



SKELTON SCHOOL

Candidate pack for the post of:

Headteacher

L7 - L13

Start date: September 2022



Dear prospective applicant,

I would like to take this opportunity to thank you for your interest in the post of Headteacher at Skelton School, Penrith.

Mr Newman, who had been headteacher for the last 17 years at Skelton, retired in Summer 2021. We are very pleased to have Mrs Rudd, a long-serving and experienced teacher, acting as Headteacher for the academic year 2021-22. We are looking to make a permanent appointment to this post for September 2022.

The Governing Body is looking to appoint an aspirational, focused and supportive leader who will further develop our child-centred ethos. The successful candidate will have the support of a committed staff and Governing Body with whom they can collaborate to ensure our pupils continue to receive the best education and care possible.

This is an exciting opportunity to join a rural, Ofsted 'Outstanding' primary school which is community focused and keen to provide the widest opportunities to all our children. We have very supportive parents and an active Friends of Skelton School association.

This pack will provide further information on the school, its vision and values, the job description, personal specification along with details of how to apply. We hope it gives you a flavour of the school, but please feel free to contact the school on admin@skelton.cumbria.sch.uk to arrange a visit or to organise a discussion with me.

We wish you well in your application and thank you for your interest in the post.

Yours faithfully

Dr Elaine Mawson
Chair of Governors

How to apply

We do hope that this pack provides you with much of the relevant information needed to help you decide if you would like to apply for the post of Headteacher at Skelton School. Please also browse our website, including the School Handbook, which we hope will give you an in-depth feel for our school, its ethos, and the way it runs.

Visits to the school are welcome and can be arranged by contacting the School Business Manager, Mrs Jane Holme, at admin@skelton.cumbria.sch.uk

Should you choose to submit an application, please complete the Cumbria County Council application form and submit it with an accompanying letter of no more than two sides of A4 at font size 12 stating how your skills and experience meet our Job Description and Person Specification. Please also give an overview as to what your first priorities would be if you were appointed to the post.

Key dates are summarised below:

Date/time	Key events	Additional information
Thursday 21 st October to Friday 5 th November	Visits to school	If you wish to visit the school, please contact Mrs Jane Holme at admin@skelton.cumbria.sch.uk . If you live some distance away, this could be arranged via Zoom. We would encourage you to explore our website to gain a greater understanding of our school prior to visiting.
12.00pm. on Tuesday 9 th November	Closing date for applications	Your application form and covering letter should be emailed to Mrs Jane Holme at admin@skelton.cumbria.sch.uk or sent by hard copy to arrive at the school by the deadline.
Week commencing Monday 15 th November	Shortlisting will take place	
No later than Friday 19 th November	We will contact you if we require for you to attend an interview	
Thursday 25 th November	Interview day 1	
Friday 26 th November	Interview day 2	Not all candidates invited to day 1 of the interviews may be required to attend on day 2.

We look forward to hearing from you in due course.

About our school

Skelton School is a small but vibrant village primary school, including nursery, which is located on the edge of the Lake District National Park. It is 7 miles from Penrith, 16 miles from Carlisle, 18 miles from Keswick and 5 miles from Junction 41 of the M6. The village has a strong community focus with the school playing an important role. Skelton village benefits from an award-winning local pub, two churches and well-used spacious village hall.

The school was originally built in the 1970s but has been extended on several occasions. It is light and airy and has good size classrooms which have been well maintained. It has spacious grounds, including a large playground, a playing field, a wildlife garden/pond area and a Growing Garden. Years 1 -6 are taught in the main school building, while Reception and Nursery children are taught in a purpose-built Early Years unit and small group teaching takes place in our Learning Lodge. Extensive use is made of the Village Hall for indoor PE. The school also accommodates a well-attended Breakfast and After School Club with a range of activities taking place. We also have two offices, a staff room and an on-site kitchen.

We currently have 4.8 teachers (including the Headteacher) who offer a range of different levels of experience and expertise. We also have the following support staff:

- Four Teaching Assistants
- A School Business Manager
- A Sports Coach
- A Cook
- An Assistant Cook
- Four Midday Supervisors
- A Cleaner
- Three Breakfast Club staff
- Three After School Club staff

Please note that we have 15 staff in total: a number of staff perform multiple roles within the school.

Together they create a strong and effective team.

