



# Stithians CP School

Church Road, Stithians, Truro. TR3 7DH

Headteacher: Nick Illsley BA (Hons) QTS

☎ (01209) 860547

💻 [www.stithians.cornwall.sch.uk](http://www.stithians.cornwall.sch.uk)

✉ [secretary@stithians.cornwall.sch.uk](mailto:secretary@stithians.cornwall.sch.uk)



# Application Pack

## Headteacher

## Stithians Community

## Primary School

School Group: 2

Salary: L11 – 17 (£54,091 – £62,570)

Full time – Permanent

Start date: April or September 2022

*Stithians C.P. School is committed to safeguarding and promoting the welfare of children and young people and expects all of our staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening and employment checks, including enhanced DBS clearance and full reference checks with previous employers.*





## **WELCOME**

Dear Applicant

I am delighted that you are considering applying for the post of Headteacher of Stithians School.

We're very proud of our school and the children and we hope that this comes across to you. Recruiting a new headteacher is not something one does very often – it is an exciting opportunity. Our current head Mr Nick Illsley retires at the end of this term after 11 years of dedicated service, and leaves us with a strong school on a firm footing, and a really good staff team.

### **Who are we looking for now?**

- An inspirational leader who can model excellence in teaching and learning and drive school improvement.
- A strategic, forward-looking leader who is able to cultivate effective partnerships with local schools, stakeholders and agencies to ensure long term sustainability.
- A leader who enjoys teaching and being with the children in class and a Headteacher who enjoys their role within both the immediate school and wider community.
- A leader who will embrace and embed our ethos to develop inspiration, understanding, value, and responsibility and what these mean to our vision for the school.
- A leader who can sustain and nurture the excellent teamwork that is characteristic of the whole school community.
- A leader who will build on the exciting work already undertaken to develop our curriculum and will invest in and support the staff.

Stithians is a lovely, happy school at the heart of a vibrant and truly Cornish village. The children really enjoy coming to school. We know how much they missed being here during the recent lockdowns and everyone was delighted to see them returning with smiling faces and lots of energy and enthusiasm. Our visitors often remark on the friendly and positive atmosphere in school. The school was judged to be 'GOOD' in all areas during its most recent OFSTED inspection in May 2017 with the report stating, 'Pupils' behaviour in and around school is exemplary. The school's environment is calm and purposeful.'

Our staff are a very experienced, dedicated and caring team. They are committed to inclusion, have high aspirations for all the children regardless of their starting point and are determined to provide them with every opportunity to enjoy each day and to encourage in them a love of learning.

We are a maintained school who enjoy support of the Local Authority and have close working relationships with both Primary and Secondary schools in the Redruth and Penryn areas. These continue to provide opportunities for collaboration and partnership. We are also privileged to have great support from our parents and the wider community. There is a strong PTA (Friends of Stithians School).

I hope very much that the information provided, together with our website, will give you all you require to make an application and provides you with a sense why Stithians School is so popular within our community and a fabulous place to work.

Details of how to apply or arrange an informal visit can be found later in this pack. If you would like to arrange a visit you would be warmly welcomed by us all, enabling you to meet the staff and children.

**The closing date for applications is midnight on Friday 28 January 2022**

**The provisional Interview date is Monday 7 February 2022**

If you are an outstanding classroom practitioner with the interpersonal skills to motivate and inspire others and a personal commitment to drive an ethos of continuous improvement then we want to hear from you. The successful candidate can be assured of our full support with their future professional and career development and a commitment to their well-being and work/life balance.

Thank you for your interest and we look forward to hearing from you.

With very best wishes

*Catherine Cullen*

Catherine Cullen  
Chair of Governors



## HOW TO APPLY - GUIDANCE NOTES

Please read these guidance notes before completing your application.

We hope you find this pack and the information available on the School website provides all you need to consider an application for this post.

Please read the job description and person specification thoroughly. The essential criteria are the minimum level of skills, knowledge and experience required for the role and are of equal importance. The desirable criteria are those that will enable the successful candidate to perform the job more effectively and will be used for shortlisting purposes if several candidates have all the essential criteria.

The shortlisting panel will be looking for evidence in your application that shows that you meet the criteria.

- In the first instance, please contact Diane Bransgrove, Support Officer for Governor Services at Cornwall Council if you are unclear about any aspect of the application process.  
Email: [headships@cornwall.gov.uk](mailto:headships@cornwall.gov.uk)
- Prior to applying, you may wish to discuss the position informally or arrange an informal visit to the School. Please email [chair@stithians.cornwall.sch.uk](mailto:chair@stithians.cornwall.sch.uk)
- Please contact school reception T: 01209 860547 or E: [secretary@stithians.cornwall.sch.uk](mailto:secretary@stithians.cornwall.sch.uk) should you require any additional information specifically about Stithians Community Primary School.
- Application Form. Please ensure you complete all sections of the application form. The school is committed to safeguarding all young people and children and requires candidates to explain all gaps in their career history. Stithians Community Primary School reserves the right to reject incomplete application forms. Any inconsistencies or anomalies will be explored at, or prior to, interview.
- **Completed applications should be submitted by midnight on Friday 28 January 2022.**  
Please note that CVs will not be accepted. Please also note that any applications received after the closing date will not be considered.
- **The provisional interview date is Monday 7 February 2022.**  
Should you decide to apply, please confirm your availability when submitting your application.
- References will only be taken up for shortlisted candidates who will be notified beforehand. Please contact each of your named referees to inform them that, if you are shortlisted, we will request a reference prior to interview.
- Providing false information as part of your application may lead to a withdrawal of any conditional offer of employment, or disciplinary procedures potentially leading to dismissal without notice if you have already been appointed.
- Stithians Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff are subject to pre-employment checks which include applying for an enhanced DBS disclosure.



