



South Petherwin  
Launceston  
Cornwall  
PL15 7LE

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# Application Pack

## Headteacher

### South Petherwin CP School

School Group: 1  
Salary Range: L8–14  
(£52,659 - £61,042)

Full-time  
Permanent  
Start Date: September 2023

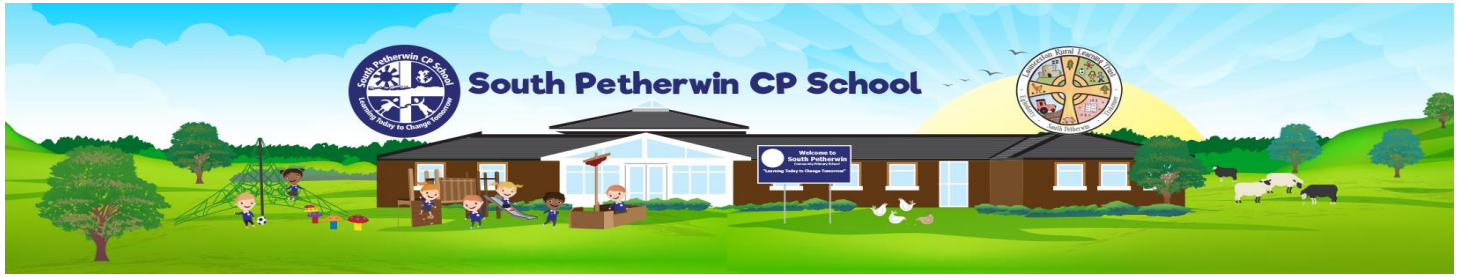




## Contents

- Letter from Chair of Governors
- Vision and Values
- How to Apply
- School Structure
- Job Description
- Person Specification





March 2023

Dear Applicant

## Headteacher Appointment

Thank you for your interest in the position of Headteacher at South Petherwin Community Primary School. This becomes available from September 2023 due to the early retirement of the current well-respected and dedicated Headteacher at the end of this academic year. Having read this letter and associated information, I hope that you are better informed of the post, the school and its location; and also excited about the challenges and opportunities it offers.

I will endeavour to summarise the key aspects of our school but our website <http://south-petherwin.cornwall.sch.uk> also contains a wide range of news and information, including our latest Ofsted report and recent newsletters.

The village of South Petherwin is situated close to Launceston and is easily accessible from the A30. The village is located to offer the best of the Duchy; just a short drive from the moors and coasts. We are a popular, over-subscribed school and currently have 114 pupils on roll in 5 classes. In addition, we have recently opened our own Preschool. We are very proud to be a Local Authority Foundation School. Our pupils benefit from the support of more than 20 hard-working and dedicated staff members and a governing body intent on continuing to make decisions with the education and development of our pupils at its heart.

South Petherwin is seeking someone who:

- Is an energetic, inspirational leader who puts children at the heart of everything they do
- Is able to empower and motivate children, staff and parents, being a visible presence in our community
- Will embrace and build on our current strengths and can uphold our school vision and values
- Has a track record of successfully raising standards and ensuring all children make good progress through targeted assessment and intervention
- Is confident and competent with all areas of school management, including safeguarding
- Has a very good understanding of special educational needs.

In return, we are South Petherwin are delighted to offer:

- Children who are keen to welcome you to our happy, inclusive school
- A spacious site with large classrooms and fantastic outdoor spaces, including playgrounds, field, forest school area and outdoor classroom
- An excellent and committed PTA
- A supportive Governing Body
- A commitment to on-going professional development

We hope you are excited by the prospect of joining South Petherwin Primary School to have the opportunity to capitalise on the excellent foundations we offer to be able to lead us to further success.



I trust that this letter gives you an idea of what our school offers but, without doubt, our pupils are the best ambassadors for the school so I warmly encourage you to come and visit us. Should you wish to do so, please contact Debbie Horrell, our business manager, to make the necessary arrangements and we would be delighted to show you around. Alternatively, if you would like an informal conversation with me or Theresa Mills (the headteacher) then also please contact Mrs Horrell.

Once again, thank you for your expression of interest and I wish you the very best of luck should you decide to apply for the post.

