



LIGHTHOUSE
SCHOOLS PARTNERSHIP

St Peter's



Church of England
Primary School

Headteacher St Peter's Primary School

Application Pack

January 2022



Church of England
Primary School

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Welcome from the Chair of Governors Ben Hughes

Dear Applicant,

Thank you for your interest in the post of Headteacher at St Peter's CofE Primary School. We are proud of the values, standards, and facilities that we can offer to children and families in the Portishead area. St Peter's is the oldest school in Portishead and has been serving the local community for over two hundred years.

The school was led for 16 years by Sharon Roberts but in the Spring of 2021, Sharon decided that the time was right for her to explore new opportunities within the education sector. As a Local Governing Body, we decided that an interim Senior Leadership Team should be formed to lead the school through the remainder of the 2021/22 school year to ensure continuity was maintained during the challenging times we were all facing caused by the pandemic.

The school has a very strong and established vision and ethos. The school has the vision of "Excellence in all we do, excellence in who we are, and excellence in our service with others", together with the Christian ethos where St Peter's aims to serve its community by providing education of the highest quality within the context of Christian belief and practice, welcoming all regardless of their faith or belief.

It is now the correct time to appoint a successor to the interim SLT who will lead the school in the journey, maintain a strong understanding of the vision and ethos which currently exists within the school and allowing the school to thrive and achieve in the future.

I enclose additional details which should contain much of the information that you will need. However, as this is an exceptionally important process for the School and a significant decision in your own professional career, please do not hesitate to contact [Rachel Robb, Office Manager, rachelrobb@sppschoo.uk](mailto:rachelrobb@sppschoo.uk) or call 01275 843142, if we can add to or clarify any of the details that you have been sent. Rachel can arrange visits and a telephone call with Gary Lewis, CEO of the Trust, if that would be helpful.

We would encourage prospective candidates to visit our school prior to application. Visits can be made on 9th/10th February, and/or, 16th/17th February and can be booked by contacting Rachel (using the details above).

I hope that you will feel encouraged to submit an application to us, and may I thank you in advance for the thought and effort that this will inevitably entail.

With best wishes



Ben Hughes
Chair of Governors



Excellence as Standard

The Advert

St Peter's Church of England Primary School is a vibrant 630 place primary school focused on excellence. The school is designated by the DFE as an English Hub and provides support to a large number of schools in the region. St Peter's is a member of the Lighthouse Schools Partnership (LSP), a Multi-Academy Trust.

As a former Teaching School St Peter's has had a lead role in providing CPD across the Trust. This work is now being transferred to the Trust's Centre for Professional Development, which is currently led by a leader from St Peter's.

The Governors and Trustees are seeking to appoint an excellent leader to work with a talented staff team to take this large, high-performing school on its next stage of development from September 2022.

We are looking for a leader who will:

- be fully supportive of and committed to the aims and ethos of a Church of England school
- support our continued journey in excellence with a focus on research informed practice in the areas of curriculum and pedagogy to ensure we provide outstanding educational opportunities for all our pupils
- bring a track record of success in achieving high outcomes for all pupils and particularly for disadvantaged and SEND children
- have the knowledge and qualities needed to develop colleagues so that they achieve the highest standards of teaching and learning
- demonstrate a personal commitment to inclusion and diversity
- have the skills to network and build alliances across educational settings and a strong desire to work collaboratively within the Multi Academy Trust
- enjoy celebrating the team's successes.

We can offer you:

- a school community committed to excellence
- a talented, creative and motivated staff who are keen to support each other to be the best they can be
- happy, well-behaved, confident and hard-working pupils
- a very well maintained site which has had significant investment
- a supportive and active Governing Body, together with encouraging and involved parents
- the support of clergy and churches within the town and particularly with the Parish of Portishead
- significant opportunities for collaboration and development within the LSP.

St Peter's offers an excellent benefits package including contributory pension scheme, a comprehensive employee assistance programme and benefits (offering discounts on shopping), and cycle to work scheme.

