

Headteacher Information Pack

December 2022



Felbridge Primary School

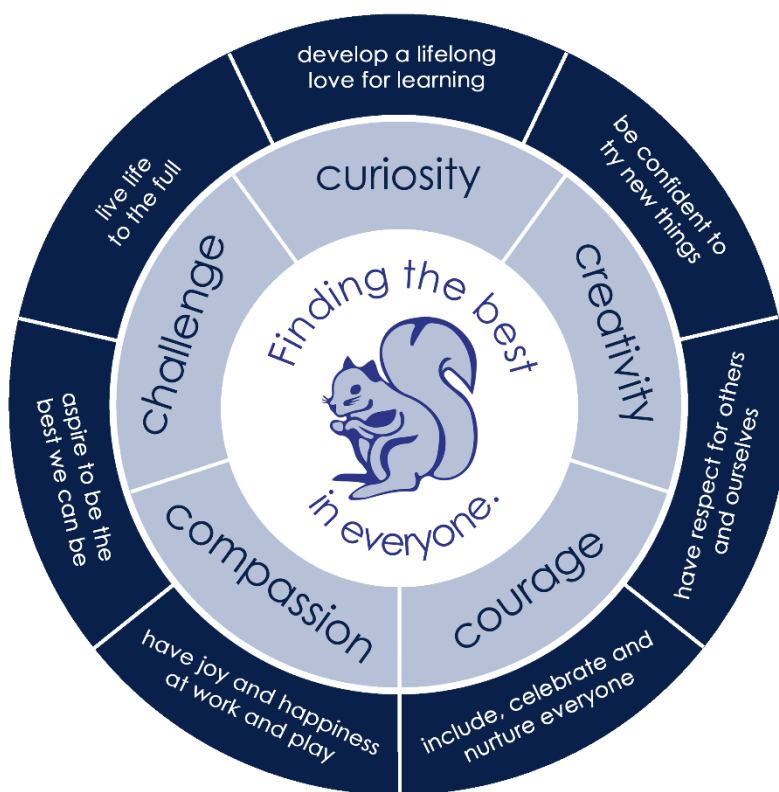
Finding the best in everyone.

Headteacher Information Pack

December 2022

Felbridge Primary School
Crawley Down Road
Felbridge
Surrey RH19 2NT

Headteacher: Hugh Hogan-Fleming
Chair of Governors: Ron Adams



For information, news and pictures of school events:

- www.felbridgeprimary.com
- www.facebook.com/felbridgeschool
- Twitter: @felbridgeschool

Contact us:

01342 323413
info@felbridge.surrey.sch.uk

Specific application enquiries:

Clerk to Governors, Mrs Helen Rodgers, via
rodgers@felbridge.surrey.sch.uk



From the Chair of Governors, Ron Adams

December 2022

Dear Colleague

We are delighted that you are interested in our vacancy for a Headteacher.

We think our school is a very special place to work and learn. It has a very long history dating back to 1783 when the school had just 12 pupils on roll and the Headteacher lived on site! The lovely original school building- the oldest school building in Surrey still in use- has been sympathetically extended to include modern purpose-built accommodation.

The children are at our heart and we work closely together to ensure that each and every one of them achieves their potential, both personally and academically.

Although the school is situated close to the large town of East Grinstead, it retains its identity as a village school. There is very strong sense of community and belonging to the school is often referred to as being part of the 'Felbridge family'. This is just one of the reasons why the school is held in high regard in the local area; we are at capacity in nearly all year groups and are regularly approached for place enquiries by families moving to the area.

Our recent Ofsted inspection in November 2022 rated us 'securely good;' this followed Key Stage 2 results that were above both the national and Surrey average. We know that with the right leadership and a lot of hard work the school's objective to become Ofsted "outstanding" is achievable.

We are proud of our inclusivity. Felbridge is a school for every child and every family. Pupils on the SEND register flourish personally and academically in the supportive and nurturing environment.

There are currently 208 children on roll. Within the school grounds we manage our own very successful Breakfast Club and After School Club. We have an active and supportive PTA who raise additional funds for the school through a variety of events for children and parents. Stay and Play, an independently run pre-school, operate from a separate building onsite, providing a valuable source of additional revenue.

