

Candidate Pack



Headteacher Vacancy : Meath Green Infant School, Horley. March 2022



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Letter from the Chair of Governors



Dear Applicant,

I am delighted that you have expressed an interest in the position of Headteacher at our school, which has arisen following the announcement by our current Headteacher, Mrs Jane Pipe, that she will be retiring at the end of this academic year.

The governors are seeking to appoint a new and visionary leader who will – working with our staff, pupils, parents and governors – build on the school's existing strengths and bring their own identity and energy to the school. We are excited to appoint a Headteacher who can offer drive and leadership through the next stage on our journey. The role may suit an existing Headteacher, or an experienced and ambitious Deputy / Assistant Head.

Meath Green Infants is an established Infant school with enthusiastic, dedicated staff and happy, well-behaved children who enjoy learning. Our Values are at the heart of all we do, and we take great pride in developing well rounded, confident children ready for their next steps in life. We love the outdoors at Meath Green – we're delighted to have recently created a Forest School to add to our all-weather sports pitch and outdoor gym – all of which are in daily use, rain or shine.

We offer you:

- An Infant School set in lovely spacious grounds, rich in resources and potential.
- A dedicated, talented, and engaged team across all areas of the school.
- A supportive community – Parents, PTA, local businesses, and the wider community.
- Support in your professional development, with a focus on your CPD.
- A supportive and experienced Governing Body, looking forward to working closely with you to deliver our Vision.

Whilst this pack will support you in understanding more about our School, I would heartily recommend you come and see us in action; to arrange a visit please contact the school office (admin@meath-green-infant.surrey.sch.uk). The closing date for receipt of completed applications is 12 noon on 8th April. Interviews will be held 26th and 27th April. We will contact all applicants to inform them whether they have been shortlisted as soon as possible after the 19th April. I hope that this pack encourages you to apply for this key position in our school - I look forward to receiving your application and supporting statement.

Yours faithfully,

Thomas Withers
Chair of Governors

About Meath Green Infants



Meath Green Infant School is located in a residential area of Horley in Surrey, near to Gatwick Airport. The school has a PAN of 270 with a waiting list in some years. The school serves a mixed community that includes generally little social deprivation; almost all pupils live locally, mobility within the school year is low and most children go on to Meath Green Junior School.

The School was recently visited by Ofsted, with the report due to be published in May.

Originally built in 1975, a number of building projects have been undertaken to accommodate the increased PAN over the years; the large outdoor area includes an adventure playground, field, running track, outdoor gym, Multi Use Games Area and an all weather surface, all of which are utilised during the school day, as well as at play time. Earlier this year, the school has recently developed a 'Forest Schools' classroom, underlying our passion for outdoors education.

In December 2019, the school took over the bungalow at the front the school and set up a nurture room and a sensory room within it to support pupils with specific and additional needs

The current Headteacher has been in post since September 2015 and is supported by two Assistant Heads, one of whom is the Inclusion Leader responsible for SEND and Pupil Premium, the other is the Early Years lead. The School Business Manager and the Year One Leader also form part of the SLT which meets monthly to focus on the strategic direction of the school.

The majority of teachers joined the school as NQTs and have chosen to progress their careers here, almost all have attended leadership programmes provided by Shine and lead on one or more areas.

The parent community are highly supportive, and the active Parent Teachers Association organise fundraising and social events throughout the year benefitting the children by providing additional resources such as state of the art whiteboards, which are now in all classrooms.

Whilst we envisage remaining independent, the school is an active part of the Horley Learning Partnership, a confederation of local schools within Horley and nearby villages.

The school's wrap around care is provided and run by OSCAHS, children from Meath Green Junior attend the after school club with a walking bus operating between the two schools.

Vision & Values

The school is guided by our six values and focusses on one each half term. They have been chosen to reflect the key qualities that we believe children need to be a good citizen. They are displayed throughout school and are frequently referred to in class and discussed in assemblies. Children can confidently talk about the school values and are encouraged to demonstrate them in school and at home.

