

**ST ANDREW'S CE  
PRIMARY SCHOOL,  
SHIFNAL**

**HEADTEACHER**

**REQUIRED FROM  
SEPTEMBER 2022**

**Information For Applicants**

*St. Andrew's C. of E.*



*Primary School*



# St. Andrew's C. of E. Primary School

Park Lane, Shifnal, Shropshire, TF11 9HD. Tel: 01952 460226 Fax: 01952 463703

**Post:** Headteacher

**School:** St Andrew's C. of E. Primary School

**Address:** Park Lane  
Shifnal  
Shropshire  
TF119HD

**Telephone:** 01952 460226

**Email:** [admin@st-andrews-shifnal.shropshire.sch.uk](mailto:admin@st-andrews-shifnal.shropshire.sch.uk)

**Website:** <http://www.st-andrews-shifnal.co.uk>

The Governors invite applications for the above post from candidates who meet the criteria outlined on the following pages.

Information is also given in this pack about:

- the school
- the post

Further information is available by contacting:

- Alan James, Schools Human Resources Team, 01743 257834

We would encourage you to visit the school informally to see what St. Andrew's could offer you. Please contact the school administrator, Mrs Tracy Hammond, on 01952 460226.



## **Letter from Chair of Governors**

Dear Applicant

Thank you very much for your interest in the position of Headteacher at St Andrew's CE Primary School. This opportunity has arisen because of the forthcoming retirement of our Headteacher of the last six years, Mrs Aileen MacMillan in August 2022.

St Andrew's is a delightful and successful school united in its vision to provide an innovative, evolving and creative curriculum, both inside and outside the classroom, where all pupils are supported to achieve their potential. Our Christian ethos and the caring and inclusive atmosphere which it creates is based on the belief that every child in our community is entitled to an education which inspires them not only to succeed, but also to develop a long lasting commitment to learning.

As a Governing Body we are enormously proud of our school, its role in the community and its many achievements. We have an extremely committed and capable leadership team, excellent teachers and support staff, and engaged, supportive parents. At our last Ofsted inspection in 2017 we were rated a "good" school, encouraging us to feel that "outstanding" is absolutely achievable here.

This is an incredibly exciting time for our school. Shifnal has grown substantially over the last 10 years, with major housing development in the town, which has seen our number on roll rise significantly. We have recently been selected by The Department for Education to be part of the National School Rebuilding Programme – one of only 100 schools in England – and it is anticipated that we will have a brand new two form entry school (from the current 12 classes) on site ready for the summer term in 2024, which will include a new pre-school nursery. After completion of the capital build, the entire education provision will move into the new school and the existing rather tired buildings will be removed.

If you think you could be the inspiring school leader to take St Andrew's forward into what will be a very exciting future, then please do come and visit us. We would be delighted to show you why we love this school so much!

I hope you find this pack useful and informative and that it will encourage you to apply for this exciting, challenging and rewarding post. Thank you for your interest in St Andrew's CE Primary School.

Yours sincerely

Mark Lea  
Chair of Governors



# St. Andrew's C. of E. Primary School

Park Lane, Shifnal, Shropshire, TF11 9HD. Tel: 01952 460226 Fax: 01952 463703

## Our School

St Andrew's CE Primary School is a co-educational day school administered by Shropshire County Education Committee, in the Diocese of Lichfield.

St Andrew's caters for pupils between the ages of 4+ and 11, in a 1960's open plan building set in attractive grounds. In addition to the extensive playing fields, there are formal gardens and an environmental area which is used as an outdoor classroom. The main building has 10 large classrooms for KS1/2, a large hall, library/computer suite and dining room. In order to cater for our expanding numbers a new detached 2 class EYFS unit was built in 2019 giving the youngest children an inspiring home. An additional demountable building erected in 2013 provides a quieter area for a range of activities for smaller groups, and also a nurture room for pastoral support. The former caretaker's bungalow is used for peripatetic music sessions out of earshot of the main school. Also on-site is a private pre-school nursery and after school provision operating between 8am and 6pm for 48 weeks of the year.

