



# Headteacher Application Pack

**Grange Community Primary School, Grange Road, Felixstowe, IP11 2LA**

*The Orwell Multi Academy Trust is committed to safeguarding and promoting the welfare of children, therefore all applicants must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust welcomes applications from all sectors of the community. In accordance with the Department of Education's "Keeping Children Safe in Education", references will be sought on all short-listed candidates before interview.*



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## Welcome from the CEO and Chair of Governors

Dear Potential Headteacher,

Thank you so much for the interest you have shown in the post of Headteacher at Grange Community Primary School, part of the Orwell Multi-Academy Trust.

Grange Community Primary School is a thriving school with huge ambitions, strong community links and a dedicated team of staff that ensure the pupils realise their full potential to become successful learners. Visits to the school to experience just what a fantastic opportunity this is, are warmly encouraged.

Following the successful appointment of the current headteacher to a larger school, we are now looking for an aspiring leader who is ambitious, supportive and resilient, to ensure the school continues to develop and to be innovative in achieving the very best for the pupils. This is a wonderful opportunity to step into headship and make a lasting impact on our children's future opportunities and to continue to provide them with successful, happy lives.

As a school leader in our trust, you will also be welcomed as part of our Executive Leadership Team where you will have the opportunity to work with other talented and ambitious leaders from across the trust. Our collegiate approach means that you will be part of a highly supportive team with a shared aim of improving outcomes and opportunities for all our children within each of their unique communities. This makes it a great development opportunity for those entering headship for the first time.

As the headteacher of Grange Community Primary School, you will have the scope to shape the curriculum and learning experience to meet the needs of the children, supported by a dedicated and hardworking staff that will share your ambitions and high expectations. Ideally, you will have:

- A strong track-record of success through current and previous experience working as a Senior Leader
- The ability to inspire and motivate staff through creative, innovative, and bold leadership
- The passion and ambition about achieving the best for children
- High expectations and ensure all staff have the commitment to continually develop

Within this application pack, you will find further information about the school, our Trust and detailed specification about the role. Please do visit the school and/or speak to either of us about the role, we would love to hear from you. To arrange a discussion or visit, please contact Leena via [hr@omat.org.uk](mailto:hr@omat.org.uk) or **01473 684922**. Please also submit your application to [hr@omat.org](mailto:hr@omat.org).

Many thanks again for your interest in the role and we look forward to hearing from you.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Alastair Heath-Robinson".

**Alastair Heath-Robinson**  
Chief Executive Officer

A handwritten signature in black ink, appearing to read "Lynn Norris".

**Lynn Norris**  
Chair of Governors

# Information about Grange Community Primary School

## About the School

Grange Community Primary School was built in the early 1970s as part of the Grange Farm development. It is a one form entry school with 171 pupils currently on roll. The school is popular with families in the area and shares a site with The Oaks Children's Centre.

The school is situated near the Walton area of Felixstowe, overlooking the docks and cranes of Felixstowe Port. The school is easily accessed from the Port of Felixstowe Road from the A14. Felixstowe also has a small railway station connected to the County Town of Ipswich.

The school's last Ofsted inspection was in November 2022. Ofsted reported that the 'school buzzes with learning', which reflects the vibrant nature of our school community and children, who are 'aspirational' and 'have positive attitudes to learning'. Ofsted also commented on the 'staff's high expectations and clear delivery of the curriculum, particularly in the Early Years.'



We are very proud to be the only school in Suffolk to hold the Forest School Association's Provider status. We also hold the Primary Science Quality Mark and School Games Award.

Grange provides a breakfast club (Early Birds) to all our families and staff volunteer their time to offer extra-curricular clubs such as: Eco Club, sports clubs and music clubs.

## Our Community

Our school's motto is: **Fostering Learning at the Heart of Our Community** which encapsulates our school values of: Honesty, Respect, Resilience, Kindness, Fairness and Relationships. These values are reflected in all aspects of our school community.

Grange parents are supportive and engaged in their children's learning. Staff work hard to communicate effectively with parents, using Class Dojo, and they are easily accessible to parents who 'speak highly of the school' (Ofsted '22).

Governors are active members of our community and provide appropriate challenge to school leaders.

Grange is an Academy within the Orwell Multi Academy Trust (OMAT) of seven schools in and around Ipswich. As a result, the school benefits from regular collaborative, school improvement activity. In addition, there are Trust wide events for children to showcase their talents, such as the Christmas Extravaganza held at The Corn Exchange in Ipswich.