We would encourage prospective candidates to visit our school prior to application. Visits can be made on

9th/10th February, and/or, 16th/17th February and can be booked by contacting Rachel Robb at rachelrobb@spps.school.uk.

Applications should be emailed, with covering letter and application form (please do not include a CV), to Mr Ben Hughes, Chair of Governors, via HR@lsp.org.uk by 9.00am on Tuesday 1 March 2022.

Interviews will be a two-day process from Thursday 10 March 2022.

Lighthouse Schools Partnership supports Equal Opportunities Employment. This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Enhanced DBS checks are required for all successful applicants



Advert

Headteacher

Salary Range L23-27 (£72,497 – £79,958)

**Closing Date:**

9.00am on Tuesday 1 March 2022

Interview Dates:

10th and 11th March 2022

Address:

St Peter's Church of England Primary School, Halletts Way,
Portishead, Bristol ,BS20 6BT

Tel:

01275 843142

Email completed applications to:

HR@lsp.org.uk

Application Process:**How to apply:**

Applications should be made to the Chair of Governors by formal letter of application (maximum 2,000 words) accompanied by a fully completed application form (please do not include a curriculum vitae) with details of all educational qualifications, including grades obtained.

Please address the following issues in your letter of application:

- Examples of your work which provide evidence of your leadership skills and that demonstrate how you would work effectively in this post;
- The values and philosophy which underpin your commitment to education.

The written application will be scored against the selection criteria in deciding whether to shortlist applicants.

Referees: Please ensure that you enclose the names and contact details of TWO referees (address, telephone or email) to support your application. One of the referees should be your current Headteacher (or, in the case of existing Heads, your Chair of Governors). References will be used to support the selection process and will therefore be obtained prior to interview.

Additional details are available from our website: www.st-peters.n-somerset.sch.uk

Closing date for applications is 9.00am on Tuesday 1 March 2022.

Notes:

- The interview will be a two-day process - 10th and 11th March.
- E Applications will be acknowledged by email. Postal applications will only be acknowledged by email.
- It will not be possible to give debriefs to applicants who are not invited for interview. Verbal feedback will be offered to all candidates who are interviewed.

Please email completed applications to Mr Ben Hughes, Chair of Governors at HR@lsp.org.uk.

Introducing St Peter's



Introduction

We are proud of the values, standards and facilities that we are able to offer to children and families in the Portishead area. St Peter's is the oldest school in Portishead and has been serving the local community for over two hundred years. As such, we offer experience and tradition as well as a commitment to provide a primary education that is fit for children growing up in the twenty-first century. The school was inspected by OFSTED in May 2019 when it was deemed [that it has the potential to be outstanding](#). The school is expecting a further Section 5 inspection in the near future.

At St Peter's, we base everything we do on cutting edge practice and foster an ethos of continuous learning for both children and staff. We were designated a Teaching School in 2017 and still lead on professional development across the Lighthouse Schools Partnership. We aim for all of our teaching staff to keep on improving, because we know each of us can do this and we recognise the impact that this has on the children we teach. Over the years we have developed our own distinctive pedagogy and have recently worked to fully review our curriculum.

In October 2018, we were also designated one of 34 English Hubs in England and, since then, have worked with hundreds of other schools, in the region, to improve pupil attainment in phonics and early reading. We have recently had our Phonics Scheme (Unlocking Letters and Sounds) validated by the DfE. Being aspirational for every child in our care is a key driver for us at St Peter's.

St Peter's has a deservedly high reputation for academic, creative and sporting excellence. Pupil attainment in all phases is also high. The school is set in a beautiful quiet location, with plenty of space to learn and play. As well as our large playgrounds, we have a wonderful field, large conservation area with woodland, pond, orchard and outdoor classroom. Inside, the environment is filled with displays of children's work and the quiet buzz of learning. If appointed, you would be leading a fantastic team of teachers and support staff who are dedicated to ensuring that all of our children achieve and that, as practitioners, we are the best we can be.

Please [visit our website](#) where you will be able to get much more information about what it is like at St Peter's. You may also like to view our [YouTube channel](#).