## Background Information

**Location:** Stithians is a village and parish in Cornwall with a population of over 2000. Its central location makes it a very popular village for people who want to live in a rural location but within easy access to the North and South Coast beaches and harbours, the local towns of Redruth, Helston and Falmouth, and the city of Truro.

The Parish includes the villages of Stithians and Longdowns as well as several local hamlets. The village is well known for hosting the largest single day agricultural show in England ([www.stithiansshow.org.uk](http://www.stithiansshow.org.uk)). Stithians is also the site of the windiest lake in England with a fantastic Water Sports Centre.

Local facilities include two shops incorporating the post office, one pub, and a doctor's surgery. The village has a medieval C of E Church near to the school and a Methodist Chapel.

Adjacent to the school is the popular community building The Stithians Centre; home to a busy Preschool that also provides wrap-around care for Stithians School pupils.

In the fields opposite the school is a large, well-equipped playing field for village use. Adjacent to this field, the various village sports clubs have located 2 rugby pitches and pavilion, a cricket pitch and pavilion, a bowls club and pavilion, and a tennis court. There is also a Skateboard Park and BMX racetrack.

**School Accommodation and partnerships:** The original granite school buildings have been at the heart of this beautiful village since 1869. Refurbishment and an extension (finished in 2003) have created an excellent learning environment including comfortable classrooms, a large hall, a dedicated library, on-site kitchen, various other rooms, including IT suite, and Early Years area (incorporating a large reception classroom with a wet weather conservatory extension, two classrooms and exclusive KS1 playground and outside learning areas).

We have a large playground zoned for different activities and team sports and a school garden area. We are fortunate to have a beautiful school field with an all-weather track encircling a football pitch and space to engage with nature and endless possibilities to use the imagination.

These are all bounded on one side by the quietly flowing Kennall River, mature trees and fields. Stithians is very lucky to have beautiful accessible countryside all around including a nearby nature reserve and a rich local history that provides fantastic curriculum opportunities.

The school maintains close community links with the church and chapel and the Stithians Show and many of the local sports clubs including cricket, bowling and rugby.

Working with other schools in the Redruth Learning Group provides additional enrichment opportunities for children to work together, with the annual dance performance at the Redruth Regal always very popular! The group also provides moderation and staff development opportunities and for the sharing of good practice. Both Redruth Secondary School and Penryn College provide curriculum support in various areas and Stithians School benefits from being part of the Penryn Sports Partnership.

We encourage all children to lead a healthy lifestyle and uptake of the wide range of sporting opportunities and extra-curricular clubs is very high - including children from vulnerable groups who are carefully tracked to ensure they are making the most of these opportunities. Additional sports activities run after school, delivered by staff. The school performs to a high level in many areas of competitive sport (local leagues in football almost every year, rugby, netball, cross country, basketball, hockey, gymnastics and swimming).

As part of the recruitment process, we asked some of our stakeholders the question:

***“What is it that you think is best about Stithians School?”***

**This is what they said:**

KS1 / Yr1 children	Staff and support staff members
<ul style="list-style-type: none"><li>• It's very fun. There're loads of fun things to do</li><li>• It's like a big family!</li><li>• The best thing is learning maths. You get new things like number maths and adding up. I can add 10 and 10 and 9 and 9. (*She then demonstrated this was true!*)</li></ul>	<ul style="list-style-type: none"><li>• It has a community feel and good team spirit</li><li>• We accept each other for who they are and value them</li><li>• You get the chance to take responsibility</li><li>• The individuality of the school and community spirit</li><li>• Working together and supporting each other</li><li>• It's a community school in a caring community</li><li>• Good community spirit in and out of school</li><li>• Parents asked after me when I had Covid.</li><li>• KS2 children look after the younger ones, and they all look after each other.</li></ul>
KS2 3 YR 5/6 children	
<ul style="list-style-type: none"><li>• I think the teachers are really caring and kind.</li><li>• Whenever I'm stuck the teachers or teaching assistants always help me.</li><li>• You always learn a new thing every day.</li><li>• You can always make friends here.</li></ul>	

### **Staffing structure**

Senior staff:

- Mr Nick Illsley – Headteacher
- Mr Trevor Manley- Deputy Headteacher
- Miss Amanda Foster - Senior teacher and EYFS KS1 lead.

The SENDCO is Mrs Jan Bailey (class teacher for Porthmeor, Year 4&5)

In all there are 5 full-time teachers, 3 part-time teachers and 13 teaching assistants supporting children's learning.