Locally, we maintain close links with other schools in Felixstowe for sports and community events. We ensure there is an effective transfer to High School for our Year 6 pupils, a majority of whom attend The Felixstowe School in Year 7. We also have strong community links with local groups in the Felixstowe area such as the Rotary Club, Town Council Youth Forum and Christ Church.

## Removing Barriers to Learning

To ensure children make good academic progress we work hard to remove any potential barriers to learning. Our Inclusion Team provide practical support and advice to teacher colleagues and families.

Children's mental health is supported by our Emotional Literacy Support Assistant, ably assisted by our school dog.

Families and children are supported by our Family Learning Mentor who supports families directly or signposts services that will help them.

Our SENDco works closely with teachers and teaching assistants to ensure children with additional needs receive inclusive support to make good learning progress. This year, for example, we have introduced a small group to support neuro diverse pupils.

## Our Curriculum

Our curriculum drivers are: **Opportunity, Communication, Wellbeing and Community.** These are touchstones to which we refer when constructing our curriculum from EYFS through to Year 6. The curriculum has been carefully designed to ensure coverage and progression.

Grange Community Primary School reflects the diversity of this area of Felixstowe and we welcome children from different backgrounds. We ensure our curriculum is highly inclusive and broad, so children are aware of the ever-increasing diversity around them and across the world. All children enjoy their education and make good progress in all subjects.



Reading and developing language is a very high priority in our school. Read Write Inc is used to teach daily phonics from EYFS through Key Stage 1. We also use Fresh Start and phonics interventions to support children who need additional help. Reading in Key Stage 1 and 2 is taught using the CLUSP curriculum with a challenging, engaging text spine. Accelerated Reader is used to track individual book selections from our central library which carries a variety of books so our children love reading. Vocabulary is explicitly taught throughout the curriculum.

Our Oracy Champions have been working with Voice21 to introduce oracy teaching strategies to Grange. We plan to widen these strategies so they are embedded across the curriculum next academic year.

Writing is also taught using the CLUSP curriculum. Opportunities to make connections are exploited with strong cross curricular links to the rest of the CUSP primary curriculum so children are never short of writing stimulus and are stimulated by the foundation curriculum.

Mathematics from EYFS to Year 6 is taught using White Rose Maths.

We are proud of the trips and experiences we give to children in all year groups. Trips and visitors are mapped out alongside the whole school curriculum to ensure they are purposeful whilst giving our pupils a wide range of opportunities. The school provides teachers an enrichment subsidy to support the funding of trips and visits. In the last academic year, children have visited, for example: Colchester Castle, The Tower of London and Trinity Park Farm Fair, and have been visited by SUEZ Recycling Management as part of our Science Week. In Year 6, children are offered a residential trip to PGL Bawdsey adventurous activity centre.

To support teacher collaboration and consistent curriculum delivery, Grange now closes early on Friday afternoons for teacher PPA. We ensure working families have free childcare.

You can find more information about our school and information about our curriculum on our school website at <https://www.GrangeCommunity.omat.org.uk/>



## Information about Orwell Multi Academy Trust

At Orwell MAT, children are at the heart of everything we do, and we ensure that every decision we make is serving the children of the Trust equally. Our mission is to create schools where learning is unstoppable and aspirations have no limit, enabling all children to flourish, no matter what their starting point or needs. Everyone in Orwell MAT takes collective responsibility for success across the Trust and we work together to bring about the best outcomes across all of our schools. We ensure that there is equality of experience and opportunity for all children, no matter which school they attend.

We believe that we amount to more than the sum of our parts; membership of our Trust leads to better experiences and outcomes for the pupils, staff, and the communities our schools serve.

We have a clear set of values, which underpin our vision and mission.

### Vision:

Every child has an exceptional educational experience.

### Mission:

To create excellent school communities where learning is unstoppable and aspirations have no limit, enabling all children to flourish, no matter what their starting point or needs.

### Values

**Community:** We will foster a sense of community throughout the Trust, within our schools, our local communities and within the wider education community.

**Integrity:** We work in a culture of trust, honesty and transparency with each other, ensuring every decision serves the children of the Trust equally.

**Opportunity:** We will hold inclusion at the heart of everything we do, ensuring everyone is equally valued, and given equal opportunity to thrive. We will be outward facing to learn from the best in order to be the best.

**#TeamOrwell:** Everyone benefits through shared best practice, ensuring consistency whilst maintaining individual identity. Decisions are made by those who carry responsibility and accountability. Genuine collaboration and a culture of one Trust will ensure #TeamOrwell succeeds: both children and colleagues.

