

Headteacher Application Pack

St Lawrence CE Primary School



St Lawrence CE Primary School,
Amery Hill, Hampshire, GU34 2BY

Tel: 01420 84400



Love

Compassion

Respect

Welcome

From our Chair of Governors

Dear Applicant

Thank you very much for your interest you have shown in applying for the position of Head Teacher at St Lawrence CE Primary School. My fellow Governors and I hope you will find the enclosed pack both informative and inspiring, providing you with a clear picture of the School.

Our current Head Teacher, Mrs Dawn Casson, retired at Easter 2022 and during her fourteen years at the School, she – along with her supportive teachers, a number of whom have been at the School for several years – has brought a level of professionalism both to the teaching structure as well as encouraging staff with their personal development – and as Governors we are grateful to the teaching team for all their hard work under Mrs Casson's inspirational leadership particularly through the Covid 19 pandemic. The latest Ofsted Report in February 2022 stated that the School "continues to be good" and we want to improve on that.

The School is in the centre of Alton and was established in 1840 as a Church School in the grounds of St Lawrence Church itself – and the relationship between Church and School is most important to Staff, Governors, Parents and, of course the Children themselves. This does not mean, however, that there is any expectation that the next headteacher needs to be a practicing Christian themselves. Church schools aim to provide children with the highest standard of education within an ethos which is based on Christian values and are not "faith" schools. Our diocesan adviser, Richard Wharton, would be very happy to talk this through with any candidates who are unfamiliar with Church school ethos.

While the buildings date back over 180 years, they have been modernised and we have constructed a multi-purpose hall in recent years, and new classroom was added three years ago, and we constantly review our existing buildings with a view to improving them. Most recently we had an outdoor shelter built in the playground.

Alton itself is a town with a long history but is undergoing significant development, together with a new town centre development planned in the next two years and we hope that St Lawrence School will continue to form a part of the town's culture and heritage for years to come.

Please come and visit our School, so that when you make your application and are hopefully interviewed you can tell us, based on your visit, how you feel your skills and experience meet our Person Specification and Key Focus areas in the Job Description.

I could not close my letter without saying something about the most important aspect of the school, the children! Of course, they are, and will always be, upper-mount in our plans and desires – I am constantly surprised at their cheerfulness, politeness and general willingness to learn, they really are a delight to be among.

We look forward to hearing from you so that together, we can continue to assist children with their learning and life skills.

PAUL SUSANS

Chair of Governors

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Key Information

Position: Headteacher

Start Date: January 2023

Contract Hours: Permanent/Full Time

Salary Type: Leadership Scale

Salary Details: The indicative salary is set at L12 to L18

Location: St Lawrence CE Primary School, Alton, Hampshire

Website: www.st-lawrence.hants.sch.uk

Twitter: @StLawrenceCEPr1

Closing Date for Applications: 26th August 2022

Interview Dates: 12th – 13th September 2022

Contact: eps-recruitment@hants.gov.uk

Visits to the school are warmly welcomed. Please contact Sue Lintott on 01420 84400, or email adminoffice@st-lawrence.hants.sch.uk to arrange an appointment.



