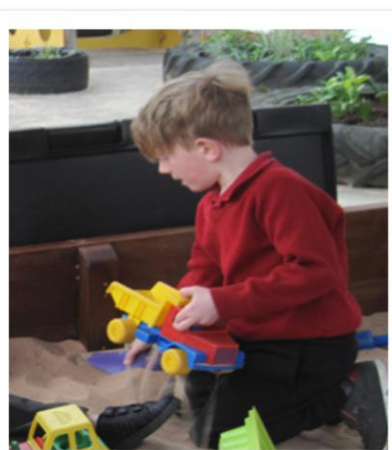
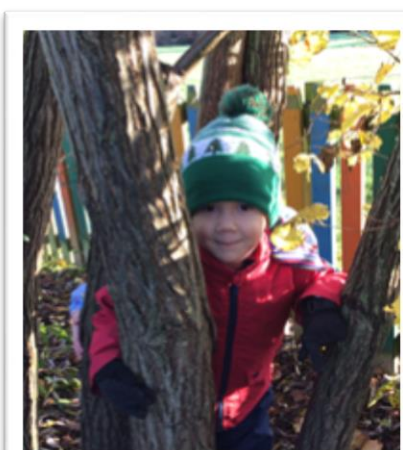


Spring Meadow Infant and Nursery School

Headteacher Recruitment Information Pack



Kind, Brave, Curious

Contents

- 1. Letter from the Chair of Governors**
- 2. The Selection Process**
- 3. Spring Meadow Infant and Nursery School**
- 4. Values, Vision and Mission Statement**
- 5. Ofsted**
- 6. The Curriculum**
- 7. Parental Involvement and Partnership**
- 8. The Nursery**
- 9. Special Educational Needs and Disabilities**
- 10. Inclusion**
- 11. School Council**
- 12. Sport**
- 13. Outside School**
- 14. Performing Arts**
- 15. Ely School Partnership**
- 16. St Mary's C of E Junior School**
- 17. From the Children**
- 18. From the Parents**
- 19. From the Staff**
- 20. About Ely**
- 21. Cambridgeshire County Council Equal Opportunities**
- 22. Support for New Headteachers**



Letter from the Chair of Governors

Dear Candidate,

Thank you for your interest in applying to be the new headteacher at Spring Meadow Infant and Nursery School. We are delighted that you are considering our school. In this pack you will find some detailed information about Spring Meadow. The application form, person specification and job description are attached separately. The closing date for applications is Monday 9:00 a.m. 20th September 2021.

Our current head teacher, Annette Blewett, relocated from London in 2017 and has brought a fresh vision for the school. Sadly, for personal reasons, Annette now will be leaving Spring Meadow at the end of December 2021. In her time at our school, Annette has worked diligently to strengthen and develop our entire leadership team and maintained a focus on bringing the standards of the school up to the level required by the New Ofsted Inspection Framework. As a school, we have made key improvements in the quality of teaching and learning of English and Mathematics, raised standards as results and developed a specific approach to assessment without levels, enabling children to take ownership of their targets and progress.

We still have a journey ahead of us to achieve GOOD after two consecutive Requires Improvement Ofsted judgements. School leaders have worked at pace to further develop the curriculum that they will embed from September. We must ensure that our middle leaders are skilled at monitoring and taking responsibility for further improvements. With support from a National Leader of Education and advisers from the Local Authority, we are dedicated to continuing to make good progress in many areas identified for improvement including pupil writing progress and SEND attainment.

We are looking for someone who can continue to develop supportive relationships with and opportunities for families in our community. Children are at the heart of what we do at Spring Meadow; we believe that education is about the whole child. Our dedicated school staff fully embrace our Values; “Kind, Brave and Curious”. We are therefore seeking to appoint someone who will work hard to ensure our school is an environment where every child can flourish.