Shifnal is a friendly and popular town which has grown significantly over the last 10 years. Our number on roll has also grown and is currently 347 with an intake number of 50. The children are currently organised in 12 classes. EYFS and KS1 have single year groups and KS2 has mixed year groups. There are strong links with the area's secondary schools, particularly Idsall School which takes the majority of Y6 leavers, but we also see children going on to local grammar schools in Newport, Shrewsbury and Wolverhampton. St Andrew's is a welcoming and inclusive school and we are very proud of all our children, whatever their ability.



Whilst we obviously want all children to achieve excellent academic progress, we are equally determined that they should love coming to school and have fun, and they are encouraged to become involved in a wide range of school and community activities. The most important of these



being our links with St Andrew's Church in Shifnal and The Lichfield Diocese. This allows them to regularly take part in and lead worship at church and in school, as well as attend the vibrant Messy Church. We also have a strong link with Green Acres Farm in nearby Kemberton, where children can take part in practical learning activities in and around a purpose built classroom. All EYFS children visit the farm in every term of their first year in school, following the seasons and ending with a summer picnic and bug hunt in the



wildflower meadow. We also have a very special “100 tree” woodland which provides the base for our forest school activities. For many years music has been a particular strength here and with the support of Shropshire Music Service this continues. Covid has made delivery of music very difficult but our choir is singing again and we are hopeful that many children will soon be back to playing their musical instruments.



St Andrew's is a member of a soft collaboration of the five primary schools and one secondary academy in the area. Staff from the schools meet regularly, organise CPD, provide self-evaluation and moderation protocols and work together to provide opportunities for children to take part in sports tournaments. I know that the current Headteacher finds her colleagues in the other members of the SDG group extremely supportive.

We have a particularly supportive Governing Body with all non-staff members having had children at school, or having been pupils here themselves. The Governors are true critical friends and their knowledge and understanding of the school contributes to our continuing success. Our constitution provides three parent governors, three foundation governors, three community governors, one LA appointee, one teacher and the Headteacher. Careful financial management means the school budget is on track to be in surplus in April 2022.



Much as we love, and take enormous pride in our school buildings, we feel extremely privileged to have been selected by The Department for Education to be part of The National School Rebuilding Programme and it is anticipated that we will have a brand new school ready for the summer term of 2024. This is an immensely exciting prospect which we are sure will provide us, and the whole community with vastly improved facilities and a truly inspiring environment in which to teach and learn. The timing of this appointment will mean the new Headteacher will be a central part of the delivery of this project working closely with the local authority, The

Department and The Diocese, shaping the future of St Andrew's School. From summer term 2024 we will be a two-form entry school, with 14 classrooms and an integrated pre-school nursery, allowing a seamless transfer for children into EYFS. The final part of the project will be the removal of our current buildings, restoring the generous grounds and playing fields which are such a feature of our site.

Our two greatest assets are undoubtedly our wonderful, confident and extremely well behaved children, and our experienced and committed staff. The current Senior Leadership Team consists of the Head, and four phase leaders, one of whom is Deputy Head and SENCO, with each phase leader organising a small team of teachers and support staff. In common with every other school we are emerging from the most extreme period of pressure in education in living memory. As Governors we have witnessed the most amazing team effort from all our staff who have grown closer and more supportive of each other than ever before. We are incredibly proud of them all!

We really do have a very special school here and would urge you to come and see it for yourself and consider joining us at St Andrew's!

The children at St Andrew's Primary School  
would like their Headteacher to be...

friendly smart fun  
prepared caring sharing  
confident funny  
intelligent enthusiastic  
creative positive truthful  
polite good smiley  
patient serious calm nice  
sporty generous  
kind happy  
respectful

And to be...

a good friend, have faith in us

Gives everyone a voice

able to do fun assemblies,

a good role model, a sharing teacher,

able to introduce new playground games

a good story teller, able to use TEAMS!

funny but serious too,

seen - come round and visit us lots around school,

a good listener, knows our names

someone who can rescue you from bad guys and fire!

someone who likes sparkly shoes!

someone who will give us extra break times!!