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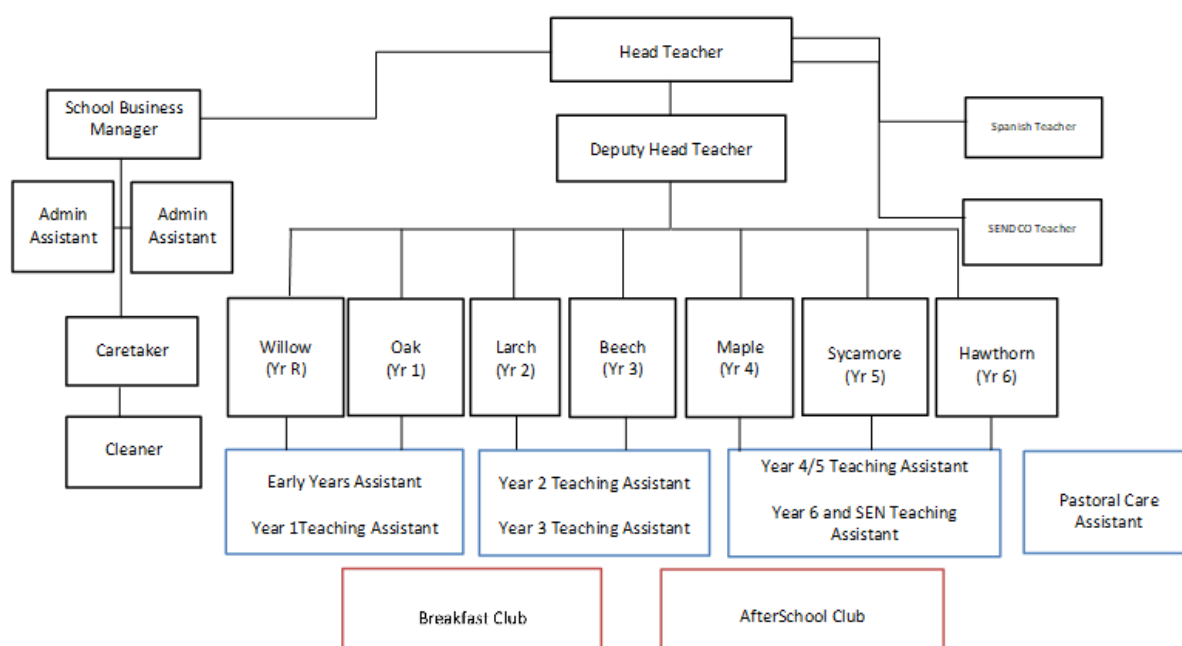
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About our School

Our school sits in the heart of the socially and economically diverse market town of Alton, right next to St Lawrence Church. The school was first built in 1840 and opened a new classroom in 2018. Our school has a nurturing, family environment which is embodied in our Christian values of Love, Compassion and Respect. Education here is driven by research aiming to ignite passion, curiosity, and creativity so that our children see themselves as life-long learners. St Lawrence is a one form entry school with approximately 210 pupils. Outcomes throughout the school are strong with results generally well above county and national averages.

Staff Structure



We are a warm and welcoming school with strong links to the local community. Visitors always comment on how polite and respectful the children are and enthuse about the calm, purposeful feel of the school. Many parents describe the school as being one big family- going above and beyond to support every family.

Our recent Ofsted report (February 2022) This is a friendly, welcoming school. Leaders make sure that the values of love, compassion and respect flow through all aspects of school life. They want the very best for all pupils. Leaders know pupils and their families well... Parents are highly positive about the school. They value the family feel. As one parent said, 'St Lawrence is a lovely school. There is a home-from-home feel with much love, compassion and respect between pupils and staff.'

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A letter on behalf on the Church



Dear Applicant,

I am thrilled that you have requested a pack for our school, St Lawrence CE Primary in Alton and have written to give you a flavour of how the church and school work closely together.

St Lawrence CE Primary School is part of The Parish of the Resurrection which is a vibrant community of four churches which are engaged in the vision of 'Proclaiming the Risen Jesus; Steadfast in Faith; Active in Service'. These churches are in the nearby villages of Beech and Holybourne as well as two in the centre of Alton. One of these, St Lawrence, is situated adjacent to the school. I am hugely thankful that the staff and pupils of the school have over many years supported and enjoyed the worshipping life and Christian ethos of St Lawrence CE Primary School. I am praying for and excited to see who joins us to lead the school on the next stage of our journey together.

Since my appointment in 2014, The Ministry Team of the Parish and those of other local churches have worked closely with the school spending time in classes for RE lessons and other topics, leading Collective Worship in school and services in St Lawrence Church. The building is a safe and well-known place to the children. They come over for RE lessons, services and creative times to celebrate e.g. Thy Kingdom Come or Year 6 at the end of their time in school. The St Lawrence school community is a tremendously welcoming community for all children and families - those of all faiths and none - and is a place where emotional, physical and spiritual development is nurtured alongside strong academic achievement. The children contribute to Collective Worship and Church services thoughtfully and sensitively - they are always a highlight for us. There are times when the Ministry Team and church members offer pastoral support to the children, staff and families.

