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| **Kehelland Village School** |
| **Head Teacher Recruitment Pack** |



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| **Contents** |  |
| Letter from the Chair of Local Governing Body | Page 2 |
| Our Vision, Values and Ethos | Page 4 |
| School Information | Page 4 - 7 |
| Information about applying | Page 8 |
| Finance | Page 9 |
| A welcome note | Page 10 |
| Job description | Page 11 - 15 |
| Person Specification | Page 16 - 17 |
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| Letter from the Chair of Governors |
| Dear Applicant,  The Governors and I thank you for the interest you have shown in Kehelland Village School and the post of Headteacher. We are looking to appoint an approachable, enthusiastic and supportive leader for our popular village school in beautiful grounds, with a family and community centred ethos.  At Kehelland School, we have a team of dedicated, highly motivated teachers and support staff. Our staff and pupils all share our core values of Community, Creativity and Character, and these underpin all aspects of life at Kehelland. We would want the new Headteacher to be an excellent communicator, engage with parents, pupils, and the local community, and to take advantage of the many opportunities that Kehelland and the surrounding area offer.  As part of a successful Academy Trust, there will be opportunities to draw on a strong central team's support and work with other schools. The new Headteacher will be encouraged to continue their professional development and provide opportunities for other staff to do the same. We want to build on the positivity that is evident throughout the school, to progress as a place of learning where staff and children are happy to be and where parents can feel proud of their children.  We have a strong Governing Body who are proud of the support we provide for the Headteacher, School and staff. We are committed to working with the new Headteacher in our newly renovated school building. The health and well being of all our staff is a priority, and we will assist the Headteacher in supporting all members of the school community.  I hope you find the information in this pack useful. Visits to the School are welcome to learn more about us and experience the wonderful atmosphere at Kehelland. Please contact the school secretary to arrange a visit.  Best wishes,  Ruth Greenaway  Chair of Local Governing Body, Kehelland Village School |
| Welcome to Kehelland Village School |



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| Our Vision Values and Ethos |
| "Help me to discover my interests, talents and virtues so that I can shape my world and be of benefit to others. I would like you to look for the best in me every day so that I can become a confident, caring and happy person who loves to learn...."  **Core Principles**   * Our core virtues of consideration, courtesy and caring are evident throughout the school. * We are an open and welcoming school at the heart of the local community. * We expect high standards from each other in all that we do.   **Teaching and Learning**  We make learning exciting, relevant and topic-based. There is a high quality, broad curriculum which recognises that each child is an individual with differing needs.  Our school is an inspiring place to learn. We celebrate our children's efforts and achievements and help each child develop their talents and interests. |

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| School Information for applicants |
| Kehelland Village School is located in the beautiful village of Kehelland, just off the A30 near Camborne in Cornwall. Our children learn in a welcoming, friendly environment with plenty of outside space. We support children aged four to eleven, taught across three classes with a dedicated team of highly qualified, experienced teachers. The staff all work well as a team and are highly motivated to encourage our children to be the best they can be.  The school has always welcomed parental involvement. We offer the opportunity for parents to help out in school and attend events such as Sports Day, school productions, individual class concerts, fundraising events and our end of year festival, Gig on the Green (Covid dependent.) |

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| General Information |
| Location: The School is located in the village of Kehelland, in West Cornwall. The area is well connected by good road, rail and air links and offers a variety of amenities and many areas of outstanding natural beauty.  Accommodation: The School provides a comfortable and suitable environment for all staff and pupils.  The school admits children aged between four and eleven from a relatively wide area. We arrange several visits for our new pupils and their families to ease the transition and support them as best we can.  At the end of Year 6, pupils transfer to several secondary schools, most commonly Camborne Science and International Academy, and schools in Hayle, Redruth and Truro.  The children are divided into three Godrevy groups, Enys, Porth, and Towan, reflecting our strong local links with the beach and sea. Covid permitting, some activities take place in house groups rather than classes, encouraging communication and support across the different ages within the school.  The school consists of an original Victorian school building that has been extended over the years, with three classrooms, a well-stocked library and a good-sized hall. Renovation is currently improving the hall, office areas, and classrooms. The outdoor space is extensive with a small, well-equipped playground area exclusively for the use of class 1, a large playground for the whole school, a large playing field, a quiet area, adventure equipment, a fire pit area and our woodland learning area, Pebble Wood. This allows outdoor play and learning to take place as often as possible.  We run an After School Club and Breakfast Club to enable us to support our families as much as possible.  The school has close links within the village with the Kehelland Trust, and also, it has access to the village chapel for carol concerts and our Christingle service.  We have a passionate parent organisation, the Kehelland Parent, Teacher, School and Community Association, which runs various social and fundraising events (Covid permitting).  The school was inspected by Ofsted in February 2018 and was rated Good. |

