Studland Road
Southampton
Hampshire
SO16 9BB
Chair of Governors: John Shaw

023 8077 6379
businessmanager@redbridgeprimary.org.uk

March 2023

Dear Applicant,

Thank you for your interest in becoming the next Headteacher at Redbridge Primary School.

Redbridge Primary School provides exciting, enriching and meaningful opportunities for all of our children and we are looking for the right person to lead with intuition, knowledge and innovation. The right applicant will build upon the school's achievements, harnessing the ethos, expertise and aspirations that are deeply embedded.

Our school is recognised within the local authority as being highly inclusive and effective. The combination of both nurture and high expectations thread through all aspects of school-life with the children, staff, parents and governors collectively sharing our aims to continually drive forward ongoing improvements.

We are looking for a truly inspirational leader who will extend their commitment to the community by working effectively with our partners within The Bridge Education Trust (Southampton) and those in settings beyond.

The successful candidate will lead a highly skilled and devoted team of staff who, along with our committed and effective governors, are continually striving to offer every child the very best.

We warmly welcome visits to our school. Please contact our Business Manager, Debbie Yexley by calling 023 8077 6379 or via email to businessmanager@redbridgeprimary.org.uk to notify us of your intention to visit on either Monday 20th March from 1pm - 2:30pm or Thursday 23rd March from 9:30am -11:30am.

We firmly believe this is an exciting opportunity for the right person and look forward to receiving your application.

We look forward to meeting you



John Shaw

Chair of Governors for Redbridge Primary School




RMS
TITANIC
WHITE
STAR LINE


FOOD
ONLY

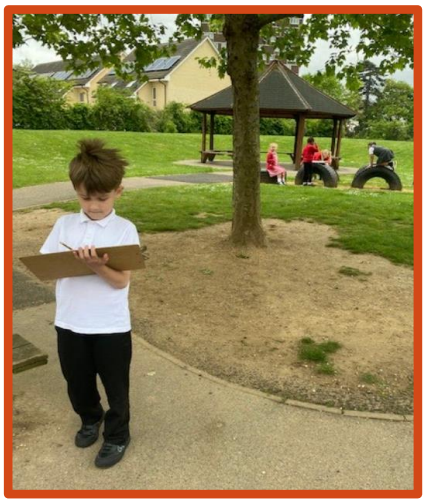



PGL















JOB DESCRIPTION

Salary: Leadership pay scale range L15 – L21: £62,561.00 - £71,765.00

Contract type: Full time - Permanent

Job Title: Headteacher

Responsible to: The Governing Body of the School

Responsible for: The Headteacher carries out duties in line with the conditions of employment as set out in the current *School Teacher's Pay and Conditions* document, the *National Standards of excellence for Headteachers* and the policies and procedures of the Governing Body.

Job Role

To lead and manage all aspects of the school, by acting as the most senior position in the organisation.
To drive the overall strategic direction of the school that focuses on excellent outcomes for all pupils.
To work as an effective Headteacher within and across the Bridge Education Trust (Southampton).

Key Responsibilities of the Post

- Take the lead role on working with the Governing Body to develop a collaborative school vision, which embraces excellence, high standards and inclusion. Translate the vision into a development plan and implement it successfully.
- Secure excellent teaching to achieve high standards of learning and attainment across the school.
- Hold all staff to account for their professional conduct and practice.
- Lead by example, modelling highly skilled professionalism and driving a culture that is both highly effective and transparent.
- Be responsible for the organisation, management and control of the school.
- Manage finance and resources astutely to maximise their use and value.
- Develop and sustain effective relationships with the Governing Body, and the Chair of Governors in particular, to ensure effective governance of the school, and the discharge of GB responsibilities.
- Build/develop and maintain effective relationships with key stakeholders including parents and other members of the school and wider community to enhance the education of all pupils.
- As a founding member of the Bridge Education Trust, we will require a Headteacher who is fully committed to ensuring that Redbridge Primary School plays an integral part in this collaborative project.
- Ensure that the Bridge Education Trust's ethos and values are upheld and built upon.

Qualities

The Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils.

Duties and responsibilities

School culture and behaviour

The Headteacher will:

- Build on the culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's Behaviour Support Policy.
- Ensure that the progress and wellbeing of the school's pupils, staff and its wider community is upheld in line with our ethos of **Working Together, Achieving Together**.

