

-- HEADTEACHER RECRUITMENT PACK --



- A School for Enthusiasts -

Where we 'live life in its fullness' (John 10.10)
Knowing that God is our strength and with
His help we will be the best we can

Thank you for your interest in the role of Headteacher at Sir Robert Geffery's CofE School. This information pack will provide you with an insight into our school, as well as offering practical information for applying for the post.

Tel: 01752 851362

Email: clerk@sir-robert-gefferys.cornwall.sch.uk

Website: www.sir-robert-gefferys.cornwall.sch.uk

School Road | Landrake | Saltash | Cornwall | PL12 5EA



From our Chair of Governors



Richard Twallin
Chair of Governors

Dear Applicant

Thank you very much for your interest in the role of Headteacher at Sir Robert Geffery's School, Landrake, Cornwall.

The school is truly unique. It was originally founded more than 300 years ago as a result of a bequest from Sir Robert Geffery who originated from Landrake and then went to London where he became a successful merchant and Lord Mayor. His wish was that the children of the poor in the parish should be taught to read and write and to receive religious instruction. He left funds in his will so that the Worshipful Company of Ironmongers, of which he was a member, could carry out his instructions. Although the school is now part of the state education system, open to all, the legacy and tradition endure - helping to inspire our children to be the best they can.

Although we have a long history, the School lives very much in the present. Labelled as a 'school for enthusiasts' Sir Robert Geffery's is a Primary Academy Trust, subject to Ofsted inspection. Our current status is 'outstanding' and the same rating was achieved at our last SIAMS inspection. The children continue to achieve high academic results but we also place great emphasis on extracurricular activities including music, sport, work in the community, expeditions, animal care (on the small farm within the school grounds) - all of which enable children to develop into active and responsible members of the community. Many of these activities, of course, require investment. Those that are not government-funded are resourced from the Ironmongers' Company and also our generous parents/friends association - evidence of the strong relationship we have with parents, which is so critical to the achievements of the children. We are equally dependent on the dedication, skills and experience of our team of teachers and other staff.

Christian ethos underpins all that we do. The Curate of the St Germans Church is a governor and supports the delivery of collective worship and the curriculum.

Despite our past achievements we focus very much on the future, seeking continual improvement and fulfilling the expectation stated in St John's gospel, published on our website, that children should 'live life in its fullness'.

I hope you enjoy reading the recruitment pack. Please also visit our website sir-robert-gefferys.cornwall.sch.uk where there is plenty of additional information about our school.

If you would like to lead a team dedicated to enabling children achieve their full potential then please contact us. We would love to hear from you.

With best wishes

Richard Twallin
Chair of Governors

(On behalf of the Governing Body of Sir Robert Geffery's School)

Please visit our Website: www.sir-robert-gefferys.cornwall.sch.uk





Learning is Key

Sir Robert Geffery's School is a real learning community and learning is at the heart of all we do.

The children love learning:

"We have so many opportunities to learn on and off the school site-it is great."

"I enjoy learning outside where we can use the pond and farm and we do forest schools as well."

"We have so many chrome books (I think it is 200 now) I borrowed one during lock down. Google classroom has meant I can ask teachers things as well when I am home learning."

"I like it when different teachers teach me in the afternoon because they know so much and make me want to find out more."

"Learning is fun!"

"I like going out in the minibus and visiting places like Cothele. Zero Gravity is really good as well."

"I have liked the residential visits and hope we can go again this year."

"I really like all the clubs and the lunch time activities. I come to school at 8 and go home at 4.30 -I like working with children from other classes as well (when we can)"

Teachers in KS2 rotate in the afternoon teaching across the key stage. Key Stage 1 follow a two year rolling programme and Key Stage 2 a four year programme. Our curriculum is creative but skills are taught and developed during their time at SRG. The children leave primary school with a love for learning and many good memories as well as having achieved high standards. We find that because there is so much to do attendance is high, children are motivated and achieve high standards across the curriculum.

However, learning is not just restricted to the pupils; for many years we have trained teachers and apprentices. As a Teaching School until September 2021 (when hubs take over) we have been actively involved in ITT. We run our own successful School Direct course and have a great track record. We take business apprentices, sports apprentices and teaching assistant apprentices. The successful trainees often continue into higher education and look for careers in teaching. This year several of our past pupils will qualify as teachers having completed our course and we have several ex-apprentices still working with us while completing their teaching qualification courses.