# St. Andrew's C. of E. Primary School

Park Lane, Shifnal, Shropshire, TF11 9HD. Tel: 01952 460226 Fax: 01952 463703

## JOB DESCRIPTION

**School:** St Andrews, Shifnal, C of E Primary School

**The Post:** Headteacher, full-time

### Description of Post:

The statutory conditions of the post are as laid down in the School Teachers' Pay and Conditions Document. The following details summarise the major tasks expected of the Head of the school. Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out.

There is not a teaching commitment expected, however this is reviewable in the context of pupil numbers and budget.

The postholder may be required to do other duties appropriate to the level of the role.

**Responsible to:** The Governing Body of St Andrews, Shifnal C of E Primary School

**Reporting to:** The Chair of Governors

**Job Purpose:** The role of the Headteacher is to provide strategic and professional leadership to this school. The Headteacher will develop a vision and ethos which is shared by the whole school and secures its Christian values, success, improvement and high-quality education for all its pupils and improved standards of achievement.

The Headteacher will also effectively and efficiently manage the resources to promote and secure the achievement of both pupils and staff and create an environment where pupils and staff can safely achieve their full potential.

### Key responsibilities of the Headteacher:

- Establish and articulate the vision, aims and objectives of the school in collaboration with the staff and governing body
- Maintain and develop Christian ethos and values
- Prepare, cultivate and monitor School Development Plans related to the National Curriculum, ensuring quality of provision for pupils
- Manage the quality of the learning environment in the school, including the observation, review and reporting of the performance of staff and pupils
- Create policies for the monitoring and evaluation of the success of the school, with an ability to search and gather evidence

- Organise the appointment of staff, establish professional development for teaching and non-teaching members of staff and have an ability to define and monitor roles and responsibilities across the school
- Monitor and maintain all aspects of the school budget and financial management
- Keep up to date with developments in education and have knowledge of education systems locally, nationally and globally
- Develop and deepen links and communications between the school, its networks and the community that it serves
- Represent the school in the outside world professionally, including the promotion of the school's attributes and achievements
- Prepare the school for inspection by OFSTED and SIAMS and aim for improvement in all areas

## **Safeguarding**

The successful candidate will be expected to carry out the role of Designated Safeguarding Lead guided by two important principles. First, following The Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

The Designated Lead must be familiar all the key documents relating to this role, including but not limited to the following:

- The Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2020
- 'Working Together to Safeguard Children' 2018
- Ofsted Common 'Inspection framework: safeguarding in maintained schools and academies' September 2019
- The Prevent Duty April 2019
- Statutory Framework for the Early Years Foundation Stage (2017) Section 3 – The Safeguarding and Welfare Requirements
- Shropshire Safeguarding Community Partnership (SSCP) Procedures Guidance
- What to do if you are worried a child is being abused 2015 - Advice for practitioners.
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018

The Designated Lead will be confident in procedures involving the referral of individual cases of suspected abuse to the relevant Local Authority (LA) Children Services area (following SSP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to Child Protection.



They will be willing to undertake “Prevent” awareness training and lead on this within the school and must assume responsibility for organising training on all aspects of Child Protection within school and to act as a school-based resource on Child Protection issues for staff.

### **The post is subject to:**

- The terms and conditions for teachers as set out in the School Teachers’ Pay and Conditions Act 1991 and any orders made under it;
- The other terms and conditions set out in the various national collective agreements in force from time to time;
- The Local Authority’s Rules and Conditions including any local agreement entered into with recognised trade unions;
- Statutory regulations regarding the governance and management of schools as prescribed in the Schools Standards and Framework Act;
- The conditions set out in the Job Description and in the letter of appointment.

St Andrews Shifnal C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check and references.

### **Salary and Pension**

**The salary for this post is Headteacher Group 3 (L15 – L21) currently £59,581 - £69,031 per annum.** The salary of the successful candidate will be determined in accordance with the Schools Leadership Pay Policy and will be dependent upon experience and confirmed once an offer is made. Details about the Teachers’ Scheme may be obtained from Teachers’ Pensions [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk). Unless notification to the contrary is given it will be assumed that as a full-time employee the successful candidate will contribute to the Teachers’ Scheme.