Teaching, curriculum and assessment

The Headteacher will:

- Ensure high-quality teaching across all subjects and phases, based on evidence.
- Ensure teaching is underpinned by subject expertise.
- Effectively use formative and summative assessment to inform strategy and decisions.
- Ensure the teaching of a broad, ambitious and coherent curriculum.
- Build on strong curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Build upon and develop further links with outside organisations to enrich the children's offer.
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read.
- Use evidence based research and expert advice to deliver strong teaching across all subjects.

Duties and responsibilities (continued)

Additional and special educational needs (SEN) and disabilities

The Headteacher will:

- Promote a culture and practices that enable all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs, provide support and make adaptations where appropriate.
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Managing the school

The Headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care in line with the school's policies.
- Manage staff well with due attention to workload and wellbeing.
- Ensure rigorous approaches to identifying, managing and mitigating risks.

Professional development

The Headteacher will:

- Ensure staff, including themselves, have access to appropriate, high standard professional development opportunities with particular management of an inclusive school.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet needs.

Governance, accountability and working in partnership

The Headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility.
- Work closely with the governing body.
- Ensure that staff 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.
- Work successfully with the Bridge Education Trust as well as other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role.

PERSON SPECIFICATION

Key specification	Essential	Desirable
Qualifications and experience	• QTS • A minimum of 5 years proven leadership and management experience at Deputy Head level in the primary sector. • Experience of leadership in more than one school. • Proven track record of improving educational standards. • Successful development and management of a primary curriculum that challenges both staff and pupils. • Involvement in school improvement planning and school self-evaluation. • Proven track record of effective people management. • Experience of financial management.	NPQH or previous headship experience. Broad experience of working across the primary sector.
Leading teaching and learning	• Ability to recognise and promote the highest standards of teaching and learning. • Proven experience of ensuring the highest possible standards of achievement. • Ability to analyse data effectively at school, class and individual level and to utilise this effectively in setting appropriate targets for pupil progress. • Detailed knowledge of safeguarding procedures, protocols and behaviour support management strategies. • Detailed knowledge of a school's legal responsibilities in both the national and local context. • Awareness and a keen interest in local and national initiatives in primary education.	Experience in working with children with complex SEND. Safeguarding leadership experience.
Developing self and working with others	• A demonstrable commitment to the ongoing and professional development of all staff within the school. • Experience of using Pupil Premium and Tutor Funding effectively. • Ability to challenge, influence and motivate self and whole school community to attain the highest possible standards for all pupils. • Holding staff to account whilst maintaining positive working relationships. • A commitment to working with other schools and partners within the Bridge Education Trust as well as those outside of it.	Experience of working with other schools. Experience of working on local and/ or national initiatives/ projects.
Professional Skills	• Can demonstrate a strategic vision for the school and apply this in a way to achieve positive educational outcomes. • Able to work flexibly, creatively and strategically to deal with challenges in a fast-paced, ever-changing environment. • Ability to analyse a variety of data and use the findings to evaluate and improve the school's performance. • Strength in inspiring staff and pupils. • Competent at monitoring and evaluating staff performance, promoting development, improvement and challenge. • Confidence in addressing underperformance where necessary.	Experience of working in an area of high deprivation, bringing about positive and ambitious outcomes.
Personal Qualities	• Proven strength in forming and maintaining effective professional relationships with all stakeholders. • Excellent organisational and time management skills. • Able to continue to build on a strong staffing structure with effective leaders, suitable delegation of responsibility and encouragement of responsibility at all levels of the organisation. • Excellent people management skills across all roles. • Ability to focus clearly and encourage others in achieving the overall aims of the school and devising strategies to achieve them. • Capability to think clearly and act decisively under pressure. • Ability to build upon a collaborative environment which thrives on trust, respect, equality and diversity. • Resilience to cope with the specific challenges of leadership.	















BACKGROUND CONTEXT

We are a small school situated on the outskirts of the city, mainly serving the Redbridge and Millbrook neighbourhoods. We are next to the bustling Southampton docks and a short distance from the New Forest. Redbridge Primary School first started providing education within the community in 1859. In 2010, we were delighted to relocate to a fantastic new building, well-equipped for giving our children what is needed for effective 21st century education. We now have extensive outside space which is highly beneficial for our children.

