

**ROCKCLIFFE CE SCHOOL**  
**HEADTEACHER RECRUITMENT INFORMATION AND APPLICATION**  
**PACK**





## LETTER FROM THE CHAIR OF GOVERNORS

Dear Candidate,

On behalf of the Governing body, I thank you for your interest in becoming the headteacher of Rockcliffe CE School, a small Voluntarily Controlled (VC) primary school set in a rural community on the outskirts of Carlisle. Our school is at the heart of our community, taking pride in the unique children, supportive parents and inspirational staff. With close links to Rockcliffe Church our school provides a caring, supportive and inclusive environment underpinned by a Christian ethos.

Our substantive headteacher of 15 years has accepted an opportunity to further develop his career, but in his time at Rockcliffe built a solid foundation on which to continue to drive forward. We are looking to appoint an individual who can build on the school's success and lead the school and its team forward into its next phase. One who will build on our foundations and values by bringing fresh ideas and innovation, whilst putting our children and community at the heart of everything they do.

Our school is warm, friendly and welcoming where our children are valued and given every opportunity to learn and experience life, and to challenge them to grow both academically and personally.

The Governors have worked to put this pack together with input from staff and children, which along with our website, will give you a taste of our fantastic school.

If you feel you possess the right qualities, we urge you, if you can, to visit our school to see our staff and children at work and to submit your application by the closing date.

Yours sincerely

Mike Deans

Chair of Governors



## ROCKCLIFFE CE SCHOOL

### GROWING WISE BUILDERS

Rockcliffe CE School is located in a rural village to the north of Carlisle, not far from the border with Scotland. Rockcliffe CE School is a rural school at the heart of the community with around 140 pupils from 3-11 years old. The school has strong links with St Mary's Church, Rockcliffe and values its status as a church school welcoming pupils and families of all faiths and none.

There are currently 143 children on roll. The distribution is as follows

Nursery	10	Reception	14	Year 1	18
Year 2	16	Year 3	21	Year 4	23
Year 5	20	Year 6	21		

Rockcliffe CE School is situated in a village close to the banks of the River Eden, five miles to the north west of Carlisle. Built in 1977, the school has been recently extended to meet the needs of pupils with a range of needs. The school attracts children from homes and parents with a range of manual and professional occupations, predominantly from the villages of Rockcliffe, Cargo and Crindledyke, reflecting the socioeconomic and cultural profile of the area. Currently the school is divided into six classes: EYFS, Y 1/2, Y 2/3, Y4, Y5 and Y6.

Financially the school is in a sound position and there are some local opportunities for grants in the local community.

The Governing Body has a wide spread of skills from very experienced governors, from the local community. We are proud of our school which is in a strong position having been rated as a Good school in our recent Ofsted inspection.

*"Pupils enjoy school, are happy and feel safe. They are friendly and polite."*

*"Children are respectful to and tolerant of those who may be different from themselves. A typical comment from pupils was: 'No matter how you look or how you want to be, you are always welcome in our school.'"*

*"Pupils look after one another. Older pupils take responsibility for younger pupils..."*

**Ofsted February 2023 'Good'**

## Hear what the children have to say...

### What do you love about Rockcliffe CE School?

It's a nice village school, you get to play and help out with the little ones.

I love all the things that we learn.

There are always lots of activities to do.

The teachers plan exciting things for us.

I feel safe.

I have lots of friends who help you out.

The teachers listen to us.

### Why is our community special to us?

Everyone knows about us, and we help and support one another.

The church is very special to us here at Rockcliffe.

We work together to involve everyone, bringing the whole village together.

### What makes a good headteacher?

Someone who is helpful, smart, and kind.

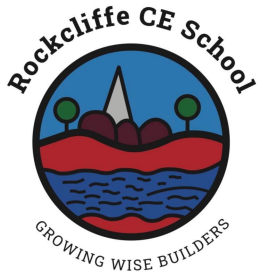
Someone who listens to us and is considerate to others.

A good role model.

Caring and special.

Someone who is welcoming.