### **Equal Opportunities**

Shropshire Council is an Equal Opportunities Employer. Applications are welcome from suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, age, marital status, sex, sexual orientation or disability



## PERSON SPECIFICATION

**School:** St Andrews, Shifnal C of E Primary School

**The Post:** Headteacher

In making this appointment, the Governors will be seeking a candidate who will demonstrate the following essential skills and experience, personal qualities and managerial strategies:

Criteria	Essential Requirements	Desirable
Qualifications	<ul style="list-style-type: none"><li>• Qualified Teacher status</li><li>• Degree</li></ul>	<ul style="list-style-type: none"><li>• National Professional Qualification for Headship</li></ul>
Skills & Knowledge	<ul style="list-style-type: none"><li>• Teaching experience with a strong commitment to outstanding classroom practice</li><li>• Experience of leadership in a Primary school</li><li>• Involvement in school self-evaluation and development planning</li><li>• Excellent communication, listening and interpersonal skills</li><li>• Commitment to Christian ethos and values</li><li>• Has secure knowledge of the current Ofsted and Statutory Inspection of Anglican and Methodist Schools frameworks</li><li>• Experience of supporting pupils with SEND</li><li>• Ability to prioritise workload</li><li>• Organisational and planning skills, being flexible and responding to external demands</li></ul>	<ul style="list-style-type: none"><li>• Has taught across EYFS, KS1 and KS2</li><li>• Experience in financial management of school budgets</li><li>• Experience of working with external agencies and processing EHCPs</li><li>• Knowledge of online learning and developing blended approaches to teaching</li></ul>
Leadership & Management	<ul style="list-style-type: none"><li>• Experience of supporting staff development</li><li>• Experience of building effective working relationships</li></ul>	<ul style="list-style-type: none"><li>• Experience of line and/or performance management</li><li>• Experience of reporting to Governors</li><li>• Experience of Ofsted and/or SIAMS inspection(s)</li></ul>

	<ul style="list-style-type: none"> <li>• Is an inspirational and innovative leader</li> <li>• Able to delegate management tasks and monitor their delivery</li> <li>• Experience of working with other professional agencies, learning networks and partnerships</li> </ul>	
Strategic Development	<ul style="list-style-type: none"> <li>• Ability to analyse data and use to set targets and identify strengths &amp; weaknesses</li> <li>• Ability to think and plan strategically with a clear overview of standards and quality</li> <li>• Ability to implement a strategic approach to pupil assessments and adapt curriculum and frameworks to meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using ASP</li> </ul>
Personal attributes	<ul style="list-style-type: none"> <li>• Ability to encourage and support all children to develop and achieve their full potential</li> <li>• Passionate about children's learning</li> <li>• Ability to build relationships with the parent body</li> <li>• Ability to multi-task</li> <li>• A team player, reliable and supportive</li> </ul>	<ul style="list-style-type: none"> <li>• Seek training to develop own needs professionally</li> </ul>



# St. Andrew's C. of E. Primary School

Park Lane, Shifnal, Shropshire, TF11 9HD. Tel: 01952 460226 Fax: 01952 463703

## Job Description and Particulars of Appointment

### Details of Post

- Title: Headteacher
- School: St Andrews, Shifnal C of E Primary School
- Reporting to: Chair of Governors
- Main Workplace: St Andrews C of E Primary School
- Post Number: P14409
- Salary Range: Group 3 L15 – L21 currently £59,581 - £69,031

*The school is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service (DBS) check.*

*All Teaching posts are subject to the Asylum and Immigration Act requirements:*

### Job Purpose

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child centered. This means that they should consider, at all times, what is in the **best interests** of the child

This job description sets out responsibilities for:

- Headteacher

### Key Safeguarding Accountabilities for Headteacher

**Headteachers have additional responsibilities to ensure all staff are inducted and regularly trained in all school safeguarding systems, policies and procedures. This includes:**