Yours faithfully










Caroline Franklin  
Chair of Governors





## 100 things you will do at South Petherwin School



1 Create an <b>exploding</b> volcano		2 Climb a wall		3 <i>Design an app</i>		4 Ride a steam train 		5 Meet the Easter bunny 		6 <b>Be kind</b>		7 Climb to the top of Launceston Castle 	
8 Reach the top of a tree		9 Make a mud pie		10 <b>Love lego</b>		11 Win a trophy 		12 <b>Get elected</b>		13 Collect a freshly laid egg 		14 Visit a farm	
15 Put jam on your nose 		16 Visit a museum		17 Hug a tree		18  Be part of a football team		19 <i>Learn how to get on with everyone</i>					
20 Ride a bike		21 Build a den		22 Make a best friend		23 Hold a minibeast 		24 <b>Light a fire without matches</b> 		25 Bake bread		26 Eat Christmas dinner (yum!)	
29 <i>Listen to a story outside on a sunny day</i> 				30 Spot the headteacher's mistake!		31 Play in the rain		32 Share a hobby		33 Make a poppy 		34 <b>Go camping</b>	
35 Build sandcastles		36  Sit in a rocket		37 Learn a Charles Causley poem by 		38 <b>Feel happy and safe</b>		39 Grow a giant sunflower		40 Learn from others		41 Bake a Christmas cake	
42 Gaze at the stars		43 Write an algorithm		44 Go swimming		45 Visit the woods		46 <b>Climb to the top of the skynet</b>		47 Wake & Shake		48 <i>Lie on your back and look at the clouds</i>	
49 Have a  TEDDY BEAR PHONIC		50 Catch a falling leaf		51 Go off grid		52 Play African drums		53 Make a mouse guitar		54 Create wild art		55 Toast marshmallows	
56 Dress up for World Book Day		57 <i>Hide in the telly-cabby house</i>		58 Take part in a Shakespearean play		59 Try different food		60 Get a certificate		61 Teach others		62 Leave a handprint 	
63 Understand that mistakes are good - they help us learn		64 Take part in an assembly		65 Identify wild plants		66 Dance around a Maypole		67 Raise money for charity		68 Make a Christingle		69 Have proud moments	
70 <b>SHOW and TELL</b>		71 Visit the Eden Project		72 Collect a star 		73 Travel on a minibus		74 Create and edit a film		75 Learn Cornish 		76 Go around the world 	
77 Play a brass instrument 		78 Splash in puddles		79 Join an after school club		80 Take part in sports day		81 Laugh until your belly hurts 		82 Use a bow and arrow 		83 Go orienteering	
84 Perform on stage		85 Visit the Church and Chapel		86 Throw a paper plane		87 Become an author		88 Be part of a learning family		89 Wear a Christmas Jumper		90 Grow your own vegetables	
91 Be in a whole school photo		92 Build a tower from spaghetti		93 Cross the trim trail		94 Make a card for someone special		95 Take part in a <b>TALENT SHOW</b>		96 Earn a handwriting pen		97 Watch a play	
98 Have happy birthday sung to you by the whole school		99 <i>Be sad to leave</i>		100 Put the  into a week									

## The Vision and Values of South Petherwin School

### ***'Learning Today to Change Tomorrow'***

All members of this school community - children, teaching and support staff, parents, governors - are committed to:

- ***developing every child, equipping them to contribute positively to the future and striving to be the best they can be by:***
  - establishing a 'can do' approach to life-long learning and embracing change,
  - encouraging children to be resilient, take risks and rise to a challenge,
  - promoting emotional wellbeing through a sustainable, healthy and well-managed lifestyle,
  - respecting the environment.
- ***providing opportunities for all learners to fulfil their potential within a safe, secure and inspirational environment by:***
  - establishing a culture of high expectation,
  - making learning fun,
  - valuing all individuals for their contributions and successes,
  - appreciating that mistakes are a valuable part of the process of learning,
  - enabling children to learn more and remember more in a knowledge rich curriculum.
- ***raising achievement through memorable wow moments, as a result of quality teaching and learning, underpinned by:***
  - an irresistible cross-curricular broad, balanced and creative curriculum,
  - a rich vocabulary,
  - putting reading at the heart,
  - outdoor learning,
  - celebrating our local area and Cornish heritage,
  - nurturing individual interests, gifts and talents.
- ***making kindness, tolerance, understanding, compassion and action for others a priority; taking responsibility to make the world a better place by:***
  - recognising the need for everyone to apply their skills for the sake of others and establishing an outward looking culture of care,
  - embracing all within the wider community,
  - working in co-operative partnership with others, beyond the school walls to as far as we can reach,
  - understanding need, injustice and promoting inclusion for all.