Within our schools we have good and outstanding practice which is resulting in excellent outcomes. We have a cohesive leadership team who trust one another enough to have productive, honest debate and challenge, and hold one another to account. We have the capacity and commitment to work with other schools to support them in their journey to excellence. We understand the need for challenge and support, with a rigorous, tenacious approach in the pursuit of excellence. We believe that by working with other schools we can have a positive impact on standards in education across Suffolk and beyond.

Our schools are extremely well supported by our skilled and professional Shared Services Team, which includes our full time CFO, and Trust Finance Manager.

## Headteacher Person Specification

Assessed from: **1= Written Application, 2= Interview/Tests, 3= Documentary evidence**

Appointment Criteria	Essential / Desirable	Assessed from
<b>Qualifications and Training:</b>		
Qualified Teacher Status	E	1,3
National Professional Qualification of Headship (NPQH)	D	1,3
Further qualification in a related area e.g. SLE, MEd, MA, MBA	D	1,3
<b>Experience:</b>		
Substantial and successful experience in a senior leadership role	E	1,3
Evidence of managing or making a substantial contribution to the effective management of change	E	1,2,3
Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils	E	1,2,3
Evidence of effective teaching, assessment and target setting	E	1,2
Evidence of successful improvement planning across all sectors of the school	E	1,2
Evidence of working with parents and the community as partners in learning	E	1,2
Evidence of working with pupils across the primary age range	E	1,2
Experience of working in collaboration with other schools to realise improvement and raise standards	E	1,2
Experience of working effectively and in partnership with governors	E	1,2
<b>Knowledge and understanding of:</b>		
Developing systems for school self-evaluation, effective monitoring and inspection	E	1,2
Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils	E	1,2
Strategies to motivate and engage pupils to maximise learning opportunities and outcomes	E	1,2
Performance management, performance related pay and managing effective professional development	E	1,2
Effective use of ICT to support learning and teaching	E	1,2
How to promote inclusion and implement equal opportunities for all	E	1,2
Management of pupils' behaviour and attitudes to learning and the ability to put this into practice	E	1,2
Ability to work in partnership with other schools in order to meet pupils' needs	E	1,2
Engaging parents/carers in their children's learning and the work of the school	E	1,2
Strategic curriculum development	E	1,2
<b>Leadership skills</b>		
<b>Evidence that shows candidates can:</b>		
Demonstrate evidence of outstanding successful teaching	E	1,3
Create and secure commitment to a convincing vision for the school in line with that of Orwell MAT	E	2
Build good practice by supporting and developing effective teamwork across the whole school community	E	1,2

Initiate and manage change and improvement in pursuit of higher standards and strategic objectives	E	1,2
Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others	E	1,2
Delegate tasks and responsibilities as appropriate. Empower others to carry vision forward	E	1,2
Provide an inspiring role model for pupils and staff, creating an environment where all can thrive	E	1,2
Manage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life within the resources available	E	1,2
Lead the safeguarding of pupils ensuring their welfare is prioritised	E	2
Willingness to play a senior role in the multi-academy trust, contributing to school improvement and development across all Trust schools	E	2
Demonstrate a willingness and ability to engage in wider system development	E	2
<b>Communication and Problem Solving</b>		
<b>Evidence that shows candidates can:</b>		
Think creatively and imaginatively to anticipate and solve problems and identify opportunities for the school	E	2
Use numerical and financial data with confidence and use it to make decisions based upon analysis and interpretation	E	2
Demonstrate reasoned judgement in difficult circumstances	E	1,2
Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict	E	1,2
Communicate, negotiate and secure cooperation of a wide range of people	E	1,2
Create a climate of open communication where people feel able to express opinion and know their views will be respected	E	1,2
Demonstrate an understanding of, and lead the school's role in a self-improving school system	E	1,2
Demonstrate an understanding of, and lead the school's role in the community	E	2
Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts	E	1,2,3
<b>Personal Effectiveness</b>		
<b>Evidence that shows candidates can:</b>		
Prioritise and manage time appropriately, able to work under pressure and to deadlines	E	1,2,3
Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances	E	1,2,3
Be self motivating and achieve challenging professional goals	E	1,3
Take full responsibility for own professional development	E	1,2,3
Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour	E	1,2,3
Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas	E	2,3
Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education	E	1,2,3