## HEADTEACHER REQUIRED FOR SEPTEMBER 2023

Rockcliffe CE School, Rockcliffe, Carlisle, Cumbria, CA6 4AA

Web: [www.rockcliffe.cumbria.sch.uk](http://www.rockcliffe.cumbria.sch.uk)

Grade: Group 1 Leadership Pay Range L9-L15

Pay Range: (£53,973.00 - £62,561.00)

Contract type: Full time - with a teaching commitment of 0.2

Contract term: Permanent

Number on roll: 143

Age range: Nursery – Y6

Post available from: September 2023

Due to the resignation of our highly regarded and long-standing Headteacher, the Governors of Rockcliffe CE School are seeking to appoint an exceptional leader with a strong vision, excellent pastoral instincts and exemplary communication skills to be our new Headteacher.

Rockcliffe CE School, sits within the village of Rockcliffe, just 5 miles from Carlisle and on the edge of the Solway Firth. It is a small rural primary school with a governor-led nursery and has strong links to the community.

The Governors of Rockcliffe CE School are looking for someone who can:

- *Be an inspirational leader who will lead with honesty and integrity*
- *Be an effective classroom teacher*
- *Uphold a safe, enjoyable and happy learning environment for all children and staff, including effective safeguarding management*
- *Develop relationships and strategies which result in excellent partnership working with governors, staff, parents, church and the local community for the flourishing of all children*
- *Embrace, support and further develop the Christian ethos of the school with its Christian distinctiveness, spirituality and values enhancing education*
- *Be flexible and fun, with pastoral warmth alongside professional competency and resilience*

You are warmly invited to visit or school on the following dates:

**Monday 20<sup>th</sup> March 2023 - 1:30pm onwards**

**Thursday 23<sup>rd</sup> March 2023 - 9:30am onwards**

**Tuesday 21<sup>st</sup> March 2023 - 3:45pm onwards**

**Monday 27<sup>th</sup> March 2023 - 3:45pm onwards.**

Visits can be arranged by contacting the school on 01228 674 631

To find out more and download an application pack, please visit:

<http://www.rockcliffe.cumbria.sch.uk/page/headteacher-vacancy/134781>

Closing date for applications is **6<sup>th</sup> April 2023 at 12:00pm**. Applications should be emailed to [vacancy@rockcliffe.cumbria.sch.uk](mailto:vacancy@rockcliffe.cumbria.sch.uk)

Shortlisted candidates will be contacted by email on **Friday 21<sup>st</sup> April 2023**. Interviews will take place on **Tuesday 2<sup>nd</sup> May and Wednesday 3<sup>rd</sup> May 2023**.

References for candidates will be taken up prior to interview.

Rockcliffe CE School is committed to safeguarding and promoting the welfare of our children and we expect the same commitment from all staff and volunteers. The above post will be subject to an enhanced DBS check and receipt of satisfactory references.

Please note that in line with Keeping Children Safe in Education 2022, an online search will be carried out as part of our due diligence on shortlisted candidates.

Please apply using the application form. CVs are not acceptable. Along with your application form, please include a letter of application (maximum 2 sides of A4) to tell us about you and why you are suitably experienced for the post.

Thank you for your interest in the position.



## Introduction

This job description for the Headteacher of Rockcliffe CE School primarily follows the job description for all headteachers within Cumbria, adapted only slightly for our church Voluntary Controlled school context. It encompasses the recognised roles and responsibilities for all headteachers which should be familiar to applicants for headteacher positions.

The Person Specification details the special and unique aspects for the headteacher's role in the context of Rockcliffe CE School and will be the primary scoring grid for shortlisting and interviews.

The job description outlined below includes:

- Expectations set out in the Headteachers' standards 2020 - GOV.UK ([www.gov.uk](http://www.gov.uk)) (2020);
- Statutory requirements set out in the current School teachers' pay and conditions document and the Teachers' standards (2011, revised 2021);
- Expectations and responsibilities specific to the school, including its Christian distinctiveness as a Church of England Voluntary Controlled School.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the **Seven Principles of Public Life** at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership



Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## **Headteachers' Standards**

### **1. School Culture**

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community and for our church school, with the Diocese and local church.
- 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

### **2. Teaching**

Headteachers:



- 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. Curriculum and Assessment**

Headteachers:

- 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

### **4. Behaviour**

Headteachers:

- 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. Additional and Special Educational Needs and Disabilities**

Headteachers:

- 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. Professional Development**

Headteachers:

- 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

## **7. Organisational Management**

Headteachers:

- 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

## **8. Continuous School Improvement**

Headteachers:

- 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

## **9. Working in Partnership**

Headteachers:

- 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

## **10. Governance and Accountability**

Headteachers:

- 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



**Please note:** The criteria outlined in the Person Specification below will be scored in both the shortlisting and interview process. We are especially interested in the Essential Criteria. The Desirable Criteria will however be used to differentiate between equally good candidates. Please ensure that your application form and personal statement succinctly indicate how you fulfil the relevant criteria.

