



## Headteacher Ocklynge Junior School



# **APPLICANT INFORMATION PACK CONTENTS**

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## **INFORMATION FOR PROSPECTIVE CANDIDATES**

- Terms of employment
- Deadline and interview dates
- How to apply
- Further information

## **WELCOME LETTER FROM THE CHAIR OF TRUSTEES AND EXECUTIVE HEADTEACHER**

## **OUR VALUES AND AIMS**

## **JOB DESCRIPTION**

## **PERSON SPECIFICATION**

## **EXPLANATORY NOTES**

## **LIVING AND WORKING IN EASTBOURNE AND THE SOUTH EAST**

## INFORMATION FOR PROSPECTIVE APPLICANTS

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### Terms of Employment

Grade: L25 – L31 (starting on £79,949 rising to £91,679)

Hours: Full time

Contract: Permanent

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### Deadline and Interview Dates

**Closing Date: Midday on Thursday 1<sup>st</sup> December**

**Interviews: Thursday 8<sup>th</sup> December**

**Tour(s) of the school: Available during the school day**

Please book a place via [hharrigan@ocklynge.co.uk](mailto:hharrigan@ocklynge.co.uk)

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***Early application is encouraged as we reserve the right to consider applications on receipt and to appoint before the deadline.***

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### How to Apply

If you would like to apply for this post please use the application form available at [Vacancies | Ocklynge Junior School](#) which should be emailed to Lorraine Barrow, Trust Executive Assistant, at [lbarrow@ratton.co.uk](mailto:lbarrow@ratton.co.uk) by the closing date. Please remember your supporting statement should set out how your experience to date fulfils the criteria set out in the person specification for this post.

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### Further Information

If you require any additional information, have any questions, or would like an informal conversation with the Executive Headteacher, please contact Lorraine and she will be happy to organise a response.

## WELCOME LETTER FROM THE CHAIR OF TRUSTEES AND EXECUTIVE HEADTEACHER

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Dear Applicant,

Thank you for your interest in Ocklynge Junior School and for considering us as your next career move. We hope our application pack is clear and informative and gives you a sense of our high aspirations for all our pupils.

The Trustees and Governors are seeking a charismatic and dynamic person with strong leadership skills, a successful record of accomplishment and an ability and desire to succeed, to take on the role of substantive Headteacher to shape the future of Ocklynge Junior School and continue to drive the school to the next level. The successful individual will have a key remit to further develop the improvement plan, while continuing to raise standards and promote strong values.

Ocklynge Junior School joined with Ratton Secondary School on the 1<sup>st</sup> of December 2017 to form the South Downs Learning Trust (SDLT). The aim of our trust is to provide an outstanding educational experience for all pupils in our schools. We want both schools to retain their own identity whilst working together to support the learning of everyone in the Trust community.

Our aim is to develop a sustainable and exciting educational experience that places our pupils at the centre of all that we do.

We are looking for a dynamic and effective leader, communicator and team builder with the vision, ability and drive to inspire, motivate and influence pupils, staff and stakeholders, ensuring successful and sustainable school improvement. In return, we can offer you strong support from the Trust's executive team, the freedom to shape the future of the school, and the opportunity for your continued professional development, including access to NPQs.

We welcome applications from external applicants, from both current inspirational Headteachers, or aspirational Senior Leaders who are seeking to step up to a headship position.

The successful candidate will be an exceptional leader and strategic thinker, with a proven track record of successful leadership and management in a primary school. You will:

- have high expectations of staff and pupils and the vision to build a strong staff team and cohesive school community
- inspire and motivate all pupils and staff to develop in a well-disciplined and harmonious environment
- have an uncompromising commitment to ensuring all pupils achieve their potential so that they leave school as mature, rounded, resilient individuals, ready to take their places as active citizens ready for secondary school
- be committed to the delivery of the highest standard of teaching and learning, including the professional development of our staff
- Remain committed to developing our ethos and vision ensuring that each pupil is valued, respected and treated as equal.
- Demonstrate innovation, excellent communication and intelligent leadership.

