



Milborne Port Primary School

Headteacher

Recruitment Information Pack

April 2023



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1. Key Dates

Applications close

Noon, Friday 14 April 2023

Shortlisting

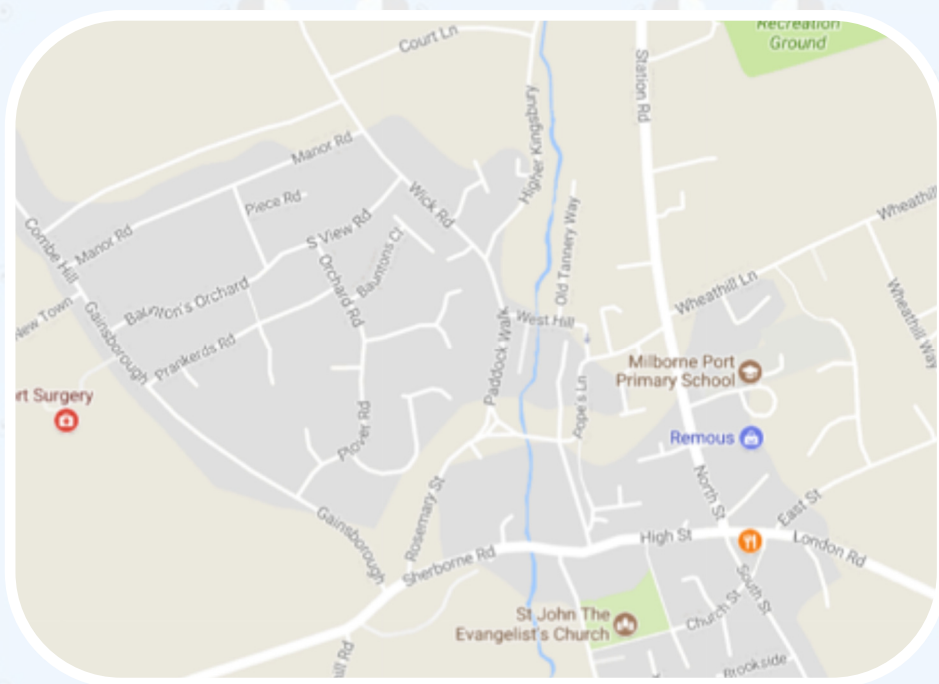
Monday 17 April 2023

Interviews

Monday 24 and Tuesday 25 April 2023

Appointment Starts

September 2023 or January 2024



Contact Details:

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Building a Foundation for Life

2. Letter

from the Chair of Governors

Dear Applicant

Appointment of Headteacher for Milborne Port Primary School

Thank you for showing an interest in the post of Head teacher at MPPS. Information about the school and what governors are looking for in our next Headteacher is included in this pack and I hope it gives you a flavour of the school. There is more information on our web-site and we encourage all potential applicants to visit and see what we have to offer.

The current vacancy has arisen following the resignation of our existing Headteacher, Rebecca Eyres, who will be leaving us for personal reasons.

Milborne Port Primary is a warm, caring and supportive school. We are proud of our children and their approach to learning, our links with the local community, and our values and central mission of "Building a Foundation for Life". We are committed to providing an all-round education that encourages children to get involved in a range of activities inside and outside the classroom, so they can learn about the wider world and themselves. We want them to gain self-confidence and self-belief and enjoy learning in its widest sense.

The school's *Seven Bees* sum up our values and it is important that the new Head shares our vision. The successful candidate will be an inspirational and inclusive leader. They will possess excellent communication skills and will be approachable and highly visible. They will possess the ability to develop positive relationships with, and win the respect of, all our stakeholders, the most important of whom are the children. They will be able to ensure that every child feels safe and supported and will be able to lead the school in its continuing journey to provide an excellent all round education for every child and ensure that children remain at the heart of all that we do.

Thank you for considering the information in this pack. If you wish to pursue an application, we look forward to hearing from you

Yours faithfully

Janet Walden
Chair of Governors



3. Our Location

Milborne Port is a community with a rich history situated in beautiful South East Somerset on the border with Dorset. The population is currently about 3,000 and further house building is in progress. Our nearest town is Sherborne.

Milborne Port is set in very attractive countryside, yet London is a little over two hours away by train. Bristol, Bath, Bruton, Salisbury, Exeter and the Dorset coast are all within easy reach. Poole, the home of the Bournemouth Symphony Orchestra is less than an hour away. There are good local secondary schools for older pupils.