- ensure part one of KCSiE is provided to all staff at induction
- ensure the school leadership team (SLT) and all staff who work directly with children read ANNEX A of KCSiE for further information about specific forms of abuse and safeguarding issues
- ensure that all staff know who and how to report matters to the Designated Safeguard Lead (SL) (and Deputy DSL where appointed)
- ensure staff are aware that if the DSL or deputy DSL is unavailable during term time or during school hours for staff to discuss any safeguarding concerns, they should consider speaking to a member of the senior leadership team and/or take advice from local children's social care to ensure there is no delay to action being taken. In these



circumstances, staff should be informed that they should also share any information about action taken with the designated safeguarding lead (or deputy) as soon as is practically possible

- ensure that all safeguarding policies and procedures adopted by governing bodies, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated
- ensure all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- ensure that all school staff are aware of the school's local early help process and understand their role in it
- ensure all staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- ensure all staff know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care
- ensure staff are clear they should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- ensure staff are clear and are trained in the use of accessing and using school's whistleblowing procedures, to raise with the school's senior leadership team (SLT) any concerns about safeguarding practices within the school. This should include signposting to alternative options whereby staff feel they cannot raise the concerns with SLT, or they believe the concerns are not being dealt with, or they relate to the school's leadership team.

## **Headteachers have a responsibility to support the Governing Body:**

### **Regarding the school's Designated Safeguard Lead:**

- ensure the school appoints an appropriate senior member of staff, from the school leadership team to the role of designated safeguarding lead (DSL) who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care Governing bodies and proprietors
- ensure the DSL has sufficient status and authority within the school to carry out the duties of the post and is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters and to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children
- determine whether to have one or more DSL or deputy DSLs
- ensure the appointed DSL and any deputies are appropriately trained to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years
- ensure hours and availability during term time is determined
- ensure that where the DSL or deputy is unavailable during term time or during school hours for staff to discuss any safeguarding concerns, that staff are informed they should consider speaking to a member of the senior leadership team and/or take advice from local children's social care to ensure there is no delay to action being taken. In these

circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible

### **Regarding staff induction, training and following all safeguarding systems, policies and procedures:**

- ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the LSCB
- In addition, ensure staff receive regular safeguarding and child protection
- ensure all school leaders read ANNEX A of KCSiE for further information about specific forms of abuse and safeguarding issues
- ensure that safeguarding policies and procedures, along with Part one of this guidance and information regarding the role and identity of the designated safeguarding lead (and any deputies), is provided to all staff on induction
- ensure there are appropriate safeguarding policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include:
  - a child protection policy
  - a staff behaviour policy
  - further information on schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school role at standard and non-standard transition points can be found in the department's statutory guidance: [children missing education](#)
  - the process and principles for sharing information. Further details on information sharing can be found in Chapter one of [Working together to safeguard children](#) and at [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)
  - be aware of the Data Protection Act 1998 and the duty this places on the school and staff to process personal information fairly and lawfully and to keep the information they hold safe and secure and understand. However, this is **not** a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children
  - the school's arrangements for contributing to multi-agency working in line with statutory guidance [Working together to safeguard children](#). Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
  - the school's procedures that allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment the school's safeguarding arrangements with the local authority as part of inter-agency safeguarding procedures set up by the LSCB. This should include understanding and reflecting local protocols for assessment and the LSCBs threshold document<sup>22</sup> along with supplying information as requested by the LSCB.
- additionally, governing bodies, should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns daily.

Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

#### **Regarding online safety:**

- ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors keep their children safe online is provided in KCSiE Annex C.

#### **Regarding Opportunities to teach safeguarding:**

- ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum
- this may include covering relevant issues through Relationships Education and Relationships and Sex Education (also known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.
- whilst it is essential that Governing Bodies, ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding.