We currently have 82 children in school including 9 in the nursery. We teach in mixed year group classes; in the morning the groups are taught as Nursery/Reception, Year 1&2, Year 3&4 and Year 5&6. On some afternoons, the Reception children join Year 1&2 in the main building. 67% of our students currently attend from out of catchment.

Our pupils move onto a range of secondary schools in the area including Ullswater Community College, Queen Elizabeth Grammar School, Keswick School, Caldew School and Nelson Thomlinson School. We have good links with both of the more local secondary schools as well as being part of a range of networks including the Rural Penrith Cluster which consists of 11 schools working to support each other.

The school was graded Ofsted Outstanding at its last full inspection in 2013 and remained outstanding at a monitoring visit in 2017. The reports can be found on our website.

Our Vision and Values

Our School Vision

Confident, capable learners in a caring community
“Stretching minds, bodies and horizons”

Skelton’s mission to ‘develop confident, capable learners in a caring community’ is embedded across the school. All staff are dedicated to ensuring that every pupil thrives in both their academic achievement and personal development.

OFSTED – March 2013

To achieve this vision, we aim to provide an environment and ethos which leads to the following outcomes:

- Learners feel safe, respected and valued
- Everyone is motivated to learn and achieve highly
- Learning is enjoyable but challenging
- Learners are supported appropriately and effectively
- Learners understand the importance of health to their well-being
- Learners make a positive contribution to their communities and the wider world
- Learners are well-prepared for their future economic well-being

In order to achieve our vision and aims as a school, we work closely with parents/carers, pupils and the local community, regularly seeking their views on our provision. These views inform our longer term strategic planning as well as our annual action plans.

Headteacher Job description L7 – L13

This job description may be amended at any appropriate time following consultation between the Chair of the Governing Body and Headteacher. It will be reviewed annually, and performance management objectives will be agreed.

This job description reflects the national standards of excellence for Headteachers 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.

The Headteacher will have overall responsibility for providing professional leadership for the school to secure its success and continuous improvement, ensuring high quality education and improved standards of learning and achievement for all pupils.

Key accountabilities and responsibilities

The Headteacher will:

- Carry out the duties of a Headteacher as set out in the school teachers pay and conditions document (Headteacher Standards <https://www.gov.uk/government/publications/national-standards-of-excellence-forheadteachers/headteachers-standards-2020>) and:
 - To lead school improvement through the championing of outstanding teaching, learning, and assessment.
 - To contribute to and provide leadership and management of the school staff and pupils.
 - To ensure a high-quality school experience for all pupils, securing desired outcomes.

The Headteacher post at Skelton School will include an element of teaching and for this aspect of the role, the published teaching standards will apply.

1. School culture

The Headteacher will:

- 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

The Headteacher will:

- 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

The Headteacher will:

- 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

The Headteacher will:

- 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

The Headteacher will:

- 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

The Headteacher will:

- 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

The Headteacher will:

- 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

The Headteacher will:

- 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

The Headteacher will:

- 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

The Headteacher will:

- 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

Person Specification - Headteacher

CRITERIA	QUALITIES	ESSENTIAL/ DESIRABLE	ASSESSED
Qualifications and training	Qualified teacher status	E	Application
	A degree	E	Application
	National professional qualification for headship (NPQH) is desirable but not essential	D	Application
	Evidence of a commitment to continued professional development	D	Application/ Interview
Experience	Successful leadership and management experience in a school, ideally for a minimum of 3 years.	D	Application/ References
	Teaching experience minimum of 5 years	E	Application/ References
	Involvement in or understanding of school self-evaluation and development planning	E	Interview
	Demonstrable experience of successful line management and staff development	D	Interview/ References
	Experience/understanding of small rural schools	E	Interview
Skills and knowledge	Data analysis skills, and the ability to use data to set targets and identify weaknesses	E	Interview
	Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve	E	Interview
	An understanding of school finances and financial management	E	Interview

	Effective communication and interpersonal skills	E	Interview
	An ability to communicate a vision and inspire others	E	Interview
	An understanding of and a desire to work collaboratively with other stakeholders and to play a key part within the Rural Penrith cluster.	E	Interview
Personal qualities	An ability to form positive relationships with staff, parents and the wider community	E	Interview/ References
	Commitment to uphold the 7 principles of public life (the Nolan principles) at all times	E	Interview
	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E	Interview
	The ability to work under pressure and prioritise effectively	E	Interview/ References
	Commitment to maintaining confidentiality at all times	E	Interview
	Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	E	Interview
	A sense of humour	E	Interview