The Town

Portishead (population 20,000), situated on the Bristol Channel, has retained its character and its individuality despite continued growth and its proximity to the M5. Bristol is nine miles away and offers a full range of cultural, academic and sporting activities. There are many attractive places to live within easy reach. Property prices cover a wide range, but there is enough choice to suit most needs. There are housing developments in the town with more new houses being built. Staff travel comfortably to the School from as far away as South Wales, Taunton, Bath and Cheltenham.

Pupil Performance

For information about school performance please go to [Gov.uk performance pages](#) or the dedicated page [on our website](#).

Church School Partnership

Our partnership with St Peter's Parish Church is very important to us and has been built over many years. The relationship with the parish is at the heart of the school and our Vision statement has a clear Christian underpinning. We welcome clergy into school each week to lead collective worship and in non-COVID times we had termly services at the church. We had a [SIAMS inspection in February 2020](#) and were graded as Excellent in all areas.



Introduction to the school

A photograph of three children in red school uniforms sitting on the floor in a library. The boy in the center is playing a drum, while the girl to his right is clapping. Bookshelves filled with books are visible in the background.

Introduction to the school

Accommodation

The school moved to its current site in 1984; the building was originally designed for 315 pupils. In 2005 the school was expanded to become a 2-form entry school with the addition of 3 new classrooms. Following significant growth in the population of the town, the school was expanded again to become a 630 place school in 2014 and at this time a new KS2 block was built with a new school hall large enough to hold all the children. In 2018 we purchased an additional building to house our Teaching School/English Hub work.

We now have:

- 21 classrooms
- Spacious staffroom facilities
- 3 halls
- Teaching School room and office
- Large playground areas
- 2 fields
- Conservation area with woodland and outdoor classroom
- Courtyard area
- 2 car parks

All classrooms are furnished carefully with furniture which supports our pedagogical approach and also have interactive screens.

Staffing Structure

The school was led by Sharon Roberts from 2005 until August 2021 when she was appointed as Lighthouse Schools Partnership (LSP) Director of Education. There are interim leadership arrangements in place for the current academic year with both deputy headteachers acting as Co-Headteachers. One of the Co-Headteachers has just been appointed to the post of Deputy Director of Education at LSP and will begin this work on or before Sept 2022. There is also an acting Deputy Headteacher in post.

The school has a strong delegated team structure:

- Steering Group: Headteacher and Deputies
- Senior Leadership Team: Headteacher, Deputies, FS leader, KS1 Leader, LKS2 Leader, UKS2 leader and SENDco.
- Phase teams: Meet regularly in staff meeting time to ensure consistency in teaching and learning
- Year group teams: Year group teams have PPA together each week which is covered by Sports coaches and HLTAs.
- Support Staff: Each year group has a lead TA and in KS1 the ratio of support is increased. There are some 18 1:1 LSAs providing support to high level need children with SEND.
- Pastoral Support: The school has 2 experienced learning mentors
- Administration, Business and Site Teams: The team is led by our Business Manager and includes an Office Manager, Finance Officer, Receptionists, a Site Manager and Caretaker.

Governance

Our [Trust Scheme of Delegation](#) defines the remit of our Local Governing Body. Part of the ethos of our Trust is to encourage very considerable delegation to schools and this is clearly set out in the document.

As a former Voluntary Controlled School Foundation members make up 25% of the board.

We have a skilled set of governors and have a 6 board meetings per year with additional committees for Education and Resources. The school also hosts a Governors' Conference each year to ensure that governors are able to spend time in school and experience teaching and learning.

Inclusion and SEND

The school has a very experienced SENCO and, as an SLE, she also currently leads the SEND-Co network for LSP. The school is also training a deputy SENDCo. The SENDCo manages a large team of LSAs who support a growing number of high level need children with EHCPs (13 children) and Top Up Funding (20 children). There is a focused SEND/Disadvantaged staff meeting every term to enable teachers and LSAs to plan together.