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| Class Organisation | | | | | |
| The school has 89 pupils, split across three classes.  We have four teachers: | | | | | |
| Reception, Year One and Year Two  Class One | | Year Two, Year Three  and Year Four  Class Two | | Year Four, Year Five  and Year Six  Class Three | |
| Mrs Davies  (1.0) | Mrs Johnson  Miss Smith | Mrs Hollywood (0.8) | Mrs Bevington | Mrs Orchard  (0.8) | Mrs Arnold  HLTA |
| Mrs Polglase works one day a week in classes two and three. | | | | | |

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| Organisation |
| Kehelland Village School is a small primary school. We currently have 89 children on roll within three mixed year group classes and a PAN of 13.  The school has a headteacher, our SENDCO, four teachers, and an experienced team of teaching assistants who have supported the school for many years.  We use Go Active to support our sports provision within the school. We have a part-time secretary and visiting music teachers from the Cornwall Music Service. |

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| Our Curriculum |
| We describe our core vision with three words: Community, Character and Creativity. These underpin all aspects of life at Kehelland Village School. Using Cornerstones, we have built a progressive curriculum that reflects and emphasises these values and enables our children to consider wider social and political issues.  Our behaviour policy is simple and consists of three rules: Be Ready, Be Respectful and Be Safe; these are underpinned by our Virtues curriculum, which provides us with a language to discuss their behaviour with the children.  We teach Maths Mastery, White Rose, use TT Rockstars. We also use Spelling Shed, Lexia, Phonics, VIPERS to support our teaching of reading. We will shortly be moving to a new Phonics scheme to support our teaching of this across the school.  We use our wonderful outdoor space for woodland learning and PE provision. Go Active provide our children with experience of a wide range of sports and specialist tuition, culminating in our Sports Day, usually held in June. Activity days are held throughout the year for the children. Swimming lessons are offered to the whole School at Carn Brea leisure centre.  At Christmas, the children stage a performance for families in school and have a carol service in the village chapel. At the end of the school year, we hold an outdoor event on the school field, Gig on the Green. All families are invited to camp overnight, the PTSCA provide food and refreshments, and the children perform class concerts, usually followed by a singalong around the fire pit.  Each term, class trips take place locally, usually linked to the topic. At the end of the year, our class 3 children have the opportunity to go on a residential camp, taking part in a wide variety of outdoor activities.  The children are encouraged to participate in local community activities, such as Apple Day and May Day at the Kehelland Trust and Trevithick Day in Camborne.  Outside of the school day, we offer breakfast and after school clubs, extending our school day from 7:30 am to 5:00 pm. We have sports clubs supported by Go Active and run a range of after school clubs to support pupils' academic and creative development.  We believe that children need to understand their local area, so build opportunities into our topics within our school grounds and many visits to local attractions to make the learning real. We have a developing Forest School and have two staff with forest school qualifications; they take groups of children for learning to build some of the vital character skills that give our children confidence in their learning and knowledge of their strength.  We have a Trauma-Informed approach to emotional health and well-being and support all pupils through this approach. TIS is based on brain science and research into child development and helps staff to adapt their approach to individual children to build self-esteem, well-being and behaviour.  The school is well known for its amazing music provision and offers weekly lessons for pupils across a range of instruments. Teachers are from either the Cornwall Music Hub or are independent teachers. We offer Brass, Keyboards, Violin and Drums currently. |

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| Useful Information |
| **Contact details:**  Kehelland Village School  Kehelland  Camborne  TR14 0DA  01209 643143  We hope you find this pack provides all the information you need to consider your application for this post.  Any questions or matters you would like to discuss or arrange a visit to the school, please contact Alison Olds – School Secretary on [secretary@kehelland.cornwall.sch.uk](mailto:secretary@kehelland.cornwall.sch.uk) – 01209 643143.  Application packs can be downloaded from <http://www.tpacademytrust.org> or the School website.  Completed applications can be returned by the closing date of January 18th 2022, to Harriet Andrew, Director of HR or by Email to [harrieta@tpacademytrust.org](mailto:harrieta@tpacademytrust.org)  School Group: Group 1  Salary Range: L7 – L13  Shortlisting: January 21st 2022  Interviews: February 3rd – Subject to change.  Commencement date: April 2022.  Truro and Penwith Academy Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening and employment checks, including enhanced DBS clearance and full reference checks with previous employers. |