Our six values are:

Friendship

Appreciation

Perseverance

Respect

Cooperation

Honesty



Key Facts



Pupil age Range	4-7
Location	Horley, Surrey
Budget	£1.4m
Number of Children	270
Children with SEND	8.5%
Children on EAL	5.2%
Children with Pupil Premium	9.2%
Attendance	94.08%

Curriculum

At Meath Green Infant School the curriculum is designed to:

- Ensure the planning and teaching recognises and builds on children's prior learning, providing first hand learning opportunities that are active and engaging
- Provide children with memorable experiences that inspire and develop a passion for learning
- Allow children to demonstrate resilience and develop a positive learning attitude to enable them to be successful learners
- Provide children with strong moral values to help them find their place in the world

We aim to provide a rich, creative curriculum that provides children at our school with the opportunities, values, skills, knowledge and confidence to learn and develop to achieve their potential. We aim to do this through creating a stimulating learning environment where children are happy and safe, instilling a thirst for new experiences and knowledge and a love of learning.

We are an inclusive school and recognise and celebrate each child's uniqueness. We value their individual skills, strengths and needs, giving them the foundation for lifelong learning. All aspects of our curriculum are accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background.

Working in partnership with parents and with the local community is an essential part of our curriculum. We provide parents with day-to-day support, as well as information and guidance on how to support their child's learning and wider development, with our 'open door' policy, curriculum evenings and teacher/parent meetings.

Community involvement is an important part of our curriculum and we welcome visitors into school and support the local community, providing food for those in need. We feel it is important for children to gain a sense of belonging to a tightly knit community and to have the opportunity to transfer the values that we focus on in school to help others.



We want every child at our school to:

- develop a lifelong love of learning
- celebrate achievements and embrace new challenges
- be independent, self-confident and motivated learners
- develop the ability to communicate effectively
- value themselves and others in the whole community
- be healthy and stay safe
- take responsibility for their actions
- understand their responsibilities to themselves and others

We want to develop learners who:

- are willing to have a go and not be afraid to make mistakes
- can make choices, decisions, select resources and recognise dangers
- can organise themselves
- can look after their environment
- are excited about what they are doing
- enjoy working with others and sharing their ideas
- can investigate and solve problems
- have a developed understanding of their world

Job Description



Job Title	Head Teacher
Accountable to	Governing Body
Responsible for:	All Staff and pupils in the school
Date	September 2022

The Headteacher may also be required to undertake other reasonable duties as may be requested by the Governing Body from time to time. This job description is subject to the general conditions of service for a Headteacher as set out in the School Teachers' Pay and Conditions Document. The job description is based on the Headteachers' standards 2020

Key Requirements and Accountabilities

Role Purpose	<p>To establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community</p> <p>To establish and oversee systems, processes, and policies, ensuring the school can operate effectively</p> <p>To identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context</p> <p>To ensure that school improvement strategies are effectively implemented, monitoring progress towards achieving the school's aims and objectives</p> <p>Ensure the protection and safety of pupils and staff through effective approaches to safeguarding</p> <p>Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds</p>
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Personal Qualities	<p>The Headteacher will:</p> <p>Uphold public trust in school leadership, maintaining high standards of ethics, behaviour and professional conduct, at all times observing proper boundaries appropriate to their professional position.</p> <p>Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen</p> <p>Build positive and respectful relationships across the school community</p>
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Serve in the best interests of the school's pupils

Take responsibility for their own continued professional development, engaging critically with educational research.

