



Headteacher
Nancledra Primary
School
Candidate Information Pack



Truro & Penwith
Academy Trust

Contents

- 01. Introductions
- 02. Advert
- 03. Our School
- 04. Job Description
- 05. Person Specification
- 06. Location
- 07. Application and Selection Process



On behalf of the Board of the Truro and Penwith Academy Trust (TPAT), I would like to thank you for your interest in the exciting role of Headteacher at Nancledra Primary School. TPAT has a proven track record of growing great leaders and creating opportunities for career development. Your interest in TPAT coincides with an exciting phase in our development following growth of our trust to 36 schools. I hope that after reading the contents of this pack, you will feel inspired to take your interest further and arrange a visit to see the work at TPAT for yourself.

All members of the TPAT team are committed to providing the very best opportunities for every young person we educate to achieve their potential. Our mission is to improve life chances for all, and we firmly believe in this mission regardless of background, need or life challenges that may arise. Central to our vision for education is the belief that the entitlement to an excellent education can be realised more quickly and with greater sustainability through proactive collaboration.

As a school trust we have a strong sense of moral purpose, which helps to create an environment within which all leaders take collective responsibility for the learning and success of all 8,700 pupils in our care. We promote a culture in which active willingness to share and promote the very best practice is a key factor in the improvement of our schools.

We are committed to supporting and learning from the education community in Cornwall and the wider South West region, and fully contribute to system leadership to the benefit of the communities we serve.

We are looking for a Headteacher who shares this commitment and holds values to support making our ambitious goals a reality. We are seeking someone who has a commitment to collaboration and will have an unremitting focus on high-quality learning, teaching and leadership required to support the trust.

This candidate brief provides some background information about the role, the Trust's development to date and the key themes in our vision: 'Improving life chances for all'. We very much hope these opportunities and challenges will excite you and lead to you submitting an application.



01

Introductions

Chief Executive Officer & Chair Of Trust Board

Jenny Blunden OBE
Chief Executive Officer

Anita Firth
Chair of the TPAT Board



01

Introductions

Chair of Local Monitoring
Committee

Dear Applicant,

On behalf of the Local Monitoring Committee, I would like to thank you for expressing an interest in the position of Headteacher at Nancledra Primary School.

Nancledra School's unique setting in fields, lanes and hills sets the tone for the ethos and culture that the school is proud of. The local community is friendly, diverse and welcoming. There has been a school in Nancledra Village for over 200 years with the current building opening in 1925. The little girl who had the key to open the building nearly 100 years ago still has close family members who are involved with our school either as pupils, governors, parents or friends. This sense of belonging is a major part of our school, and we are looking for somebody who will continue to lead us with this in mind.

The rich local history of farming, mining, fishing and the arts has provided a wide curriculum for our pupils. How amazing it is for children to be able to visit and learn about local artist Barbara Hepworth at her museum, perform their nativity in a local stable with sheep and cows and catch a train to St Ives to have fun on the beach.

Our pupils come to the school from the village and surrounding area mainly by car. There is a thriving pre-school onsite that offers a breakfast and after school club. Links with the pre-school are especially important for the school and the strong partnership that exists needs to be maintained. Children at school are happy, make friendships for life, have a love of learning and are delightful. The school focuses on the importance of children being kind and helpful to each other building a foundation for good citizenship. There is a happy family ethos throughout the school and the children are keen to learn.

We believe that the strength of our school is with its people, and are fortunate to have a dedicated staff, with teachers and teaching assistants working together as a highly effective team. It is important to us as governors that the new Headteacher is able to work alongside them and continue to ensure that they feel supported and rewarded, whilst being led by a decisive and creative leader. Staff are supported and encouraged to extend and refresh their knowledge and pedagogical skills with regular CPD. We strive to offer the best learning opportunities for all our children taking into account their different interests and abilities. All members of our school demonstrate mutual respect, care and friendship.

As a team of governors, we believe that we are beginning a new era for the school and will offer both support and encouragement to develop a productive working relationship with our newly appointed Headteacher. Our membership consists of parent governors and community governors, we have a wide range of expertise, bringing both experience and new skills. We are an enthusiastic group who strive to get things right.

This pack provides information about our school, but I hope that if it is possible you would visit to get a real understanding of who we are. We look forward to meeting you.