The links below contain the district council's peripheral landscape study and a visitor/residents guide.

https://www.southsomerset.gov.uk/media/1815/peripheral-landscape-study_milborne-port.pdf

<https://www.visitsouthsomerset.com/>



4. Our School

Milborne Port Primary School has a long history in the community and tries to reflect this in many ways; for example, naming its classes after notable areas and names within the village with school-houses based on local historic trades. The school continues to thrive and a seventh classroom extension was constructed in 2019 to accommodate the planned construction of over 100 new homes in the village. Delays in the construction of the new homes means that we will have to revert to the 6 classroom model, hopefully temporarily. Retaining the seven classes up to now, has benefited our covid recovery.

At the start of the school year, we integrated the previously independent playgroup as a pre-school within the school. This has enabled us to provide a full early years offer, which is proving very popular.

Class		Total
The Beeches	Pre-school	31 on roll—20 per session
Gainsborough	Reception:	23
Medlycott	Year 1	26
Venn	Year 2:	22
Wheathill	Year 3	21
Kingsbury	Year 4:	17
Newtown	Year 5:	24
Crackmore	Year 6:	26
Total on roll		159

Within the overall total we have 29 children on the SEND register and 38 qualifying for pupil premium; about average for the area.

In addition to the main classrooms we have a multipurpose hall, a number of break-out rooms and a well stocked library in addition to offices for the Headteacher and administration staff. We encourage outdoor learning and our Wheathill Meadow is a haven of wildflowers and biodiversity.

We have eight classroom teachers, some of them working part-time. In addition, of course, we have classroom assistants, administrative and other staff. The Headteacher is a non-teaching role and the senior leadership team consists of the Headteacher, Deputy Head, the EYFS Coordinator and the Business Manager.

Our motto 'Building a Foundation for Life' is central to the mission of our school and is brought alive for the children by our 'Seven Bees'.



Our Seven Bees

- Be determined
- Be proud
- Be a team player
- Be innovative
- Be compassionate
- Be open-hearted
- Be strong

5. The Governors

Chair

Janet Walden

Vice Chairs

Phil Emonson

Alison Baker

Headteacher

Rebecca Eyres

Governors

Felicity John

John Oldham

Rob Lockey

Charlotte Carr (Staff)

Will Wagner

Yvonne Bright

Nathalie Hetherington

Eleanore Darey

Clerk

Sara Stephenson

The Board of Governors consists of up to 15 members, representing the Local Authority, local community, parents and staff. We are committed to doing the best for the children in the school, both in their education and their wider development.

Our shared vision is to give all our children a high quality education and a wide range of experiences. We aim to develop children who are happy in their endeavours, are resilient, are respectful and tolerant of others and embrace diversity. Spiritual, moral, social and cultural education underpins their learning and a broad and creative curriculum using both school and local community resources seeks to equip them to live in a fast changing world.

In addition to regular meetings of the Board of Governors we have four committees:

- **Children and Learning** to ensure the delivery of the best outcomes for children and, through regular review of data and book review, monitor the delivery of the curriculum.
- **Finance** to set and monitor the budget in accordance with agreed priorities, to ensure spending is being managed well and that the financial operation of the school is in line with policies and best practice.
- **Pay and Personnel** to oversee staffing within the school, including structure, pay and recruitment.
- **Infrastructure** to oversee the premises and ICT systems.

6. Working Together

We consider the partnership with parents and the community crucial to the education and development of all pupils.

We welcome parents and other members of the community who come to see us, whether to share a concern or offer help. We have a number of parents and local people who visit school regularly to assist in the classroom or to hear children read. Parents are provided with information on our website, in our newsletters and letters home. Our local press is kept informed about events which are taking place. Whilst the school is non-denominational, we have good links with local churches and their leaders are regular visitors in school.

We have an active Parent, Teacher & Friends Association who organise fundraising events such as fetes, children's discos etc. The money raised contributes to many projects across the school as well as subsidising school trips.

Volunteers manage and maintain the school swimming pool which is used by all children and is hired out to the community out of school hours and during school holidays.

As well as our own pre-school, we liaise closely with a variety of pre-school providers to provide a smooth transition to the reception Class. The school also works closely with the local secondary schools, King Arthur's in Wincanton and The Gryphon in Sherborne, to ensure the smooth transition of our pupils into Year 7.



