laughs and has a good sense of humour.”

“We really want to have a Headteacher who understands that we are all different and unique which makes us special. We want a Headteacher to celebrate our uniqueness and not want to make us all the same. This also means that we all find things difficult at times so we need the Headteacher to be understanding to that.”

“The Headteacher should be kind, happy and friendly and make sure they show all parts of our FISH. They need to be prepared to help out if a club needs to be covered or a teacher needs help. Being supportive to everyone is really important.”

“We want the Headteacher to love Eldean just like we all do and they need a good taste in Christmas songs!”

“We want the Headteacher to have lots of energy and be positive and be able to plan great school experiences like going on trips or having visitors or special days.”

Thoughts from staff

Our staff are highly committed to our school. They have shared the following thoughts for our new Headteacher.

“It is essential that the new Headteacher holds inclusion at the heart of their educational values! Whilst it can be challenging to support the number and level of pupils in our school community, I also feel that it is one of the most special and rewarding parts of our school. I hope that our ethos around inclusion can be upheld.”

“New ideas around how to enhance our provision for SEN across the school would be welcomed. In particular, ideas around budgeting and money management linked to SEN would be helpful, as well as how to work effectively within the stretched system.”

“We are starting to notice a bigger shift in the makeup of our school community, with a rapidly increasing number of families who require support with matters outside of education. As this need increases, the new Headteacher will need to be fair but firm with these families in order to help them see the requirement for joint action regarding the support their family requires.”

- Pupil centered
- Consider well-being of staff
- High expectations
- Commitment to our FISH philosophy
- Clear communication
- Supports staff in responding to behaviour, while encouraging a restorative approach
- Able to direct and allocate staff to best meet the needs in the school
- Warm and friendly



Vision and Ethos

Our vision:

At Duston Eldean, we encourage a **reflective, creative, caring and respectful** environment where the whole school community is **happy, enthused and motivated**. In developing a **love for learning** we sow the seeds of success.

Our vision is to be a true learning organisation: a school that enables and provides for the learning of all its members in order to continually improve. We wish to facilitate opportunities for staff to be innovative and creative in their teaching and to inspire those around them. New ways of thinking, questioning and reflecting will be encouraged and nurtured in our adults and children.

Our curriculum is two-fold. The subject-based National Curriculum leads to academic success, and our 'Skills for Life Curriculum' equips children with the necessary attitudes and skills to be successful both in school and in adulthood. We have identified three key threads: oracy, diversity and exploration which permeate across both curricula and have been chosen to broaden pupils' learning experiences, to enhance their cultural capital and prepare them for future educational and personal experiences. Our pupils should develop great attitudes to learning and gain the social skills required to communicate and work with others. Pupil Voice opportunities enable children to pursue their passions and interests, inspire others and influence change. A growth mindset approach to challenges is overtly taught and developed, empowering children to be successful in an ever-changing world.

Children should also learn to be kind and thoughtful members of our community, to show respect and to demonstrate good manners. These qualities are actively fostered. We see children as individuals and, as such, we seek to be flexible in our teaching in order to meet their individual needs whether these be academic, physical, social or associated with mental health and well-being.

A strong partnership between home and school will see children flourish and maximise their potential. We believe, with this collaboration, we are enabling children to be life-long learners, to achieve personal success and happiness in life.

Our ethos as a school is created through:

