



Penn Wood Primary
and Nursery School

Headteacher Candidate Pack

Welcome letter from our Chair of Governors



Dear Applicant

On behalf of the governing body, it is my pleasure to welcome you to Penn Wood Primary and Nursery School. Thank you for your interest in applying to be our new Headteacher. I hope this information pack will enthuse you to visit us and then to submit your application.

We are a Local Authority Community School and our incredible learning environment, both inside and outside, evolved as part of a PFI building project in Slough. We have our own woodland and pond area too in addition to our sports field, MUGA, courtyard and playgrounds with some artificial grass areas. Our first-floor classrooms can access balcony spaces and the grounds are beautifully landscaped through the year. We have a sensory room and 'The Nest' to support children with a variety of needs. Very shortly, we are refurbishing The School House and landscaping its garden to create further 'spaces and places' for vulnerable children and, indeed, all children to benefit from.

We are rightly proud of our facilities, and we maintain them to an exceedingly high standard, as it is our belief that our wonderful culturally and linguistically diverse community of adults and children deserve the absolute best in every sense of the word. Use of the outdoor environment, for example, is conducive to learning and well being and the grounds truly are a feast for the senses. The Tree of Life, an oak tree, stands proudly in our courtyard and is used metaphorically in so many ways. We talk about 'firm roots, wings to fly' and we are 'rooted' in the values of 'friendship, respect and excellence.' The Tree also represents our commitment to diversity, equity, and inclusion – 'Wonderfully different, Beautifully the Same.' We believe in developing the whole child and we want to build upon children's innate curiosity about the world. 'Better never stops' and our new Head will have the opportunity to build upon this vision and pour his or her own meaning into the Tree of Life metaphor that has growth and possibilities for the future built into it.

We will want our new Headteacher to commit to our ambitious book driven curriculum. We invest a lot of money in high quality books for our children. We want our children to read for pleasure and to 'read to learn.' Books are at the heart of our knowledge rich and carefully sequenced curriculum and build cultural capital. We open our doors to teachers across the country as we are immensely proud to be a Training Centre for Pie Corbett's 'Talk for Writing' and 'Talk for Reading,' and Pie Corbett's direct work with our school has been pivotal in our journey to becoming a strongly good school (Ofsted 2014, 2018).

I am sure that you will have read our most recent Ofsted report. It captures many strengths of our school including strong achievement at the end of Key Stage 2. You will also be aware of our Ofsted priorities. We can evidence that we have made timely progress, for example, challenge and depth of learning are built into our curriculum offer. Our Early Years' Curriculum continues to prioritise early language development and we ensure that there is a firm foundation of speaking, listening, and reading for writing to stem from. We make really effective use of the Education Endowment Foundation's work to inform curriculum decisions. We all know that the pandemic has impacted on children in Early Years, KS1 and those who are disadvantaged, and so we remain committed to supporting children's early writing and meeting the writing standards at the end of KS1. As a result of lots of high-quality sentence level work in Year 1 last year, we believe that

we are better placed for more Year 2 children to attain the writing standard at the end of 2023. We are confident that Ofsted will judge that Penn Wood remains a strongly good school when the next visit occurs, in 2023-24. We can clearly identify our curriculum strengths and areas that are in development. Senior leaders work with curriculum leaders so there is collective and self-efficacy – the belief that a positive difference can be made. We are driven to be exceptional for our children rather than an ambition to achieve an 'outstanding' judgement from Ofsted.

We have a highly skilled and committed staff team at Penn Wood School and this includes a strong and experienced Senior Leadership Team. Our expert DSL is a qualified Counsellor, and our full time Network Manager works tirelessly to ensure that our high investment in ICT over many years ensures that systems are highly efficient, and children have a range of devices to use. The DfE published a case study earlier this year about our creative and innovative use of one-one devices at Penn Wood to support learning in literacy. Our Professional learning for staff is of high quality and evidence informed. We pride ourselves on creating professional pathways for our staff, so recruitment and retention is a strength of the school. We have not used a supply agency for recruitment or cover purposes for about seventeen years now!