CPD

St Peter's places a very high focus on CPD and there is a full professional learning programme for each term as part of the weekly staff meetings. INSETs are planned in detail to contribute to the development plan and in previous years we have welcomed Dylan William, Alex Quigley, Sonia Thompson, Tom Sherrington and James Pembroke to lead training for us.

The school has developed Lesson Study as a key tool for training and significant investment is made for this. A number of our staff are SLEs and, each year, some staff undertake NPQs.

We work very closely with the Boolean Maths Hub and our maths lead is also a deputy lead in the Hub. In November 2018, our maths lead visited Shanghai to observe maths teaching as part of the DfE England-China exchange. St Peter's was one of only 35 primaries in England selected to host two teachers for a fortnight in January 2019.

In partnership with the University of the West of England we train a PGCE students and often then employ them.

English Hub and Involvement in CPD for Lighthouse Schools Partnership

In 2018 St Peter's was designated an English Hub and since then we have supported many schools in their phonics and early reading. The school has just had its phonics scheme Unlocking Letters and Sounds validated as an effective SSP Programme. We regularly hold Showcases and training events. We also employ a number of consultants and some of our staff also support the CPD programme.

English Hub website: <https://www.unlockingexcellence.uk/>

Publisher website: <https://www.ransom.co.uk/unlocking-letters-and-sounds>

Other system leadership

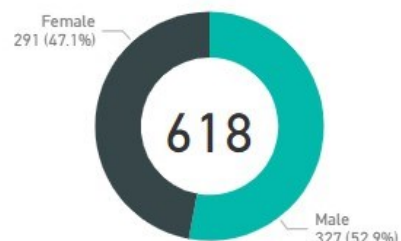
St Peter's has also contributed to a number of Department for Education projects:

- In 2016 the DfE awarded St Peter's a workload grant to look at the use of data. The DfE published the report March 2018.
- The school also contributed to Making Data Work report (DfE Nov 2018).
- St Peter's has been designated by DfE and TSC as the Workload Champion for SW region.

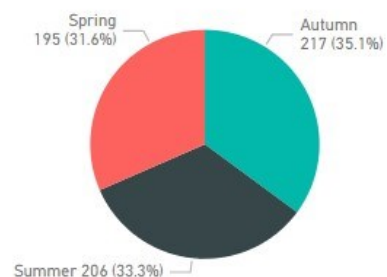


Introduction to the school

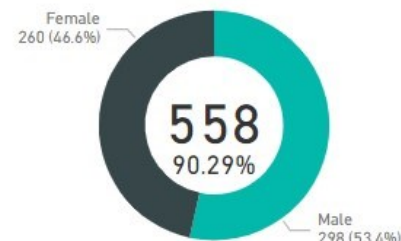
Total Number of Pupils



Term of Birth

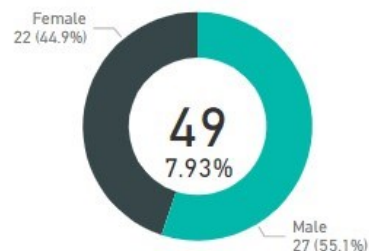


White British

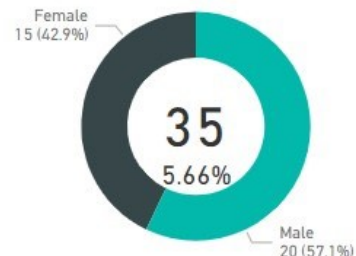


| Home language | Number of Pupils | Percentage of Pupils |
|---------------|------------------|----------------------|
| English | 469 | 75.89% |
| | 133 | 21.52% |
| Chinese | 7 | 1.13% |
| French | 2 | 0.32% |
| Russian | 2 | 0.32% |
| Bengali | 1 | 0.16% |
| Hungarian | 1 | 0.16% |

