



**Headteacher
Information Pack**
Starcross Primary School





We are seeking to appoint a Headteacher who will work in partnership with the Trust's Executive Leadership Team and the wider partnership of Trust schools. There are many opportunities to collaborate with others and to work in partnership with others across our Trust and beyond. As the Headteacher of Starcross Primary School your vision and enthusiasm will help drive the development and delivery of a motivating and engaging curriculum and develop the quality of teaching and learning.

This is an exciting time to join our newly expanded Trust and for the right individual, this is a rare and exceptional opportunity. I recognise the time-consuming nature of the application process but believe that the right candidate will see that Starcross Primary School, with its fabulous children, staff and parents, has the potential to become one of the best schools in the area.

Visits to the school are encouraged. Therefore, please contact Paul Cornish our Executive Director of Education to make arrangements. For those further away a phone call is encouraged to discuss the post, school and the application process, again please contact Paul to arrange a mutually convenient time. Contact details are included in the application pack.

We look forward to receiving your application.

Katy Quinn
Chief Executive Officer

Please fill in the application form and send to our People Team by Monday 17th April 2023 at 9:00am. Late applications will not be considered.

Applications can be forwarded via email to people@ivyeducationtrust.co.uk

Interviews will be held on Tuesday 25th and Wednesday 26th April 2023.



Headship has never been an easy job and with the challenges and uncertainties posed by the aftermath of Covid it is certainly no less a task. Against that, the rewards of leading a successful school community are considerable and the successful candidate can play a fulfilling role both in the Ivy Education Trust and the wider community..

Starcross is a thriving community and the school is one of four schools serving villages in the northern area of Teignbridge. Ivy Education Trust is a thriving and growing MAT which was formed last year through the amalgamation of two MATS, Estuaries and Osprey. It has three secondary schools and five primary schools serving nearly 4,000 pupils, with every prospect of further growth.

Governance is strong, from the members of the MAT, through the Trust board and to the Local Governing Bodies. The Trust seeks to maximise the benefits for its schools, largely through collaborative working, but recognises that a school's autonomy has its place as well. As it happens, the officers of the Trust are all qualified teachers who have developed other skills through working for the Trust and are all committed and talented people. The Trust is in a very strong financial position.

We want someone with drive and ambition who will provide the leadership and management to enable Starcross to become an outstanding school and to ensure all its pupils realise their potential, not just in academic terms, but as rounded people who will become valuable and valued members of society.

Tony Smith

Chair of the Trust Board



Thank you for considering the role of Headteacher at Starcross Primary School. We aim to provide all children and staff with the opportunities to develop and thrive and support all to be safe and happy in enriching and exciting environments so they can succeed in their futures.

With 190 children the school serves our coastal community situated in Starcross in South Devon and the surrounding areas. The school is equipped with everything that could be expected of a modern primary school to support a broad and enriched curriculum, including, but not limited to, a brand new playground and on site swimming pool, a pre-school and outdoor learning area including a nature area and gardens. As well as the on-site facilities, the school make extensive use of resources outside of the school gates; from collaboration with schools in the Ivy Education Trust and local community organisations. We also make use of the natural resources on our doorstep from the coastline to Dartmoor; providing the children with a range of experiences they will never forget.

It is important that the children come to school feeling safe, welcomed, and cared-for, and whatever their background or educational needs they leave the school inspired and empowered to achieve to the best of their abilities and ambition. This is exemplified by the school values and we pride ourselves on the pastoral support offered by staff who are experienced, committed and engaged.

We are looking for someone with the right qualities, experience and passion to provide the leadership needed to develop our school even further for the benefit of the children, families and community it serves. If you believe you can offer the right skills we'd be delighted to receive your application.

Martin Veasey

Chair of the Local Governing Body



Our mission

To improve life chances for every child and young person we serve, through broadening their opportunities and enabling them to reach their full potential.

Our aims are to provide:

- a positive collaborative environment for all schools in the Trust, learning with and from each other.
- a high quality, whole education with wider opportunities, unique experience and excellent outcomes.
- every child and young person with the best possible learning experience to prepare them for future life.
- strong and effective governance, at all levels, which supports leaders to focus on school improvement.

The Ivy Education Trust is committed to providing a broad, balanced and ambitious curriculum in all its schools, so that all children and young people develop the character and qualifications needed to open doors to their future success. A strong focus on developing and providing inspirational teaching and leadership in all schools, through school-to-school improvement, ensures outstanding progress and educational enjoyment for all members of the partnership's community.

The Trust provides support and challenge to all its schools so that its entire community of children and young people can achieve their best. The unique character of each school is celebrated and nurtured to ensure choice and variety in educational provision. The Trust is determined that all children should be able to attend a good or better school regardless of where they live.