## Rockcliffe CE School

### Headteacher Person Specification

	Essential	Desirable
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of continuing professional development relating to school leadership and curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>• Christian Leadership qualification and/or experience</li> <li>• (CE)NPQH or other leadership qualification</li> <li>• Other relevant post-graduate qualification</li> </ul>
<b>Experience</b> <i>Recent and successful experience of:</i>	<ul style="list-style-type: none"> <li>• Teaching and leadership in a primary school</li> <li>• Leading curriculum development</li> <li>• Tracking pupil progress and attainment to inform and evaluate the effectiveness of teaching and interventions</li> <li>• Positive behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Working in the church school sector</li> <li>• Teaching in more than one key stage</li> <li>• Working with governors</li> <li>• Working with external agencies for the well-being of pupils and their families</li> <li>• Strategic financial planning and budget setting in line with a school vision</li> </ul>
<b>Safeguarding, Equality and Inclusion</b> <i>Ability to:</i>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of safeguarding and child protection</li> <li>• Show commitment to safeguarding and promoting the welfare of children and an inclusive environment</li> <li>• Actively draw on the diversity in the school community to enhance learning and support the academic, spiritual and cultural development of all</li> <li>• Ensure all children are kept safe from harm and educated in an environment where all God's children are valued</li> </ul>	<ul style="list-style-type: none"> <li>• Designated Safeguarding Lead (or Deputy DSL)</li> </ul>
<b>Wisdom</b> <i>Demonstrate wisdom through understanding of:</i>	<ul style="list-style-type: none"> <li>• The distinctive Christian character of a Church of England school, as expressed through its vision, values and ethos</li> <li>• Principles for the development of effective teaching and learning to reflect the needs and worth of every pupil</li> <li>• Principles of school self-evaluation and strategies for planning school improvement to enable flourishing for all</li> </ul>	<ul style="list-style-type: none"> <li>• The legislative framework for a VC school, including governance, curriculum and inspection frameworks and the requirements for statutory assessment</li> <li>• Personnel issues relevant to school leadership</li> </ul>

	<ul style="list-style-type: none"> <li>Strategies to develop 'community and living well' together through partnership with families, and relationships with church and the local community</li> <li>The Church of England Vision for Education</li> </ul>	
<b>Skills</b> Ability to:	<p><b>Develop Hope and Aspiration:</b></p> <ul style="list-style-type: none"> <li>Continue to develop the distinctive Christian character and ethos of Rockcliffe CE School</li> <li>Inspire motivate and challenge staff, pupils and others live out the school's Christian vision 'Growing Wise Builders' by communicating a hopeful journey of improvement</li> <li>Develop teaching and learning to enable all pupils to fulfil their potential, including modelling exemplary teaching practice</li> <li>Provide leadership in Collective Worship that reflects the Christian identity of the school</li> </ul> <p><b>Promote Community and Living Well Together:</b></p> <ul style="list-style-type: none"> <li>Monitor and evaluate the performance of people and policies in line with the ethos of the school</li> <li>Further enhance relationships with the Governing Body, external agencies, the Diocese, the LA, and other schools</li> </ul> <p><b>Promote Dignity and Respect:</b></p> <ul style="list-style-type: none"> <li>Create and maintain an effective learning environment and culture that positively recognises individual strengths and needs</li> </ul>	
<b>Personal Attributes</b> Evidence of:	<ul style="list-style-type: none"> <li>Commitment to supporting and further developing the Christian identity of the school</li> <li>Wisdom grounded in creative and courageous thinking and imagination</li> <li>The capacity to communicate effectively and sensitively (in spoken word and in writing in a range of contexts) in a way which inspires confidence in others, commitment and mutual respect, encouraging collaboration with others</li> <li>Ability to promote the wellbeing of the whole school community as well as oneself</li> </ul>	<ul style="list-style-type: none"> <li>Developing mutually enriching networks and partnerships and strategies to develop collaborative work with other schools</li> <li>Foster links with other schools; locally, nationally and internationally</li> <li>Championing the place of church schools in the community</li> </ul>