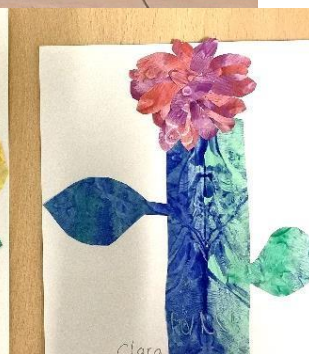


Headteacher Information Pack



St Blaise CE Primary School

Application Closing Date: Noon 21st February 2024
Interview Dates: 5th and 7th March 2024

Welcome from the Governors

The governors of St Blaise CE Primary School welcome applicants for the role of headteacher and look forward to meeting you during the recruitment process. We hope this information pack will give you a feel for our school; our ethos, values, learning and teaching; and the attributes we are seeking in our new headteacher. We recognise it is just as much about you choosing us as us choosing you!

The school has built its good reputation for being caring, friendly and supportive of every child and family. Our school values:

***Together we love and respect. We are creative, we are determined,
we are confident, we are kind***

are thoroughly embedded in all that the school does. These are the bedrock for every decision made at every level – from pupil interactions and teaching, to leadership and governance.

The Lord God made all kinds of beautiful trees grow there and produce good fruit with seed in it according to their kinds and God saw that it was good. Genesis 1 v12

Our chosen biblical text reflects the history of the area - being known for orchards and fruit growing, but more importantly it was chosen to be a visual image as we see our school as an orchard of fruitful trees – the children: with staff, governors, parents, carers and the wider school community working together nurturing, providing the right conditions for ‘every tree’ to grow and flourish.

As the school grows from being a small school with just 35 pupils, to half-form and now a one form entry (current roll 142), it is the governors’ vision that the school ethos is enduring.

This vision is expressed in our overarching strategic aims for our school:

- to grow and develop, but to keep its distinctive ‘family culture’ where every child is valued and every family is supported.
- to provide a curriculum that engages, excites and encourages a love of learning; ensuring all children have the confidence and experience they need to be successful.
- to foster a safe, nurturing environment that allows children to develop and work in a supportive, collaborative environment, developing self-esteem and confidence necessary for life-long learning.
- to ensure robust leadership throughout the school by the headteacher, senior leadership and subject leaders.
- to facilitate strong and effective governance; a reflective governing body that provides support and challenge to drive improvement.
- to maintain strong financial management practices and deliver the best value for money from the financial resources available to enable the school to achieve its strategic aims.

Attainment and progress headlines

All pupils make good and often very good progress, some from low starting points. Key to this success has been the targeting of communication, language and literacy skills in reception, where pupils get off to a ‘flying start’.

Disadvantaged and SEND pupils make excellent progress because of quality first teaching and support through well-targeted interventions. The impact of COVID is currently being seen in the difficulties some younger children have with self-regulation skills.

By year 6 attainment in reading is above the national average, writing and mathematics is in line, with good percentages of pupils working at greater depth. All pupils are secondary ready when they leave St Blaise, with a love of learning and life-long learning skills.

More information about the school

There is much we could tell you about our school - we believe we have a comprehensive website, for example:

Learning at St Blaise: this is a flip book on the home page.

On the governors' page you will find the school development plan, which we call the School Vision Map (SVM) and the SEF (Self-Evaluation Form). Strategic plans for pupil premium children, SEND, PE and Sport and our Equality Plan are also on our website.

Why become the headteacher at St Blaise?

The children say

- we love our small caring school, it is like one large family

The parents say

- the school has a heart, it puts the children's needs first and really focuses on giving them the best education possible

The staff say

- the period of school expansion including a new reception and key stage 1 building, as well as grounds development make St Blaise an attractive and effective working environment
- we have worked hard to create a curriculum which motivates and inspires, recrafting as the school expands
- we are proud of our team working where each and every staff member is valued
- we are looking for someone who will grow our staff team alongside school expansion
- everyone - parents and visitors - remark on the caring and supportive school environment where inclusion really happens

The governors say

- you will receive a warm welcome from the whole school community
- you will be 'challenged and supported'¹ to achieve the very best outcomes for our children
- you will inherit a 'good' school, where our school values really are embedded and there to be the springboard to become 'outstanding'

¹ Note: this is a core function of governing boards

We asked our whole school community: ‘What values and characteristics would you like to see in our next headteacher?’ Here are the highlights from talking to pupils, parents and carers and staff:

Pupils would like their next headteacher to:

- be kind, happy, funny, creative, fair, respectful, supportive
- teach, always have a smile, be determined, be calm and patient
- understand people’s feelings and thoughts
- be joyful and energetic

Parents are seeking a headteacher who:

- wants to maintain the family feel and wants to be part of our family
- is compassionate, approachable, hands-on, known to all the parents
- is enthusiastic, firm, but makes learning fun, and values extracurricular activities

Teaching staff are seeking a headteacher who will:

- ensure the core values that have been built up and embedded, will be sustained
- take time to know and understand the needs of the children and parents
- recognise and work with the strengths of the staff, allowing them to be creative
- strive for all to achieve a good work-life balance

Support staff would like a headteacher who:

- puts children first, not data, and embraces inclusivity
- has a warm nature, a sense of humour,
- is a good communicator, is willing to listen and take advice
- is wise and able to problem-solve and is proactive
- has or is willing to develop their financial understanding of school budgets

Governors are seeking:

- an outstanding leader with ambition, experience and enthusiasm to make our great school even greater
- a headteacher who will lead by example, upholding and developing our school Christian values, in an inclusive school, where every child matters.