## How to Apply

We hope you find this pack and the school website provide all the information you need.

If you require any additional information, please email Mrs Debbie Horrell [secretary@south-petherwin.net](mailto:secretary@south-petherwin.net) or call 01566 776363. If you wish to discuss the position informally or arrange an informal visit to the school Mrs Horrell will put you in contact with the Headteacher or Chair of Governors.

If you are unclear about any aspect of the application process, please contact Jean White in the first instance by emailing [headships@cornwall.gov.uk](mailto:headships@cornwall.gov.uk)

### Applications:

- Please ensure you complete all sections of the application form. The school is committed to safeguarding all children and requires candidates to explain all gaps in their career history.
- Completed applications should be submitted by midnight on **Friday 24<sup>th</sup> March 2023**
- Please note that CVs will not be accepted.
- Please also note that any applications received after the closing date will not be considered.

The interview date is **Friday 21<sup>st</sup> April**. Should you decide to apply, please confirm your availability for this date when submitting your application.

References will only be taken up for shortlisted candidates who will be notified beforehand. Please contact each of your named referees to inform them that, if you are shortlisted, we will request a reference prior to interview.

South Petherwin CP School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff are subject to pre-employment checks which include applying for an enhanced DBS disclosure.





## School Structure

### Class organisation:

Preschool : 2 year olds+

Class 1: Reception

Class 2: Year 1

Class 2: Year 2

Class 3: Years 3 and 4

Class 4: Years 5 and 6







## Job Description

### Headteacher: South Petherwin CP School

*The job description is subject to the general conditions of service for a headteacher as set out in the current School Teachers Pay and Conditions Document. In carrying out his/her duties the headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the schools, parents and pupils.*

### Shaping the future

The Headteacher should be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school's communities. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

### Duties and responsibilities

#### A) Strategic direction and development of the school

*To work with the governing body and others, to develop a strategic view for the school in their communities and analyse and plan for the future needs and further development of the school within the local, national and international context:*

1. To formulate overall aims and objectives for the school and policies for their implementation
2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life
3. To develop with staff, pupils, parents and governors policies relevant to the needs of the schools
4. To implement the local authority's and governing body's policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability, special educational needs and other forms of educational disadvantage
5. Secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement
6. To ensure that all those involved in the schools are committed to the aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school
7. To ensure that the management, finance, organisation and administration of the school support their vision and aims
8. To ensure that policies and practices take account of government legislation, national, local and school data and inspection research findings
9. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary
10. To arrange for an assistant headteacher or other suitable person to assume responsibility for the discharge of the headteacher's functions at any time when absent from school.

**B) Leading and teaching**

*To work with the governing body to lead and manage effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement:*

1. To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe and healthy school environment
2. To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
3. To ensure that learning is at the centre of strategic planning and resource management
4. To establish creative, responsive and effective approaches to learning and teaching
5. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
6. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community
7. To be able to implement strategies which secure high standards of behaviour and attendance
8. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
9. To be able to take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
10. To monitor, evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken
11. To fulfil the headteacher's duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education
12. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act.

**C) Leading and managing staff**

*To lead, motivate, support, challenge and develop staff to secure improvement:*

1. To participate in the selection and appointment of teaching and non-teaching staff in the school
2. To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils
3. Lead, manage and develop the staff, including appraising and managing performance
4. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance
5. To assess whether a teacher at the school who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school
6. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range
7. To participate in arrangements for headteacher performance management
8. To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status, the Career Entry Profile and standards for induction.



#### **D) Efficient and effective deployment of staff and resources**

*To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:*

1. To allocate, control and account for those financial and material resources of the schools which are delegated to the headteacher by effectively managing the school's budgets and material resources
2. To work with governors and senior colleagues to recruit staff of the highest quality available
3. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided
4. To advise the governing body and implement decisions in relation to staffing
5. To advise the governing body on the adoption of effective procedures to deal with the competence and capacity of staff
6. To advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control
7. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations
8. To make arrangements, if so required, for the security and effective supervision of the both school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the local authority
9. To undertake responsibilities as defined in the LA's Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty
10. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity
11. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money
12. To ensure that staff are encouraged to attend INSET which increases their knowledge and understanding of their roles and responsibilities.