We want to appoint someone to the post of head teacher at Spring Meadow who has an outward looking vision and can build relationships with the wider community. The Ely Schools’ Partnership allows us to collaborate with local schools and undertake projects to achieve collective goals, such as policy writing and improving the quality of SEND provision. We have a good relationship with St Mary’s CE Junior school, which is our main feeder school.

Further information about our school is available on our website: www.springmeadow.school.co.uk. If you are unable to find any information that you need then please do not hesitate to contact us. If you decide that you would like to apply for the position, we would strongly recommend that you arrange to visit us so that you can meet our dedicated staff team and experience our unique setting first-hand.

On behalf of the governing body, thank you again for your interest in this post. We look forward to meeting you.

Yours sincerely,

Dawn Page

Chair of Governors

Dpage@springmeadow.cambs.sch.uk



The selection process

The vacancy is for a Headteacher to start at the beginning of January 2022 or sooner by arrangement.

Salary L13-L20 (Full Time, Permanent)

Closing date for applications: 9:00 a.m. on Monday 20th September 2021.

Shortlisting of applicants: 21st September 2021. Shortlisted candidates will be notified as soon as possible after that date. Unsuccessful candidates will also be notified.

Interviews and assessment: Tuesday 28th September and Wednesday 29th September 2021.

Shortlisted candidates must be available to attend on both days; they will be provided with further details of the interview process and arrangements. During the interview days, candidates will be given activities to assess performance against the person specification.

Please submit your application using the attached form together with a supporting letter. Do not enclose a CV. **The supporting letter should provide evidence of how you meet the criteria in the person specification.** The selection panel will also take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.

Please return your application to: headship@epm.co.uk.

We warmly welcome visits to the school. To arrange a visit for September, please telephone 01353 664742 and speak to Rachel Mathie, or email Office@springmeadow.cambs.sch.uk. If you have any questions about Spring Meadow over the summer break, please contact the chair of governors Dawn Page dp@springmeadow.cambs.sch.uk.

Spring Meadow Infant and Nursery School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. The successful candidate will undertake an enhanced DBS check.



Spring Meadow Infant and Nursery School

Spring Meadow opened in 1985 as Ely County Infants School, created from two smaller infant schools in the city. Today, Spring Meadow is a four-form entry infant and nursery school with a 104-place Nursery and a ten-place Assessment Unit. The total number on roll is 248.

Set in a residential area, our school welcomes pupils from the cathedral city of Ely and some surrounding villages.

The school has a large, multi-use hall, 15 classrooms, a library, a drama/ music studio, and a number of other spaces for group work. Each Key Stage has its own playground. We have extensive, well-maintained grounds and a playing field, and we are very proud of our Forest School and a sensory room that is connected to the Assessment Unit.

All of our classrooms and interior spaces have been upgraded. We have invested in our ICT systems, moving all teachers onto laptops and installing wireless network points throughout the school. Every classroom has a smart board and viewer.

Ely Children's Centre is on our site, and St Mary's C of E Junior School is next door.





Values, Vision and Mission Statement

Values:

We value **kindness, bravery and curiosity**. Our children know and understand what each word means and every child at Spring Meadow works hard to achieve each value at all times.

Vision:

At Spring Meadow our children are kind and **brave** young people who acquire the skills and knowledge they need to succeed and compete in the world in which they live and grow. They are explorers who are **curious** and proactive, always seeking out answers to new questions and ideas. Their **kindness** and compassion for their fellow human beings enable them to live and grow in a safe and compassionate world. A world in which we all wish to live and grow!

To achieve our vision and values, every child demonstrates the following skills:

Every child learns to be **kind** through:

- Showing kindness and compassion to others; being a good friend at all times
- Helping others; sharing and caring
- Taking care of their school environment and the things they use including games, toys and the books they read and those they write in.
- Understanding empathy towards others, considering how they might be feeling at differing times
- Showing interest and respect towards the differences of others and celebrating diversity

Every child learns to be **brave** through:

- Taking the lead in new tasks, encouraging others to try to do their best
- Always doing their best in every task they encounter, however challenging
- Never giving up. However tough the task seems, they always keep going, showing real perseverance and determination to achieve
- Believing in themselves and their uniqueness as an active learner to always achieve.