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| Finance |
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| A welcome note from the Chair of the Trust Board |
| Thank you for your interest in this opportunity to join the Truro and Penwith Academy Trust.  We are proud of our Academy Trust and what has been achieved since it was established early in 2014. During a sustained period of growth, the Trust has expanded and now includes twenty-nine schools with Trewirgie Infant school having joined us in the Summer of 2021. The Trust encompasses provision across the nursery, primary and secondary phases of education with schools grouped into three main clusters.  In January 2019, the Trust was highly praised in a summary evaluation visit by Ofsted. The findings confirmed that the Trust is one that schools want to join. It was acknowledged that there is high quality support within the Trust for schools and that Headteachers feel supported and empowered.  The Trust is innovative and dynamic and works in partnership with the Cornwall Teaching School and its associates to provide bespoke school support and effective improvement activities. Staff receive high quality development opportunities and schools in the Trust benefit from the considerable expertise of Truro and Penwith College, which can help to identify cost-effective and local solutions as well as supporting excellent leadership and governance.  Central to everything that is done in the Trust are the students. We firmly believe inequality and the importance of encouraging and helping every one of our children and young people to achieve their full potential. Our key focus is on improving learning and teaching for all.  We recognise and encourage the local distinctiveness and the individuality of schools and hope to inspire them to become beacons of hope and aspiration in the communities they serve.  The Trust is looking for an exceptional candidate with vision, energy and determination, who is able to work with committed and supportive colleagues to build on this success and seize opportunities to further develop the Trust and deliver first-class education in Cornwall.  If you have the ambition and qualities to take on this challenging role, we look forward to receiving your application.  **Ellen Winser MBE**  **Chair of the Board of Trustees**  **Truro and Penwith Academy Trust** |

**Job Description**

**HEADTEACHER: Kehelland School**

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| **Job Title:** | Headteacher |
| **Salary Range:** | Leadership Pay Spine – L 7-L13 |
| **Location:** | Kehelland School |
| **Responsible to:** | CEO TPAT |
| **Direct Supervisory Responsibility for:** | Senior Leadership Team, Teaching Staff, Support Staff |

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| **Shaping the Future:** |
| The Headteacher will be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders’ beliefs and values. |

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| **Strategic Direction and Development of the School:** |
| To work with the Governing Body to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context:   1. To formulate overall aims and objectives for the school policies for their implementation. 2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life. 3. To develop with staff, pupils, parents and governor’s policies relevant to the needs of the school 4. To implement the LGB’s policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability and special educational needs. 5. Secure the commitment of parents and the wider community to the vision and direction of the school to create and 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 6. To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school 7. To ensure that the management, finance, organisation and administration of the school support its vision and aims 8. To ensure that policies and practices take account of government legislation, national, local and school data and inspection research findings 9. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary 10. To arrange for a deputy Headteacher or other suitable person to assume responsibility for the discharge of the Head teacher’s functions at any time when absent from school. |
| **Leading and Teaching** |
| To work with the staff and governing body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils’ achievement, using benchmarks and setting targets for improvement. To teach a class for 0.2fte.   1. To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe & healthy school environment 2. To ensure a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning |
| 1. To ensure that learning is at the centre of strategic planning and resource management 2. To establish creative, responsive and effective approaches to learning and teaching 3. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning 4. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community 5. To be able to implement strategies which secure high standards of behaviour and attendance 6. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework 7. To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils 8. To monitor, evaluate and review classroom practise and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken. 9. To fulfil the Headteacher’s duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education 10. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act. |

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| ***Leading and Managing Staff*** |
| To lead, motivate, support, challenge and develop staff to secure improvement:   1. To participate in the selection and appointment of teaching and non-teaching staff of the school 2. To 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 3. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work-life balance 4. To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils’ achievement 5. To assess whether a teacher at the school who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school 6. To participate in arrangements for Headteacher performance management 7. To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction. |

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| **Efficient and Effective Deployment of Staff and Resources** |
| To deploy people and resources efficiently and effectively to meet specific objectives in line with the school’s strategic plan and financial context:   1. To allocate, control and account for those financial and material resources of the school which are delegated to the Headteacher by effectively managing the school budget and material resources 2. To work with governors and senior colleagues to recruit staff of the highest quality available 3. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided 4. To advise the Trust and governing body and implement decisions in relation to staffing 5. To advise the governing body on the adoption of effective procedures to deal with the competence and capacity of   staff   1. To advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control 2. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations 3. To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the local authority 4. To undertake responsibilities as defined in the LA’s Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty 5. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity 6. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve   the quality of education, improve pupils’ achievements, ensure efficiency and secure value for money  12. To ensure that staff are encouraged to attend INSET which increases their knowledge and understanding of their roles and responsibilities. |
| **Accountability** |
| To be accountable for the efficiency and effectiveness of the school to the local authority, governors, pupils, parents, staff, local employers and the community:   1. To liaise and co-operate with education officers and support services in the evaluation, monitoring and inspection of the school according to such arrangements as may be required by or agreed with the local authority 2. To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money 3. To report to the governing body on the discharge of the Headteacher’s functions and the affairs of the school 4. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school 5. To present a coherent and accurate account of the school’s performance in a form appropriate to a range of audiences, including parents, the Trust, local governors, the local community, OfSTED and others, to enable them to play their part effectively 6. To ensure that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement 7. To report to the governors annually on the performance management of teachers at the school in relation to the Trust policy based on the School Teachers Pay and Conditions Document 8. To provide information about the work and performance of staff where it is relevant to their future employment. |