Many of our teachers are Specialist Leaders of Education and support other teachers in the area and lead training sessions. All staff are encouraged to participate in research activities and take further qualifications. We are all life-long learners so all staff embrace whole school CPD and are keen to develop and extend their skills. As a forward thinking school we value our collaboration with other schools and, as a Teaching School, have actively supported school improvement across Cornwall. From September we will be working in partnership with the newly designated Teaching School Hubs. Over the years, we have enjoyed an informal partnership arrangement with St Mellion and St Dominic; but this will be ending at the end of term. However, our school links are not limited to Cornwall and since 2007 have had a strong relationship with Hillside School in Ikona, Uganda. Many staff have visited and we have learned greatly from our joint opportunities. We also sponsor orphans from the school and some have now qualified and become nurses or teachers in their locality.

This focus of learning at all levels and the collaboration has been highlighted by external visitors.





What we are proud of

Over the years we have always welcomed external evaluations and visits as we wish to continually improve.

We achieved an Outstanding Ofsted inspection in 2012, and had our third Outstanding SIAMS inspection in 2017.

We have always welcomed validation and audits from external bodies to ensure that we maintain high standards and identify areas for future development.

This year we have achieved:

- The Quality Mark reaccreditation, which we first gained in 2004.
- Because of the work of our Eco Committee, we've held the Eco Green Flag since 2005. In October 2020 we were re-inspected and now hold it until 2022.
- The Healthy Schools Plus re-accreditation.
- The AfPE award with distinction.

We are currently working towards:

- Accreditation for the International Schools Award.
- The Arts Mark that we have held at gold level previously.
- Right's Respecting School accreditation



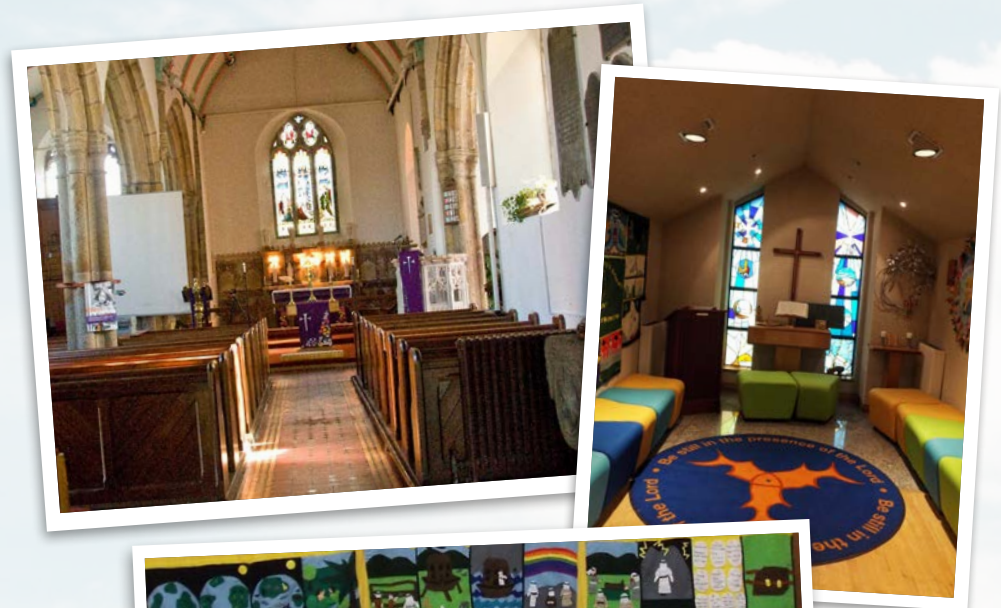


Our Christian Ethos

Sir Robert Geffery's School is a School for Enthusiasts where we: "Live life in its fullness," (John 10v10), knowing that God is our strength and with His help we will be the best we can be. We live this out in all we do encouraging the Christian values to be visible.

The Church of England's promotion of Hope is endorsed and our school anthem reminds us all of the values selected by our community - love, trust, creation, friendship, thankfulness, peace and forgiveness. We have ten special bible stories that also underpin our ethos and the children are taught to make links between them and their behaviour and actions.