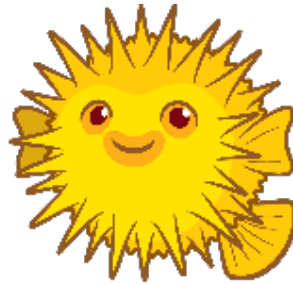
Our code of conduct: FISH



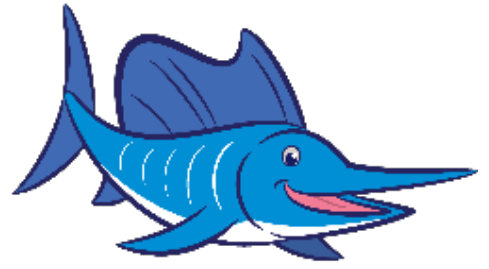
Fun and friendly



Involved



Show the right attitude



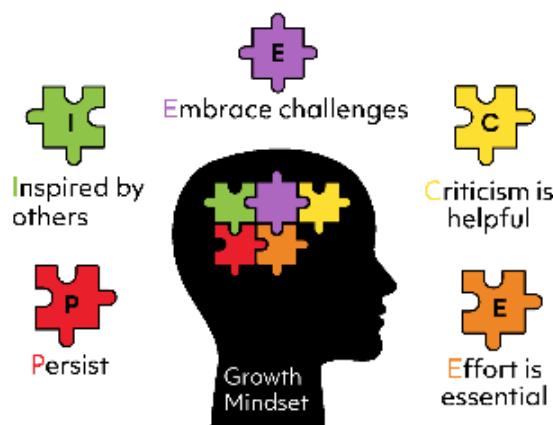
Help others

Our Huge Unbelievable Great Goal (HUGG): To be kind and thoughtful



HUGG

Our growth mindset: PIECE



Pupil voice groups: School Council, HUGG Club, Friendship and Anti-bullying (FAB) Team, Eco Team, Reading Ambassadors, Maths Ambassadors, Health and Safety Ambassadors, ICT Ambassadors, and Year 6 Prefects

School Information

1. Context

Duston Eldean Primary School is a well-established Local Authority maintained two-form entry primary school in the suburban village of Duston, within Northampton. Duston has grown significantly over the last 30 years, with new developments increasing the number of families in the area. The context of our school reflects our local community:

- We have 420 pupils on-roll, with a PAN of 60.
- We are oversubscribed each year, but work hard to develop relationships and reputation to sustain this position.
- The majority of our pupils are White British. We have had an increase in children with English as an Additional Language, accounting for 31% of our children in Year 1 and 18% of our children in Foundation Stage.
- 11% of our children qualify for Pupil Premium.
- Children who are able to access the curriculum are taught in single year-group classes.
- We have had a significant increase in the number of children with Autism Spectrum Disorder and Global Development Delay. 72 children are currently on our SEN register, with 13 (6.4%, compared to the national average of 4.8%) at E level.
- We have two additional specialist provision classes, Hummingbirds and The Nest, to ensure that 11 children, who cannot access mainstream curriculum due to complex learning needs, thrive in our school.
- Over the last few years, the children entering our Foundation Stage have had much lower levels of speaking and listening, physical development, and personal, social and emotional development. This is reflected in our end of year good level of development scores, in comparison to previous years, however the data demonstrate that all children make good progress ready for Year 1.
- We have established continuous provision in both Foundation Stage and Year 1, with both year groups having access to outside space.
- Our end of Key Stage 2 data has been consistently above local and national averages for many years. In our most recent data, 97% of children achieved age-related expectations for maths, 85% for reading, 84% for writing, and 92% for GPS. 77% of children achieved the expected standard combined, and 11% achieved the higher standard.

2. Curriculum

Our curriculum is two-fold. The subject-based National Curriculum leads to academic success and our 'Skills for Life Curriculum' equips children with the necessary attitudes and skills to be successful both in school and in adulthood. Our curriculum is bespoke: designed by our staff to meet the requirements of the National

Curriculum and the specific needs of our children in our local context. As such, the curriculum will be under constant review to ensure we reflect and adapt to meet the changing needs of our school community and to provide the best possible education for our pupils. We have identified three key threads which permeate across our core curriculum subjects, our foundation subjects and our skills for life curriculum. These key threads have been specifically chosen to broaden pupils' learning experiences, to enhance their cultural capital, and to prepare them for future educational and personal success.