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| **Strengthening Community** |
| 1. To be able to build a school culture and curriculum which takes account of the richness and diversity of the school’s communities 2. To creates and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment 3. To ensure learning experiences for pupils are linked into and integrated with the wider community 4. To ensure a range of community-based learning experiences 5. To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families 6. To seek opportunities to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community 7. To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives 8. To co-operate and work with relevant agencies to protect children 9. To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary & secondary schools. 10. To ensure that the school offers appropriate extended services. |
| **Pupil Care** |
| 1. To ensure that provision in the school enables all pupils to receive their entitlement 2. To arrange for effective induction of pupils entering school and transferring to secondary school 3. To determine, organise and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care and guidance 4. To determine and arrange means to promote among pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school 5. To handle individual disciplinary cases, including the power to exclude pupils in accordance with provisions of the latest legislation. |
| |  | | --- | | **Special Conditions related to the post** | | ***Safeguarding statement:***  Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:   * Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information * Receipt of two satisfactory employer references one of which must be from your current or most recent employer * Satisfactory verification of relevant qualifications * ● Satisfactory health check   All new employees will be required to undertake mandatory training required by the Trust. | |

**Headteacher Person Specification**

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| **FACTORS** | **KEY** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| **Qualification/Training** | * Honours Degree or equivalent and Qualified Teacher Status | * Knowledge/training in models for outstanding learning and teaching * Evidence of recent professional development, at senior leadership level * Experience of being a Designated Safeguarding Officer and recently trained to Tier 3. | * A higher qualification in leadership and/or education. * Approved “Safer Recruitment” training. * NPQH (if not already a Headteacher prior to April 1st 2004). * Safeguarding ‘Train the Trainer’ training. * Willingness to undertake NASENDCO | Application Form |
| ***Professional Experience*** | * Senior leader with a proven record in raising standards by setting challenging targets * Senior leader with experience of inspiring learners to attain high levels of achievement, behaviour and attendance Successful senior leadership and management experience | * Ability in developing excellent working relationships with all staff and other stakeholders * Experience of clear systems and protocols for the performance management of staff * Ability in using assessment data effectively to provide action plans to improve whole school performance * Show understanding of budgeting   and financial control   * Leadership experience across the primary age range * Leadership in the principles of outstanding learning and teaching with wide experience of classroom observation and feedback | * Evidence of leading on curriculum design, development, implementation and management. * Sound knowledge of current educational thinking and educational developments. | Application Form supported by a portfolio of evidence demonstrating success/  Selection Procedure  Interview |

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| **FACTORS** | **KEY** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| ***Professional Skills*** | * Successful management of change from inception to completion * An inspirational leader with drive, foresight and energy High quality classroom practitioner | * Outstanding all-round communication, advocacyand presentation skills * Skills, experience and ability to model and promote high quality learning and teaching to meet the needs of all learners * Ability to forge positive relationships with pupils, staff, governors, parents, the local community and other schools, particularly those within the multi-academy trust * Ability to recruit, deploy, develop and motivate staff | * Excellent ICT skills and accustomed to promoting new technologies/other innovative methods to enhance learning * Outstanding analytical skills | Application Form supported by a portfolio of evidence demonstrating success  Selection Procedure  Interview |
| ***Personal Qualities*** | * A dynamic, committed leaderProven ability of developing successful teams, serving the needs of pupils and colleagues | * Able to foster a collaborative environment, which thrives on trust and respect and has a strong commitment to equality and diversity * An inspirational role model with the ability to lead by example * Anticipates changing circumstances and acts proactively to meet the challenge. * Personal integrity and honesty |  | Interview |

**The black - “Essential” criteria will be those that any shortlisted applicant will be expected to meet but the red - “Key” criteria will be those that enable the Selection Panel to identify those applicants who have the special areas of expertise pertinent to this post at this time**