The latest outstanding SIAMS report was a fantastic reflection of the school ethos and vision. The school and the church work closely together to support the wider community and we look forward to working alongside the successful candidate to reach out further. The Parish now employs a Children/ Youth/Families Worker and she would really value spending some of her working time to support the School.

My colleagues and I are passionate about what we do together under God to bring love, compassion and respect to all those connected with the school.

With blessings and prayers

Revd Andrew Micklefield

Vicar, Parish of the Resurrection

Ex-officio Governor



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Church Links

The school lies in the grounds of St Lawrence Church and beyond the obvious locational and historical ties, the school benefits from a strong relationship with the church.

A weekly Collective Worship is held in St Lawrence Church, led by members of the clergy and other churches in Alton. We celebrate Christian festivals & end of term services. At Christmas each year, Key Stage 2 perform a Christmas Cantata with a nativity tableau in St Lawrence Church. We also have an Open The Book team that come to share bible stories through drama with the children.

Each year the Year 6 children go to Wintershall to watch 'The Life of Christ'. We also attend the annual Year 6 Leavers' Service in Winchester Cathedral and enjoy strong links with the Winchester Diocese.

"The school is outward looking and seeks every opportunity to enhance the lives of the pupils and staff by building networks." (SIAMS Report, 2017)

COLLECTIVE WORSHIPS

Collective Worships are very important to us at St Lawrence. Each class has two Collective Worship Crusaders who take turns to open and close our daily Collective Worships. Sometimes these are in the hall, in the classroom, in St Lawrence Church and sometimes in the spiritual garden. During the pandemic we continued our Collective Worships online to preserve the spiritual well-being of our children. Our Collective Worship Crusaders meet with the Deputy Head to discuss and plan Collective Worships. They also have opportunity to meet with the Vicar and Foundation Governors over the year. We have school prayers that are said before lunch and at the end of the day.

"Children and staff alike are gripped by collective worship. This is because it is highly inclusive, thought provoking and explicitly Christian." (SIAMS Report, 2017)

SIAMS

We were last inspected in December 2017 and were very proud of our "Outstanding" report. The inspector was able to pick up on the ethos of our very special school and highlighted the links with the church, our strong RE teaching and the significant impact on the spiritual, social, moral and cultural development of our pupils due to the high profile of our Christian character.

"The breadth and depth of partnership working (with the church) is a very remarkable feature of this outstanding school." (SIAMS Report, 2017)



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Curriculum

The vision of St Lawrence CE Primary School is to empower children to become life-long learners. We do this by providing excellent teaching and promoting independent learning within a loving and caring Christian community. In our school, every individual respects themselves, others and the world around them.

Our curriculum has been carefully designed by our staff to be ambitious, knowledge-rich and inspiring. Each class has an overview for the year where learning objectives have been carefully selected by subject managers to ensure a development of knowledge, consistency and spaced learning. Subjects are taught discretely, however if there is a clear link between subjects, then this cross-curricular link is explored. Each year group has a concept that is their focus across the year. However, we ensure that these concepts are revisited over time. The concepts are as follows:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family	Transformation	Leadership	Achievement	Diversity	Conflict	Legacy

At the end of their time at St Lawrence CE Primary School we want our children to have developed in these three key areas: Personal & Social, Academic and Spiritual.

Over a period of time, our staff have then created an overview for every unit of work taught in each year group. This includes the knowledge that is taught in the unit of work and also the Tier 3 vocabulary (subject specific). This then forms the start of the Learning Journey which details what the class teacher will be exploring with the children through their learning.

The subject managers for Science, Geography and History have then created knowledge organisers for each unit of work detailing the body of knowledge the children are expected to learn which includes the Tier 3 Vocabulary Top Ten, timelines and diagrams.

Our curriculum is enhanced by trips and visitors. Examples of these include: Young Shakespeare Company, Natural History Museum, Butser Ancient Farm and many trips within our local area. Residential trips for Year 4 and Year 6 are a highlight each year. We are proud of our curriculum and are enjoying seeing the impact as our curriculum becomes embedded.