Sir Robert Geffery's School celebrates the uniqueness of all and believes every child is special.



LIVE LIFE IN ITS FULLNESS

John 10v10



Collective worship and services in the church are attended by all. Christmas Plays are one of the highlights of the year. Our small chapel area and spaces outside are used for reflection by the children. 'Open the Book' activities are led by the children who are involved with the organisation of worship.





Our School and Surrounding Area

Sir Robert Geffery's School is an Academy rooted in its historic foundation and strengthened by its Church of England character. The school is proud to carry on the vision of Sir Robert Geffery, born in the parish of Landrake, who died over 300 years ago, leaving money in trust for the education of the children of Landrake and surrounding areas. As a young man he went to London and, after developing world-wide trading interests, became Lord Mayor of London and Master of the Worshipful Company of Ironmongers. He appointed the Worshipful Company of Ironmongers as Trustees of the school. The school continues to welcome the support and involvement of the Ironmongers' Company on the Governing Body. It is because of this association that the school crest features a pair of salamanders, the same as on their Coat of Arms. Proud of our tradition, we at the school, like Sir Robert Geffery, have a forward looking vision.

The school lies within the Diocese of Truro and enjoys strong links with the village church of St. Michael. The Christian values are central to the life and ethos and are vital to the realisation of the aims of the school.

The present school was opened in January 1991 by R.H. Stedall Esq, Master of the Worshipful Company of Ironmongers. It is a fine modern building built around an open courtyard known as the Bible Garden. An extension was completed in 2000, with the addition of an ICT suite and the Pre-School. Although Pre-school are an independent organisation, they have strong links with the school.

In October 2015 a new bespoke block was opened enabling Reception Class children to have a large purpose built space where they can free flow into their own outside learning area. The second storey houses Year 6 in a very light large area that can be divided to enable focussed teaching activities to be delivered. This is referred to as 'The Qube'.

The school is fortunate in having two hard surface play areas and a grassed playing field, equipped with an extensive trim trail.

The School Farm, situated at the edge of the school field, is used as an outside classroom to enhance the curriculum, with current residents Polly the Donkey, chickens and guinea pigs. There is also a nature area with pond.





About the area

The village of Landrake is located 3 miles west of the town of Saltash, which is known as 'the Gateway to Cornwall'. Saltash lies just across the River Tamar from Plymouth and has a bustling town centre with an array of independent shops, cafés, pubs, restaurants and a year round programme of festivals and celebrations. The Tamar estuary and other tributaries offer a wealth of waterborne activities and the town boasts a well-respected and busy sailing club, is home to an international award-winning gig racing team, and hosts a popular kayaking and canoeing club. There are many 'on your doorstep' stunning locations for walks and there is always somewhere new to explore and admire.

Landrake is ideally situated to allow a short drive to one of Cornwall's gloriously varied three hundred beaches: from iconic sandy beaches to intimate sheltered coves, dog friendly, family friendly, golden, pebbly, bustling or blissfully empty – there's a beach for everyone!

Driving in either direction from Landrake allows you to be in the wild landscapes of either Dartmoor or its smaller cousin, Bodmin Moor. Maybe walking, camping, wild swimming or rock climbing interest you, or perhaps partaking in a satisfying Cornish cream tea whilst drinking in the spectacular views from atop a Tor is more your thing.

Landrake is located on the main A38 route into Cornwall and Devon, is close to the Tamar Bridge and enjoys excellent transport links, including to France via the cross-channel ferries that depart from Plymouth.

Alternatively, Plymouth - Britain's 'Ocean City' - is only just on the other side of Brunel's famous Tamar Bridge and offers many cultural links, such as a nationally acclaimed theatre, a newly renovated and award-winning museum, two highly respected universities, and a contemporary shopping centre. You could spend time on Plymouth Barbican, which is full of history: see where the Pilgrim Fathers set sail aboard the Mayflower Ship in 1620, visit the famous Plymouth Gin distillery, or soak up some art by renowned artists such as Robert Lenkiewicz and Beryl Cook. Or maybe a wander along the iconic Plymouth Hoe or Royal William Yard, if taking in the sea views is more your style.





Our Children Have a Voice

The governors asked our pupils what they would like in a new Headteacher.