3. The site

Our school was rebuilt almost 20 years' ago as part of the PFI initiative, and has been well-maintained to be welcoming and reflective of our caring and inclusive ethos. The site is managed by Amey. We have fantastic facilities, including:

- a dedicated library, which houses our non-fiction books to support the curriculum; every classroom has a library corner for fiction books
- extensive grounds which provide a forest school, growing spaces, and an outdoor classroom
- a well-equipped playground with climbing equipment, buddy benches, play houses, outside gym equipment, and outside spaces for Foundation Stage and Year 1
- recently refurbished classroom spaces for our SEND specialist provision, including outside space
- a kitchen pod, where lunches are freshly prepared each day

We share our site with independent nursery, Eldean Childcare. They have a purpose-built building for their nursery, breakfast club and after-school club, plus their own outdoor space and forest school area.

4. Staff

Our staff team are highly motivated, creative, and committed to their own professional development, which is reflected in our staff retention. Our Extended Leadership Team has representation across every year group to ensure good communication and consideration of demands made on staff time. Additional non-contact time is timetabled for year group planning and subject leadership work. The cyclical nature of our professional development ensures regular reflection and focus on subject knowledge, teacher instruction, learning behaviours and assessment. A comprehensive programme for new staff and Early Career Teachers provides a successful and supportive induction into the 'Eldean way' of teaching, learning and behaviour management. 100% of responses in our 2024 staff survey said they were proud to be a member of staff in our school. All staff also feel the school is well led and managed. 94% of responses in the staff survey agreed that leaders do all they can to ensure the school has a motivated, respected and effective teaching staff.

5. Governors

We have a strong and highly engaged Governing Board of 11, plus our Headteacher, supported by an experienced and knowledgeable Clerk. They have a breadth of skills and experience, including CEO, business and strategic management, policing, social work, teaching, and fundraising. They proactively undertake training and engage with West Northamptonshire Council's Governor Support Team, sharing and learning from best practice in other schools. Each governor has at least one curriculum link area, to ensure close engagement with staff across the school with at least two visits per year per area. Our Safeguarding and Wellbeing Sub-Committee and Resources Sub-Committee ensure that due care and attention is paid to the importance of these subjects.

6. Community

We actively encourage parental involvement, seeing education as partnership between home and school. 97% of parents agreed that our school has high expectations for their child, in our 2023/24 parent survey. Parent information evenings are well attended. These are given at the start of each academic year for each year group, and on specific topics such as maths and phonics. Staff ensure that all parents are given feedback on their children's learning behaviours and progress. We welcome parents as reading volunteers.

We have developed strong links with the "Duston Cluster" primary schools, with Headteachers meeting regularly. SENCos and subject leaders also meet, and writing moderation happens annually. We have good relationships with local secondary schools, supporting the transition of our year 6 pupils, and Eldean Childcare, who provide nursery education from our site, to support the transition of children into our Foundation Stage.

We have a good reputation within our local community, with many parents publicly recommending us to other parents. In our 2023/24 parent survey, 100% of respondents agreed that they would recommend our school to another parent. We are supported by local businesses and Duston Library to give our pupils additional opportunities.

7. Ofsted

We have been rated as a "Good" school since our last full inspection in 2011. We have worked hard to implement the following recommendations in our 2019 report:

- The evaluation of the use of pupil premium is further refined to check that all disadvantaged pupils make the best possible progress.
- All teachers ensure that misconceptions in pupils' writing are consistently addressed and that the quality of pupils' writing is consistently strong.

We are anticipating our next full inspection this academic year.

Duston Eldean Primary School

Headteacher Job Description and Person Specification

Job details

Salary: L18 (£71,729) – L24 (£82,258)

Contract type: Full Time, Permanent

Reporting to: Chair of FGB

Responsible for: Deputy Headteacher, Extended Leadership Team (including SENCo), Family Support Worker, School Business Manager

Vision and Values:

At Duston Eldean Primary School, we encourage a **reflective, creative, caring and respectful** environment where the whole school community is **happy, enthused and motivated**. In developing a **love for learning** we sow the seeds of success.