Yours sincerely,

Leanne Goodwin, Chair, LMC, Nancledra School

Headteacher

Contract: Full Time, Permanent (up to 0.4fte teaching commitment)

Salary: £60,644 - £70,293

Start Date: April 2025

About The Role:

Truro and Penwith Academy Trust, together with the Local Monitoring Committee of Nancledra School, are seeking to appoint a dynamic and committed Headteacher to join the team. Nancledra Schools strength lies in the people who work tirelessly to ensure all children thrive academically, emotionally and socially. The successful candidate will be a dynamic and resilient leader who will further develop a curriculum which offers both knowledge and adventure. The role requires a leader who will inspire children to seek out challenging opportunities whilst instilling a strong sense of community and belonging, developing a shared vision, which motivates pupils, staff and all other members of the school community

About You:

The ideal candidate will have recent senior leadership experience and will share our vision and values to lead this village school. Individuals must demonstrate a significant contribution to primary school improvement and an enthusiasm to embrace the opportunities of leading this already flourishing and happy school with a strong community identity. The full personal specification for this role can be found within the candidate pack above.

How to Apply

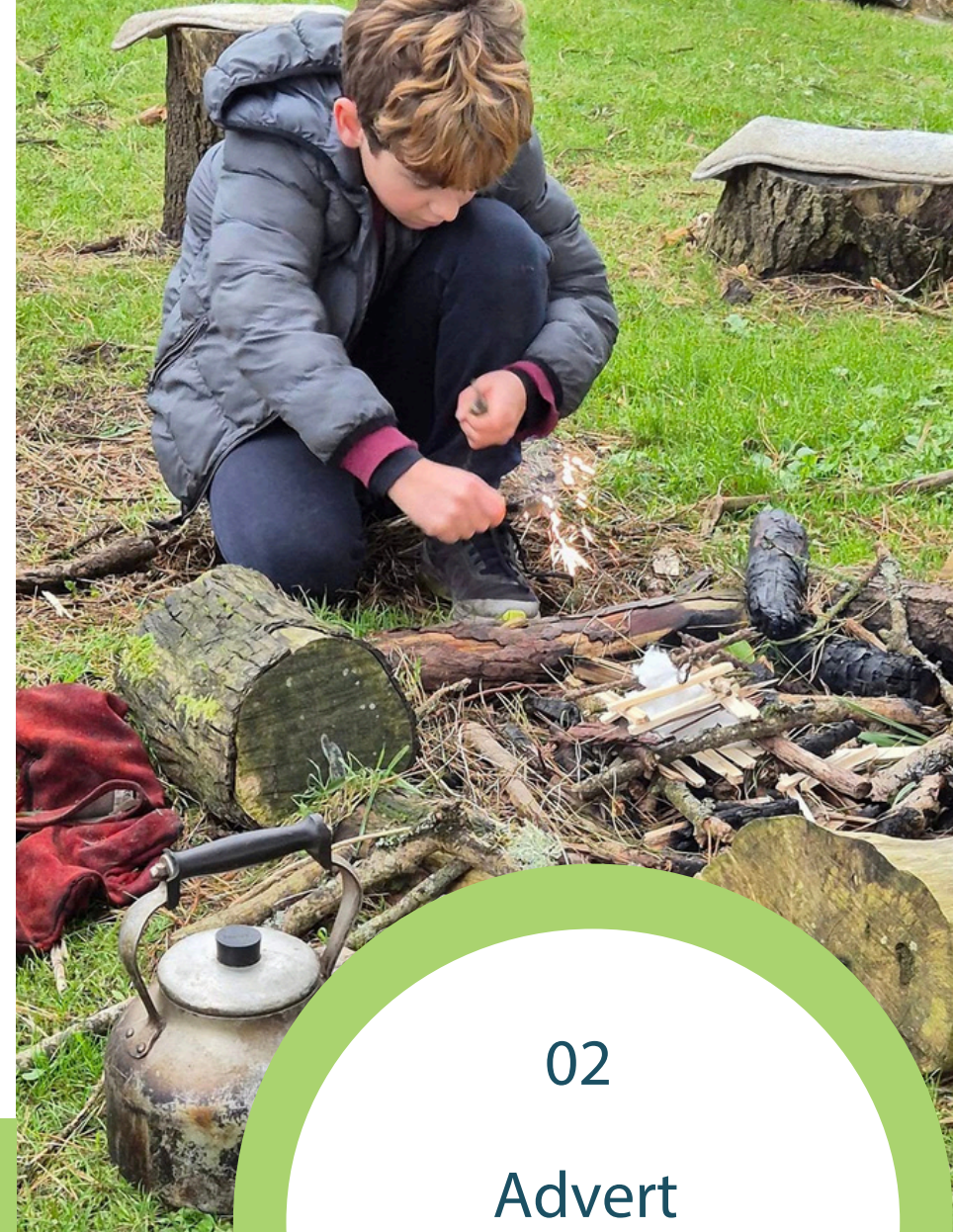
To apply for the position please download and complete the application form which can be found via the application pack above and send to recruitment@tpacademytrust.org. Please ensure your name and the position title and school are within the subject line. We are unable to accept CV's.