A tall order of values and characteristics – we want the best for our children.

We can offer you:

(Loads actually, but in a nutshell:)

- ✓ Enthusiastic pupils, who love learning
- ✓ Supportive and committed parent body
- ✓ A team of creative teachers with a good mix of experienced and newly trained
- ✓ Skilled and dedicated support staff
- ✓ A hard working, knowledgeable and supportive governing body
- ✓ A school well-respected within the wider community
- ✓ A financially stable school
- ✓ An expanding school with opportunities to appoint new staff and the challenge of bringing new communities together
- ✓ A chance to grow and develop in your headteacher role

Headteacher Job Description

We expect the headteacher to fulfil the role as specified in the DfE Teachers' Standards document dated July 2011 (updated June 2013, terminology update 2021) and the Headteachers' Standards 2020. The Headteachers' Standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

Main Purpose

The headteacher will work with the staff and governors to provide professional leadership, vision and strategic direction for the school in order to continue its success and ensure the highest quality of education for all its pupils. By delivering the following key objectives, the headteacher will ensure all the pupils at St Blaise CE Primary School are able to realise their potential.

Culture and Ethos – school culture, behaviour, professional development

- Identify opportunities to quickly become fully integrated and enhance the current school culture, adopting the school's strong and highly regarded Christian ethos and values.
- To have high expectations of every child - as every child matters - maintaining an inclusive school ethos.
- Working in partnership with the Governing Body to continue to maintain and improve the current high behavioural and safeguarding standards, creating a school environment in which children feel happy, safe and secure.
- Ensure that a firm and transparent, positive behaviour policy is implemented and communicated.
- Create an ethos and structure within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Develop a transparent framework for continued professional staff development. Identify emerging talents, coaching current and aspiring leaders and creating opportunities for staff to excel, in a climate where excellence is the expected standard.

Curriculum and teaching – teaching, curriculum and assessment, additional and special educational needs

- Adopt and enhance the school's shared learning approach, across both staff and children, to provide a broad and balanced curriculum, rooted in the national framework, whilst supporting the less able and challenging higher attainers.
- Ensure the highest standards of enjoyment and achievement for all children, regardless of ability or background, through a creative curriculum with first-hand learning experiences.
- Monitor, evaluate and increase standards of QFT (Quality First Teaching).
- Engage in classroom activity and teaching to support the staffing team and provide an inspiring, approachable presence amongst pupils.
- To ensure needs are met for vulnerable groups – a thorough understanding of pupils with special educational needs, in particular autism; pupils with English as a second language and pupils in receipt of pupil premium.

Organisational effectiveness- organisational management, school improvement, working in partnership

- Recruit, retain and deploy staff to maximise the school's efficiency and effectiveness.
- Exercise strategic, innovative and creative, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and school sustainability.
- Develop, implement and monitor the School Vision Map –to maintain and increase high standards of attainment and achievement.
- Develop, implement and review policies in accordance with legislation, national, local and school data and research findings.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Maintain and provide adequate and appropriate records, statistical data and reports, in accordance with current legislation and policies.
- Continue to engage the Governing Body in the strategic analysis of data to enable effective challenge and support of educational standards.
- Work in partnership with the Governing Body to manage the school environment effectively and efficiently to ensure that the needs of the curriculum, educational standards and health and safety are met.
- Quickly establish effective and open communications to engage the whole school community: pupils, parents, staff, governors and the wider community.
- Lead by example to inspire and influence others within the school and wider community. Set standards and expectations for work/life balance, continuous professional development amongst staff and exemplary behaviour of pupils.
- Further develop relationships with the wider community and external links with other schools and organisations to champion best practice and secure excellent achievements for all pupils, in particular our on-site pre-school.