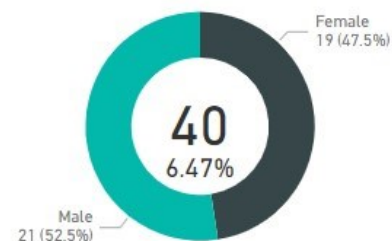
Pupil Premium



Free School Meal



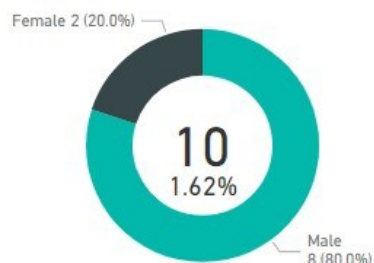
Free School Meal (last 6 years)



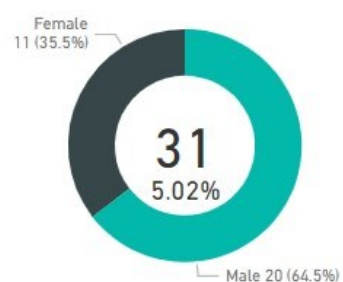
Pupils in Year Group



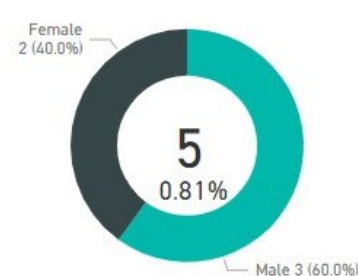
SEN - E - Education, health and care plan