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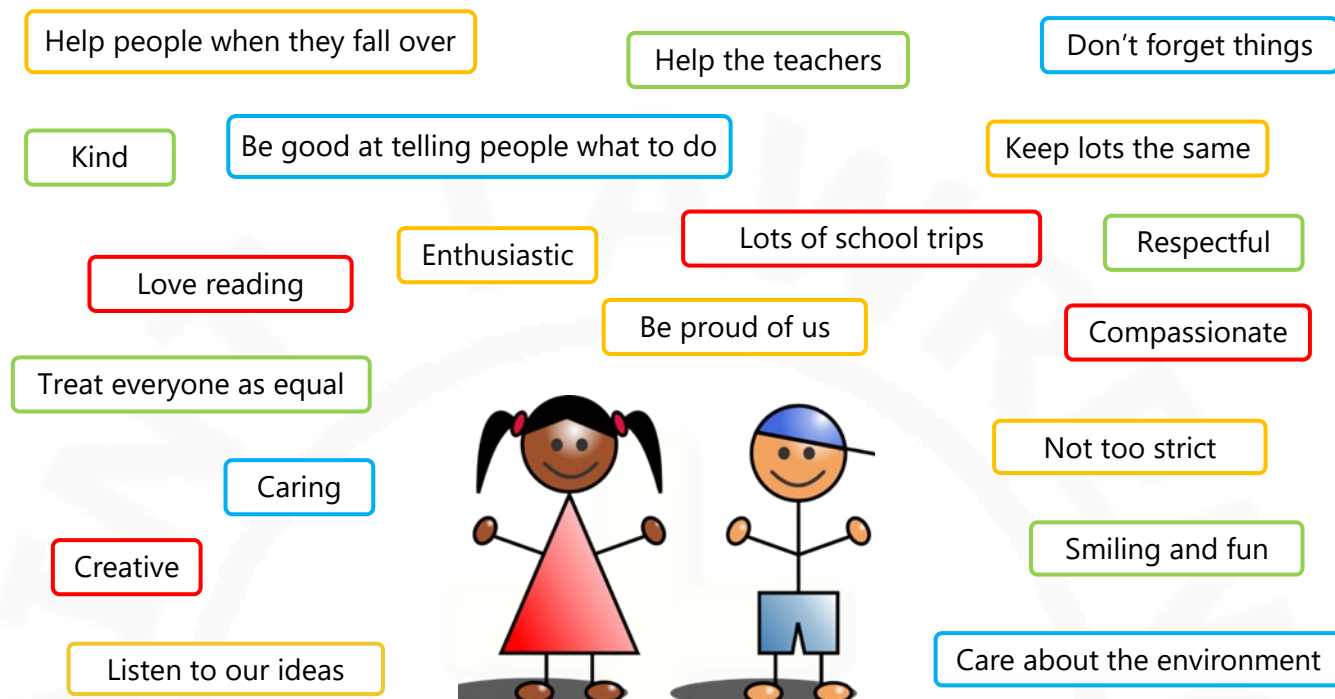
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Our Children

We are so proud of our children here. They know from the minute they walk through the door that they are part of our St Lawrence Family. Our children are inspired by their learning and leave us having grown personally, academically and spiritually; having an innate understanding of our values of Love, Compassion and Respect. St Lawrence children are equipped to go out into the world with a sense of curiosity, justice and resilience, having pride from where they have come.

Here are some of the things the children would like in a new Headteacher



We also asked the children what they would say about our school to someone new.

"There are lots of activities, we are always doing something."

"You will always have friends."

"We are resilient and never give up."

"Everyone is loving. Everyone understand how important the school is."

"We are unique."

"You can always have a good day here."

"We're not just friends, we're family."

"I love being able to see my friends and learning new things."

"Every day is really good fun."

"I love how we all connect. Everybody is a friend."

"The school is exciting."

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Our Staff

We have a dedicated and passionate staff team who strive to meet the needs of every child in an exciting and innovative way. We pride ourselves on making learning irresistible.

Our staff would like our new Headteacher to be...