Headteacher Person Specification

Criteria essential unless marked (D) = Desirable

Personal Attributes	
Qualifications	Qualified Teacher eg Cert Ed., B Ed or first degree with PGCE or equivalent
Professional Experience	Experience of successful leadership as a headteacher, deputy or assistant headteacher at primary phase
	Evidence of appropriate CPD for a leadership role
Personal qualities	Demonstrates commitment, enthusiasm and displays high professional standards and integrity
	Demonstrates an approachable nature and effective communication

	Demonstrates the ability to lead, influence and inspire others
	Demonstrates resilience and determination whilst being pragmatic and decisive
	Committed to making a positive difference to every child's academic, social and personal development
	Demonstrates a high level of organisational skills, is proactive not reactive
	Commitment to lead and promote spiritual, social, moral and cultural development for pupils, staff and self
Culture and Ethos	
School culture	A philosophy of 'putting children at the centre'
	Committed to the principles and practices of safeguarding children
	Experience of being a DSL (Designated Safeguarding Lead) (<i>D</i>)
	Willingness and ability to lead Christian collective worship, which is inclusive of other faiths, promoting the Christian ethos of the school and upholding school values
	Demonstrates a commitment to valuing diversity, ensuring equality of opportunity
Additional and special educational needs & disabilities	Commitment and ability to recognise individual needs, ensuring inclusivity
	Able to establish a culture of high expectations for all pupils' aspirations and achievements
	Experience of working effectively with parents, carers and professionals for the best outcomes of SEND pupils
	Experience of working with pupils on the autistic spectrum (<i>D</i>)
	Knowledge of SEND requirements and experience of monitoring and implementing improvements
Behaviour	Evidence of delivering effective behaviour management, within a positive culture
	Communicating a fair but firm role model to the school community ensuring all staff do likewise
Professional development	Ability to value all team members, recognising strengths and expertise, building a vibrant learning community by actively encouraging the professional development of all staff
	Experience of recruitment, retention and deployment of appropriately qualified staff and managing their performance effectively
	Willingness to pursue further qualifications, if appropriate, to develop headteacher role
	Commitment to provide an appropriate work/life balance for self and others
Curriculum and teaching	
Teaching	Proven good and excellent teaching across the primary phase, including

	EYFS (D)
	Experience of leading and developing a core subject across the primary phase
	Up-to-date knowledge of developments in education leading to a good understanding of what contributes to outstanding learning and teaching
	Committed to valuing enjoyment and first-hand experiences as a key aspect of effective learning
Curriculum & assessment	Experience of promoting creativity, independent learning and self-assessment
	Experience of using data to monitor individual and cohort progress, to identify the need for additional support strategies
	Knowledge for how technology can be used as an effective learning tool to enrich an inspiring curriculum
	Experience of developing and implementing assessment policy and practices across the curriculum
Organisational effectiveness	
Organisational management	Committed to ensuring, and an understanding of, a safe, secure and healthy school environment
	Experience of financial management with experience of making effective use of resources
	Experience of promoting teamwork with colleagues, leading to school improvement
	Experience and commitment in prioritising and delegating effectively to all groups of staff
Continuous school improvement	Experience of translating strategic plans into operational goals, then monitoring and evaluating their implementation
	A thorough understanding of what constitutes QFT.
Working in partnership	
Parents and carers	Experience of engaging and communicating effectively with parents and carers
	Experience of bringing diverse communities together (D)
	Commitment to valuing parental support for their children's learning and wider involvement in the life of the school
Fellow professionals	Experience of working with external agencies, building effective relationships (D)
Wider community	Commitment to the strong partnership with our onsite pre-school, valuing their role in the success of the school
	Experience of developing good relationships with local schools to share best practice (D)

	Experience of creating opportunities for involving the school in the wider community (<i>D</i>)
	Commitment to working with the Christian communities, of which the school is a part, and the Oxford Diocesan Board of Education
Governance and accountability	Knowledge of the role of governors in strategic leadership and the evaluation of effectiveness

Application Procedure

Visits to the school are encouraged. Please contact the school office.

The application form must be completed (no CVs). You may include information to support your application separately. This should be no more than 2 sides of A4.

Completed applications should be sent to the Chair of Governors electronically chair.3260@st-blaise.oxon.sch.uk with the words **Headteacher recruitment** in the subject line. An acknowledgement will be sent by email, within two days of receipt. If you do not receive an acknowledgement, please contact the chair of governors or the school office. Applications may be posted. See school address below.

Please ensure you explain any gaps in your employment history. If you are shortlisted, we will take up written references before your interview, so please provide permission for this and provide accurate telephone and email contact details of your referees. One of your referees must be your current or last employer, and if you are currently employed in a school, you must include your Headteacher, or, if not applicable, your Chair of Governors.

The closing date for applications is **midday on Wednesday 21st February 2024**

Shortlisting will take place on **Thursday 22nd February 2024**

Selection process will take place on **Tuesday 5th and Thursday 7th March 2024.**

Further details will be sent to those candidates called for interview. Candidates not selected for interview will be informed.

Should you have any questions at all please contact the school.

Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

The successful applicant for any position will be required to undertake an enhanced disclosure via the DBS (disclosure and barring system) and appropriate Right to Work clearances in line with our recruitment and selection practices.

School Office details:

Telephone: 01235 831 368

Email: office.3260@st-blaise.oxon.sch.uk

Address: School Lane, Milton Heights, Abingdon, Oxon, OX14 4DR