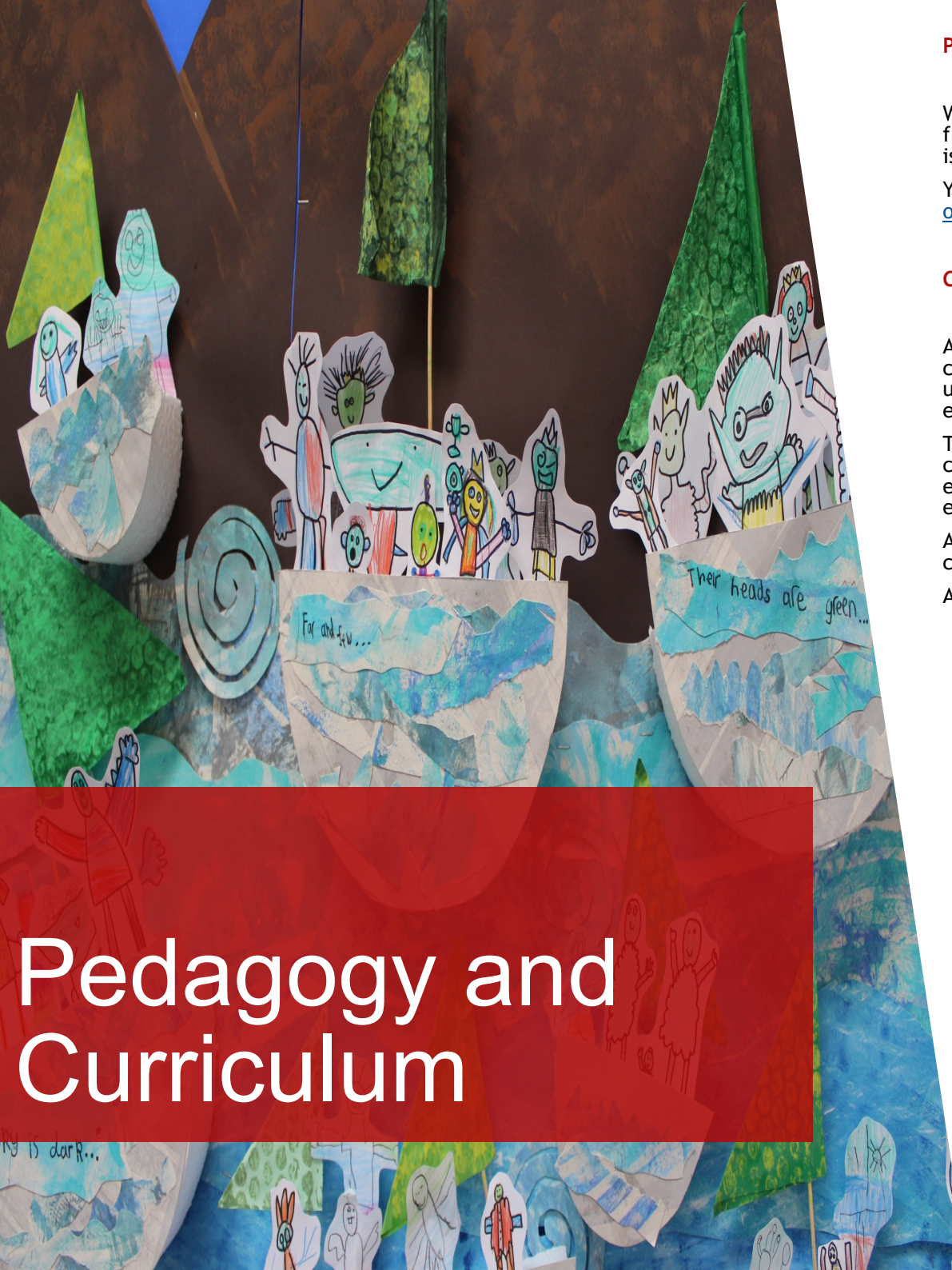
SEN - K - SEN Support



SEN - N - No special educational need



St Peter's
Church of England
Primary School



Pedagogy and Curriculum

Pedagogy

We have worked to develop our pedagogy since 2014. This provides a consistent framework and language for learning across the school is embedded throughout. It is a key tool in the way in which we deliver the curriculum.

You can find out more about our pedagogy by looking at the information and film [on our website](#).

Curriculum

At St Peter's, we think deeply about what, and how, our children learn. We have created a broad, inspiring and challenging curriculum, based on the National Curriculum that will equip all pupils with the knowledge and skills to succeed in life. In each year group careful planning builds upon previous learning.

There is a clear progression in all subject areas, which helps children to learn successfully and master, and become experts, in different disciplines. In some areas e.g. Reading and Writing we have produced books for guidance for all staff. In other areas e.g. History and Geography we have full progression documents.

Arrangements for the teaching of subjects vary. We employ an art specialist and currently Latin is taught across the school by our MFL lead.

Again you can find out all about our curriculum [on our website](#).

Our Vision

We are a welcoming, inclusive family with a strong Christian ethos. We continually aim to be an excellent school where people care more than others think is wise, risk more than others think is safe, dream more than others think is practical and expect more than others think is possible.

A vision for excellence rooted in the Christian narrative

St Peter's Church of England Primary school has served the community of Portishead for over 200 years and we are committed to our partnership with Portishead Church of England, and in particular, St Peter's Parish Church we seek to enrich the lives of all in our community. We continue to honour the following commitment:

Recognising its historic foundation, St Peter's will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

St Peter's aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice, welcoming all regardless of their faith or belief. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Our Aims

Excellence in all we do

To maintain and deepen our excellent school status by ensuring outstanding outcomes for all pupil groups.

We are committed to supporting every member of our community to be the best that they can be and to achieve their God-given potential. This means that we are ambitious and aspirational for all and build a culture of hope most particularly for those who are disadvantaged in any way. We nurture strong attitudes to learning and particularly foster resilience in seeking wisdom, knowledge, truth and understanding. We also give opportunities for excellence across a rich and full curriculum including music, drama, the arts and sport.

We know too that mistakes are an important part of learning and encourage everyone to reflect, learn and start again. We also know that our knowledge is partial and incomplete and so we ensure a culture where celebration and humility go hand in hand.

Because we aim for **excellence in all we do**:

- We enjoy learning together. We support and challenge each other to be the best we can be.
- We are committed to developing every child's potential to be an '**expert**' by enabling children to be courageous, resilient and determined.
- We create and **model** learning opportunities that inspire, encourage and support our pupils to achieve **mastery**.
- Our children are empowered to develop and own their own learning with clear **purpose** in all they do.
- We encourage constructive **critique** to move learning forward.