To help you learn more about our school and this role please see the job description and person specification in this job pack. The person specification contains the criteria that the selection panel will use in the selection process, and they will be particularly interested in the unique qualities that you possess.

We offer an incentive package which includes:

- On-going investment into your career development through appropriate CPD.
- Access to the Bike 2 Work scheme allowing up to 42% discount on the cost of bikes and equipment.
- Full use of an employee assistance programme supporting wellbeing.
- Staffroom with complimentary tea and coffee.
- Subsidised membership of Benenden Healthcare (affordable alternative to private health insurance).
- On-site parking.
- Free Breakfast Club/After School Club place for staff children at Ocklynge Junior School.
- Envious setting and extensive grounds.

You are warmly encouraged to have a pre-application conversation / virtual meeting. To arrange this, please contact the Trust's Executive Assistant, Lorraine Barrow, at [lbarrow@ratton.co.uk](mailto:lbarrow@ratton.co.uk) or 01323 514314 and she will arrange a call with us for you.

We look forward to receiving your application and hearing why you believe you have the passion, commitment and talent to lead Ocklynge Junior School.



Rebecca Conroy  
Chair of Trustees



Paul Murphy  
Executive Headteacher



## OUR VALUES AND AIMS

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**Responsible:** We work hard, are helpful, reliable, look after property and co-operate with others.

**Respectful:** We are polite, well mannered, considerate, gentle and understanding of others.

**Reflective:** We are patient, honest, kind, good listeners, forgiving and admit when we have made a mistake.

**Resilient:** We do not give up; we try to sort our problems calmly and give things a go.

**In general terms this is what we are trying to achieve with the children in our care:**

- To help the children towards the realisation of their full potential.
- To help the children to develop enquiring minds and the ability to listen, concentrate and apply themselves to tasks.
- To develop children's self-reliance, confidence, and the ability to work both independently and co-operatively.
- To appreciate and value each child's contribution and celebrate their achievements
- To instil respect and understanding for religious and moral values and tolerance of races, religions and ways of life.
- To help the children learn courtesy, good manners, and consideration for others



Weblink for Ocklynge School:  
To see the school in action:

[www.ocklynge.co.uk](http://www.ocklynge.co.uk)  
<https://youtu.be/1b-L-alr0cc>

## HEADTEACHER – JOB DESCRIPTION

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**JOB TITLE:** Headteacher  
**SCHOOL:** Ocklynge Junior School  
**LOCATION:** Eastbourne  
**GRADE:** L25 – L31  
**RESPONSIBLE TO:** Executive Headteacher

### **Purpose of the Role:**

The Headteacher of Ocklynge School will provide professional leadership to deliver continued success and improvement, by ensuring high quality education for all its pupils.

### **Shaping the future**

Working with the governors, the Headteacher will create and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the need of the school and the wider community.

The Headteacher must be able to translate their vision into clear objectives that promote and sustain school improvement and must also ensure the school develops to the benefit of the pupils, staff and communities.

### **Key tasks:**

#### **Qualities and knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate and develop positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on own knowledge, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Develop the school's strategic plan and vision, supported by sound financial planning, in the context of local and national policy.
6. Communicate compellingly the school's vision and empowering all pupils and staff to excel.
7. Develop the school's revenue streams by investigating and identifying new sources of income resulting in sustained growth and stability.

#### **Pupils and staff**

8. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
9. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
10. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
11. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

12. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
13. Hold all staff to account for their professional conduct and practice.