The school sits in an area of significantly high deprivation with 61% of our children currently eligible for the Pupil Premium Grant. The progress and outcomes of our children demonstrates the sustained effectiveness of the school's commitment to children's success with skilful provision being key in enabling their achievements. We excitedly welcome 30 new children and their families into our school community each September, focusing on building up trusting relationships from the start. We have low migration of children across the years, reflecting thriving children and happy parents. The rapid and sustained progress children make from their starting points is something the governors celebrate as a significant strength of our school.

Redbridge Primary School is dedicated in achieving excellence for all children and instilling an enthusiasm for learning and pride in their achievements. Staff provide a high quality education through a broad and relevant curriculum within a caring, safe and stimulating learning environment. Children of all ages and abilities are supported and encouraged to reach their potential, being the best they can be. Teaching and learning staff are astute in their understanding of children's needs with carefully crafted provision that leads to accelerated and embedded learning.

We are fully committed to providing equal opportunities for all in an inclusive environment where everyone feels valued. Children show respect for others and their environment through the school's focus on children's development as responsible citizens. The personal development of every child is a core priority for all staff.

We invest in building close partnerships with parents and carers to enhance children's learning and well-being, seeing this as a particular strength of the school. Highly effective relationships with external agencies and the wider community enhance the holistic provision and the education of all children. There is a skilled Inclusion Team that offers specialist support for vulnerable children and their families.

We have a stable, happy workforce with a strong culture of team support and accountability. Every member of staff, regardless of their role, knows that their contributions are always highly valued. The level of dedication and expertise seen across the school remain powerful factors in our school's proven track record of success.

A message from the current Headteacher

Redbridge Primary School is a wonderful place which has continually filled me with pride and awe. Visitors to the school comment upon the warmth they feel between the adults and our children, resulting in all children, including the most vulnerable doing so well both academically but personally too.

It has been a privilege to have been surrounded by a dedicated team of highly skilled staff who, on a daily basis, go above and beyond to ensure excellent provision. They work in incredibly close partnership with one another, with an open and trusting culture that interlinks every role in the school. The school has an experienced and strongly committed Governing Board who have offered me both support and challenge in equal measure. Every member of the team, staff and governors alike, are integral in the successes we see in our children.

Partnership with colleague Headteachers within the Bridge Education Trust has also been key in supporting and enriching the role as Headteacher over the years. I know that my successor will be offered peer support that is invaluable from the talented Headteachers I have been lucky to work alongside.

With the support of the team, alongside the ability to enhance the lives of our wonderful children, being the Headteacher at Redbridge Primary School has been an unforgettable honour. It truly is a very precious school that achieves great things. I wish the successful applicant huge success and happiness.











Our aim is to provide stimulating and challenging learning opportunities, enabling every child to fulfil their potential.







OUR SIX STAR VALUES

At Redbridge Primary School, our Star Values underpin our entire ethos. All members of the school community use them, with the values regularly reflected upon throughout each year.

These values encompass key skills and attributes needed to become successful, active citizens in school, the wider community and into adult life.

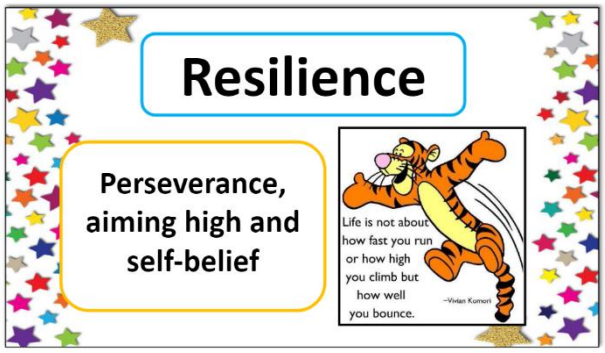
Children and parents understand, recognise and join us in celebrating Star Values being shown.







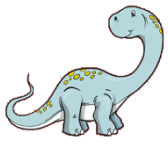




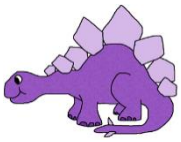


Children in Year R, are supported with three dinosaur characters that introduce them to developing an understanding of the attributes and skills needed for success.