The Trust was formed in June 2022 as a merger between the Estuaries Multi Academy Trust formed in December 2019 and the Osprey Learning Trust formed in June 2019.

Our story



The name of our Trust is inspired by the story of Dr Ivy Williams. Born in Teignbridge (Newton Abbot), in 1877, she managed what we would wish for all the children and young people of Teignbridge and surrounding area that we serve in our schools...she fulfilled her childhood dreams and ambitions. Despite those ambitions at the time seeming highly unlikely – she dared to dream, she set her sights high, she proved her doubters wrong...

On 10 May 1922 Dr Ivy Williams became the first woman to be called to the Bar (formally recognised as a qualified Barrister of Law) of England and Wales. This was despite having passed many of her qualifications in Law as early as 1903. The law and regulations at the time prevented females from formally qualifying and practising law. Changes to these laws and regulations in 1919 and 1920 saw her make her breakthrough a few years later.

Ivy Williams' Call to the Bar had been the fulfilment of a childhood dream: both her father and her brother were lawyers; her father a solicitor and her brother a barrister. She gained qualifications from both Oxford University and the University of London. Despite her momentous and history-making call to the Bar, she decided not to practice as a Barrister. Instead, returning to Oxford University as the first ever woman in the UK to be appointed to teach law to others.

The story of Dr Ivy Williams reminds us of the famous quote from Michaelangelo:

“ The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low and hitting out mark. ”

The Ivy Education Trust supports and challenges all members of our learning community to dream big, aim high, and achieve more than they ever thought was possible.



Ivy Education Trust Headteacher, Starcross Primary School

Ivy Education Trust is seeking to appoint an exceptional individual with vision, energy, and inspirational leadership to the position of Headteacher at Starcross Primary School. We are looking for the successful candidate to start in September 2023.

Starcross is a wonderful school, full of energetic and enthusiastic children who thrive with staff who nurture, care and plan for their learning step by step. At the last inspection in May 2017, the school was judged to be a 'good' school.

Starcross Primary School is a single form entry school with one class per year group plus a thriving pre-school on site and provide education for children from age of 2.5 to 11 years old. Our school was built in 1837 and has been through many developments over the years. We are now a school of around 190 pupils with a community feel both inside and outside the classrooms. Our excellent facilities include:

- a brand new playground and a swimming pool on site, that all classes can use,
- a fantastic preschool setting as part of the school, which enables all children to begin their learning journey with amazing learning opportunities
- a great outdoor learning environment, including our nature area and gardens
- a superb kitchen, with delicious hot meals for everyone

We aim to develop children both academically and pastorally; to develop them as kind, resilient, independent citizens and motivated learners who love school and have an appetite for lifelong learning.

The school recently joined Ivy Education Trust in June 2022. The Ivy Education Trust is committed to providing a broad, balanced, and ambitious curriculum in all its schools, so all children and young people develop the character and qualifications needed to open doors to their future success. A strong focus on developing and providing inspirational teaching and leadership in all schools, through school-to-school improvement, ensures excellent progress and educational enjoyment for all members of the partnership's community.

The unique character of each school is celebrated and nurtured to ensure choice and variety in educational provision. The Trust is determined that all children should be able to attend a good or better school regardless of where they live.

Our mission is to improve life chances for every child and young person we serve, through broadening their opportunities and enabling them to reach their full potential. We support all members of our learning community to dream big, aim high, and achieve more than they ever

thought was possible. If you share these visions and aspirations, then we very much welcome your application for this post.

The Headteacher will have overall responsibility for the organisation, management and conduct of the school. You will provide leadership and assist with the delivery of the Trust's vision to ensure the achievement of the highest possible standards of education at Ivy Education Trust. The role will require collaboration within and beyond the Trust and a close working relationship with the Chief Executive Officer and Executive Director of Education. The Headteacher is accountable to the Local Governing Board and to the Trust Board.

If having read the job description and person specification, you believe you have the skills and attributes to successfully take on this exciting new role and make a real difference to the outcomes for the children at Starcross Primary School, then we warmly welcome your application.

The closing date is 9:00am **Monday 17th April 2023**. Interviews will be held on **Tuesday 25th and Wednesday 26th April 2023**.

For an informal discussion or to arrange a school tour, please contact Paul Cornish, Executive Director of Education, on 01626 870317 or paul.cornish@ivyeducationtrust.co.uk.

Job Description

Job Title:	Headteacher
Location:	Starcross Primary School
Responsible to:	Executive Director of Education
Salary:	L10 – L16 (Group 2)
Contract:	Permanent
Start Date:	01 September 2023

Liaising with:

- Chief Executive Officer
- Executive Director of Education
- Trust Executive Team
- Trust Central Team
- Headteachers
- School Leadership Teams
- Trustees/Local Governors
- External agencies

Main Duties:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. This job description is based on the National Standards for Headteachers together with the particular requirements for managing Starcross Primary School in successful collaboration with Ivy Education Trust.