Supportive and Collaborative	Appreciative and give recognition
Lead from the front	Encouraging and Aspirational
Approachable	Care about the wellbeing of staff and pupils
Passionate with a strong vision	Know their job and role within the school
Assertive	Have a long term vision for the school
Show Love	Go above and beyond
Understand the school vision	Trust and Respect our opinions
Encourage us to be experts in our field	Care about every part of the school
Strong sense of empathy	Take a balanced view
A strong leader with their own ideas	Believe in individual praise

From our LLP Report: March 2022 *"Senior leaders are reflective in their practice and demonstrate a strong commitment to improvement. Senior leaders know the school well and have made adaptations to the school's self-evaluation evidencing the impact of actions taken and this clearly feeds into the strategic plan which accurately identifies key priorities. Due to the strength of leadership and robust school improvement process, there is sufficient capacity for sustaining performance."*

What our staff say about the school and themselves...

"We feel we are going on a journey together."
"St Lawrence is a small school, so we know each other and the children well."
"We promote resilience. The school is joyful and has a sense of happiness."
"We are flexible and adapt to new challenges."
"We are forward thinking and at the forefront of research, educationally."
"We strive to develop ourselves personally and professionally."
"We need to be trusted to have the freedom to express ourselves."
"Care about each other's well-being."
"The school is a safe place."
"We have high expectations."
"We are a supportive, caring, family community."
"We live our school values."
"The children feel safe and know they can talk to us about anything."
"The school is a happy safe place."
"We believe it is important to praise the children and recognise their achievements."

"The genuinely warm and caring relationships modelled by staff to pupils and each other encourage pupils to show the utmost consideration and courteousness to everybody, without being prompted." (SIAMS Report, 2017)

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Parent Views

We asked our parents what they thought of St Lawrence CE Primary School, their aspirations for the school and what they would like to see in a new Headteacher. Here are some of their thoughts.

"The school is a beacon of success which is evidenced through all children in attendance."

"St Lawrence Primary School provides a warm, friendly and safe environment to support all aspects of the children's learning and development."

"My child is inspired by the way the curriculum is presented and enjoys his time at school."

"I would like to see continued development of staff to be able to continue to use innovative methods to deliver compelling lessons."

"The school is caring and nurturing for children as a whole, equipping them with skills for life long learning."

"The Headteacher has always been very approachable, which I believe is a really important quality."

"It is important that staff feel supported and able to bring new ideas and practices for consideration."

"It's all about the feeling. You can tell all the staff are like a family and genuinely love the school."

"Someone who will maintain the caring, compassionate and aspirational atmosphere of the school."

"To continue to establish a reputation for caring and developing its pupils."

"There is a real 'village school' feel to St Lawrence, giving it a lovely environment for children and parents alike."

"Someone with good communication skills with staff, children and parents."

"An individual who is approachable to parents, staff and children and will champion the values of the school."

"Continue to develop local school, parish and community links for the benefit of wider awareness of the school ethos."

"Good communication between Head Teacher and parents."

"Someone who is able to adapt and embrace change in order to develop and grow."

"The school has always been a comfortable, safe and supportive space."

"Keep what is working well and look to identify and improve things that could be better."

"It's a great school and it's always coming up with ways of helping the children to express themselves."

"Continue the relationship with the other schools of Alton."

"Bring the best out in the staff and foster a togetherness within the teaching team."

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Community

The school has strong community links and in 2019 set up the Parent Hub to support families in the school community.

From our ELSA: "As our school's ethos is Love, Compassion and Respect, our aim is to give support to our pupils and their families. This process is delivered by me, our Emotional, Literacy Support Assistant. The role was developed with foresight by our present Headteacher, giving a "listening ear" to pupils, but working with SENDCO and staff if required. Moving this forward and realising the importance of reaching out and supporting the whole family unit, a weekly drop-in centre has been established, giving contact/support to parents and caregivers. This initiative is supported by the school, school governors and St Lawrence Church, advising on everything from behaviour to debt; our motto being, "if we can't help, we know people who can". I hope the new Headteacher will continue this important work".