Every child develops their **curiosity** through:

- Experiencing learning through exciting and enjoyable experiences.
- Receiving learning opportunities delivered by highly skilled and enthusiastic teaching teams.
- Developing their independence, seeking out new ways to find out new knowledge.
- Having an enquiring mind, questioning and exploring new ideas.
- Always listening carefully to their peers, teachers, parents and carers.
- Collaborating with their friends and sharing their learning and their understanding.
- Working as a part of a team, learning to share responsibilities to get the task done.

Mission Statement:

Our mission is for our pupils to grow into kind, brave, curious, **confident and knowledgeable** young people who are well prepared for the future. Pupils reach their full potential because we secure a good level of well-being for each child, where they can make a positive contribution to the community.

Confident young people strive to do well at all times and have great self-belief, through our creative teaching and learning opportunities, every child thrives and recognises in themselves the strengths and talents they have.

Knowledgeable young people have worked hard to learn the core skills they need to succeed in the world. Core skills, such as reading, writing and mathematics, along with scientific knowledge, place every child in the best position to succeed as they travel along life's learning journey.

Well prepared for the future – children who have achieved what they need to when they need to, are well placed to learn at the optimum level when they transition into the next phase of their education. It is our mission to ensure every child is well prepared to manage the demands set as they move from Nursery to Reception, Reception into Year 1 and Year 1 into Year 2. We work closely with feeder schools to ensure the Year 2 children are ready for the experiences they will encounter as they enter KS2.



Our most recent Section 5 Ofsted inspection took place in March 2020. We received a second consecutive 'Requires Improvement' grading. In March 2021 we had a Section 8 Inspection to monitor our remote learning provision and in May 2021 we had a Section 8 inspection to monitor progress in the period since our section 5 inspection from 2020.

Things Ofsted says the school is doing well:

- Pupils are happy to attend Spring Meadow Infant School. Pupils, parents and staff appreciate that it is a safe, nurturing place with a strong sense of community.
- Leaders ensure that pupils' welfare is given a high priority
- Pupils have positive attitudes to their learning. They enjoy sport and after school clubs, such as cookery, street dance and choir.
- Pupils are considerate of others' needs. They understand and respect each other's differences. They recognise that some classmates need extra support because they can sometimes find school difficult.
- The school's infant assessment unit offers strong provision for pupils with complex needs. Leaders' precise identification of both needs and support helps the pupils achieve as well as they can.
- The Headteacher and Governors have an accurate view of where the school is on its journey. Together, they demonstrate a strong capacity to raise standards.
- Parents are very supportive of school leaders. Parents engage well with staff and value opportunities to be involved in their children's learning.
- The teaching of reading is well structured, and pupils develop effective comprehension skills. By the end of Year 2, almost all pupils can read fluently and with expression.
- Children in the Reception Year learn very quickly how to write words by applying their phonic skills.
- Children fully engage with the activities in the well-resourced classrooms.
- The school's values help pupils to be kind, brave and curious.
- From the Nursery Year to Year 2, pupils develop skills to work independently or within groups.
- Pupils are articulate and reflective, and can say what they find difficult in their learning.
- School trips, for example to London and the zoo, are used well to enhance pupils' learning and introduce new topics.