### **Systems and processes**

14. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
15. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society.
16. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
17. Welcome strong governance and actively support the governing board to understand their role and deliver their function effectively, particularly its functions to set school strategy and hold the Headteacher and senior leaders to account for pupil, staff and financial performance.
18. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the sustainability of the school.
19. Distribute leadership across the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### **The self-improving school system**

20. Create an outward-facing school, working with other schools and organisations in a climate of mutual endeavour, championing best practice and securing excellent achievements for all pupils.
21. Promote the schools and develop effective relationships with the wider community, fellow professionals and colleagues in other public services, to improve social and academic outcomes for all pupils.
22. Develop an organisation in which everyone works collaboratively, shares knowledge and understanding and is confident of collective external and internal accountability for the success of the school.
23. Ensure the quality of teaching is shaped through high quality training and sustained professional development for all staff.
24. Ensure that parents, carers and pupils are well informed about the curriculum, attainment and progress, and about the contribution they can make to the school's success.
25. Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

### **Keeping Children Safe in Education**

SDLT is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

- Work with governors to ensure that all safeguarding duties are complied with under the relevant legislation.
- Work with governors to ensure that policies, procedures and training in SDLT as set out in the current statutory guidance "Keeping Children Safe in Education", DfE, January 2021, and "Working Together to Safeguard Children", DfE, December 2020 are effective and comply with the law at all times: [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92442/KCSIE_2021.pdf) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92442/KCSIE_2021.pdf) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92442/KCSIE_2021.pdf)
- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.



- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.
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*This job description should be read alongside the requirements of the current publication of the DfE's School Teachers' Pay and Conditions Document (STPCD) and is based on the National Headteacher' Standards 2020. These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers. [Headteachers' standards 2020 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-headteacher-standards-2020)*

## HEADTEACHER – PERSON SPECIFICATION

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### **Essential qualifications and experience** *(to be evidenced via certificates, or assessed at interview)*

- Qualified Teacher Status at first degree level or equivalent
- Substantial and successful teaching experience across the primary-age range in more than one school
- Experience of effective school financial management
- Experience of working successfully and cooperatively as a member of a team in school

### **Desirable qualifications and experience** *(to be evidenced via certificates, or assessed at interview)*

- National Professional Qualification for Headteachers (NPQH)
- Senior leadership experience in a primary school at Headteacher level
- Experience of developing partnership and learning between schools
- Experience of leading SIAMS process and inspection

### **Essential professional knowledge** *(to be assessed at the application and interview stage)*

- Understands and has good knowledge of current issues in education
- Uses data, assessment and target setting effectively to raise standards/address weaknesses
- Understands and uses self-evaluation and school improvement processes effectively
- Understands the roles and responsibilities of a Headteacher and of governors in schools
- Understands creative and innovative curriculum design to meet the needs of all pupils
- Understands and is committed to promoting and safeguarding the welfare of pupils

### **Essential leadership skills** *(to be assessed at the application and interview stage)*

- Possesses good interpersonal skills and an approachable style of leadership
- Able to develop and share a clear vision
- Able to motivate, coach, challenge and nurture teaching and support staff of all grades
- Demonstrate strategic oversight of all schools with clear distributive leadership

### **Desirable leadership skills** *(to be assessed at the application and interview stage)*

- Able to engage with the wider local community, and with both LA counterparts
- Able to lead across the school to balance their needs

### **Essential personal attributes** *(to be assessed at the application and interview stage)*

- Possesses emotional intelligence and demonstrates empathy
- Inspires trust and confidence within and across the school and communities

- Able to think creatively and demonstrate initiative in solving problems
- Able to exercise flexibility, resilience, good judgement, approachability and enthusiasm

**Essential commitment to partnership** *(to be assessed at the application and interview stage)*

- Committed to partnership with governors, parents and the wider community

**Desirable commitment to partnership** *(to be assessed at the application and interview stage)*

- Fully supportive of moving SDLT's partnership forward and developing this further
- Understands the importance of the school within the context of the partnership and the wider community

## EXPLANATORY NOTES

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### Application Procedure

- 1) Read carefully all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
  - a) Why you are applying for this post.
  - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged, and we reserve the right to close the vacancy early if a suitable candidate is found.

### Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If you are successful, you will receive an email inviting you to attend an interview. It is therefore important that you give us your email address.

### Pre- Employment Checks

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer (for teaching staff this includes the Headteacher or mentor at your placement if you are still training). It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
- 3) Provide proof of eligibility to work in the UK.
- 4) Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 5) Complete a Health Declaration form

### Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

For teaching staff, this post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

### Salary

Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

**Policy on Equal Opportunities**

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour, which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The School is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



## LIVING AND WORKING IN EASTBOURNE AND THE SOUTH EAST

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With 150 kilometres of coastline and acres of countryside, there are thousands of things to do in East Sussex, whether you're a thrill-seeker, a shopaholic, a nature lover or a foodie - and since you're never far from London, the capital's delights can play a part very easily.

The South East is one of the most desirable places to live in the UK and is home to a number of vast National Parks, including the New Forest, a 500 square kilometre forest where wild ponies roam, the South Downs, the Seven Sisters Country Park and the Ashdown Forest. 300 kilometres of beautiful coastline run from Southampton all the way round to North Kent, varying from buzzing Brighton to sleepy fishing ports, via the striking snow-



white chalky cliffs of the Isle of Wight and Dover with Eastbourne being a very good base to explore the wider region. Find out more about it [here](#). Eastbourne is steeped in history while recent investments (and more regeneration on the way) gives the place a gleaming modern charm. As such, the ever-popular seaside town is rich in affordable housing options, top local amenities, and reliable transport connections. Bursting with local colour and serene seaside views, it is nestled between the vibrant city of Brighton and the historic town of Hastings and is a great place to live, ranking number 20 on the happiest place to live in the South East in 2019. It is just an hour and a half to the centre of London by train and is great for those wanting to have the

amenities, employment and culture of London on their doorstep, but who equally want to escape the hustle and bustle and enjoy the fresh air and space of the countryside.

From high street stores, markets and independent shops



you will be sure to find what you need and then some. At its centre, the town is bursting with high street classics and



is jam-packed with independent businesses dotted around the town, offering a wide range of shops and services including

various fashion boutiques, delicatessens, florists, butchers, bakers, interiors and kitchen shops, barbers and hairdressers, gyms and even a couple of country and farm markets. Eastbourne boasts great recreation potential: at the town's borders is plenty of countryside that's ideal for relaxing strolls. If you are an avid hiker, head to the white cliff trail for a very serene and beautiful hike across the South Downs Way with hilltop views of Beachy Head Lighthouse. Take a trip down memory lane by visiting Eastbourne Pier.

This seaside pleasure palace was built in the Victorian era and embodies the spirit of that age.

If piers aren't your thing, you can enjoy an impressive show at Eastbourne Bandstand. This landmark has a sea-blue terracotta tiled roof and plays host to some of Europe's best tribute acts. Every year, the Eastbourne calendar tends to get bigger and better and includes such events as the Aegon International women's tennis at Devonshire Park and the Eastbourne Airshow (held on the seafront), which is free to attend and includes a live music stage and fireworks display.

Eastbourne is also a centre for culture, with the town's local theatres playing host to some of the UK's top talent as well as food festivals, music events and seaside people-watching - it makes for a great day out.

### Top 10 things to do in Sussex

- [Drusillas Park Zoo](#), Alfriston
- [Royal Pavilion](#), Brighton
- [British Airways i360](#), Brighton
- [Harbour Park](#), Littlehampton
- [1066 Battle Abbey and Battlefield](#), Battle
- [Rathfinny Wine Estate](#), Polegate
- [Fishers Adventure Farm Park](#), Billingshurst
- [Borde Hill Garden](#), Haywards Heath
- [Herstmonceux Castle & The Observatory Performing Arts \(Dance and Drama\) Centre](#), Hailsham

Sources: Keytek, Great British Life, Zoopla, visitsoutheastengland, Yopa, World Guides 1