Thinkadocus



Proudosaur



Tryatops



OUR CURRICULUM

The aim of our curriculum is to overcome barriers caused by deprivation so our children are ready for the next phase of their education and can access secondary education with at least the same equity as their peers nationally.

As such, we will have a focus on ensuring children become competent in the key skills in reading, writing and maths. We are always ambitious in our expectations of these skills. Further to this, we want our children to be competent in all areas of the curriculum so they may engage in life experiences with confidence based upon a firm foundation of embedded knowledge and skills.

Staff keep in touch with up to date research and CPD to ensure that our children are getting the very best provision. We embrace opportunities to develop and strengthen the skills and expertise of our team so that the children access learning that is ever-improving and focused on critical content.

Our curriculum is underpinned by our Star Values and Personal development which are rooted within every subject. This supports us in offering an holistic approach to the education of each child.

Each subject area of the curriculum has its own aims in relation to the whole school picture that sets an ambitious trajectory for all learners, including those with SEN and disabilities.







Our aim is to educate children so they become independent, caring individuals who are able to make a positive contribution to society as a whole.







BRIDGE EDUCATION TRUST (SOUTHAMPTON)

Redbridge Primary School has been an active founder and member of the Redbridge and Lordshill Federation for over a decade. Due to sustained period of successful partnership working, we became part of the Bridge Education Trust with schools from the original federation in March 2023. We are excited to begin this strengthened partnership.

Our group of schools are committed to:

- Providing the best possible education for the communities we serve, in turn creating a learning setting that is focused on giving pupils an outstanding educational environment and promoting positive outcomes for all.

- Working together to share ideas, enhance leadership expertise, promote best practice, offer cross-school curricular and sporting opportunities, whilst allowing each school to maintain what makes it special.

The **vision** we have as the Bridge Education Trust is of a strong partnership that helps us to:

- Strengthen existing partnerships and encourage reciprocal efforts in order to develop a sustainable self-improving schools' system which improves our children's educational experiences and long-lasting relationships in the community.

- Ensure that local schools remain accountable to local people.

- Attract and retain the best possible quality staff to work with our children and families, offering a broad range of effective and relevant development opportunities.

- Enhance the well-being of our children and all other stakeholders in our school communities.

- Further increase the levels of aspiration and opportunities for our communities.

- Promote the academic and social potential of all our young people in our community.

- Ensure improved longer term employment prospects for our learners through closer working with local secondary schools and higher education institutions.

- Work together on specific curriculum areas to enhance learning opportunities that develop our children's knowledge and understanding of the world, raise their self-esteem and promote well-being so they are prepared academically and socially to succeed in the next phase of education.

- Improve transition for our learners across their journey within our schools.

- Develop partnerships with pre-schools, nurseries, secondary schools, colleges, universities, employers and apprenticeship providers.

- Improve value for money and economies of scale in a time of real terms reduction in funding.

As a cooperative education trust, we adopt and support the values and principles of the Cooperative movement in our work:

- All Cooperatives are based on the values of **self-help, self-responsibility, democracy, equality, equity and solidarity**.

- Cooperative members also believe in **honesty, openness, social responsibility and caring for others**.

SCHOOL STRENGTHS

In March 2015, and again in March 2019, Ofsted has graded our school as GOOD.

More recently, in our Local Authority Review of Spring 2023, the following strengths were reported:

- No stone is left unturned when trying to provide support for pupils and their families.
- High expectations for all pupils are evident.
- Carefully planned learning enriches pupils' knowledge and experiences to build their cultural capital.
- Staff work as one large team, all with their respective roles working towards enabling all children to progress.
- Leaders have continued to ensure that the development of personal, social and emotional aspects of learning are strongly present.
- Leaders continue to ensure that staff feel well cared for and enabled to carry out their roles.
- Staff and pupils have a voice in developments at the school, they rightly value this collaborative approach.

SCHOOL PRIORITIES for 2022 / 23

Attendance: Returning to the high levels of attendance seen before the pandemic, working towards the school Target of 97%+ being met or exceeded.

Phonics and Early Reading: Implementation of Read Write Inc Phonics Scheme across EYFS and KS1 with teachers and TAs all securing confidence, pace and accuracy. This leading to improved and consistent outcomes.

Core Subject Achievement: Continue to close the gap between the school and National in core subjects with a focus on Boys' achievement in Reading and Writing.