We are looking for someone who is passionate not only to improve the life chances of all children, but also to lead and inspire staff to be the best that they can be. You will be an experienced leader with proven experience of delivery in an inclusive primary school environment, able to evidence initiating and leading change on a whole-school level. We need a strong leader with excellent interpersonal skills who is willing and able to engage effectively with all stakeholders.

So, that is some of what we are looking for but what can we offer you?

- A fantastic team of friendly, supportive and dedicated leaders and staff.
- Wonderful, well-behaved children who love their learning.
- Strong support from parents, governors and the wider community.
- The opportunity to bring about positive change.
- A recent, securely 'good' Ofsted report giving you strong foundations to develop the school even further.
- A modern school set alongside a beautiful, historic building, with plenty of outdoor space including its own woodland and history aplenty!



Make sure you use your application and Supporting Statement as an opportunity to reflect your personality, teaching style, strengths and creativity. Can you make your application stand out from the crowd? Please read the information in the later sections of this pack carefully before making a start.

This information pack cannot do justice to all that Felbridge has to offer and we would recommend that you come and visit the school while it is working. Governors would be happy to meet you at the school to give you a tour together with a member of our senior leadership team. You can contact them via the Clerk, Helen Rodgers - rodgers@felbridge.surrey.sch.uk. More information can also be found via our website, Facebook and Twitter pages – see the front page for links.

Thank you for your interest in applying for this exciting opportunity. We are looking forward to welcoming you to Felbridge Primary School and receiving your application.

Yours sincerely

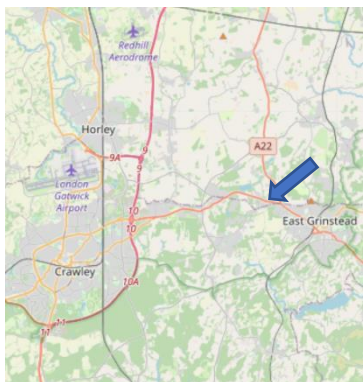


Ron Adams
Chair of Governors
Felbridge Primary School

This 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 must undertake a DBS criminal record check



Felbridge Village



Felbridge Village is located in Surrey on the border with West Sussex, 2 miles north of East Grinstead. It has a population of approximately 2100.

It is approximately 8 miles from Crawley and Gatwick airport. There are regular trains to London from East Grinstead station.

Felbridge has a traditional 'village' feel, having a local parish church with which we have strong links; our neighbouring village hall and play-park, a village shop and the historic 'Star Inn' at the end of the road.

Felbridge is also home to the historic Evelyn Chestnut trees, Hedgecourt Lake and Whittington College, sheltered housing for the elderly founded by the real 'Dick Whittington!' Our yearly Local History Week has plenty to dig into for each year group as a result.

Felbridge Primary School

The school site marks a tapering triangular intersection between the Copthorne Road and Crawley Down Road, which also marks the Surrey-West Sussex boundary.