Our Governors are highly committed to the school and there is a strong knowledge and skill base on the Board. Financial management at the school is very strong and we are so fortunate to have two dedicated co-Business Managers, one of whom is so highly qualified that she works as a School Resource Management Advisor for the DfE. We have always set a balanced three-year budget with surplus funds to use for projects such as The School House. Obviously, times are exceptionally challenging for schools currently in terms of financial planning, but this is a collaborative venture for school leaders including Governors and there is expertise to draw upon, from, for example, Pinnacle, our Facilities Management Company, and our Local Authority's Contract Manager for PFI.

We strongly encourage you to visit Penn Wood. Our pupils and staff are wonderful advocates for our school. You will see first-hand our stunning facilities, inclusive ethos, exemplary behaviours for learning and you can then consider for yourself the growth opportunity that Penn Wood has to offer a new leader. To arrange your visit to the school please contact our retained consultant, Kerri Wiseman on 07733 628155 or kwiseman@academicis.co.uk. Our outgoing Headteacher, who is retiring after twenty years of inspirationally and effectively running the school, will be happy to tour the school with you.

We hope that you will be inspired and excited by the opportunity to lead our school and we look forward to receiving your application and meeting you soon.

Best wishes

Carol Pearce
Chair of Governors



About us

Penn Wood Primary and Nursery School is located in Slough, Berkshire. We are able to offer an amazing environment for teaching, and creative and deep learning, through our innovative building and our outdoor areas including a woodland, a field and a pond. Our learning community combines high expectations for all with quality learning and relationships to ensure that every child achieves beyond their best. Our progress measures at KS2 are consistently strong over time.

We also have high expectations for behaviour of all children and for the conduct and professionalism of staff and the Board of Governors.

The curriculum is rigorous, rich, creative, relevant, broad and balanced; Literacy (speaking, listening, reading and writing) is pivotal to our curriculum. Books are our main curriculum driver and quality texts are woven through our curriculum. Early language and early reading are prioritised at Penn Wood School. We are recognised as a Training Centre for 'Talk for Writing' and 'Talk for Reading'.

We are a good school and this has been recognised by Ofsted since 2014. We are driven to support our children to become confident and capable global citizens. We strive for a culture that reflects kindness, belonging and respect. We are 'wonderfully different and beautifully the same.' Our ethos promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different beliefs. We encourage children to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010. Our Relationships and Health Education policy is strong and is, once again, supported by a range of high quality books. This is part of our 'well-being curriculum' that promotes strong behaviours for learning and character education.

We also have specialist teaching for music, drama, science and P.E.



Job Description

Post Title: **Headteacher**

Contract: **Permanent**

Salary: **L26-32 (Fringe)**

Start date

September 2023

Reporting to:

The Governing Board

Work Base:

Penn Wood Primary and Nursery School



Job Description continued

Overall purpose of the post

The Headteacher is responsible for the day to day leadership, internal organisation, management and control of the primary school.

Job Summary

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document.

Main Duties and Responsibilities:

School Culture

- establish and sustain the school's 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 the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Teaching

- 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

Curriculum and Assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum



Job Description continued

Behaviour

- 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

Additional and Special Educational Needs and Disabilities

- 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

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management

- 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, effectiveness and probity 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 school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk





Job Description continued

Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school 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 other public services to improve educational outcomes for all pupils

Governance and Accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Person Specification

