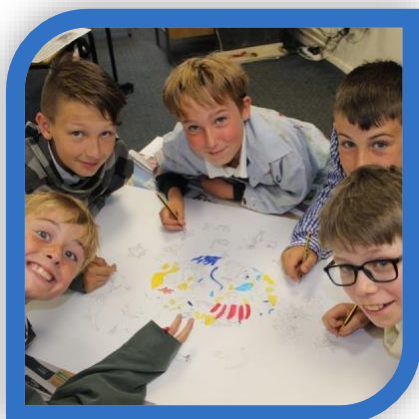


HEADTEACHER RECRUITMENT INFORMATION PACK



*Learning Together,
Learning for Life*



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Letter from Governing Board

Dear Candidate,

Thank you for expressing interest in the position of Headteacher of Paulton Junior School, located in the village of Paulton in Bath and North East Somerset.

Paulton Juniors is a thriving school that provides a nurturing environment, where children are given every opportunity to achieve their full potential. The school is welcoming and inclusive and provides a secure and nurturing learning environment. Children are happy, polite, confident and keen to learn.

Paulton Juniors is an Ofsted-rated 'Outstanding Junior School,' and we are proud of the achievements of our children and our skilled and dedicated staff.

We are seeking a Headteacher who will embrace our vision for the school and continue to raise its exceptional standards. The applicant will need to have a strong commitment to staff development, be conversant with current teaching and learning philosophy and will be committed inclusivity.

The Governing Board at Paulton Junior School have high expectations and a supportive and collaborative relationship with the Senior Leadership Team.

If you are interested in leading our team, please complete the application and return to chair.governor@paultonjuniorschool.co.uk

Thank you once again for your interest in applying to be our new Headteacher. We look forward to meeting you and discussing the contribution you could make to our school.

Yours Faithfully,

Paulton Junior School Governing Board



Recruitment Key Dates

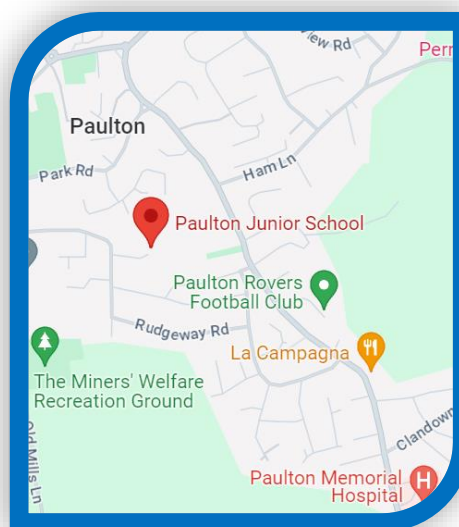
SCHOOL VISITS	Thursday 12 th September and Friday 13 th September 12:00-15:00 by appointment only
APPLICATIONS CLOSE	Midnight, Sunday 15 th September
SHORTLISTING	Week commencing Monday 16 th September
INTERVIEWS	Thursday 26 th and Friday 27 th September

Applicants wishing to visit the school can do so by making an appointment with the school office. Please note that the office will be closed from Friday 26th July until Monday 2nd September. So, there may be a delay in response to emails over the summer holiday period.

Completed applications should be sent to chair.governor@paultonjuniorschool.co.uk

SCHOOL CONTACT DETAILS

Paulton Junior School
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Paulton
Bristol
BS39 7QY
Phone: 01761 418137
Email: paulton_jun@bathnes.gov.uk
www.paultonjuniorschool.co.uk



Introduction to our School

Our Ethos

Welcome to Paulton Junior School, where our foundation is built upon the guiding principles of the 6 Rs – Respect, Responsibility, Resilience, Resourcefulness, Reflection, and Reasoning.

These values form the very core of our school's ethos, shaping an environment that fosters not only academic excellence but also personal growth and character development.

At our school, we believe in instilling a profound sense of 'Respect' for oneself, others, and the world around us, coupled with a deep sense of Responsibility for our actions. Our emphasis on resilience encourages students to overcome challenges and setbacks with strength and determination, while 'Resourcefulness' equips them with the skills to navigate an ever-changing world. Through regular 'Reflection,' we promote self-awareness and continuous improvement.

Finally, fostering the ability to use 'Reasoning' helps to prepare our children for a lifelong learning journey. Their capacity to solve problems and work collaboratively, alongside the ability to explain themselves efficiently, will set our young learners on the road to a positive and fulfilling future.