School Culture & Behaviour

Develop and sustain a culture where pupils experience a happy, positive and enriching school life

Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life

Develop and sustain a culture of professionalism, promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment

Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils and demonstrated by adults within the school. Implement consistent, fair and respectful approaches to managing behaviour, communicated to all in the school behaviour policy

Teaching, Curriculum and Assessment

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

Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains

Ensure effective use is made of formative assessment

Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught

Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities

Ensure that all pupils are taught to read through the provision of evidence informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading

Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Ensure the school fulfils its statutory duties with regard to the SEND code of practice

Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities

Establish and sustain culture and practices that enable pupils with additional and special educational needs and disabilities to access the curriculum and learn effectively

Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate

Managing the School

Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently

Ensure rigorous approaches are used to identify, manage and mitigate risk

Ensure staff are deployed and managed well with due attention paid to workload

Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds

Managing the School and Professional Development

Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs

Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development

Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Governance, Accountability & Working in Partnerships

Commit to working successfully with other schools and organisations in a climate of mutual challenge and support, forging constructive relationships beyond the school, working in partnership with parents, carers and the local community

Build and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility establishing and sustaining professional working relationship with those responsible for governance

Ensure that staff know and understand their professional responsibilities and are held to account

Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Continuous Improvement Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement

Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context

Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Headteacher Person Specification



	Skills Sought	Shortlisting Evidence*
Qualifications	Essential	
	Qualified Teacher status or Qualified Teacher Learning and Skills (QTS or QTLS) with degree level education or equivalent.	A
	Desirable	
	National Professional Qualification for Headship (or working towards this) or evidence of other successful post-graduate study (e.g. MA in Education)	A
Learning and Teaching Experience	Essential	
	Key Stage 1 teaching experience.	A
	EYFS, KS1 and/or KS2 leadership experience.	A/I/R
	Understanding of what an effective provision for pupils with SEND looks like, and experience of deployment.	A/I
	Experience as a successful Headteacher, Deputy Headteacher, Assistant Headteacher or senior leader in the primary phase.	A/I/R
	Demonstrable experience of monitoring, evaluating and improving teaching and learning. Act as a role model for effective teaching and provide coaching with constructive feedback.	I/R
	Experience of curriculum development under the latest 2019 Ofsted framework.	A/I
	Desirable	
	Experience of working in more than one school.	A/R
	Experience of working in a school that has moved from Good to Outstanding or Requires Improvement to Good	A/I

Leadership**Essential**

An understanding of, and ability to lead whole school evaluation A /I

Committed to developing and achieving targets based on data and improvement planning. I

Warm, supportive, and coaching leadership style with ability to recognise and cultivate talent I/R

Proven track record of leading successful change in an education environment. I

Desirable

Being personally responsible for initiating and developing strategies that have improved outcomes for pupils. I

Seeks input from all stakeholders and actively engages the governing body I

Track record of building effective teams. A/I

Track record of developing effective middle leaders. I

Culture**Essential**

Commitment to maintain and develop our school values I

Ability to listen and to act on feedback. I

Willingness to actively engage with the PTA and parent / carer community. A/I

Desirable

Has experience of collaborative working with external agencies A/I

Experience in enhancing a school's role and position in the local community. A/I

**Finance &
Management****Essential**

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|---|-----|
| Use a range of data and other evidence to successfully drive holistic school performance. | I |
| Experience of working with the school business manager and other non-teaching staff. | A/I |
| Familiarity with school admissions process and local place planning. | A/I |

Desirable

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|---|-----|
| Experience and ability to improve a school's use of technology to market and promote the school | A/I |
| Experience of developing revenue streams. | A/I |
| Ability to market the school effectively. | I |

Safeguarding**Essential**

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|---|-----|
| Commitment to maintain a strong safeguarding culture within school. | I |
| Up to date knowledge of safeguarding requirements and current legislation. | I |
| Currently a Designated Safeguarding Lead (DSL) or Deputy DSL or recent experience of the same | A/I |

How to Apply



Please return completed applications to Claire Hope, our School Business Manager at: admin@meath-green-infant.surrey.sch.uk.

We will be contacting short listed candidates as soon as possible after the 19th April.

Interviews will be held 26th and 27th April.

We hope that this candidate pack encourages you to apply for this key position in our wonderful school. If you need any more information or to arrange a visit, please feel free to contact Claire Hope at the school. We look forward to receiving your application and supporting statement.

Address: Kiln Ln, Horley RH6 8JG

Phone: [01293 772708](tel:01293772708)

Website: <https://www.meathgreeninfant.org/>