The full reports are available from our website

Things Ofsted says we need improve to be GOOD:

- *Not all curriculum subjects are sufficiently developed.*
- *In writing, leaders have not ensured that teacher's assessment of pupils' learning supports individual need.*
- *Leaders do not know whether pupils are achieving well enough [...] need to ensure that their monitoring is rigorous so that they can hold teachers to account more precisely for the quality of teaching and learning.*
- *With the exception of those in the assessment unit, pupils with SEND are not achieving as well as they should.*
- *In some subjects pupils are not encouraged to take pride in their work.*



The curriculum

We run a creative curriculum across the school. In the Early Years, the Foundation Stage curriculum encourages self-initiated, child-led activities, and the curriculum for Years 1 and 2 cover all subjects within a termly theme for Key Stage 1. We get superb results teaching reading through our phonics program. More detailed information on our curriculum can be found on our website.

We promote outdoor learning as much as possible throughout the school. Our outdoor facilities include the Forest School, our allotment, mud kitchens, and playground numeracy markings.



Parental involvement and partnership

We value the positive contribution that parents can make, and welcome parental help.

We have enthusiastic parent volunteers. Activities include listening to children read, working in the garden and library, and offering support in the classrooms.

All staff are available before and after school to meet with parents to discuss any concerns and provide information for parents to support the wellbeing and progress of their child.

Parents are able to join us on educational visits and enjoy the end outcomes of subject specific learning by visiting classes at the end of each half term.





The Nursery

The youngest children attend our local authority nursery. Our nursery is staffed with teachers and Level 3 teaching assistants who run morning and afternoon sessions for up to 104 children. We have morning and afternoon sessions which are 3 hours long.

We have a large nursery space for our children, who benefit greatly from moving freely to access our continuous provision. We also provide directed teaching and learning for phonics, reading, writing and number work as appropriate to the age and stage of the child. The nursery has one fully qualified teacher and support staff as required to meet the needs of the children.

We believe that positive experiences in the Nursery give children and their parent's confidence and a sense of security at school, ensuring the best possible start when they move into Reception. The Nursery and Reception staff work together very closely to help children transition smoothly as they progress from one year to the next.





Special Educational Needs and Disabilities

We have the only Infant Assessment Unit in Cambridgeshire. It has ten places, which are allocated through START.

The Unit has its own facilities and classroom, including a sensory room, when ready some children receive learning in a mainstream class for agreed periods of time. The whole school benefits from the specialist knowledge and expertise of the staff in the provision.

The school has a good working relationship with outside agencies, including regular visits from NHS Speech and Language Therapists. We also work with Cambridgeshire's County Council specialist teachers to draw on their advice and to develop strategies for individual children.

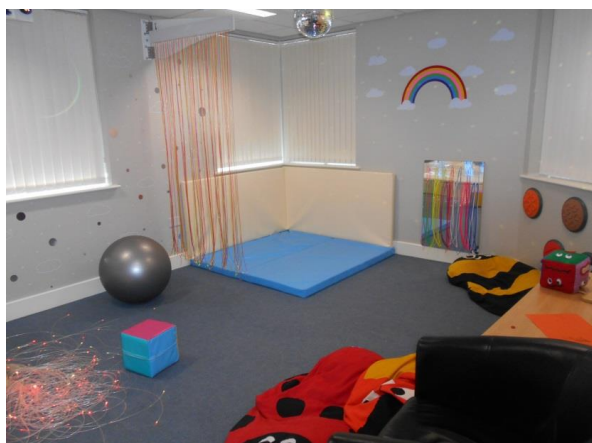
Our special educational needs policy sets out very clearly what we provide and is updated each year. This can be found on the school's website.



Inclusion

Spring Meadow is an inclusive school. We work hard to ensure all children feel welcome, and feel happy as they look forward to their day at school.

Every member of our school community, regardless of race, gender, disability or socio-economic needs, is a very special and important individual. The diversity of our children and their families provides excellent opportunities for everyone in the community to learn so much from each other. Children understand and value the similarities and the differences of their peers and speak positively and kindly to each other. They are indeed always 'kind, brave and curious'.





School Council

Our school leaders like to hear children's views and actively encourage their participation in wider school matters. The School Council is drawn from all years from Reception upwards, with Year 1 and Year 2 voting for their representatives.