Together, these 6 Rs serve as the guiding compass that defines our school's values and paves the way for a holistic and enriching educational journey.

Our School vision

Learning Together and Learning for Life.



Our School

Paulton Schools have served the local community for well over 100 years, the Junior School moving to its present site in 1972 and the adjacent Infant School two years later.

Paulton Junior School enjoys extensive grounds comprising of a playing field, surfaced play areas and our Play Scape area used for Forest School. A covered heated swimming pool is situated next to the site and all children have swimming lessons throughout the year.

The school currently has 261 children between the ages of 7 and 11 on roll. The admission level for the Junior School is 90.

From September there will be 10 classes, with class sizes varying between 23-32 pupils.

Year 3 – 2 classes
Year 4 – 3 classes
Year 5 – 2 classes
Year 6 – 3 classes

Paulton Junior School is part of The Bath Maintained School Hub.

We would like our new Headteacher to build on what has been achieved so far, continue to inspire our existing, highly motivated and professional staff team and bring new ideas and approaches to further improve the progress of the school.

Our Staff

Keep children's learning at the heart of all our thoughts and actions.

Provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum.

Create an ethos which nurtures self-belief, independence and a sense of respect for others.

Ensure that our school is a happy, safe, supportive and secure place in which to learn.

Create a stimulating learning environment.

Develop strong and productive partnerships with parents and the wider school community.

Have high expectations in all areas of school life.

Prepare children for the future by being confident individuals and responsible citizens.



Our Children

Child Voice

Our children have an active voice through our School Council. Pupils describe the school as a fun place to learn- as well as phenomenal', 'encouraging', and 'ambitious.' They speak confidently and positively about various aspects of school life that they enjoy, including lessons, reading progress, playtimes, extra-curricular clubs and many more.

Attendance and Pupil Premium

Our attendance is above the national average at 95.6 %. The proportion of Pupil Premium pupils at our school is 18.8% and 19% of our children have an identified additional need.

Learning Outcomes and Standards

We are proud of our children, who work hard and achieve well at school, with our KS2 pupils achieving above the national average with 79 % reaching the combined expected standard in Maths, reading and SPAG at the end of 2023.

House Teams

Our school has a House Team system in place. Children are placed within one of four Houses on arrival at the school, these are **Ash**, **Oak**, **Beech** and **Elm**. Golden Points can be awarded by any member of staff for any positive behaviour, or academic achievement. A trophy for the House with the most points is awarded at the end of each half-term.

At the beginning of the year, each House elects a Captain and a Vice-Captain from Year 6. These elected representatives have the responsibility of leading their House and organising some events which are run throughout the year.



Governing Board

Chair

Mr. Simon Memory – Co-opted Governor

Vice Chair

Mrs. Kate Higgs – Parent Governor & Safeguarding Lead

Mr. Nick Hancock – Parent Governor

Mr. Grant Johnson – Local Authority Governor

Mrs. Sally Rawlings – Acting Headteacher

Mrs. Hannah Rutt - Parent Governor

Mrs. Laura Waterhouse – Staff Governor

We have a dedicated and strong Governing Board. The Governors are influential in shaping the direction of the school and collaborate closely with the leaders to improve outcomes for all pupils. They fulfil their statutory duties at all levels, rigorously holding senior leaders to account for all aspects of the school's performance.

The Governing Board carries out an annual audit of skills and training. Governors are appointed to roles based on their experience, and this directly impacts on holding the school to account. This enables the school to demonstrate openness and transparency to stakeholders and to provide confidence in the way in which the school's resources, particularly its budget and Pupil Premium monies are managed.

Members of the Governing Board aim to regularly visit the school whether as part of the Governor Fortnight, where they observe lessons specifically related to their subject links; or to be part of celebration assemblies or school events. Governors work with subject leaders, to support and review the progress of all school subjects.



Working Together

Pupil and parent satisfaction is of paramount importance.

We welcome parents and other members of the community who come to see us, whether to share a concern or to offer help. Parents and carers are provided with quality information on our website. Regular school communication out via our messaging app, news updates on the school website and school newsletters including those focusing on online safety newsletters and reading.

The school liaises closely with Paulton Infants School to provide a smooth transition into Year 3 and with local senior schools for transition from Year 6 into Year 7.