#### **Regarding Safer Recruitment and Single Central Record (SCR):**

- ensure that in line with Part Three of KCSiE, the school has written recruitment and selection policies and procedures in place to prevent people who pose a risk of harm from working with children and that allow proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised
- ensure that in accordance with the School Staffing (England) Regulations 2009 at least one of the persons who conducts an interview has completed safer recruitment training which covers, as a minimum, the content of KCSiE guidance in maintained schools
- ensure that where a school allows an individual to start work in regulated activity before the DBS certificate is available, the school procedures should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed
- ensure that a teacher prohibition orders check that prevents a person from carrying out teaching work in schools and 6 to 19 academies is carried out.
- ensure that a section 128 direction check that prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools is carried out
- ensure that checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

**NB: If a school knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.**

- ensure any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks
- ensure written references about previous employment history is requested and check that information is not contradictory or incomplete and is in accordance with KCSiE requirements
- ensure the school maintains a single central record (SCR) of pre-appointment checks, to cover all staff, including teacher trainees on salaried routes, and supply staff who work at the school in terms of those providing education to children; and
- ensure checks are carried out on Individuals who have lived or worked outside the UK
- ensure the school obtains written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be side the UK can be considered
- ensure the school carries out necessary checks for trainee teachers who are likely to be engaging in regulated activity and that checks for applicants for initial teacher training are carried out by the school
- ensure the schools carries out its statutory responsibility to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
  - the harm test is satisfied in respect of that individual;
  - the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
  - the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left
- follow the KCSiE guidelines, apply and record the outcome of any risk assessment in respect of volunteers and deciding if they are in regulated activity therefore requiring an enhanced DBS check with barred list check. Employers are not legally permitted to request barred list information on a supervised volunteer as they are not considered to be engaged in regulated activity
- ensure all governors in maintained schools have had an enhanced criminal records certificate from the DBS. As governance is not a regulated activity, governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity
- ensure vetting checks are carried out for all proprietors of an independent school to include: an enhanced DBS check; where relevant, and where such a check is made, obtain an enhanced DBS certificate in accordance with KCSiE guidance. (either including or not including barred list information as appropriate, confirm the individual's identity; and if the individual lives or has lived outside of the UK, where making an enhanced check is insufficient, such other checks as the Secretary of State considers appropriate.
- ensure that checks for any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check applying advice and KCSiE guidance.
- ensure the Headteacher use their professional judgment about the need to escort or supervise visitors.
- ensure where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, the schools obtains



written confirmation

- ensure that the placement provider for adults who supervise children on work experience has policies and procedures in place to protect children from harm and considers if a barred list checks by the DBS might be required in accordance with KCSiE guidance.
- ensure the school makes arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related in accordance with KCSiE guidance

### **Regarding concerns about another staff member who may pose a risk of harm to children:**

- ensure there are procedures in place to manage concerns/allegations, against staff (including volunteers) that might indicate they would pose a risk of harm to children. Such allegations should be referred to the designated officer(s) at the local authority by the appropriate person as set out in Part four of KCSiE.
- ensure there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

### **Regarding peer on peer abuse**

- ensure staff are clear about their school or college's policy and procedures regarding peer on peer abuse
- ensure that the school's child protection policy includes information on peer abuse as set out in KCSiE.

### **Regarding the child's wishes:**

- ensure the child's wishes and feelings are considered when determining what action to take and what services to provide
- ensure systems are in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best** interests of the child at their heart.

### **Regarding boarding schools, residential special schools, residential colleges and children's homes**

- Schools and colleges that provide such residential accommodation and/or are registered as children's homes must ensure they consider additional factors regarding safeguarding; they should be alert to inappropriate pupil relationships and the potential for peer on peer abuse, particularly in schools and colleges with a significant gender imbalance.

### **Regarding looked after children and previously looked after children**

- ensure that staff have the skills, knowledge and understanding to keep looked after children safe in accordance with KCSiE guidance.

### **Regarding the designated teacher**

- appoint a designated teacher and work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- ensure the designated teacher has appropriate training and the relevant qualifications and experience. In other schools and colleges, an appropriately trained teacher should take the lead.
- Refer to statutory guidance contains further information on [the roles and responsibilities of the designated teacher](#).