Our Vision and Aims

Our Aims

Excellence in who we are

As a church school to continually challenge ourselves to value, respect and support each other to become wise, generous and hopeful individuals, community members and world-wide citizens.

Character development is a priority for us and we expect much from each individual within the school. Our Christian values are key to each child's formation and a part of our expectation for every adults' modelling to others. Collective worship and PSHCE focus on Christian teaching and the development of values and on how to live well for ourselves and others. Our support for a large number of charities also embed these values.

We know that part of character development is the ability to live well together in community and so we explicitly teach how to relate well to others. The pursuit of excellence is a community activity because no one person has all the knowledge and gifts that are needed and so we are also a welcoming inclusive community and educate for dignity and respect. We teach and foster these attitudes in our class and year group communities and Family Groups.

Because we aim for **excellence in who we are**:

- We nurture relationships that are based on trust and respect, and value everyone's contribution.
- We actively seek to work in partnerships with parents and carers.
- Through our partnership with Portishead Church of England, and in particular St Peter's Parish Church we seek to enrich the lives of all in our community
- Our leadership is strong and shared, leads by example, enables and motivates, and constantly strives to ensure excellence in all we do.

Excellence in our service with others

As an English Hub and also as a school involved in delivering CPD to LSP schools, to serve other schools, leaders and teachers by supporting them to enhance pupil outcomes, enrich lives and create hopeful schools and futures for all.

As part of our commitment to Educating for community and living well together we understand our responsibility to share our knowledge and resources with others for the common good.

All our children are involved in 'Legacy Learning' and this gives them an opportunity to make a difference to the lives of others. We also value pupil leadership and give numerous opportunities through School Council, House Captains, Librarians, and Eco-Reps etc.

As a Teaching School we aim to support teachers and other schools to excel. We also contribute to the wider community and regularly deliver CPD opportunities for up to 1000 teachers per year. We also support schools via S2S support and provide ITT. We also work on a number of national projects with the DFE e.g. workload challenge projects. We aim to support and empower teachers so that they can have fulfilling and joyful careers in service.

Because we aim for **excellence in our service to others**:

- We actively encourage a culture of innovative practice, and confidently share this knowledge with others around us.
- We learn from other schools in a wide variety of networks.



Our full vision, including references to theological and biblical narrative can be found [on our website](#).



The Post

Job Description

Purpose of the post:

To provide professional leadership of St Peters' Church of England Primary School securing its continuing success and improvement, ensuring high quality education for all its students and excellent standards of learning and achievement.

Reporting to:

The Chief Executive of the Lighthouse Schools Partnership and St Peter's Church of England Primary School Local Governing Body.

Line Managed by:

The Chief Executive and accountable to Local Governing Body.

Headteacher Responsibilities:

This job description reflects and references the DfE Headteacher Standards 2020.

Ethics and Behaviour:

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to this professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit the position, students' vulnerability or might lead students to break the law

As the head of the St Peter's School community and the leading professional:

- serve in the best interests of St Peter's pupils
- conduct yourself in a manner compatible with this influential position in society by behaving ethically, fulfilling the professional responsibilities, and modelling the behaviour of a good citizen
- uphold the obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for your own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

School Culture:

- strengthen and sustain the school vision and ethos in partnership with the Local Governing Board and through consultation with the school community
- continue to create a culture where students experience a positive and enriching school life
- uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment
- ensure a culture of high staff professionalism

Teaching:

- establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how students learn
- ensure that effective strategies are in place, closely monitored and reviewed, to continue to rapidly close the gap for disadvantaged students and other vulnerable groups
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment to shape and develop the curriculum

Curriculum and Assessment:

- ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure valid, dependable, and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

Behaviour:

- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair, and respectful approaches to managing behaviour ensure that adults within the school model and teach the behaviour of a good citizen

Additional and Special Educational Needs and Disabilities:

- ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties regarding the SEND code of practice

Professional Development:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development



The Post



The Post

- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management:

- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately in line with the School's Development Plan, ensuring efficiency, effectiveness, and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing, and mitigating risk