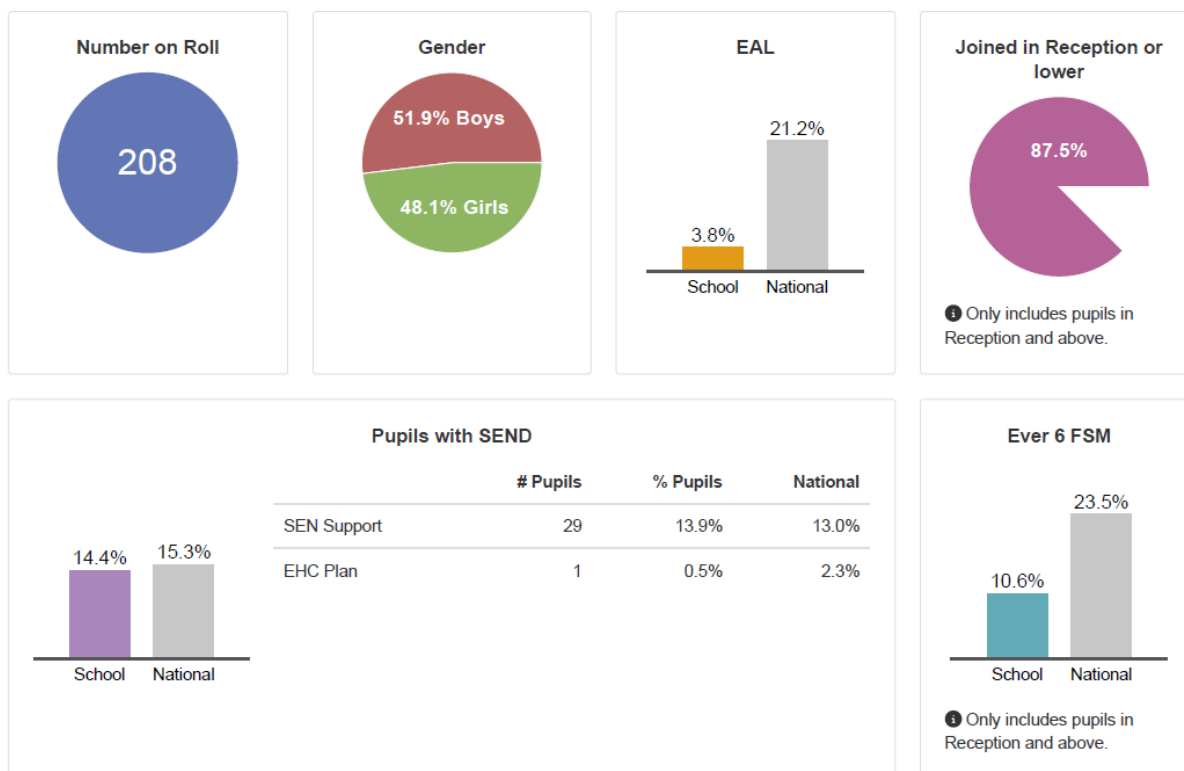
In 1783, James Evelyn (descendant of John Evelyn, the famous diarist) wrote "I chose a large house at Hedgecourt Common - arranging for one and a half acres around it to be enclosed and used as a school". The school opened on 4th November 1783 with 12 pupils. The original schoolhouse was extended several times in the 1800s and 1930s, followed by the re-modelling of the 'old'

school and a new extension in 1994, giving us the school we have today.

Our current buildings are a blend of these successive extensions and now provide well-resourced and modern accommodation for our children. Outside, we are lucky to enjoy extensive areas for education, play and exploration, including two playgrounds and a field area for sport; a hidden copse for woodland learning and several other garden areas.



School Demographics – December 2022



Current Staffing Structure

- Headteacher: Hugh Hogan-Fleming
- Co-Deputy Headteacher: Rachael Sims (4 days – 2 days in class)
- Co-Deputy Headteacher: Laura Oliver (3 days - SENDCo)
- School Business Manager: Wendy Scott
- 7 teaching staff
- 9 full/part-time teaching assistants + 2 Special Needs Assistants
- PE Coach – 2 days
- Music Teacher – ½ day (providing PPA cover for Years 3,4, & 5)

Full staffing list at <https://www.felbridgeprimary.com/staff-team/>

School Development Priorities – 2022-2023



To build on, and embed, structures and practices in **English** and **Maths** which aim to support children to master core content and articulate their learning - knowing and remembering more over time.

by

Using high-quality phonics & whole class teaching of **reading** to increase attainment.

Using engaging, quality teaching and robust assessment to ensure pupils make good progress in **writing**.

Using quality CPD and effective teaching to sustain and further develop strong **maths** practice.

To enhance **assessment** of **SEND** to support identification and closing of gaps using small steps of progress.

To embed **leadership** practices which **support** staff and learners, keeps them **safe**, and takes a measured approach to building links for the **future** of the school.

by

Teaching children to be **safe** and **confident** **online**.

Ensuring that all practices and policies have the **safety** and **wellbeing** of children at their heart.

Building links which lay the foundations for the **future** of the school.

Developing strong **governance** with the expertise to support our strategic leadership.

Enhancing **parental engagement** opportunities.