### **Regarding children with special educational needs and disabilities:**

ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

### **Regarding the use of ‘reasonable force’ in schools:**

- ensure that all staff understand appropriate ‘reasonable force’ to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.
- sign post staff to departmental advice for schools as identified in KCSiE.

### **Regarding Allegations of abuse made against teachers and other staff:**

- ensure effective support is provided for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.
- ensure the schools procedure reflect the requirements of Part 4 of KCSiE for dealing with allegations of abuse.

### **Regarding Child on child sexual violence and sexual harassment:**

- ensure the school is aware of department’s published detailed advice to support schools and colleges. The advice is available here: [Sexual violence and sexual harassment between children in schools and colleges](#) and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.
- ensure the school’s DSL (or Deputy DSL) takes a lead role using their professional judgment, supported by other agencies such as social care and the police in their decision making
- ensure the school is also supported through KCSiE advice, implementing effective policies and accessing information links to access additional resources which will provide the school with the foundation for a calm, considered and appropriate response to any reports.

### **Regarding Online safety:**

- ensure that schools are familiar with information and links surrounding online safety in the school's e-safety policy and Annex D of KCSIE
- ensure they reasonably can to limit children's exposure to the above risks from the school' or college's IT system.
- ensure their school has appropriate filters and monitoring systems in place.
- consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.
- consider the appropriateness of any filters and monitoring systems as informed in part by the risk assessment required by the Prevent Duty
- include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G and the school and college should carefully consider how this is managed on their premises.
- be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught regarding online teaching and safeguarding
- access tools to reviewing online safety
- ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online that online safety training for staff is integrated,

### **Review and Signatures**

This job description is subject to review by the Governing Body in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

### **Job description and Personal specification agreed by:**

**Post holder:**

**Signed:** ..... **Date:**

**@:**

**Signed:** ..... **Date:**



# St. Andrew's C. of E. Primary School

Park Lane, Shifnal, Shropshire, TF11 9HD. Tel: 01952 460226 Fax: 01952 463703

## **Applications**

Your application should be completed on-line <https://shropshire.gov.uk/> The School's HR Officer, Alan James may be contacted regarding any queries.

Tel: (01743) 257834 e-mail: [alan.james@shropshire.gov.uk](mailto:alan.james@shropshire.gov.uk)

If you require a different version please e-mail [Resourcing@shropshire.gov.uk](mailto:Resourcing@shropshire.gov.uk).

Please also submit a concise letter of application, presented separately, that should be no more than two sides of A4 and email to [Resourcing@shropshire.gov.uk](mailto:Resourcing@shropshire.gov.uk).

Please also submit a letter with your application, on no more than 2 sides of A4, specifically explaining your vision for what "outstanding" would look like in our school and e-mail to [Resourcing@shropshire.gov.uk](mailto:Resourcing@shropshire.gov.uk).

Please note:

- your letter of application must be specific to this post; generalised applications are unlikely to be successful.
- do not include testimonials or a curriculum vitae.
- two referees should be given, one of which should be the applicant's current Local Authority, and the other the headteacher of their current school. If the applicant is an existing headteacher, the Chair of Governors of the current school should be named.
- the closing date is Tuesday 1<sup>st</sup> March 2022 at 5pm.
- short-listing for this post will take place during week commencing 7<sup>th</sup> March.
- If you have not been notified by 15<sup>th</sup> March 2022 please assume that your application has been unsuccessful.
- interviews will be held on 29<sup>th</sup> – 30<sup>th</sup> March 2022.