Continuous School Improvement:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit the school's effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership:

- forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community
- commit the school to collaborate successfully with other schools and organisations within and beyond Lighthouse Schools Partnership in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

Governance and Accountability:

- understand and welcome the role of effective governance, delivering leaders' obligations to give account and accept responsibility
- establish and sustain professional working relationship with the Local Governing Body and the Board of Trustees
- ensure that staff know and understand their professional responsibilities and are held to account ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

This job description may not necessarily be a comprehensive definition of the post. It will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the holder of the post.

| Essential Requirements | | Form of Assessment |
|-------------------------------|---|---|
| Qualifications and experience | | |
| 1 | Qualified Teacher Status. | Application |
| 2 | Evidence of continuous professional development. | Application |
| 3 | At least three years of proven strong, successful leadership as a Deputy Headteacher or more senior role in a primary school. | Application, Reference & Interview/Assessment |
| Leadership | | |
| 4 | <p>Be fully supportive of and committed to the aims and ethos of a Church of England school and be able to demonstrate the ability to maintain and develop the religious character of such a school</p> <p>Able to demonstrate and articulate church school distinctiveness</p> <p>Willingness to promote and embed the school's Christian vision and values in an inclusive way</p> <p>Able to model good collective worship</p> | Application, Reference & Interview/Assessment |
| 5 | The ability to think strategically and take the leading role to develop, build on and communicate a shared vision and strategic plan which inspires and motivates the whole school community. | Application, Reference & Interview/Assessment |
| 6 | Evidence of successfully implementing, managing and evaluating change. | Application, Reference & Interview/Assessment |
| 7 | The ability to build on current strengths and initiatives and ensure a smooth transition that delivers continuous improvement. | Application, Reference & Interview/Assessment |
| 8 | A clear understanding of and enthusiasm for current issues in education and evidence of embracing, implementing and embedding new research/approaches/technologies which are relevant to teaching and learning. | Application & Interview/Assessment |

| Pupils and staff | | |
|------------------|---|---|
| 9 | Evidence of raising standards that have impacted positively on pupil attainment and teaching and learning. | Application, Reference & Interview/Assessment |
| 10 | Significant experience in evaluating and using data to plan and improve pupil experience and outcomes. | Interview/Assessment |
| 11 | A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work. | Interview/Assessment |
| 12 | A commitment to valuing, supporting and encouraging the professional development of all staff members. | Application & Interview/Assessment |
| 13 | An understanding of how to create whole community accountability systems and implement them with the support of the leadership team to combine data from a range of sources in order to maximise the achievement of pupils. | Interview/Assessment |
| 14 | Experience in financial planning and budget setting. | Application & Interview/Assessment |
| 15 | A clear understanding of and commitment to promoting and safeguarding the welfare of children. | Application, Reference & Interview/Assessment |
| Community | | |
| 16 | Evidence of building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement. | Application, Reference & Interview/Assessment |
| 17 | A commitment to building and maintaining effective and positive relationships with parents, carers, governors, the wider community and other schools. | Application, Reference & Interview/Assessment |

| Personal qualities | | |
|--------------------|--|---|
| 18 | Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives. | Interview/Assessment |
| 19 | Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, governors and parents. | Application, Reference & Interview/Assessment |
| 20 | The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level. | Application & Interview/Assessment |
| 21 | Knows how to set limits on working life and supports others in doing so. | Application, Reference & Interview/Assessment |

| Desirable experience | | |
|----------------------|--|-------------|
| 1 | NPQH or equivalent | Application |
| 2 | Experience of working within a Church of England School and actively contributed towards its distinctive Christian character and ethos Recent experience of Section 48 SIAMS inspection at a leadership level | Application |
| 3 | Relevant postgraduate qualification such as Master's degree | Application |
| 4 | Previous/current Headship experience | Application |
| 5 | Experience in budget setting, monitoring and review at whole school level | Application |
| 6 | Leadership of collaboration between schools | Application |
| 7 | Experience in leading CPD or shaping educational thought through publication or academic activity | Application |





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Primary School

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