#### **E) Accountability**

*To be accountable for the efficiency and effectiveness of the school to the local authority, governors, pupils, parents, staff, local employers and the communities:*

1. To liaise and co-operate with education officers and support services in the evaluation, monitoring and inspection of the schools according to such arrangements as may be required by or agreed with the local authority
2. To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money
3. To report to the governing body on the discharge of the headteacher's functions and the affairs of the school
4. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school
5. To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the LA, the local community, OfSTED and others, to enable them to play their part effectively
6. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement

7. To report to the governors annually on the performance management of teachers at the school in relation to the School Teachers Pay and Conditions Document
8. To provide information about the work and performance of staff where it is relevant to their future employment.

**F) Strengthening Community**

1. To be able to build a school culture and curriculum which takes account of the richness and diversity of the school's communities
2. To create and promote positive strategies for challenging racial and other prejudice and dealing with, and reporting, racial harassment
3. To ensure learning experiences for pupils are linked into and integrated with the wider community
4. To ensure a range of community-based learning experiences
5. To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
6. To seek opportunities to invite parents and carers, community figures, business or other organisations into the schools to enhance and enrich the school and its value to the wider communities
7. To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
8. To co-operate and work with relevant agencies to safeguard and protect children
9. To ensure that the school promotes effective links with the local community and continue the development of close liaison with other local primary and secondary schools.

**G) Pupil Care**

1. To ensure that provision in the school safeguards all pupils in line with the statutory guidance in Keeping Children Safe in Education
2. To arrange for effective induction of pupils entering the school and transferring to the next phase of education or to another provider mid-year
3. To determine, organize and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care, guidance and an understanding and appreciation of British values
4. To determine and arrange means to promote among pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school
5. To handle individual disciplinary cases, including power to exclude pupils in accordance with provisions of the latest legislation





## Person Specification

### Headteacher: South Petherwin CP School

Criteria			How identified		
	Essential	Desirable	Form	Letter	Interview
<b>Qualifications and Experience</b>					
Appropriate initial teaching qualification	✓		✓		
Qualified teacher status in England and Wales	✓		✓		
Substantive Headship or evidence of NPQH or other relevant Headteacher qualification		✓	✓		
Recent, relevant successful senior leadership and management experience in school(s) or a similar position within a Local Authority/Academy	✓		✓		
Evidence of recent relevant continuing professional development	✓		✓		
<b>Professional knowledge &amp; skills</b>					
Extensive knowledge and understanding of current educational issues and legislation	✓			✓	✓
An understanding of and commitment to safeguarding and promoting children's welfare	✓		✓		✓
Data analysis skills and the ability to use data in school improvement	✓				✓
Curriculum expertise; evidence of successful and innovative curriculum development	✓		✓	✓	
An inspirational teacher with evidence of being an excellent classroom practitioner	✓			✓	✓
Can demonstrate high expectations of themselves and lead the school's teaching and learning with enthusiasm	✓			✓	✓
Effective operational knowledge of Foundation Stage and Key Stages 1 & 2	✓			✓	✓
An understanding of the implications of teaching children within mixed age classes	✓			✓	✓
An understanding of the implications of a rural/coastal setting		✓		✓	✓
<b>Leadership and Management</b>					
Evidence of managing change effectively	✓		✓	✓	✓
An inspirational leader, passionate about education with a strong track record of improving outcomes through continual and sustainable school improvement	✓		✓	✓	✓
Experience of monitoring, evaluating and taking action on the effectiveness of teaching and learning	✓		✓	✓	
A proven track record of working collaboratively within the wider school community and with other agencies	✓		✓	✓	✓
A proven record of leading, motivating, supporting, challenging and inspiring all staff	✓		✓	✓	✓
A commitment to own personal professional development and that of all staff	✓		✓	✓	
Successful experience of managing budgets and	✓			✓	✓

resources					
A commitment to enhancing school provision through a wide range of extra-curricular activities		✓		✓	✓
<b>Philosophy</b>					
Evidence of a commitment to the development of the whole child	✓		✓		✓
Evidence of an inclusive approach towards the education of all children	✓		✓		✓
Evidence of an understanding of special education needs and how to value and support every child	✓		✓		✓
Is committed to the health and wellbeing of all staff	✓				✓
<b>Personal Qualities</b>					
Outstanding communication skills	✓		✓	✓	✓
Outstanding interpersonal skills	✓				✓
Ability to establish a good rapport with parents and wider school community	✓			✓	✓

*Unless you are able to provide clear evidence that you fulfil all essential criteria required either in the application form or supporting letter you cannot be shortlisted for interview*