7. In their own words

We interviewed the some of our children . They said:

What we love about our school that you could love too:

- We have AMAZING teachers and staff
- We have 7 amazing bees that are a role model for our school
- We have a field and playground
- We have really fun equipment for playing
- But we are missing one thing: a head teacher!!
IT COULD BE YOU!!!

We are looking for a Headteacher who

- Wants to carry on representing the seven bees, something that was a big part of our last head
- A kind and considerate person who listens to us when we are sad or when we need help
- Who is willing to participate in school activities such as Church services, hosting assemblies with parents, and choir singing and school trips
- A creative person who will respect us and let us give our opinions and accepts who we are
- Who is fun and lets us do fun
- We need someone who is firm but fair



8. Person Specification

Job Requirements

Essential

Desirable

Personal Qualities

- ◆ A passion for working with children in a school environment, an enthusiasm for teaching and learning and an ability to motivate pupils, staff and governors and to lead by example
- ◆ The capacity to reflect and evaluate critically, in order to identify strengths, challenges and priorities for development
- ◆ The ability to establish a positive environment where pupils can develop personal and social skills and respect for others
- ◆ The ability to delegate effectively, build leadership capacity and maintain professional standards

Education and Qualifications

- ◆ Qualified Teacher Status
- ◆ Evidence of continued professional development that prepares for this post
- ◆ Evidence of higher qualification in leadership (NPQH or equivalent) or substantial senior leadership experience

Experience and Training

- ◆ Proven leadership experience in the primary sector
- ◆ Successful teaching experience in the primary age range
- ◆ Experience of leading and managing colleagues and the ability to nurture and champion outstanding teaching and learning
- ◆ Experience in the use and development of a variety of forms of pupil assessment, including monitoring, tracking, data analysis and formative assessment, in order to set effective targets, monitor pupil progress and raise standards
- ◆ Experience of developing positive relationships and working collaboratively with all stakeholders
- ◆ Evidence of a commitment to securing achievement for all and to the personal and emotional wellbeing of pupils
- ◆ Experience of organising and promoting sustained professional development opportunities across the school which reflect school priorities, performance management and succession planning
- ◆ Experience of managing and resolving parental complaints

Job Requirements

Essential

Desirable

Knowledge and Understanding

- ◆ A clear understanding of statutory duties and procedures with regard to safeguarding
 - ◆ An understanding of what constitutes high quality teaching and learning and how children learn
 - ◆ Ability to communicate effectively with the Board of Governors including provision of school performance data, so that governors are enabled to hold school leaders to account
 - ◆ A thorough knowledge of the national curriculum, the latest statutory assessment frameworks and the latest Ofsted framework
 - ◆ The ability to provide strategic, inspirational leadership and articulate a vision for the school community
 - ◆ Excellent oral and written communication skills and the ability to produce and present information suitable for a variety of audiences
 - ◆ The ability to promote positive behaviour for learning and ensure that effective programmes for pupil behaviour, guidance, support and welfare are in place.
 - ◆ Knowledge of and commitment to the promotion of equal opportunities, inclusion, cultural diversity and British Values
- ◆ Wide and current knowledge of the national agenda for schools, particularly with regard to school funding and structures
 - ◆ A sound knowledge of school finances and effective management of school budgets for the benefit of the children
 - ◆ Knowledge of school performance and value-added issues, experience in the use of a range of school improvement strategies and a strong track record of improving school performance

9. Job Description

Overriding Requirements

The Headteacher shall carry out all professional duties in accordance with the current *School teachers' pay and conditions document* (STPC document) published by the Department for Education. Nothing in this job description is intended to amend those overriding requirements. The Headteacher will not behave in a manner which might damage the reputation of the school.

Job Purpose

With the Board of Governors, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and objectives. The Headteacher also seeks to secure the commitment of the wider community to the school by developing and maintaining appropriate networks and relationships.