The School Council was on-hold during the 2020/2021 school year, but their previous work has involved decision making about changes in the playgrounds, menu planning and communication between staff, pupils and parents.



Sport

We believe that sport has a big part to play in children's development at school. As well as physical benefits, it helps children to develop their social skills and boosts confidence as well as self-esteem. We also believe in the importance of competition – both within a group and in setting and achieving personal goals.

If we help children to embrace sport and fitness at an early age, then the results can have long-lasting, positive effects on their well-being.

Over the last few years we have been working with outside coaches from Premier Sport to deliver PE and to develop staff and children's skills.

The results have been excellent. Levels of engagement in PE lessons have improved -children don't want to miss out on the lessons – and the whole school has felt the positive impact.



Outside School

Our pre-covid extracurricular clubs are popular and well-attended. We have provided the following clubs:

- Football
- Street dance
- Multi-Sports
- Choir Club
- Recorder Club
- French

The school also runs a Breakfast Club (from 7.45am) and Stay and Play club (until 6pm).



Performing Arts

In pre-covid times, we loved to sing, dance, play music, and perform. The school's Choir Club performed at school fairs and for the local community.

Pre-covid, each year group had the opportunity to take part in a musical production. In recent years, Reception and Nursery have performed a joint nativity play. Year 1 and 2 have presented 'Christmas Crackers' and holiday variety performances. Year 2's leaving performances have included 'Hoodwinked', 'The Pied Piper', and 'Treasure Island'.





Ely Schools Partnership

The school is a member of the highly successful Ely Schools Partnership. This cluster of schools works together to support initiatives to promote achievement and participation in learning amongst pupils in the partnership schools.

The partnership also works to enhance continuing professional development, equal opportunities, professional support and links with local business and community.

Our relationship with other ESP schools can be very helpful when it comes to discussing changes to education practice and formulating new policies. In general, we share policies on subjects like attendance, induction, HR practices and pay.



St Mary's C of E Junior School

Spring Meadow is a feeder school to St Mary's C of E Junior School, which is immediately next door. The two schools have worked closely together: Year 2 and 3 staff liaise for moderation and to ensure smooth transitions for our pupils. Our subject leaders work with their staff on curriculum planning. There are established links between the schools' Headteachers and chairs of the Governing Bodies, as well as plans for continued engagement



From the Children

“Playtime”

“The teacher”

“We help each other”

“It’s a friendly school”



“All the children are nice and kind”

“Lots of books to read

“We do lots of painting”

“Maths and English”

“I love everything!”

“There are lots of games”

“The dinner ladies are nice”

“Forest School. Lots of trees and logs to climb”



“I like going into the sensory room”

“I like the library because I love reading”

“I like that there is a playground and you can go on the trim trail.”

“It is big and that means there are lots more fun things to play with”





From the Parents

Parents were asked what they liked about the school:

"It feels safe. I feel I can leave my son without any concerns."

"The teaching system and the Headteacher resolving any issue and being so nice with my children. "

"The dedicated staff. The Rainbows provision and therefore ability to support children across the school with the facilities, skills and knowledge."

"The community engagement with friendly children and staff. It always feels so much like a family during the school runs."

"The infrastructure (indoor building/set up/green areas/play areas) the diversity (backgrounds/languages) and the fact that my child is very happy there."

"It has a warm feeling and comes across as a happy environment where learning is approached as a fun activity. I feel my child is cared for."

"How inclusive it is. How child centred it is. How non pretentious it is. How skilled the teachers are. The kindness and positivity that exude through the school. The wraparound care. That the school performances include the children from the rainbow unit. That when you visit you feel welcome and the children feel at home and proud of their school. So much to like!"

Parents were asked what values were important to them in their child's education:

"Good Communication"

"Feeling safe, valued and happy."

"Behaviour, discipline and learning."

"Outdoor learning and forest school."

"Inclusivity / diversity, creativity, kindness, confidence/bravery & community."