We would love our new Headteacher to:

- Be a little bit strict, but to be kind when it matters and to forgive
- Encourage school trips in our minibus
- Have lots of courage
- Be caring and thoughtful
- Know the right thing to do in any situation and not panic, good at problem solving
- Be very organised and be able to plan ahead and make adjustments
- Be a good decision maker
- To like the school and make it even better
- Be fun and make sure we go on plenty of visits like residential and day trips
- Be positive, creative and Eco friendly
- Support and live the school's Christian values
- Continue to involve the community and local churches
- Allow us to perform in Christmas productions and learn through drama sessions
- Make sure there are plenty of sports clubs and activities as we really like them
- Be efficient and get things done
- Be enthusiastic and unique
- To invite visitors in to help us learn
- To collect and listen to our ideas so we work together to make our school even better
- To inspire and motivate us to be the best we can
- Enjoy and encourage outdoor learning in our grounds and local area
- Encourage learning of languages
- Keep our school standards high with lots of opportunities so those children coming into school have the same experiences as we have had
- Care for our animals, who are important to us
- Continue collaborating with other schools for competitions and shared learning
- Keep the school and grounds up to the standard they are now
- Someone who likes teaching in the classroom
- Encourage music in our school because we have many opportunities and all learn to play a brass instrument in Year 4
- Promote our School Orchestra and be proud of the children in our school concerts





Parents feedback

I chose to send my child to Sir Robert Geffery's School because...

"There is such a feeling of positivity and can do attitude which is really important for us as a family."

"My children have been so well supported and encouraged to shine in their own ways. This self-awareness and awareness of others is also an important factor as well as the academic achievements."

"There is so much positive support for my children, and so many opportunities for my children to do different things academically and in after school curriculum activities."

"It focuses on fantastic positive attitude, teaches kindness and caring for others and it has a fantastic team that work together so well."

"There is no better way to provide your child with a lifelong love of learning and the best start to their education. If you could design the perfect primary school from the ground up with the right mix of people, talent, commitment, innovation and care – it would look just like SRG."

"For its family nature, enriching curriculum, coupled with the creativeness and enthusiasm of staff has led to some amazing opportunities as well as producing well rounded lifelong learners. The fact that staff are able to think outside of the box and be so flexible means that nothing is impossible. The children are first and foremost the centre of everything and every individual talent is catered for and celebrated. SRG is unlike any other school and has given some amazing memories to our entire family."

"This is an absolutely outstanding school and has been the BEST of starts to our children's education. We have been absolutely delighted to have been a part of the school community. We thank you all for all your hard work especially this past year!!"

"Of the incredible reputation held by the school, most notably the strong values held by the school across all aspects of life. A strong work ethic, strong Christian values, ambition and enthusiasm for everything."

"It is clear to me that everyone at SRG has embodied all the school values on every level. Not only was online learning great, but the staff have not stopped smiling. School trips and nativity plays still went ahead. The staff made funny videos to send to the children and went above and beyond. I feel that all of this is a key part of SRG."

"Ultimately, the greatest testament to the school is the happiness and development of our children. The school has fulfilled and exceeded all the expectations that we had. Our children are our greatest possession and raising our children is our greatest priority. The school recognises this, takes on that mantle, and makes us feel that the school cares as much about our children as we do. We recognise that we are not the only parents who feel this way."

"Many opportunities for the children (and parents), to learn and take part in extra sports/music/drama/maths/poetry etc with other schools in other areas. The freedom of having the minibus presents more trips out with the school. Children experience time away overnight from parents at an early age to experience outdoor activities and camping."

"We want them to learn and grow in an environment with Christian values at the core of the school. At SRG it is clear that its values are not just platitudes but central to the way the school is run, the way the teachers teach and the way the children learn."