Considering and developing strategies to enhance the **wellbeing** of **staff**.

To spark and support early development in **EYFS** through the use of the indoor/outdoor environment; to build knowledge of EYFS at subject level and increase staff capacity to lead across the whole school.

by

Ensuring that the **environment**- inside and out- provides high-quality learning experiences for our youngest learners.

Rooting Early Years as the foundation for all learners in all subjects by building **leaders'** and **staff's expertise** across the school.

Using the benefits of internal and external **collaboration** to spark and drive improvements across the Early Years curriculum.

To develop knowledge and skills across a rich, varied wider **curriculum**.

by

Using one-off events to **enrich** the curriculum and generate excitement.

Using the PSQM programme to strengthen and develop the leadership and teaching of **science**.

Using new technology to raise the profile and enhance teaching and learning of **computing**.

Using external expertise to enhance **music** teaching.

Supporting children to talk confidently about **what they have learnt**- building and securing **knowledge**.

Most recent statutory assessment results

KS2 Year 6 Assessments

	Reading	Writing (Teacher Assessment)	Maths	GPS (Grammar, Punctuation & Spelling)
Below or pre-keystage	1 (3.4%)	4 (13.8%)	1 (3.4%)	1 (3.4%)
WTS or < 100	4 (13.8%)	4 (13.8%)	5 (17.2%)	4 (13.8%)
EXS or 100-110	12 (41.4%)	18 (62.1%)	15 (51.7%)	13 (44.8%)
GDS or 110+	12 (41.4%)	3 (10.3%)	8 (27.6%)	11 (37.9%)
Total EXS or above	24 (82.8%)	21 (72.4%)	23 (79.3%)	24 (82.8%)

National EXS %	74%	69%	71%	72%
Surrey EXS%	80%	70%	77%	N/A

Progress Scores

	Felbridge	National	Surrey
Reading	2.0	0.1	0.8
Writing	-1.4	0.1	0.5
Maths	2.3	0.1	0.7

Other statutory assessment results

- Year R EYFS = 73.3% reached a 'good level of development,' compared to a Surrey average of 73.4%.
- Year 1 Phonics = 84% against a Surrey average of 82%
- Year 2 Phonics (after retakes)= 87%

KS1 Teacher Assessment Levels

	% Expected or above	% Greater Depth	National % expected or above (provisional)	Surrey % Expected or above
Reading	70%	27%	68%	73%
Writing	63%	13%	59%	63%
Maths	70%	27%	70%	73%



Application Information

Salary range: L12 -18 (London Fringe: £59,332-£68,576)

Start date: Monday 17th April, 2023

Recruitment Schedule

School visits

The best way to get a feel for the school, our children and staff is to come and see us; we recommend visiting during the school day to see us at work and play. Visits with our Chair of Governors, Ron Adams, and a member of our Senior Leadership Team can be organised through the Clerk to Governors, Helen Rodgers via rodgers@felbridge.surrey.sch.uk.

Supporting Statement

Your supporting statement is your first chance to let the shortlisting panel know why you are the perfect candidate for us. Please tell us how you fit the Person Specification and give us **at least one example** of the positive impact you have had with the following:

- Leading teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources
- Securing accountability
- Pastoral care

Application Closing Date and Interview

The closing date for applications is 5pm on **Wednesday 18th January 2023**.

Completed application forms and supporting statements can be emailed to rodgers@felbridge.surrey.sch.uk. You will receive an email to acknowledge safe receipt.

Shortlisting will take place on Friday 20th January 2023 and candidates will be invited to interview by telephone followed by an email with full details of the interview process. If you have not heard from us by Monday 23rd January 2023 please assume your application was unsuccessful.

Interviews will be held on Wednesday 25th January 2023

The process will include some of the following:

- Observing a teaching and learning session and feeding back.
- A meeting with some of our School Council.
- An in-tray exercise and a short data exercise.
- An assembly to some of our classes.
- A 10-minute presentation to the interview panel. You will be given the topic before the day.
- Formal interviews.
- Lunch with staff and governors.