"Feel happy, feel safe, able to learn at the correct level, support from teachers, children being kind to each other, no bullying."

"The development of their character as well as their intellect. That they enjoy learning and have an appetite to learn more."

"Headteacher that leads by example and will get down with the children. Approachable staff; light, clean, safe environments for learning."

"Targeted education for the ability of the child, helping them to achieve their full potential, supporting their development both academically but also socially, providing emotional support so they enjoy learning."





From the Staff

What attributes are we looking for in our new Headteacher?

"Deep knowledge of EYFS and KS1."

"Understands that every child is different."

"Understands special needs."

"Committed to the performing arts."

"Promotes healthy lifestyles for everyone at the school."

"Involves everyone. Respects opinions."

"Appreciates the need for a healthy work/life balance."

"Works with everyone – not just teachers – as a team."

"Works in partnership with parents."

"Gets involved in everyday life. Not someone who stays in their office."

"Anyone can knock on the headteacher's door."

"Knows all the children's names."

"Can maintain our school's sense of community."

"Understands the challenges of teaching as well as the rewards."





About Ely

The most obvious feature of Ely is its beautiful Norman cathedral, which dominates the skyline for miles around. The town is famous for this "ship of the fens", but there is a lot more to Britain's second smallest city to discover.

Ely has expanded dramatically in the last twenty years, but with a population of around 20,000 it retains a close sense of community and a relaxed pace of life. Just fifteen miles north of Cambridge, the city has excellent rail links to anywhere in the country, including regular service to London and to Stansted Airport. The rail journey to Cambridge is approximately 15-20 minutes long.

One of the striking things about Ely is the amount of green space: the stunning Cherry Hill sits in the shadow of the cathedral and its park paths leads down to Jubilee Gardens and the River Great Ouse. The riverside boasts cafes, a splendid tearoom, a large antiques shop, the Maltings events venue, and the Babylon Gallery. The city and its surrounding countryside are very welcoming year-round, and families make use of the nature trails and numerous children's playgrounds.

Ely boasts the usual range of supermarkets, coffee shops and high street shops as well as many local independent retailers and a wide selection of pubs and restaurants. We have an excellent public library, which Spring Meadow children are encouraged to use. Our new Ely Leisure Village, completed in early 2018, features enhanced facilities for swimming and other fitness activities as well as several restaurants and a cinema.

For more information, please visit <http://www.visitely.org.uk>





Cambridgeshire County Council Equal Opportunities Statement

The Council welcomes the diversity of the people who make up our society. It is a fundamental principle of the County Council's policies that all people should be valued regardless of their economic circumstances, sex, age, disability, gender reassignment, marriage or civil partnership, race, pregnancy or maternity, religion or sexual orientation.

Please refer to Cambridgeshire County Council's website for the full policy statement.

<https://www.cambridgeshire.gov.uk/council/communities-localism/equality-and-diversity>



Support for New Headteachers

We recommend that the following elements should take place in the first term of a new headteacher's appointment in Cambridgeshire:

- Introductory Meeting – The school improvement adviser will make contact with the head to arrange an initial visit. This meeting is to discuss priorities identified from school self-evaluation. It is designed to help the new head gain an overview of the school. At this meeting all Headteacher induction support arrangements are discussed.
- Initial meeting with the school's personnel provider.
- The school buys in to the Primary Offer, the LA Adviser will arrange for the new Headteacher to have the contact details of a peer mentor. This is an informal support mechanism that is intended primarily as a supportive contact without the need for reports or feedback. This may also result in wider contacts and school to school partnership developing.
- The Local Authority Adviser will inform the new Headteacher about the Local Authority Induction Programme, which runs continuously throughout the academic year. There is a standard charge for this course. Several meetings take place in schools across the county, over the academic year. These feature contributions from serving Headteachers, LA representatives and provide opportunities for discussion and networking with other new Headteacher.