(A selection of parent comments)





What we love about our school

What we, the staff, love about working at Sir Robert Geffery's School:

- We are an open, trusting team where opinions are valued and explored.
- The family atmosphere creates a sense of belonging.
- We are a happy community where everyone is welcome and appreciated.
- Sir Robert Geffery's builds inner self belief and encourages everyone - staff and children alike - to be the best they can.
- All children are involved, whenever possible, within the school decision making process be it on the School Council, Eco Committee or staff provision.
- Extra-curricular enrichment activities are just as important as academic lessons and a wide variety of recreational interests are made available thanks to the staff offering their wide and varied talents for the enjoyment and benefit of the children.
- The school puts what is best for the children right at the heart of every decision that is made.
- The children at SRG fly because the staff are empowered to give the pupils time, experiences and every opportunity to grow their wings!
- Our children are lucky to have the wealth of experiences that are offered to them and there is a culture where staff are encouraged to go the 'extra mile' to make learning fun, real and experiential.
- A strong Christian ethos that is seen across the school.
- Having the freedom and support to use the incredible school grounds for core and foundation subjects
- The values that are carried through into every aspect of school life.
- No day is ever the same! There is always something new and different going on!





Job Description

Job Title: Headteacher of Sir Robert Geffery's School
Salary Range: L13 – L19

Main Purpose of Role

Our Headteacher will provide Christian leadership and uphold the Christian values of the school; fostering and developing its Christian character, ensuring each child is able to maximise their potential and be challenged to their full capabilities.

Our Headteacher will lead the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and further improve standards of teaching and learning in line with statutory requirements. In our school we want to offer each child excellent learning opportunities, supported by high expectations to enable each child to thrive.

This job description reflects the national standards of excellence for Headteachers 2020. <https://www.gov.uk/government/publications/nationalstandards-of-excellence-for-headteachers/headteachers-standards-2020>

The appointment is subject to the current conditions of employment of Headteachers, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

Section 1: Ethics and Professional Conduct

We expect our Headteacher to demonstrate consistently high standards of principled and professional conduct. Our new leader will meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers should uphold and demonstrate the Seven Principles of Public Life at all times; selflessness / integrity / objectivity / accountability / openness / honesty / leadership

As a leader of our school and within the wider profession we expect our Headteacher to uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside school:

- 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
- Reflect the distinctive characteristics of a Christian education, including demonstrating personal and professional integrity, by modelling Christian values and vision.
- 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
- 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





Job Description cont.

- Work within the school and with Holy Trinity, the Diocese and other local churches to hold and articulate clear values and moral purpose, which takes account of the school's Christian ethos

Section 2: Headteachers' standards

1. School Culture

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

2. Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

3. Curriculum and Assessment

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

4. Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and Special Educational Needs and Disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice





Job Description cont.

6. Professional Development

- Ensure staff have access to professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, 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

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding
- 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

- Make use of effective processes of evaluation to identify and analyse 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

- 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

- 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





Headteacher person specification

Method of assessment The table indicates the possible method(s) by which the skills / knowledge / level of competence in each area will be assessed.	Essential or Desirable	Application	Interview Statement or other
Qualifications & Training			
Qualified Teacher Status	E	✓	
Honours Degree or equivalent	E	✓	
National Professional Qualification for Headship (NPQH) or working towards	E	✓	
Proven Commitment to Professional Development at Senior Leadership Level	E	✓	
Approved Designated Safeguarding Lead trained to Tier 3	D	✓	
Recent Successful Senior Management experience in School	E	✓	
Proven Experience of Successful School Improvement Initiatives	E	✓	✓
Professional Knowledge and Experience			
A significant understanding and knowledge of leading and teaching across the full primary age range	E		✓
Proven track record as excellent classroom teacher	E	✓	✓
Deep understanding of what constitutes high quality teaching and the ability to model this for others to support improvement	E	✓	✓
An understanding and commitment to safeguarding and promoting children's welfare	E	✓	✓
Experience and knowledge of managing budgets and/or resources and their contribution to school development and pupil outcomes.	E	✓	✓
Knowledge and understanding of current educational issues and legislation	E		✓
Experience of the promotion of inclusive strategies that engage all learners in order to ensure equal opportunities for all children and staff	E	✓	✓
Distinctive Christian Ethos			
A significant understanding and commitment to promoting the CofE character and ethos of the school, whilst promoting an understanding of other faiths and cultures	D	✓	✓
A practising Christian fully committed to the aims of the Church of England, supporting links with local churches, community and diocese	E	✓	✓
Ability to lead inspirational school worship	E		✓
An understanding of the requirement of SIAMS requirements and inspections	D		✓