Main Purpose

Duston Eldean Primary School is committed to safeguarding and promoting the welfare of children and young people in a highly inclusive environment. We expect all staff to share this commitment.

The Headteacher will conduct their professional duties in accordance with and subject to the National Standards for Headteachers 2020, the School Governance Regulations and current the School Teachers Pay and Conditions Document.

The Headteacher will work with Governors to develop and communicate a clear, ambitious and strategic vision for the successful development of the school. They will be accountable to the Governors for the conduct, management and administration of the school, subject to any policies which the Department for Education, Local Authority and the Governors may make.

The Headteacher will:

- Champion and progress the values and ethos of the school including:
 - our FISH code of conduct
 - our Huge Unbelievable Great Goal to be kind and thoughtful (HUGG)
 - our curriculum threads
 - our restorative approach to behaviour and attendance management
 - our commitment to developing a growth mindset in our staff and pupils
 - our commitment to pupil voice opportunities
 - our commitment to a strong home-school partnership
 - our unwavering commitment to inclusion.

- Lead our culture of safeguarding and undertake the role of the Designated Safeguarding Lead. They will work effectively with external agencies to keep our families safe and support members of staff with child protection matters.
- Manage the school on a day-to-day basis ensuring that all school policies, including safeguarding and Health & Safety, are fully adhered to.
- Enhance and develop the school's strategic direction together with the Governing Board and through consultation with the school stakeholders including staff, pupils, parents, caregivers, and the wider community.
- Identify opportunities to improve the school's effectiveness, with a focus on continuous improvement and learning for all. Lead, develop and implement strategies for school improvement that are realistic, timely and suited to the school's context and culture.
- Determine, implement and review the school's bespoke two-fold curriculum to ensure breadth, balance, and relevance across EYFS, KS1, KS2 and our SEN provision. They will ensure all pupils fulfil their potential through adaptive teaching practices, consistently high expectations for learning behaviours, and assessment for learning, with inclusive regard to their abilities, aptitudes, and needs.
- Lead, develop, inspire, motivate and empower staff to continually raise standards across the school, enabling staff to be creative and innovative, with due attention to staff workloads and wellbeing.
- Oversee systems, processes, policies, risk management, and staff development to ensure the school can operate effectively and monitor progress towards achieving the school's aims and objectives
- Lead and develop collaborative and mutually beneficial partnerships with a variety of stakeholders to share best practice and secure excellent outcomes for all pupils, including West Northamptonshire Council, Northamptonshire Music and Performing Arts Trust, like-minded local schools, and the school community.
- Determine short, medium, and long-term priorities for the school having regard to any financial implications and the ability to meet these from foreseen income.
- Ensure that the school resources are managed sustainably and deployed in the best interests of our pupils and the school community.
- Take overall responsibility for the management of all the school's financial resources.

- Ensure relevant GDPR and data protection legislation is practiced consistently.
- Ensure effective supervision and security of the school environment, including IT and digital systems.
- Ensure the school is compliant with relevant and current Health & Safety procedures.
- Ensure there are effective and accurate reporting systems to the school's Governing Board and the Local Authority on all matters relevant to the discharge of the school's responsibilities.

This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Qualities

The Headteacher will:

- Uphold public trust in the school's leadership and maintain high standards of ethics, behaviour, and professional conduct in accordance with the Nolan Seven Principles of Public Life.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and develop productive relationships with parents and caregivers, governors, members of the local community and other stakeholders.
- Lead by example - with empathy, integrity, creativity, resilience, and clarity - drawing on their own commitment to lifelong learning, expertise and skills, and that of those around them.
- Serve in the best interests of the school's pupils.