To explore the role in more detail ahead of applying, please contact our Director of Education, Chris Gould at ChrisGould@tpacademytrust.org.

If you would like to visit the school please contact Helen O'Kane, Headteacher: hokane@nancledra.tpacademytrust.org or Tel: 01736 740409

The closing date for the position is **midday Tuesday 28 January 2025.**

Interview's to be held **6th February 2025.**



02

Advert



03

Our School

About our School

Nanclendra Primary School is a forward thinking, high-achieving and nurturing school which has high aspirations for both its families and children, and its team of dedicated and talented staff. Our aim is for all pupils to leave Nanclendra as happy, confident, independent learners who are not only curious about the world around them but who can also contribute to it being a better place for one and all. Positive relationships are the beating heart of our school as it is our belief that children need a strong sense of belonging to thrive; we are immensely proud of the productive, caring partnerships we have with both our families and the wider community.

We are situated in a beautiful, rural setting in the fields between Penzance and St. Ives and our outside space is exceptional and ripe for further development. However, the real strength of the school lies in the people who work tirelessly to ensure all children thrive academically, emotionally and socially. Our children are keen to learn and enjoy the challenge our curriculum presents them. We have a very talented and conscientious staff team alongside an incredibly supportive and involved parent body and great links with the local community.

We pride ourselves on enriching the lives of our pupils and opening doors to plentiful opportunities along their Nanclendra learning journey. We offer extra-curricular clubs from Wild Tribe club to Lego League clubs; scooter clubs to dance clubs alongside our more traditional football, netball and rugby sports clubs. We strive to develop the whole child which ensures we not only enjoy academic success but also music and sporting success too.

We know that successful partnerships between home and school really help our children so we encourage parents and carers to play an active role in supporting the school. This allows us to know our families really well, building positive, strong relationships for the benefit of the children. We look forward to meeting you and ideally showing you around our school. If this is not practical, our current head teacher is happy to meet remotely or answer any questions you have over the phone.

Learning For Life

At Nanclendra School we celebrate and encourage the talents and skills of all of our children whilst ensuring their eyes are opened wide to the opportunities that lie before them. Our HEART values are part of our DNA, ensuring we develop and champion our children; enabling all to achieve their potential.

Our newly developed SPARK curriculum aims to develop an irrepressible sense of curiosity; a strong sense of place and belonging; knowledge and skills; and ultimately ignites a thirst to know more

We treasure childhood and believe all childhoods should be full of adventures - not least because adventures are fun but also because we believe they build resilience; are the perfect platform for discovering new skills and providing even more curious questions; allow friendships and memories to be made. Through every year group, opportunities to visit new places, use new technology and thrive in our Wild Passport Forest School programme are well-planned and prioritised.

On leaving Nanclendra, we will have ignited a 'SPARK' in all our children to be life-long learners, nurturing not only the will to know more and be able to do more, but also the ability to positively influence one's own life and the world around them.

Stories play an important role in our curriculum offer as does powerful knowledge. We use the Primary Knowledge Curriculum to deliver our foundation subjects but work from our own bespoke writing and reading curriculum.