Appointment

The successful candidate will be appointed from **17th April 2023** for the start of the Summer Term. We will try and negotiate several days release from your current school so that you will be able to spend time with us for induction during the second half of the spring term.

Any appointment will be subject to:

- Medical clearance
- Satisfactory enhanced DBS clearance
- Satisfactory references – these will be taken up immediately following shortlisting but may not be returned before the interview. If you are currently a headteacher, one referee must be from your Local Authority/Academy Trust and another your Chair of Governors; if you are currently a deputy, your current headteacher must be a referee.



Felbridge Primary School – Headteacher Job Profile

General Headteacher Accountabilities:

- The Headteacher is accountable to the school's Governing Body
- The Headteacher will carry out their professional duties in accordance with and subject to the School Teachers' Pay and Conditions Document and the DfE Headteacher Standards 2020.

Job Purpose

The Headteacher is the lead professional in the school and is responsible for providing vision, leadership and direction for the continuous improvement of the school.

They will work with all stakeholders to create a caring, inclusive, hard-working and fulfilling school ethos, ensuring the highest quality of education and standards of attainment and behaviour. Supported by the governing body, the Headteacher will explore partnerships and lead the future development of the school.

As the leader of the school, the Headteacher, with the support of the governing body, ensures that the safeguarding and welfare of all the children is given the highest priority within a nurturing and inclusive environment.

The Headteacher works with the governors and staff to accomplish the following key tasks and other duties as may reasonably be agreed, for all of which continuous review and development is essential.

Leadership, policy and the strategic direction and development of the school

Implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.

Lead by example for the pupils, staff, governors, and parents, implementing the vision, values, and purpose of the school.

Provide an educational vision and direction which enables effective teaching and successful learning and achievement by pupils, including their spiritual, moral, social, cultural, mental, and physical development.

Lead by example to promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.

Ensure that policies and practices take account of national and local data, and inspection and research findings.

Management of teaching and learning

Ensure the school provides high-quality education to secure successful pupil outcomes in terms of academic achievement and spiritual, moral, social, cultural, and personal development.

Provide a broad, structured curriculum that meets statutory requirements, is appropriate to the needs of all children and sets out the knowledge, skills and values that will be taught.

Provide a curriculum that remains ambitious, ensuring all learners, particularly those with SEND or the most vulnerable, make good progress from their starting point and minimising the difference in attainment so that they are working in line with peers.

Ensure that policies and guidelines for teaching, learning and assessment are understood, supported, and followed by all staff, promoting good teaching, effective learning, and high standards of achievement.

Sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.

Maintain an environment and a code of behaviour and conduct which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour, and discipline, and which enable teachers to meet the standards set out in the professional development framework.

Co-ordinate/lead assemblies and parent information meetings.



Management of People

- Work with senior colleagues to ensure staff are deployed and managed well, with due care and attention paid to workload, to optimise the quality of education provided and individual welfare.
- Manage the performance of the school's teaching and support staff through the provision of appropriate procedures for appointment, induction, appraisal, and professional development opportunities to maximise effective learning.
- Create and maintain good working relationships among all members of the school community, including ensuring that excellent communication channels exist in the school, enabling all staff to receive the information they need to carry out their professional duties effectively.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- Regularly reflect on own practice to ensure the current and future needs of the school are reviewed and developed.
- 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.

Culture and Ethos

- Promote the school's vision, values and ethos, expecting high achievement from all members of the school community.
- Promote a culture of continuous self-evaluation and improvement.
- Lead by example to ensure a culture of high staff professionalism.
- Ensure adults within the school model and teach the behaviour of a good citizen.

Felbridge within the community

- Develop and maintain active and mutually beneficial links with the local community, promoting the school's reputation and raising community awareness and support for the school
- Maintain partnerships with key local bodies, including Surrey County Council and the East Grinstead Group of Schools.
- Work with the governing body, staff and school families to develop links and future plans as the national landscape changes in regards to acadamisisation or the future direction of primary education in Surrey.