## Headteacher Role Profile

Role Title: Headteacher		
<p><b>Role Purpose:</b> To be accountable for leadership in one or more of the Trust academies, working closely with the Executive Leadership Team (ELT) and Trust Board to ensure that every child in an Orwell MAT school has an exceptional educational experience, and is well prepared for the next stage in their academic career.</p>		
Accountabilities	Measures of success	What you need to know
<p><b>1. Strategic planning</b></p> <ul style="list-style-type: none"> <li>Working in line with the Trust Vision, Mission, Values and Behaviours, support the CEO in the delivery of the Trust vision, strategy, and objectives, in collaboration with the Trustees, Heads and local governing committees (LGCs)</li> <li>Contribute to strategic planning for the whole Trust through the Executive Leadership Team (ELT)</li> <li>Develop and deliver the strategic plan for the school you lead</li> <li>Ensure the school is run efficiently, effectively and in compliance with statutory and regulatory frameworks; ensuring effective systems are in place for management and monitoring; maximising financial resources and securing value for money in all operations.</li> <li>Ensure that learning and teaching is at the centre of strategic planning and resource management.</li> <li>Work with the CEO to secure the commitment of parents and the wider community to the vision and direction of the Trust.</li> </ul>	<ul style="list-style-type: none"> <li>School performance</li> <li>Financial performance</li> <li>Parental feedback</li> <li>Pupil outcomes</li> <li>Ofsted reports</li> <li>Trust performance indicators</li> <li>Budget targets</li> <li>Trustee feedback</li> </ul>	<ul style="list-style-type: none"> <li>Degree, QTS</li> <li>Experience in school leadership</li> <li>Working knowledge of Ofsted inspection framework</li> <li>Strategic thinking &amp; planning skills</li> <li>A clear appreciation and recognition of high quality learning and teaching</li> <li>Leadership skills: to motivate and work with the whole school community – pupils, staff,</li> </ul>

<p><b>2. Learning and Teaching (School Improvement)</b></p> <ul style="list-style-type: none"> <li>▪ Develop and implement a clear strategy for learning and teaching aligned to our values, which ensures that all children access a high quality educational experience (whole person as well as academic) and are able to flourish, no matter what their starting point or needs</li> <li>▪ Support the CEO in creating an environment of high expectations, creativity and aspiration, gaining commitment to school improvement across the Trust</li> <li>▪ Have a clear understanding of performance across the school and put in place plans to raise standards</li> <li>▪ Implement strategies for monitoring and evaluating teaching quality and pupil achievement, using benchmarks and setting targets for rapid improvement of outcomes for all children including those in vulnerable groups</li> <li>▪ Work with staff to ensure robust data analysis is used to set challenging targets</li> <li>▪ Work with the ELT and LGC to devise and implement challenging, relevant and creative curriculum provision that meets statutory and pupil requirements to deliver the aims and values of the Trust</li> <li>▪ Work with the CEO to implement strategies ensuring the recruitment and development of high quality staff</li> <li>▪ Develop an inclusive and supportive approach so that the school is a place where all children and the wider community feel welcome, valued and secure</li> <li>▪ Monitor and evaluate the effectiveness of the curriculum and assessment identifying areas for improvement</li> <li>▪ Implement and monitor behaviour management strategies based on best restorative practices</li> <li>▪ Monitor and evaluate the effectiveness of the attendance strategy, identifying areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Targets achieved</li> <li>- Attraction of staff</li> <li>- Retention of staff</li> <li>- Progress</li> <li>- Performance</li> <li>- Pupil perception surveys</li> <li>- Parental feedback</li> <li>- Applications for school places</li> </ul>	<p>parents governors, Trust colleagues and Trustees</p> <ul style="list-style-type: none"> <li>• Confident in using systems to track data/set targets.</li> <li>• Track record of operational management in education</li> <li>• Effective communication skills at all levels</li> <li>• Effective people management skills including delegation, coaching &amp; performance management.</li> <li>• Clear knowledge of the role in relation to Safeguarding.</li> <li>• Knowledge of school systems.</li> <li>• Knowledge of statutory frameworks applying in education</li> <li>• Ability to travel</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• National / Specialist Leader in Education</li> <li>• A good understanding of the communities served by the Trust.</li> </ul>
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		How you act
<p><b>3. Monitoring and Assurance</b></p> <ul style="list-style-type: none"> <li>• Provide the Local Governing Committee with timely and clear information, which allows them to appropriately provide challenge and support</li> <li>• Provide regular reports on the school's educational performance to the Board of Trustees</li> <li>• Contribute to evaluation of overall performance of the Trust against agreed criteria on a regular basis</li> <li>• Ensure Trust objectives are consistently and effectively implemented within the school and the impact monitored for pupil progression, attainment and achievement.</li> <li>• Deliver and manage self-evaluation and quality assurance procedures across the school</li> <li>• Work with the Trust Finance Manager to formulate and monitor the annual school budget so that objectives are achieved</li> <li>• Develop a culture of personal responsibility that recognises excellence and supports appropriate strategies to deal with under performance in accordance with Trust Performance Management and Capability policies and procedures</li> <li>• Ensure that defined responsibilities and accountabilities are in place for all staff</li> <li>• Implement Trust policies and procedures ensuring that these are communicated effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Performance</li> <li>- Budgets managed within target</li> <li>- Objectives delivered</li> <li>- School improvement targets met</li> <li>- Feedback from Board</li> <li>- Feedback from CEO</li> <li>- Feedback from LGC</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership – you lead by example, developing the Trust and its people to achieve better outcomes for the community.</li> <li>• Inclusive – you ensure all members of the community and the Trust are equally valued.</li> <li>• Partnership worker - You network effectively to build and use key relationships to share good practice, innovate and improve performance</li> <li>• Skilled influencer – you use your communication skills to shape outcomes and engage others in achieving them.</li> <li>• Developing others – you support others in identifying and achieving their potential.</li> <li>• Resource manager – you find ways to use the resources available efficiently and continuously look for improvements.</li> </ul>
<p><b>4. Leadership</b></p> <ul style="list-style-type: none"> <li>• Take accountability for the strategic leadership of the school, providing consistent and motivational leadership</li> <li>• Provide purposeful day to day leadership to ensure the strategic vision is translated into operational plans that identify clear targets and outcomes</li> <li>• Support the CEO in creating and delivering the leadership framework for the Trust</li> <li>• Work with the ELT to identify and develop leaders in the Trust, supporting recruitment to leadership roles</li> <li>• Lead aspects of the curriculum and work collaboratively with leaders across the Trust to develop the wider curriculum</li> <li>• Develop strong middle leadership roles and manage, coach and develop middle leaders and teachers.</li> <li>• Ensure that staff are recruited, retained and deployed effectively in within the school</li> <li>• Oversee performance management practices to ensure staff are motivated and enabled to carry out their respective roles to the highest standard</li> <li>• Maintain the staffing structure as agreed by the Trust Board to enable delivery of the Trust vision</li> <li>• Engage staff in the school with the ethos, values and objectives of the Trust through effective communication</li> <li>• Ensure organisational structures deliver pupil progression and raise attainment</li> <li>• In conjunction with the CEO, create a culture that enables everyone to work collaboratively, share good practice, celebrate success and accept responsibility for outcomes</li> <li>• Contribute to the Trust development plan providing input for the school and evaluating progress with the LGC</li> <li>• Ensure that the school complies with current safeguarding procedures and legislation, including acting as Designated Safeguarding Lead</li> <li>• Take ownership for your own continuous professional development, keeping up to date on educational developments and best leadership and management practices</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from team members/ CEO/ Trustees</li> <li>- Contribution to Trust Team performance</li> <li>- School performance/ results</li> <li>- Staff retention</li> <li>- Staff progression</li> </ul>	