Ethics and Professional Conduct:

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

• Selflessness • Objectivity • Openness • Leadership • Integrity • Accountability • Honesty

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- Build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their 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 their position, pupils' vulnerability or might lead pupils to break the law.

As leaders of their school community and profession, headteachers:

- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities, and modelling the behaviour of a good citizen.
- Uphold their 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 their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

Headteachers' Standards

1. School culture

- 1.1 Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- 1.2 Create a culture where pupils experience a positive and enriching school life.
- 1.3 Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- 1.4 Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.
- 1.5 Ensure a culture of high staff professionalism.

2. Teaching

- 2.1 Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- 2.2 Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- 2.3 Ensure effective use is made of formative assessment.

3. Curriculum and assessment

- 3.1 Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- 3.2 Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.

3.3 Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.

3.4 Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour

4.1 Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.

4.2 Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.

4.3 Implement consistent, fair, and respectful approaches to managing behaviour.

4.4 Ensure that adults within the school model and teach the behaviour of a good citizen.

5. Additional and special educational needs and disabilities

5.1 Ensure the school holds ambitious expectations for all pupils.

5.2 Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.

5.3 Ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs [footnote 9] and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.

5.4 Ensure the school fulfils its statutory duties about the SEND code of practice.

6. Professional development

6.1 Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs.

6.2 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.

6.3 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.

7. Organisational management

- 7.1 Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- 7.2 Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.
- 7.3 Ensure staff are deployed and managed well with due attention paid to workload.
- 7.4 Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- 7.5 Ensure rigorous approaches to identifying, managing, and mitigating risk.

8. Organisational management

- 8.1 Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- 8.2 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.
- 8.3 Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

9. Working in partnership

- 9.1 Forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community.
- 9.2 Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- 9.3 Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

10. Governance and accountability

- 10.1 Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- 10.2 Establish and sustain professional working relationship with those responsible for governance.
- 10.3 Ensure that staff know and understand their professional responsibilities and are held to account.
- 10.4 Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Chief Executive Officer.

Person Specification

Criteria	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Degree or national certificate or appropriate experience at a senior level	✓	
National Professional Qualification for Headship (NPQH) or working towards	✓	
Proven experience of successful school improvement initiative	✓	
Professional experience and knowledge		
Headteacher, acting headteacher or other equivalent school experience	✓	
Leading school improvement and raising standards	✓	
Developing and implementing a focused school improvement plan	✓	
Developing, adapting, and improving the school curriculum	✓	
Accurate self-evaluation of the impact of initiative and school improvement	✓	
Proven ability as an excellent classroom teacher	✓	
Deep subject and disciplinary knowledge to drive standards	✓	
Working effectively in a team.	✓	
Illustration of how knowledge and concepts are structured to lead to subsequent learning	✓	
Knowledge of working memory, recall, practice, and scaffolding	✓	
Strategic Direction and development of the school		
Ability to implement whole school policies and procedures to affect rapid and sustained school improvement.	✓	
Experience of using a range of information and evidence to raise pupil achievement, improve teaching and the curriculum.	✓	
Experience of developing and successfully delivering inclusive practice to ensure equal opportunities for all.	✓	
Ability to identify realistic and challenging targets for improvement. Ability to ensure that those involved in delivery are confident to do so.	✓	
Support the school fully in raising achievement and attainment through implementing and supporting changes.	✓	

Curriculum		
Understanding of content choices, sequences, and subject specific approaches	✓	
Development of a whole school curriculum offer	✓	
How the curriculum supports the ethos and values of a school	✓	
Professional Values		
High expectations of everyone.	✓	
Passion for all to succeed	✓	
Learning should be fun	✓	
Commitment to personal learning and development	✓	
Collaboration, honesty, and transparency	✓	
Support for an enriched curriculum through out of hours learning and educational visits	✓	
Personal aptitudes, qualities, and skills		
Highly motivated, dependable, open, and reliable	✓	
Excellent verbal and written communication skills	✓	
Be always visible and accessible	✓	
Play a lead role in contributing to the wider community developments of the school	✓	
Fully embrace the aims and values of the school and Trust	✓	
Be an effective role model; embody and uphold the highest professional standards	✓	
Value and acknowledge the contributions of others	✓	
A positive, proactive, and innovative approach to tackling and solving problems	✓	
Commitment and loyalty to the organisation and its aims	✓	
Depth of character, presence, and mature leadership skills	✓	
Presentational skills both verbal and written (report writing)	✓	
Understanding of safeguarding issues and promoting the welfare of children and young people	✓	

Ivy Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are expected to undergo Disclosure and Barring and employment checks.