Headteacher person specification

Leadership and Management			
Experience of leading or supporting school improvement and raising standards	E	✓	✓
Commitment and rigorous approach to safeguarding and wellbeing of pupils	E	✓	✓
Experience of monitoring and evaluating the effectiveness of teaching and learning	E	✓	✓
Ability in using assessment data effectively to raise pupil achievement and improve standards	E	✓	✓
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	E	✓	✓
Ability to promote staff wellbeing and opportunities for all staff to learn and grow to achieve their full potential	E		✓
Successful track record of developing the performance of staff through effective performance management and accountability, including classroom observation and the delivery of feedback.	E		✓
Have taken an active role in effective school self-evaluation and development planning, including the assessment of impact and identification of next steps	E	✓	✓
Ability in developing excellent working relationships with all stakeholders – pupils, staff, governors, parents, local community and other schools	E		✓
All round communication, advocacy and presentation skills	E		✓
Have excellent organisational and strong decision making skills	E		✓
Ability to recruit, deploy, develop and motivate staff	E		✓
Promote new technologies or other methods to enhance learning	D	✓	✓
An ability to understand children with a range of needs and develop strategies to successfully nurture them and address their requirements	E	✓	✓
Curriculum			
Passion for the delivery of an exciting creative, broad and balanced curriculum	E	✓	✓
Commitment to providing enriching activities within the curriculum, including residential, and prioritising a wide range of extra-curricular opportunities to enhance learning	E	✓	✓
Ability and proven record of leading the curriculum or a curriculum area successfully	E	✓	✓



Headteacher person specification

Personal Qualities			
An inspirational and dynamic role model with the ability to lead by example	E		✓
Have an appreciation and enthusiasm for the characteristics and traditions of the school, as well as those of the geographic area	E	✓	✓
An infectious enthusiasm for the well-being of the school, pupils, staff and wider school community	E	✓	✓
Excellent communication skills	E		✓
Able to foster a collaborative team environment, which thrives on trust and respect	E		✓
Personal integrity and honesty	E		✓
Ability to think strategically to provide vision and direction	E		✓
Ability to work under pressure and to balance conflict and priorities	E		✓
Ability to value and acknowledge the contributions of others	E		✓
Visible and approachable, empathetic and enjoys engaging and inspiring children, staff, parents, the Church and the wider community	E		✓
Demonstrates an ability to challenge people and resolve performance and relationship issues whilst also showing compassion	E		✓



Application Process

Start Date	January 2022
Closing Date	Thursday 24th June 2021
Shortlisting Date	Monday 28th June 2021
Interview Date	Tuesday 13th and Wednesday 14th July 2021
Visits to the School	<p><i>It is recommended that you visit our school to appreciate all that we have to offer</i></p> <p>To book a visit please contact Debbie Pitman, the School Office Manager, on 01752 851362 or email secretary@sir-robert-gefferys.cornwall.sch.uk</p>

Application Process

The application form can be found on the 'vacancies' page of our school website (please note that CVs will not be accepted) – www.sir-robert-gefferys.cornwall.sch.uk Complete this fully, including your full work history with no unexplained gaps since leaving school education. It is important that you address each of the requirements in the person specification, detailing evidence, training and experience in a clear and concise manner. You may include a covering letter of no more than 2 sides of A4 paper. Please email completed application forms to clerk@sir-robert-gefferys.cornwall.sch.uk

Recruitment and Selection - Our selection process is based on best practice in selecting the best candidate for the job, ensuring equality of opportunity for all applicants

Equal Opportunities - Sir Robert Geffery's School actively seeks to achieve equality of opportunity and treatment for all members of the school community. We will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school works actively to promote equality and foster positive attitudes. The school is committed to combating all forms of discrimination by implementing positive policies and practices in compliance with the Equality Act.

Sir Robert Geffery's School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment.

All appointments are subject to pre-employment checks. That means:

- Your identity will be confirmed by sight of original, official documents such as a Birth Certificate, Passport etc in line with the Asylum and Immigration Act 1996
- Original documents relating to all the qualifications you have listed on your application form must be supplied at the interview
- References will be used to check dates of employment and your relevant experience. Preferred referees will be your last two employers; one referee to be your last Headteacher or Chair of Governors. Please provide their official organisation email address for us to contact.

Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2020).

You will be required to provide details of any relevant unspent or spent convictions in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions)(Amendment) Order 1986.