Targeted Tuition: Continue to provide bespoke and timely additional support for those children identified as needing extra tuition in order to close gaps against ARE (Covid Recovery & Pupil Premium).

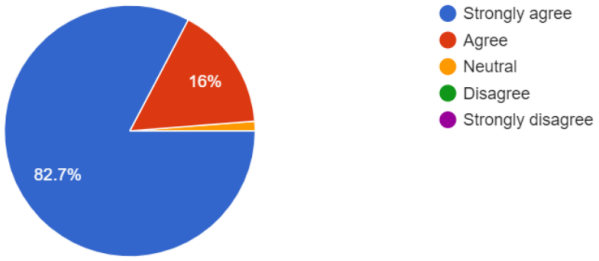
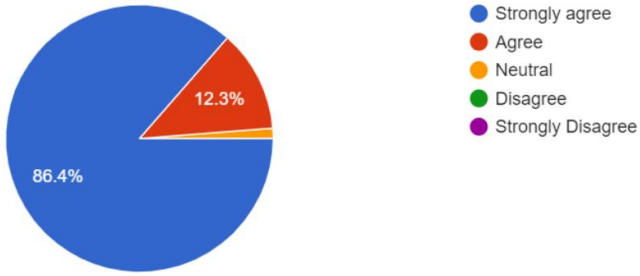
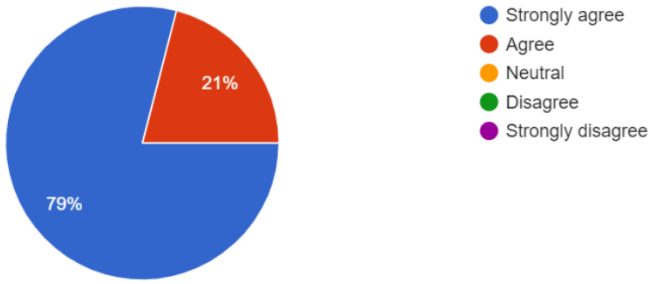
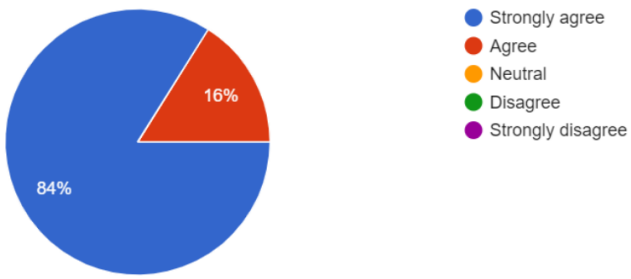
Curriculum Development: Leaders and teachers continue to deliver a sequenced, progressive and ambitious curriculum for all children, using robust research and the school's context to shape highly effective provision that improves outcomes for all abilities.

CPD for staff transition and ECTs: Further develop teachers' expertise in planning and delivering a well-sequenced and ambitious curriculum for all children that secures children knowing and remembering more.