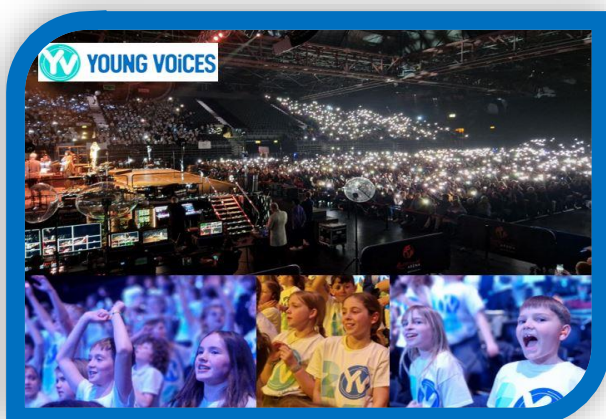
Parent Teacher Association (PTA)

Every parent or carer automatically becomes a member of the PTA when his or her child enters the school. The PTA works extremely hard to raise money for both the Infant and Junior schools. This money then helps us to buy resources and equipment which may otherwise be beyond our means. It also serves as a key part of our school community through organising social events which bring the whole community together. This year's fundraising events have included school discos, a community Halloween trail, the design of a PTA logo competition, Christmas Fayre and Summer Fayre.

Extra- curricular clubs and activities

The school offers an extensive range of extra-curricular clubs, both after school and during the lunchtime break. These clubs reflect the commitment and expertise of the teaching staff and subjects range from cricket and computing to art and gardening. There is also whole range of enrichment activities and opportunities for all children to get involved in, examples of these include:

- Sports events and teams
- Assemblies
- School Council events
- Fundraising activities
- Young Voices
- Recent school trips include Holburne Museum, Noah's Ark Zoo, Somerset County Cricket Ground, Radstock Museum
- Dance Umbrella
- Year 6 Residential to Skern Lodge



Paulton Junior School Headteacher Job Description

This job description should be read alongside the Conditions of Service for a headteacher as set out in the School Teachers Pay and Conditions Document and the National Standards of Excellence for Headteachers (Headteachers' Standards 2020).

Position: Headteacher

Grade / Salary: L11 – L21, £60,488 – £76,430

School: Paulton Junior School

Hours: Full time

Position reports to: Chair of Governors

Local authority: Bath and North East Somerset

Key priorities

The key priorities as set by the Governing Body for the next 12 months are to:

- Lead in formulating, implementing, monitoring and reviewing policy and practice together with the Governing Body
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Build a school culture and curriculum that takes account of the richness and diversity of the school's communities
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich its value to the wider community.

Core purpose

The core purpose of this role is to provide professional leadership and management of the school to promote a secure foundation from which high standards in all areas of the school's work can be achieved.

To achieve success, the Headteacher will:

- Provide vision, leadership and direction
- Effectively manage teaching and learning
- Promote excellence, equality and high expectations of all pupils
- Deploy resources to achieve the school's aims
- Evaluate school performance and identify priorities for continuous improvement
- Conduct day-to-day management, organisation and administration
- Secure the commitment of the wider community
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils.

Key responsibilities:

1. School culture

- establish and sustain the school's vision, ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across both school communities and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2.	<p>Teaching</p> <ul style="list-style-type: none"> • 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
3	<p>Curriculum and assessment</p> <ul style="list-style-type: none"> • 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 • ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
4	<p>Behaviour</p> <ul style="list-style-type: none"> • 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 • ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy • implement consistent, fair and respectful approaches to managing behaviour • ensure that adults within the school model and teach the behaviour of a good citizen
5	<p>Additional and special educational needs and disabilities</p> <ul style="list-style-type: none"> • 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 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 • ensure the school fulfils its statutory duties with regard to the SEND code of practice

6	<p>Professional development</p> <ul style="list-style-type: none"> • 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
7	<p>Organisational management</p> <ul style="list-style-type: none"> • ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care • prioritise and allocate financial resources appropriately, ensuring efficiency and effectiveness in the use of public funds • ensure staff are deployed and managed well with due attention paid to workload • establish and oversee systems, processes and policies that enable the schools to operate effectively and efficiently • ensure rigorous approaches to identifying, managing and mitigating risk
8	<p>Continuous school improvement</p> <ul style="list-style-type: none"> • 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 context of the school • ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
9	<p>Working in partnership</p> <ul style="list-style-type: none"> • forge constructive relationships, working in partnership with parents, carers and the local community • commit to work successfully with other schools and organisations in a climate of mutual challenge and support • establish and maintain working relationships with fellow professionals and colleagues across Bath Maintained School Hub and other public services to improve educational outcomes for all pupils
10	<p>Safeguarding</p> <ul style="list-style-type: none"> • responsibility for safeguarding and child protection as Designated Safeguarding Lead • supporting staff members to perform their safeguarding duties and liaising closely with children's social care and other services

The Head is accountable to the Governing Body for the standards achieved and the conduct, management and administration of the school, subject to any policies which the DfE may make. This job description is subject to annual review.