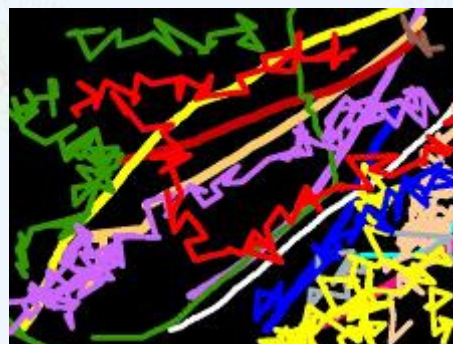
Key Relationships

The Headteacher establishes and maintains effective working relationships with:

- The school's Board of Governors
- Parents and carers of the school's pupils
- Somerset County Council through the relevant Corporate Director
- Local Headteachers, particularly those in the South Somerset area and of King Arthur's Community School, Wincanton and The Gryphon School, Sherborne
- Early Years Providers

Key Responsibilities and Accountabilities

The Headteacher's key responsibilities and accountabilities are listed below and will be delivered, where appropriate, in consultation with the Board of Governors, the local authority and parents.





A: Strategic Direction and Development

1. Develop, with the Governors, a strategic view for the school and determine its philosophy and overall aims and objectives.
2. Produce a strategic plan for the school, underpinned by sound financial planning, which identifies priorities and targets aimed at raising achievement.
3. Develop, implement and evaluate policies to deliver the strategic objectives which take account of national, local and school data and inspection and research findings.
4. Ensure that the management and organisation of the school supports its vision, aims and objectives.

B: Teaching and Learning

1. Determine, organise and implement an appropriate curriculum for the school within the overall framework provided by the National Curriculum.
2. Create and maintain an ethos and environment which secures effective teaching and learning, high standards of achievement, good behaviour and discipline.
3. Monitor and evaluate the standards of teaching and learning in the school, ensuring the appropriate standards of professional performance are established and maintained and using data to support the principles of access and inclusion for all pupils.
4. Produce and implement a School Development Plan (SDP) taking account of evaluations of the curriculum and its delivery and the needs and development of the pupils, and recent inspection recommendations.
5. Develop and use effective local partnerships to extend and enhance the curriculum and improve pupil achievement and personal development.
6. In consultation with the Board of Governors, participate in the teaching of pupils in the school, including the occasional provision of cover for absent teachers.



C: Leading and Managing Staff

1. Take the lead role in the recruitment of teaching and support staff, seeking to ensure the best available people are appointed.
2. Manage the arrangements for the deployment and supervision of all teaching and support staff to maximise their contribution to high quality educational outcomes.
3. Implement effective systems for staff performance and appraisal and participate in arrangements for the Headteacher's own performance review.
4. By example, lead the professional development of the staff, ensuring they have access to advice and to appropriate training and development opportunities, including those identified through performance management.
5. Ensure all teachers receive the information they need to carry out their professional duties.
6. Ensure that the professional duties and conditions of employment as set out in the STPC document, national and local conditions for teachers and support staff are fulfilled. Maintain effective relationships with organisations representing teachers and support staff.
7. Implement a decision-making structure which provides opportunities for participation by teaching and support staff and establish channels of communication and formal procedures to resolve problems and resolve conflict.



D: Deployment and Resources

1. Within the annual budget and priorities agreed by the Board of Governors, ensure the effective administration of all resources, including staff.
2. Manage and review the use of all resources to improve educational outcomes, ensure efficiency and secure value for money.
3. Ensure the sound financial management of the school in accordance with LA regulations and the framework for Schools Financial Value Standard (SFVS).
4. Make arrangements for the security and effective supervision of the school buildings, contents and grounds and ensure these resources are managed to meet the needs of the curriculum and comply with relevant health and safety regulations.



E: Accountability

1. To be accountable for the effectiveness, efficiency and strategic management and direction of the school to the Board of Governors.
2. Comply appropriately with the requirements of the LA to ensure an efficient education service in Somerset.
3. Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences and provide adequate and appropriate records, statistical data and returns.

F: Designated Safeguarding Lead

The Headteacher will be the school's Designated Safeguarding Lead and will appoint at least one Deputy Safeguarding Lead to ensure appropriate cover within school.

G: Salary range

Level 10 to 16



10. Application Process

The following process for applications will be followed:

- For further information, along with the application form, please email sserecruitment@somerset.gov.uk. There is an SSE helpline (0300 123 7365) but the email is likely to offer a quicker response time.
- The covering letter shall be limited to two sides of A4 and should outline why you are applying for this post and what you believe you can offer the school.
- All applications must reach us by the closure date of noon on Friday 14th April 2023.
- Those invited for interview (subject to references) will be advised by 18th April 2023. All shortlisted candidates will be invited for interviews on Monday 24th April 2023 with those making the final stage of the process being invited to also attend on Tuesday 25th April 2023.