Qualifications and Training	E	D
Qualified teacher status	✓	
Good honours degree in a relevant discipline	✓	
NPQH Award		✓
Safer recruitment training		✓
Experience	E	D
Recent experience within leadership of the primary phase (at least 2 years) with proven experience of creating and leading effective, high achieving teams	✓	
Excellent primary practitioner able to demonstrate outstanding practice in supporting others to improve	✓	
Experience of setting and achieving ambitious, challenging goals and targets as part of the culture of high expectation and excellence	✓	
Experience of strategically formulating aims, policies and plans (such as school development plan) and of monitoring, evaluating and reviewing the impact of these	✓	
Experience of monitoring standards and developing curriculum delivery with successful target setting and tracking which has raised standards of attainment	✓	
Experience of analysing/evaluating performance data in contributing to school improvement strategies	✓	
Experience of teaching in more than one school		✓
Experience of managing finances and ensuring financial sustainability		✓
Experience of parental involvement schemes which have supported and enhanced pupil and school development		✓
Experience of managing risk		✓
Leadership of GDPR		✓
Safeguarding training at the level required by DSLs		✓
Leadership/Awareness of how being a PFI school impacts		✓
Experience of leading school improvement projects with positive outcomes	✓	
Knowledge and Skills	E	D
Up to date knowledge including current and emerging priorities for the primary sector, national policies, pedagogy, Ofsted framework, research findings	✓	
Awareness and commitment to safeguarding and promoting the welfare of children including the expectation that all staff will share this approach	✓	
Able to contribute to the leadership of school improvement across the school		✓
Good communication skills, both written and verbal	✓	
Ability to manage and prioritise workload and, where appropriate, delegate to others	✓	
Ability to develop and maintain appropriate relationships and establish effective partnerships with pupils, parents/carers, staff, school, governors and PFI partners	✓	
Skilled in collaborative working and networking with a wide range of partnerships within and beyond the school	✓	
Ability to determine, organise and implement a balanced and broad curriculum that has a positive impact on pupils' outcomes and their personal development, behaviour and welfare	✓	
Ability to lead school wide improvement initiatives that have a demonstrable impact on pupils' achievement	✓	
Ability to analyse and present data and information coherently and a range of sources of evidence to make judgements and identify next steps	✓	
Ability to communicate a complex vision in simple and easily understood terms to a variety of audiences	✓	
Ability to deal sensitively with people and resolve conflict	✓	
Ability to effectively lead and manage staff including undertaking staff appraisals		✓
Ability to deploy effectively staff and resources		✓
Knowledge of the Pie Corbett's pedagogical approaches in Talk for Writing and Talk for Reading	✓	
Deep knowledge of the primary curriculum	✓	
Ability to make difficult decisions when necessary	✓	
Attributes	E	D
Act with integrity	✓	
Emotionally resilient and therefore patient and persevering with challenging behaviours and attitudes	✓	
Positive, passionate, enthusiastic, self-confident and able to help others be the same	✓	
Self-disciplined and able to reflect and learn in order to develop wisdom and understanding	✓	
Enabling leadership in others	✓	
Other Duties – The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties which may be required from time to time Any such duties should not, however, substantially change the general character of the post		

ACADEMICIS

If you would like to discover more about this exciting opportunity, need any further information or wish to have an informal discussion, please contact **Kerri Wiseman** at **Academicis**, our recruitment partner, on **kwiseman@academicis.co.uk** or by phone on **07733 628155/01223 907979**. Please email your application to: **kwiseman@academicis.co.uk**

Closing date: 9am, Monday 23rd January 2023

Shortlisting date: Wednesday 25th January 2023

Interview dates: Thursday 2nd and Friday 3rd February 2023

Penn Wood Primary and Nursery School

Penn Road
Slough
SL2 1PH



Penn Wood Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Safer Recruitment

Safer recruitment practice aims to minimise the risk of appointing individuals who are unsuitable to work in a post where they will be in contact with children or vulnerable adults and could cause them harm.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and to prevent unsuitable people from working with vulnerable groups, including children.

It is a criminal offence to offer to a barred individual (or indeed for a barred individual to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity). All candidates are expected to understand their own responsibilities and duties in regard to child protection and safeguarding with due relevance to the specific post advertised. Any conditional offer of appointment will be made strictly subject to receipt of all required documentation (as specified) and satisfactory verification of all necessary checks.