Our values are the beating **HEART** of our school and guide all that we do:

Happiness
Excellence
Ambition
Respect
Teamwork



Stories
People
Adventure
Relationships
Knowledge

Class & Staffing Structure

Class 1 Reception (16)	Class 2 (26) Year 1 (15) Year Two (11)	Class 3 (20) Years 3 (12) Year 4 (8)	Class 4 (24) Years 5 (10) Year 6 (14)
Ella Short Early Years Lead & RE Lead	Georgia Barker(0.7) Art & DT Lead Vicki Friggens (0.2) SEN TA, Thrive Practitioner & MFL Helen O'Kane Headteacher (0.1)	Jess Broomfield (Long term supply covering Chris Parker Science & Geography Lead)	Louise Williams Assistant Headteacher DDSL, Maths, Computing & PE lead
Tom Richards HLTA Karla King SEN TA	Vicki Friggens HLTA Hayley Stevens SEN TA a.m. Gemma Tredwin SEN TA p.m.	Fi Mcleod SEN TA	Sophie Harvey TA

Helen O'Kane (Headteacher, English Lead, Assessment Lead, Curriculum Lead, History Lead, PSHE Lead, PP lead, DSL, C3 PPA cover)

Lucy Ainsley-Clough 0.2 (Music Teacher)

Karen Golder 0.1 (SEND/CO)

School Secretary with Financial & Attendance Responsibility – Abi Taylor

Additional Curriculum Support - Helen Carver (Forest School Leader) & Lucy Thomas (PE Coach)

Piano teacher – Jo Cole

Peripatetic Instrumental Teaching in Piano, Violin, Woodwind, Guitar, Brass.

Catering – Aspens - Dianne Simons (Servery)