We take a keen interest in what is happening in the world around us. In 2017 the School was awarded the Rights Respecting School Level 2 Award. UNICEF UK's Rights Respecting Schools initiative helps a school community to use the United Nations Convention on the Rights of the Child (UNCRC) to help develop a clear set of values that are actively upheld by pupils. We celebrate Fair Trade Fortnight each year and organise a range of activities for the children so they can develop an understanding of global issues. We have achieved all levels of Fairtrade status and are currently a Fairtrade "FairAchiever" school. Our Harvest collections over time have raised money for Christian Aid, Alive & Kicking (footballs for Kenya), Toilet Twinning and the local foodbank. We are working on achieving our bronze Global Neighbours Award. Recently as a school we have joined many others in our support for the Ukraine by displaying blue and yellow ribbons, fundraising, growing Sunflowers (the national flower), and also remembering them in our prayers during regular Collective Worship.



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PTA

The PTA at St Lawrence CE Primary School organises a large variety of fundraising activities throughout the school year; and these are well attended and supported by the school community. The PTA meets at least every quarter to plan future fundraising events and work closely with the Head Teacher and Deputy Head to understand how they can best help the school.

Events include:

Christmas raffle and silent auction
Second hand uniform sales
Film nights
KS1 & KS2 Discos
Refreshments including cake stall for Welcome Wednesdays
Easter Raffle
Summer Fete

Donations have been used to fund many projects within the school and most recently PTA funds have been used to pay for the new Year R outside play canopy. The PTA funds a trip for each class based upon a topic they are currently learning; this has included trips to the theatre and day trips to museums. PTA funds are also used to purchase the annual Year 6 leaver hoodies.



The PTA is looking forward to when Covid restrictions are lifted and events can start again. We are always welcome to new fund-raising ideas and look forward to meeting our new Head Teacher.

<https://m.facebook.com/StLawrencePTAalton/>

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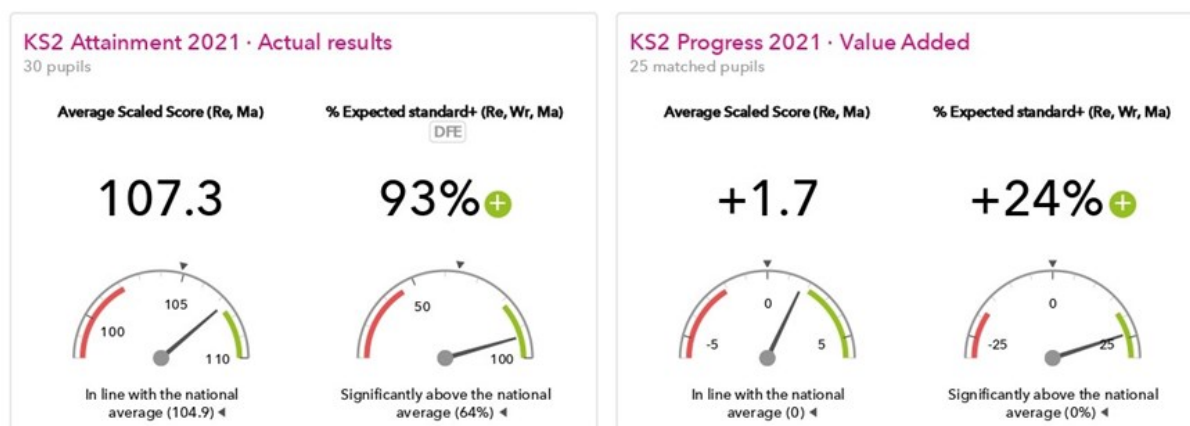
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Attainment Data

At St Lawrence, we are proud of our high expectations for all children; we raise the floor here and abolish the ceiling.

Due to the Covid-19 Pandemic, below is data for our school taken from FFT 2021 (based on unvalidated data for Teacher Assessment and the latest SATs Practice Paper).

Overview



Attainment & progress



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Financial Information

Our School Business Manager works closely with the Headteacher to ensure all financial matters and statutory returns are completed accurately and has over 19 years' experience in addition to holding Level 4 School Business Management degree.