Management of Resources, including Financial and Physical

- Be responsible for line managing the School Business Manager and the performance of their role as well as enhancing the financial position of the school.
- Prioritise and allocate financial resources appropriately alongside the School Business Manager, ensuring efficiency, effectiveness, and probity of the use of public funds and that funds are effectively administered and controlled.
- Identify, manage, and mitigate risks, including the maintenance and use of a risk register and ensuring that risk assessments are undertaken as necessary.
- Undertake and ensure compliance with all relevant health & safety responsibilities.

Accountability for the effectiveness and efficiency of the school

- Ensure the school operates effectively and efficiently within the required regulatory framework and meets all statutory and regulatory duties.
- Understand and welcome the role of effective governance, providing information, advice, and support to the governing body to enable it to meet its monitoring responsibilities.
- Maintain an organisation in which staff recognise that they are accountable for the success of the school.
- Evaluate pupil performance data from a range of sources and, using this information, recommend strategies to raise standards.
- Report in appropriate ways to the governing body and incorporate its decisions within the development of school policy, meeting legal requirements
- Ensure the school operates within agreed local authority and national guidelines

This 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 must undertake a DBS criminal record check.



Headteacher Person Specification

	Essential	Desirable
Qualifications and Professional Development	<ul style="list-style-type: none"> • Qualified teacher status • Degree-level qualification • Evidence of continuing professional development relating to school leadership and management. • Ability to identify own learning needs and to support others in identifying their learning needs 	<ul style="list-style-type: none"> • NPQH award • Postgraduate level qualification • Experience of working with other schools, organisations and agencies • Experience of leading professional development
Experience	<ul style="list-style-type: none"> • Experience of teaching in more than one school • Successful experience as a headteacher OR • Successful experience of deputy headship. • Successful experience of teaching across the primary age range. • DSL or Deputy DSL experience. 	<ul style="list-style-type: none"> • Demonstrable experience of management of human and financial resources at a senior level.
Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education • Ability to inspire and motivate staff, pupils, parents and governors • Ability to manage organisational change and to develop the direction, culture and ethos of the development of the school. • Evidence of successful strategies for planning, implementing, monitoring and evaluation school improvement • Ability to analyse data, develop strategic plans, set targets, monitor and evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding all pupils' welfare 	<ul style="list-style-type: none"> • Knowledge of the role of the governing body • Evidence of having successfully translated vision into reality at whole school level
Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the 2014 National Curriculum and Early Years Foundation Stage • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • Understanding of successful teaching and learning across the entire curriculum across all key stages • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management • Promoting SMSC of pupils across the curriculum
Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working with and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Able to lead enthusiastically, motivating others and developing leadership capacity within the school • Ability to influence people and to work with staff, governors and committees, exercising a leadership style that is based on consultation, involvement and the valuing of the achievement of others as well as to offer clear direction as needed. 	<ul style="list-style-type: none"> • Experience of working with governors to enable them to fulfil whole school responsibilities • Successful involvement in staff recruitment, appointment and induction



	<ul style="list-style-type: none"> • Experience of performance management supporting the professional development of colleagues and holding them to account • Understanding of effective budget planning and resource deployment • Be an innovator and catalyst for new ideas 	
Efficient and Effective Deployment of staff and resources	<ul style="list-style-type: none"> • Communicate effectively with professional integrity • Know how to build and maintain effective teamwork • Able to mentor staff and students • Able to deal with difficult conversations and challenging situations. 	
Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, pupils, parents, governors, • Experience of effective whole school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and governors • Able to hold others to account sensitively and constructively • Experience of offering challenge and support to improve performance • Secure understanding of current practice in performance management, including capability 	<ul style="list-style-type: none"> • Experience of presenting reports to governors • Understanding the criteria for the evaluation of finance and budgets • Leading sessions to inform parents
Pastoral care	<ul style="list-style-type: none"> • Able to form good relationships with all stakeholders • Ability to listen and respond sensitively and constructively • Have an awareness of staff concerns and worries including personal issues • Know the appropriate steps to take to manage a difficult situation, and know when to seek advice 	
Skills, Qualities & Abilities	<ul style="list-style-type: none"> • High expectations of pupils' learning achievement and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Able to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy and humour with children and staff • Approachable • Excellent communication skills • Positive and resilient with drive, integrity and independence 	

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