Cleaning - Corserve – Jane

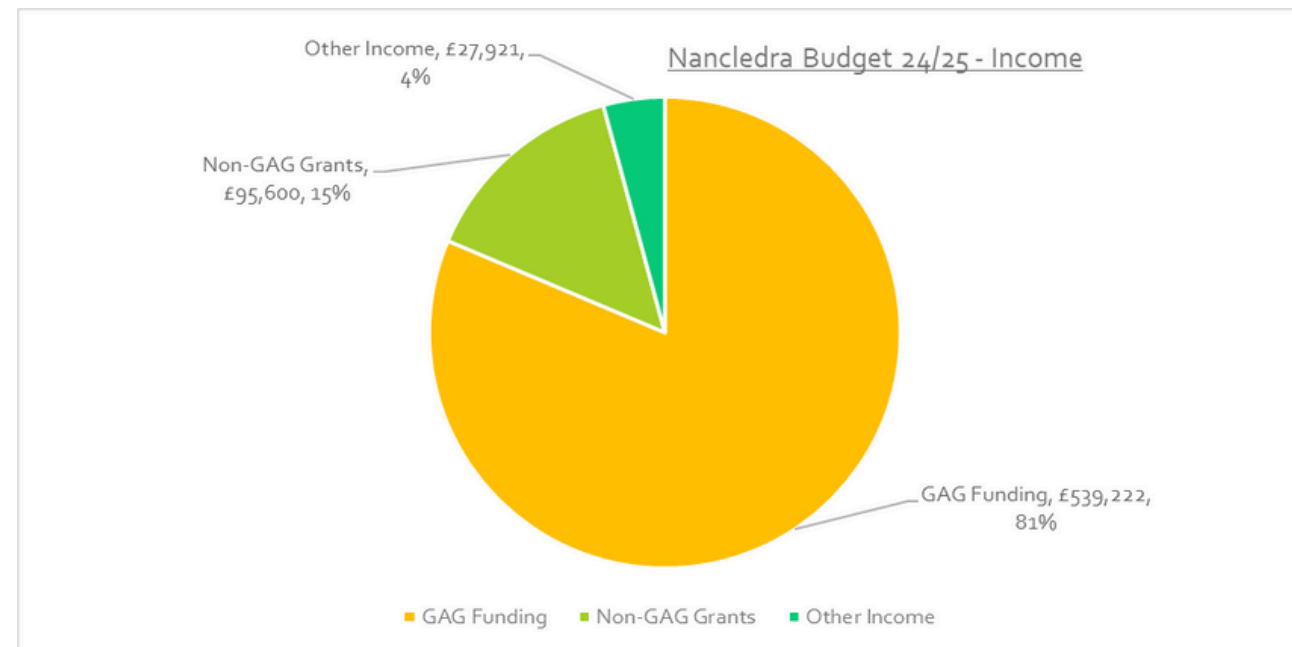


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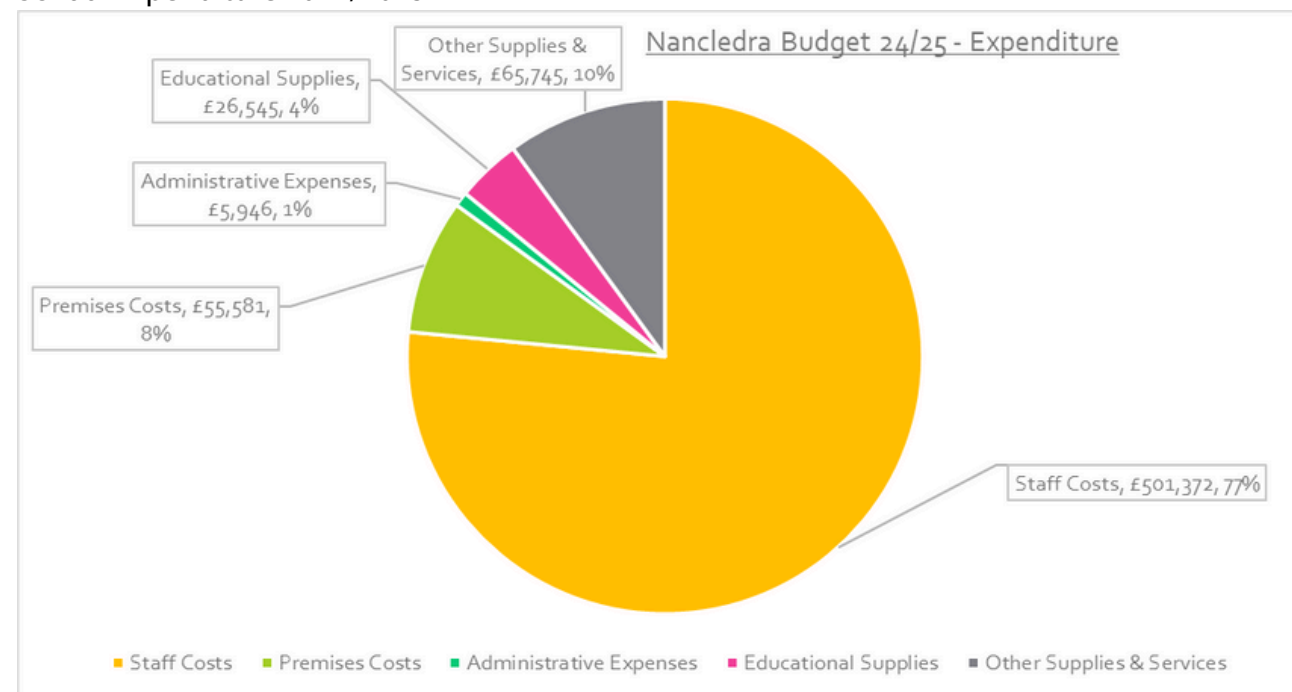
Our School

Financial Information

School Income 2024/2025



School Expenditure 2024/2025



04 Job Description

Headteacher

Job Purpose

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.

Overall Responsibilities

Leading and Teaching:

To work with the Trust 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. In addition to leading the school, there may be a requirement to teach on a regular basis.

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
3. To ensure that learning is at the centre of strategic planning and resource management
4. To establish creative, responsive and effective approaches to learning and teaching
5. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
6. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community
7. To be able to implement strategies which secure high standards of behaviour and attendance
8. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
9. 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
10. To monitor evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken.
11. To fulfil the Headteacher's duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education
12. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act.

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.

Accountability:

To be accountable for the efficiency and effectiveness of the school to the Trust, the local authority, the LMC, pupils, parents, staff, local employers and the community:

1. To report to the Trust on all matters relating to education, staffing and finance as required and to seek advice from Trust Officers to ensure an efficient and effective school
2. 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
3. To provide information, objective advice and support to the LMC to enable it to meet its responsibilities for monitoring effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money
4. To report to the LMC on the discharge of the Headteacher's functions and the affairs of the school
5. To create and develop an organisation in which all LMC members and staff recognise that they are accountable for the success of the school
6. 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, the LMC, the local community, OfSTED and others, to enable them to play their part effectively
7. 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
8. To report to the Trust on the professional growth of teachers at the school in relation to the Trust policy based on the School Teachers Pay and Conditions Document
9. To provide information about the work and performance of staff where it is relevant to their future employment.

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, organize 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 power to exclude pupils in accordance with provisions of the latest legislation.

Strategic Direction and Development of the School:

To work with the Local Monitoring Committee (LMC) 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 the LMC policies relevant to the needs of the school
4. To implement TPAT'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 Headteacher's functions at any time when absent from school.