Budget Extract

	2021 - 22	2022 - 23	2023 - 24	2024 - 25
NOR	211	202	194	193
FTE Teacher	9.98	9.72	9.71	9.7

St Lawrence CE Primary School - Summary Income and Expenditure Projections

	2021 - 22	2022 - 23	2023 - 24	2024 - 25
Total Income	1,051,642	1,003,774	977,515	987,272
Total Expenditure	1,082,742	999,258	1,002,497	1,020,939
In Year Surplus / (Deficit)	(31,100)	4,516	(24,982)	(33,667)
Surplus / (Deficit) Brought Fwd	106,059	74,959	79,475	54,492
Cumulative Surplus / (Deficit) C/Fwd	74,959	79,475	54,492	20,825



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Job Description

Job Title: Headteacher

The Contract of Employment between the Governing Body and the Headteacher will be the current Contract of Employment for a Headteacher. The job description can be amended at any time, following consultation between the Headteacher and the Governing Body and will be reviewed annually.

Salary Scale: The Governing Body have determined that this post should be paid on the 2020 Hampshire agreed pay scale (subject to 2021 Hampshire Leadership Payscale update).

St Lawrence CE Primary School is a Group 2 school. Governors have set the Individual Salary Range at L12 £55,341 to L18 £64,144 (subject to pay award as per the School Teachers' Pay and Conditions Document 2021).

General job expectations and accountabilities: The Headteacher is an employee of the Governing Body and is required to carry out his/her professional duties in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document and relevant employment legislation.

Responsible to: The Governing Body of St Lawrence CE Primary School

Key responsibilities:

Safeguarding: The post holder will be the lead Designated Safeguarding Lead (DSL) and is responsible for ensuring that all school and county child protection policies are adhered to and concerns are raised in accordance with these policies

Financial Management: Advising the Governing Body on the school's annual budget and the budget revision as appropriate, as well as being responsible for the day-to-day running of the budget.

National Standards Headteachers (2020)

The 2020 standards replace the National Standards Of Excellence For Headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

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The teachers' standards (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

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.

Section 1 of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

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.

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Section 2 of the headteachers' standards sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the 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
- 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

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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

Focus areas for our new Headteacher to be discussed at Interview

Key Focus 1:

We are looking for a headteacher who is skilled in interpreting a range of data from different and innovative sources.

How will you share data with parents and governors and use it effectively to drive up standards for pupil groups?

Key Focus 2:

We want a headteacher who works collaboratively with key stakeholders.

How will you ensure that governors have a clear and accurate view of the school and are able to evidence this robustly?

Key Focus 3:

We are proud of the strong model of distributed leadership across the school that leads to high standards in all that we do.

What strategies will you employ to ensure that staff continue to engage in evidence-informed research and high-quality professional development?

Key Focus 4:

Our Christian ethos and values are embedded in every aspect of our work and highly valued by local Churches, the Diocese and our school community.

How will you create opportunities to broaden our Christian outlook, building further connections and relationships to gain a global dimension?

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Key Focus 5:

We have a strong focus on well-being for all children and staff.

How will you model this in your leadership?

These focus areas will be subject to a review, after appointment, with the governing body and Local Authority Leadership and Learning Partner to ensure that they remain the priorities for action.

Links to application process

The application statement should refer to the candidate's consideration of these key focus areas and their relevant experiences, achievements, and skill against identified (A) elements of the person specification. Applicants should also be mindful of the National Standards Headteachers (2020) guidance.

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Person Specification

Your application statement should refer to your consideration of the relevant experiences, achievements, and skills identified as A (application) below and the key focus areas described in the job description

Core professional experiences, qualifications	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
<p>General:</p> <ol style="list-style-type: none"> Is a qualified teacher with Qualified Teacher Status (Statutory) - Essential Evidence of relevant professional study and/or qualification e.g. NPQH - Desirable Has a proven track record of success as a senior leader across the primary phase (Deputy Head / Assistant Head / Head of School / Acting Head / Head) - Essential Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value - Desirable Has experience of using a range of evidence, including performance data, to support, monitor and evaluate and improve aspects of school life, including challenging poor performance - Essential Has implemented effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of the responsibilities - Essential 	<p>A</p> <p>A</p> <p>A, R, I</p> <p>A, R, I</p> <p>A, R, I</p> <p>A, R, I</p>
<p>Hampshire Leadership Qualities and Behaviours <i>Please tell us how, in your current practice, you:</i></p>	<p>Shortlisting evidence sought in application (A), reference (R) or interview (I)?</p>
<ol style="list-style-type: none"> Anticipate future possibilities; thinking is not constrained by the current agenda. Have a genuine interest in other people; actively seek to understand the respond appropriately to them Have a passion for learning; recognise yourself as a learner who needs a team approach for success. Exhibit a natural curiosity and eagerness to take on new challenges, demonstrated by a desire to work beyond the boundaries and be responsive to feedback from a range of sources. 	<p>I</p> <p>I</p> <p>I</p> <p>I</p>