Headteacher Person specification

	Essential	Desirable
Qualified Teacher Status	X	
Degree	X	
Evidence of further leadership professional development (NPQH or similar)		X
Up to date safeguarding training (e.g., DSL and safer recruitment training)		X
Extensive evidence of senior leadership within a primary school	X	
Extensive evidence of school self-evaluation and strategic planning as leader in a primary school, including when implementing change	X	
Evidence of a sound knowledge and experience of strategic financial planning, budgetary management and principles of best value	X	
Evidence of effective support for children with a range of SEN needs, including complex needs, ideally within specialist provision		X
Evidence of effective working with vulnerable families and with multi-agency teams to develop integrated programmes of support for children with a range of barriers to their learning (including disadvantaged children)		X
Knowledge of statutory duties and regulatory frameworks and a determination to ensure that this knowledge is kept up to date	X	
Previous experience of being a Designated Safeguarding Lead or refined knowledge of the role and responsibilities. Up to date knowledge of Keeping Children Safe in Education and ability to develop a whole school culture around safeguarding	X	
Demonstration of a good knowledge and experience of HR, governance, health and safety, child protection and safeguarding issues relating to the diverse uses of the school facilities	X	
Experience of successful line management and a rigorous expectation of staff performance, offering developmental support for staff	X	
Understanding of curriculum design that meets the needs of all learners and the ability to lead this with and through others across the whole school, including EYFS and specialist SEN provision, establishing creative and effective approaches to learning and teaching	X	

Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve	X	
Proven and reasoned leadership of pupil behaviour and attendance management	X	
Ability to build effective working relationships and teams, working with children, staff, parents and caregivers, governors and the wider community to create a constructive, inclusive and affirming school culture	X	
A clear vision for the future of the school, built upon what has already been achieved	X	
A clear educational philosophy which puts the child at the centre of all that the school undertakes	X	
Recognise and utilise the strengths and experience of staff to take the school toward the school vision	X	
An ability to offer all staff CPD opportunities and look for and encourage developing leaders	X	
Understand the importance of, and model, staff wellbeing	X	
Understanding of high-quality teaching and assessment based on evidence, and the ability to model this for others and support others to improve	X	
Appropriate data management to monitor pupils' progress, set challenging targets and identify areas for improvement	X	
Effective communication and interpersonal skills	X	
Enthusiasm, empathy, commitment and integrity	X	
A commitment to achieving the best possible outcomes for all pupils	X	
A commitment to lifelong learning and implementing the principles of a true learning organisation	X	
Ability to ensure positive working relationships	X	
Ability to work under pressure and prioritise effectively	X	
The confidence to delegate effectively when appropriate	X	
Commitment to maintaining confidentiality at all times	X	
Commitment to equity for all children	X	
Commitment to working in partnership with staff, pupils, parents and caregivers, Governors, the Local Authority and partner schools	X	
Commitment to uphold the 7 principles of public life (the Nolan principles) at all times	X	

Recruitment process information

How to Apply

If you have any questions about Duston Eldean Primary School, the role, or the application process, please contact Katie Jones, Chair of our Board of Governors: chair@dustoneldean.northants.sch.uk

Please request our application form from our School Business Manager, Lorraine Wills: l.wills@dustoneldean.northants.sch.uk

Please complete the application form and provide a letter of application of no more than two A4 pages, outlining your motivation for applying. Please email both documents to our School Business Manager to submit your application.

Applications are only accepted in this format. CVs will not be accepted.

Applications must arrive no later than 12 noon on **Thursday 30th January 2025**.

Shortlisting decisions will be made with reference to the person specification.

Visits to the School

Visits to the school will be warmly welcomed. Please contact our School Business Manager to arrange these:

Duston Eldean Primary School Office – 01604 752283

l.wills@dustoneldean.northants.sch.uk

Interview Timetable

Shortlisted candidates will be contacted by the end of 4th February 2025.

Up to two days of interviews and assessments will be held on 12th and 13th February 2025. The selection process will be undertaken by Duston Eldean Primary School Board of Governors.