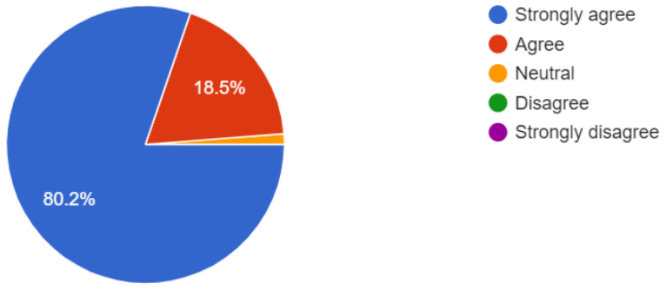
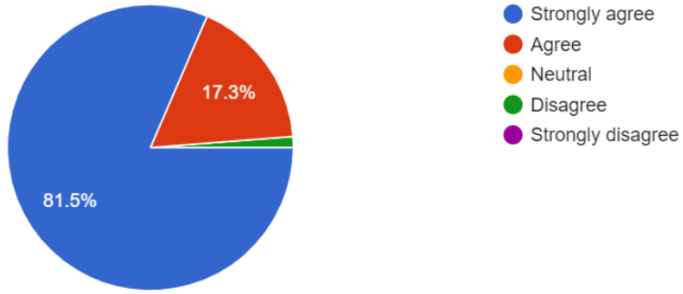
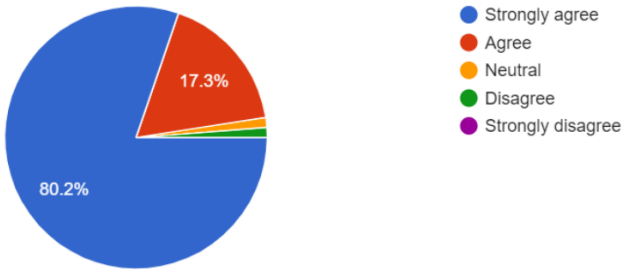
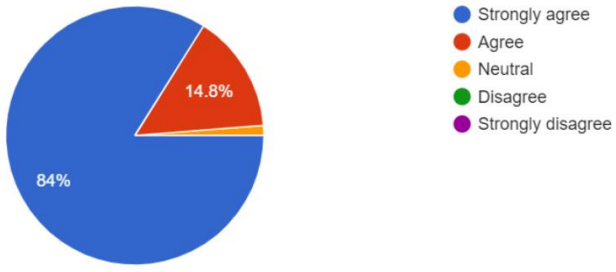
Quality of EYFS: Effective implementation of EYFS Framework shaped to cohort's needs to secure rapid progress.

Personal Development: Work towards achieving Outstanding Personal Development.

PARENT SURVEY – AUTUMN 2023

My child is happy in school. 81 responses 	98.7% Agreed or Strongly agreed with no negatives. Our children feeling happy is key to high attendance so they get the best chance to learn, build relationships etc.
My child feels safe in school. 81 responses 	98.7% Agreed or Strongly agreed with no negatives. The overall high % of children feeling safe in school is very important. Relationships, overall ethos, personal development focus and safeguarding processes all contribute to this.
My child enjoys the learning offered. 81 responses 	100% Positive feedback. This reflects the impact of the broad range of learning offered, the effectiveness of inclusion as well as the intrinsic reward children get from seeing the progress they are all making.
I have seen progress in my child's learning and overall development. 81 responses 	100% Positive feedback. The high expectations, robust attention to progress for all and the focus on the 'whole child' all lead to the progress seen.

PARENT SURVEY – AUTUMN 2023 *(continued)*

Relationships between staff and my child are positive. 81 responses 	98.7% Agreed or Strongly agreed. This is a vital aspect of success at Redbridge Primary School. Our children feel well-supported and cared for. Staff know each child extremely well.
I feel that I can talk to staff openly and that they will listen and help. 81 responses 	98.8% Agreed or Strongly agreed. The open door policy at Redbridge Primary means that parents feel at ease to communicate with parents. They trust the team to do all they can for their children.
The school has high expectations for behaviour, supporting children effectively where needed. 81 responses 	97.5% Agreed or Strongly Agreed. This very positive response reflects that the school's approaches to supporting those children who struggle with behaviour is effective. There are high expectations for behaviour which children and parents recognise.
The school monitors and celebrates my child's attendance. (In letters, reports, newsletters, assemblies, certificates etc) 81 responses 	98.8% Agreed or Strongly Agreed. Parents recognise the school's analysis and commitment to attendance. The school has a continued history of higher than national attendance despite the pandemic.

APPLICATION PROCESS AND DATES

Application closing date: Monday 27th March 2023 at midday

Shortlisting process: Tuesday 28th March 2023

Interview dates: Monday 24th and Tuesday 25th April 2023

Start Date: 1st September 2023

To book a visit to see our school:

We warmly welcome visits to our school. Please contact our Business Manager, Debbie Yexley by calling 023 8077 6379 or via email to businessmanager@redbridgeprimary.org.uk to notify us of your intention to visit on either:

Monday 20th March from 1pm - 2:30pm **or**

Thursday 23rd March from 9:30am -11:30am

You will be shown around one of our Governors and a member of our Senior Leadership Team and you will be able to see our school in operation as well as ask any questions you may have at this stage.

How to apply:

The application documents are available on the Redbridge and Lordshill Federation vacancy website, on the link below:

http://www.rlfederation.net/job-opportunities/filter?school=12

To support your application form, we would also like you to tell us why you would be the right candidate for the Headteacher role in our school.