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National Standards for Headteachers (2020)

The standards are intended as guidance to underpin best practice, whatever the particular job description of the Headteacher. They are to be interpreted in the context of each individual Headteacher and school, and designed to be relevant to all Headteachers, irrespective of length of service in post.

Shortlisting evidence sought in application (A), reference (R) or interview (I)?

Please tell us how, in your current and previous leadership roles, you:

- | | |
|---|------|
| 11. Create a culture where pupils experience a positive and enriching school life. | A, I |
| 12. 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 by ensuring staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs. | A, I |
| 13. Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught. | A, I |
| 14. 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. | A, I |
| 15. 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 | A, I |
| 16. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care. | A, I |

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Application Procedure

Candidates should complete the application form and return it via email so that it is received no later than noon on 26th August 2022.

E-mail address: htrecruitment@hants.gov.uk

You should provide a full statement in support of your application, which should ideally not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

Selection Procedure

The shortlist will be drawn up on 1st September 2022 and the selection process will take place on 12th & 13th September 2022. Further details will be sent to those candidates called for interview.

Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not.

Failure to send your application form to the above email address may invalidate your application.

Equality Monitoring

All applications will be required to complete an Equality Monitoring form.

Receipt of Application

Applications are acknowledged within 2 working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately at htrecruitment@hants.gov.uk

Safer Recruitment

St Lawrence CE Primary School are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure & Barring checks along with other relevant employment checks.

Privacy notice – The School collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

You have some legal rights in respect of the personal information we collect from you. Please see the School's website for further details on their privacy notice and data protection policy.

You can contact the School's Data Protection Officer if you have a concern about the way they collect or use your data.

Education in Hampshire

Choosing to teach in Hampshire may be the best move you can make. As one of the largest authorities in the country, we can offer an unrivalled diversity in teaching opportunities; from the challenges of the urban and city school through to the rural primary which will provide a vibrant environment for development and promotion.

Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the Local Authority providing a supporting role wherever needed.

The county of Hampshire has over 170,000 school-age children in approximately 438 primary, 71 secondary and 26 special schools and other provisions. Whilst the majority are community schools, the LA has forged strong partnerships with Diocesan Bodies, and seeks to maintain the provision of places in Church schools. The county has 26 special schools, with an additional 42 units in mainstream schools, providing education and support for children with moderate, severe or complex learning difficulties, physical and sensory disabilities, and emotional and behavioural issues.

Hampshire's 'Early Admission' policy allows children to start school at the beginning of the school year in which they are five years old. At the other end of the age range, Hampshire was one of the first authorities in the country to establish a joint agreement on the 14-19 education of all students with the Local Skills Council.

With the County Office in Winchester, Hampshire Authority has an established network of advisors which provides a responsive and flexible service to the schools in their respective areas. There is also a strong ethos for collaboration and liaison, with regular meetings of Headteachers in phase, cluster and area groupings, aimed at maintaining a policy of communication and cooperation with the LA and between schools.

In Hampshire, we pride ourselves on providing first-class learning opportunities for our teachers both internally and with outside course providers. For new Headteachers, in partnership with governors, the LA operates a structured induction development programme which also helps develop close working relationships with other Headteachers and LA colleagues.

Hampshire's most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for further improvement. We are continually looking for innovative ways of improving standards in our schools, which can only be achieved through a commitment to our staff.

To find out more about Hampshire and what it has to offer, visit our website at www.hants.gov.uk. Hampshire has a lot to offer. We hope you will join us.

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