If you decide to apply, please note the schedule of dates below:

Recruitment Dates	Activity
28 <sup>th</sup> January 2022	Advert Live
Weeks commencing 7 <sup>th</sup> and 14 <sup>th</sup> February 2022	School Visits
1 <sup>st</sup> March 2022 (5pm)	Vacancy closes
Week Commencing 7 <sup>th</sup> March 2022	Shortlisting
29 <sup>th</sup> and 30 <sup>th</sup> March	Interviews
29 <sup>th</sup> or 30 <sup>th</sup> March as necessary	Ratification of Appointment





## **Further Information for Applicants**

- any canvassing in respect of this selection process will disqualify the applicant;
- the appointment may be terminated upon three months' written notice by either side taking effect on 30 April or 31 December, or upon four months' written notice by either side taking effect from 31 August, except in the case of dismissal for misconduct or any other cause;
- the Local Authority requires all applicants to give statements about, and permission for the Authority to conduct a check on, any criminal convictions as described in the application form. Failure to give such permission will mean that the application will not be considered;
- the Local Authority will carry out appropriate checks where an applicant is seeking appointment for the first time within the County. Any offer of appointment will be subject to formal confirmation after checks have been carried out. All checks will be made in the strictest confidence and used solely for the purpose of considering applications for the post;
- candidates called for interview should bring with them original documents or properly certified copies of all qualifications and a form of identification e.g. driver's licence or passport;
- expenses on the Local Authority scale will be allowed to candidates attending for interview. Candidates will be responsible for arranging any accommodation requirements themselves. Any shortlisted candidate who withdraws from the process will not be reimbursed with travel or other
- post interview feedback is offered to candidates who are interviewed and who wish to take up the opportunity, focusing on issues of professional development highlighted by the interview.



## **Education In Shropshire**

Shropshire is the largest inland county, bordered by Wales, Worcestershire, Herefordshire, Telford and Wrekin, the West Midlands, Staffordshire and Cheshire. It is a county of interesting variety of character and landscape, from sparsely populated agricultural areas to the County Town of Shrewsbury. It offers a wide range of places in which to live and work and easy access via the M54, A5, M6 and rail to the rest of England, Scotland and Wales.

The Council's headquarters is located in the Shirehall on the outskirts of Shrewsbury. The Council's Children's Services is led by Karen Bradshaw (Director) and offers a full range of services to primary schools and their parents, pupils, governors and staff.

## **The Local Authority's policy is that the school curriculum should help all pupils to:**

- enjoy learning and perceive education as a life-long process
- develop the attitude, understanding and skills necessary, now and in the future, to exercise independence and initiative and to work, participate and thrive in a democratic society
- to fully involve pupils in each of the following areas of learning and experience in all years:

aesthetic and creative;	mathematical;	scientific;
human and social;	moral;	spiritual;
linguistic and literacy;	physical;	technical.
- develop lively, enquiring minds and the ability to:
  - find and use information
  - question and debate rationally
  - apply understanding and skills in order to address issues, solve problems and carry out practical tasks
- develop worthwhile personal values and attitudes, including good manners and respect for others, and gain a clear understanding of the ways of life of other people and other cultures
- understand the world in which they live and the interdependence of individuals, groups and nations
- develop appreciation and concern for the environment
- work co-operatively with others, including developing confidence and respect in relating to adults
- develop self-reliance and the ability to learn independently.

The Local Authority has 133 primary schools and several general and specialist teachers' centres.

Schools are supported by a strong Advisory Service which includes both subject specialists and primary generalist area advisers. Each school has an allocation of area adviser time, related to school size, for work on the school's agenda. There is a substantial programme of Continuing Professional Development (CPD), including management development courses, and consultancies which can be purchased to support particular development needs.

Children's Services gives support to schools in financial, human resources and management matters.

Newly appointed heads, whether in their first or a further headship, can expect particular support from their Attached Adviser and to be invited to take part in an induction programme.

Emphasis is placed upon the school development planning process as a means of ensuring a successful cycle of monitoring and evaluation of the school's progress. This is assisted by the primary advisers' monitoring and support roles. Shropshire advisers carry out inspection contracts under the Ofsted framework so that they continue to blend both evaluative and advisory functions, to the benefit of the schools.

Emphasis is also placed upon the support that is available through schools working together in groups and clusters. There are nineteen school development groups and several informal clusters and an association for small schools has been formed.

Standards in Shropshire schools are high and there is a tradition of continuous development and improvement.