<p><b>5. Developing the Trust</b></p> <ul style="list-style-type: none"> <li>• Promote the Trust's brand and reputation, taking clear accountability as a spokesperson for the Trust within your community</li> <li>• Develop and implement clear policies on equality and inclusion that underpin the Trust values</li> <li>• Work with the CEO and Trust Board to bring new schools into the Trust</li> <li>• Identify strategic opportunities to develop the Trust that are in support of the values and mission.</li> <li>• Support the CEO in creating opportunities for sharing good practice both within and outside the Trust, encouraging a culture of learning, collaboration and support that has no boundaries</li> <li>• Develop strong, positive relationships with colleagues that contribute to collaborative work across academies and support other staff in participating in Trust work both within and outside the Trust</li> <li>• Establish relationships and use external networks to promote the Trust, share learning and good practice and engage stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- External feedback</li> <li>- Media articles</li> <li>- Social media followers</li> <li>- Schools interested in joining</li> <li>- Examples of good practice e.g. case studies</li> <li>- Applications for jobs</li> <li>- Applications for school places</li> </ul>	
<p><b>6. Community engagement</b></p> <ul style="list-style-type: none"> <li>▪ Strengthen the Trust's positive image in the wider community and with all stakeholders</li> <li>▪ Establish an overview of learning experiences that includes the needs of the wider community</li> <li>▪ Develop and promote positive strategies for challenging discrimination and prejudice and dealing with harassment</li> <li>▪ Promote effective partnerships with all parents and carers, to support and improve pupils' achievement and personal development</li> <li>▪ Collaborate with other agencies to ensure pupil and community needs are met</li> </ul>	<ul style="list-style-type: none"> <li>- Community feedback</li> <li>- Attendance at events</li> <li>- Funding sourced</li> <li>- Involvement of stakeholders in initiatives</li> </ul>	