04 Job Description

04 Job Description

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 the LMC 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 implement decisions in relation to staffing
5. To advise the LMC on the adoption of effective procedures to deal with the competence and capacity of staff
6. To work with the Trust on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control
7. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations
8. 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
9. 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
10. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity
11. 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.

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 create 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.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

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.

05
Person
Specification

Education and Training	Key	Essentials	Desirable
Honors Degree or equivalent and Qualified Teacher Status	Key		
Knowledge/ training in models for outstanding learning and teaching		Essential	
Evidence of recent professional development, at senior leadership level		Essential	
Experience of being a designated Safeguarding Officer and recently trained to Tier 3		Essential	
A higher Qualification in leadership and / or education			Desirable
Approved "Safer Recruitment" Training			Desirable
NPQH (if not already a headteacher prior to 1st April 2004)			Desirable
Safeguarding "Train the Trainer" training			Desirable
Professional Experience			
Senior leader with a proven track record in raising standards by setting challenging targets	Key		
Senior leader with experience of inspiring learners to attain high levels of achievement, behaviour and attendance	Key		
Successful senior Leadership and management experience	Key		
Ability in developing excellent working relationships with all staff and other stakeholders		Essential	
Experience of clear systems and protocols for the performance management of staff		Essential	
Ability in using assessment data effectively to provide action plans to improve whole school performance		Essential	
Show understanding of budgeting and financial control		Essential	
Leadership experience across the primary age range		Essential	
Leadership in the principles of outstanding learning and teaching with wide experience of classroom observation and feedback		Essential	
Evidence of leading on curriculum, design, development implementation and management			Desirable
Sound knowledge of current educational thinking and educational developments			Desirable

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





06

Location:
Cornwall

Cornwall

Moving to Cornwall is life-changing in all senses. We believe our county is one of the best places in the world to live - and somewhere you can do something great for vulnerable children, families and adults in Cornwall.

Why here? Let's start with the healthy lifestyle and fantastic outdoor opportunities. Cornwall offers miles of stunning landscape and variety of places to live, which range from cairn to cove. People here are free to spend their weekends exploring the countryside and numerous historical sites, as well as coastal towns like Newquay and Falmouth.

Move here, and you'll be close to:

- wild moorland landscapes
- long and varied coastline
- beautiful beaches with surfing opportunities
- attractive villages
- Areas of Outstanding Natural Beauty.

All this, plus the mildest and sunniest climate in the UK.

Culture in Cornwall

Cornwall is well known for its thriving cultural scene, from the Tate Gallery in St Ives to the Newlyn School of Art and the Barbara Hepworth Museum and Sculpture Garden as well as numerous festivals to meet all interests and tastes. Our world-class attractions include the Eden Project and the Minack Theatre.

We also enjoy a wide range of restaurants owned by world-famous chefs including Rick Stein, Paul Ainsworth and John Torode. Cornish beer, cider and gin are also fast achieving worldwide recognition.

There are a number of great cafés and restaurants serving delicious food to suit all tastes all using local produce.

Community in Cornwall

Cornwall is one of the safest places to live in the country. Last year, Devon and Cornwall Police reported the second lowest crime rate across the country as a whole.

There are many beautiful towns and villages which boast fantastic homes as well as a true sense of community, and the opportunities of the region enables you to enjoy a unique home / work life balance. Property prices seem to be remaining strong despite Coronavirus and Brexit worries, and so buying property here is still considered to be a sound long-term investment, with housing stock to meet varied budgets.

All applications will be acknowledged. There is a nominal closing date for this Headteacher post, however candidates are encouraged to submit their applications as soon as possible, as preliminary discussions may begin as soon as expressions of interest are received.

How to Apply:

To apply for the position please download and complete an application form and send to recruitment@tpacademytrust.org. Please ensure your name and the position title are within the subject line. We are unable to accept CV's.

To explore the role in more detail ahead of applying, please contact our Director of Education, Chris Gould at ChrisGould@tpacademytrust.org.

If you take school please contact Helen O'Kane, Headteacher: hokane@nanclendra.tpacademytrust.org or Tel: 01736 740409

The closing date for the position is **midday Tuesday 28 January 2025**.
Interview's to be held **6th February 2025**.

If you have any queries or issues with the application form, please contact the recruitment team via recruitment@tpacademytrust.org or 01872 613101



07

Application and Selection Process