The Governing Body and Local Authority are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the DBS.

Paulton Junior School Headteacher Person Specification

Qualifications and experience	Desirable	Essential
Qualified Teacher Status (QTS)		✓
First-degree or equivalent		
Successful experience as a Deputy Headteacher/Assistant Headteacher.		✓
Recent professional development that prepares the applicant for this post		✓
Record of successful class teaching		✓
Holds a current NPQH certificate or equivalent	✓	
Strategic direction and shaping the future	Desirable	Essential
Is committed to: <ul style="list-style-type: none"> Establishing a collaborative school vision of excellence and equity that sets high standards for every pupil Setting and achieving ambitious, challenging goals and targets Inclusion and the ability and right for everyone to achieve their full potential 		✓
Demonstrates the ability to think strategically, build and communicate a coherent vision in a range of ways		✓
Ability to inspire, challenge, motivate and empower others to carry the vision forward		✓
Leadership	Desirable	Essential
Record of providing inspirational and strong leadership to teaching staff, governors and parents/carers	✓	
Leads by example to promote the school's vision and values for the pupils and staff		✓
Leading learning and teaching	Desirable	Essential
Is committed to: <ul style="list-style-type: none"> Raising standards for all in the pursuit of excellence Continuous learning for the entire school community Entitlement of all pupils to effective learning and teaching Choice and flexibility to meet the personal learning needs of every child Delivering an engaging and relevant curriculum 		✓
Evidence of using data, benchmarks and feedback to monitor progress in children's learning and development to inform personalisation		✓
Initiates and supports research/debate about effective learning		✓
Develops relevant strategies for performance improvement		✓
Developing self and working with others	Desirable	Essential
Is committed to: <ul style="list-style-type: none"> Effective working relationships Shared leadership Effective team working Continuing Professional Development for all (including self) 		✓
Fosters an open, fair and equitable culture and manages conflict		✓
Collaborates and networks with others within and beyond the school		✓
Challenges, influences and motivates others to attain high goals		✓
Gives and receives effective feedback and acts to improve personal performance		✓
Accepts appropriate support from others including colleagues and governors		✓
Managing the organisation	Desirable	Essential
Establishes and sustains appropriate structures and systems		✓
Manages the school efficiently and effectively on a day-to-day basis		✓
Delegates management tasks and monitors their implementation		✓
Makes professional, management and organisational decisions based on informed judgements		✓
Thinks creatively to anticipate and solve problems		✓
Securing accountability	Desirable	Essential
Is committed to:		✓

<ul style="list-style-type: none"> • The principles and practice of school self-evaluation • Working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils • Individual, team and whole school accountability for pupil learning outcomes 		
Collects and uses a rich set of data to understand the strengths and weaknesses of the school		✓
Combines the outcomes of regular school self-review with external evaluations in order to develop the school		✓
Ability to put in place effective communication mechanisms with the Governing Body to ensure that the governors are provided with the information they need to meet their responsibilities		✓
Strengthening community	Desirable	Essential
Is committed to: <ul style="list-style-type: none"> • Effective teamwork within the school and with external partners • working with other agencies for the well-being of all pupils and their families • Involving parents and community in supporting the learning of children and in defining and realising the school vision • Collaborating and networking with other schools to improve outcomes 		✓
Engages in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities		✓
Listens to, reflects and acts on community feedback		✓
Builds and maintains effective relationships with parents, carers, partners and the community that enhance the education of all pupils		✓
Personal attributes	Desirable	Essential
Excellent written and verbal communication skills		✓
Approachable and accessible to the whole school community		✓
Energetic, adaptable, enthusiastic and dependable with personal impact and presence		✓
Self-motivated with good organisational skills and the ability to prioritise workload effectively		✓
Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement		✓
Passionate about delivering high-quality education to children and their families		✓
Values diversity and the unique place every individual has and the contribution they make to the learning community		✓
Safeguarding	Desirable	Essential
Demonstrate a commitment to safeguarding and the welfare of children and young people		✓
Appropriate use of authority and discipline		✓
Knowledge of safeguarding procedures including online safety and understanding the filtering and monitoring systems in place		✓