We have a really strong team of support staff with at least one person in each class on each day. We have an experienced part time school secretary, 0.8 in the office and assistant secretary 0.6, and an ICT technician. 0.1.

There is a hardworking team of cleaning staff lead by a cleaner-in-charge and several Meal Time Assistants.

## Class structure

School PAN 175, pupil numbers currently 181

Like many schools in Cornwall, our curriculum model is based around 6 classes with three mixed age and ability classes in the juniors.

### KS1

Gunwalloe Class	–	Reception Year (25 pupils)
Marazion Class	–	Year 1 (24 pupils)
Sennen Class	–	Year 2 (25 pupils)

### KS2

Godrevy Class	–	Year 3 and 4 (35 Pupils)
Porthmeor Class	–	Year 4 and 5 (35 pupils)
Kynance Class	–	Year 5 and 6 (37 pupils)





## JOB DESCRIPTION

### HEADTEACHER: Stithians Community Primary School

<b>Job Title:</b>	Headteacher
<b>Salary Range:</b>	Leadership Pay Spine – L 11-L17
<b>Responsible to:</b>	Stithians Community Primary School Governing Body
<b>Direct Supervisory Responsibility for:</b>	Senior Leadership Team, SENDCO, Teaching Staff, Support Staff

*This job description is subject to the general conditions of service for a headteacher as set out in the current School Teachers Pay and Conditions Document.*

*In carrying out his/her duties the headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the schools, parents and pupils*

#### **Shaping the Future:**

The headteacher will be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

#### **Duties and Responsibilities**

##### **A) Strategic direction and development of the school:**

To work with the governing body and others, to develop a strategic view for the school in their communities and analyse and plan for the future needs and further development of the school within the local, national and international context:

1. To formulate overall aims and objectives for the school and policies for their implementation
2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life
3. To develop with staff, pupils, parents and governors policies relevant to the needs of the schools
4. To implement the local authority's and governing body's policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability, special educational needs and other forms of educational disadvantage
5. Secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing the school's effectiveness and securing school improvement
6. To ensure that all those involved in the schools are committed to the aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school
7. To ensure that the management, finance, organisation and administration of the school support their vision and aims
8. To ensure that policies and practices take account of government legislation, national, local and school data and inspection research findings
9. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary
10. To arrange for a deputy headteacher or other suitable person to assume responsibility for the discharge of the headteacher's functions at any time when absent from school.



### **B) Leading and teaching**

To work with the governing body to lead and manage effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

1. To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe and healthy school environment
2. To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
3. To ensure that learning is at the centre of strategic planning and resource management
4. To establish creative, responsive and effective approaches to learning and teaching
5. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
6. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community
7. To be able to implement strategies which secure high standards of behaviour and attendance
8. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
9. To be able to take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
10. To monitor, evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken
11. To fulfil the headteacher's duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education
12. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act.

### **C) Leading and managing staff**

To lead, motivate, support, challenge and develop staff to secure improvement:

1. To participate in the selection and appointment of teaching and non-teaching staff in the school
2. To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils
3. Lead, manage and develop the staff, including appraising and managing performance
4. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance
5. To assess whether a teacher at the school who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school
6. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range
7. To participate in arrangements for headteacher performance management
8. To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status, the Career Entry Profile and standards for induction.

#### **D) Efficient and effective deployment of staff and resources**

To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:

1. To allocate, control and account for those financial and material resources of the schools which are delegated to the headteacher by effectively managing the school's budgets and material resources
2. To work with governors and senior colleagues to recruit staff of the highest quality available
3. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided
4. To advise the governing body and implement decisions in relation to staffing
5. To advise the governing body on the adoption of effective procedures to deal with the competence and capacity of staff
6. To advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control
7. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations
8. To make arrangements, if so required, for the security and effective supervision of the both school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the local authority
9. To undertake responsibilities as defined in the LA's Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty
10. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity
11. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money
12. To ensure that staff are encouraged to attend INSET which increases their knowledge and understanding of their roles and responsibilities.

#### **E) Accountability**

To be accountable for the efficiency and effectiveness of the school to the local authority, governors, pupils, parents, staff, local employers and the community:

1. To liaise and co-operate with education officers and support services in the evaluation, monitoring and inspection of the schools according to such arrangements as may be required by or agreed with the local authority
2. To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money
3. To report to the governing body on the discharge of the headteacher's functions and the affairs of the school
4. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school
5. To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the LA, the local community, OfSTED and others, to enable them to play their part effectively
6. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement
7. To report to the governors annually on the performance management of teachers at the school in relation to the School Teachers Pay and Conditions Document

8. To provide information about the work and performance of staff where it is relevant to their future employment.

#### ***F) Strengthening Community***

1. To be able to build a school culture and curriculum which takes account of the richness and diversity of the school's communities
2. To create and promote positive strategies for challenging racial and other prejudice and dealing with, and reporting, racial harassment
3. To ensure learning experiences for pupils are linked into and integrated with the wider community
4. To ensure a range of community-based learning experiences
5. To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
6. To seek opportunities to invite parents and carers, community figures, business or other organisations into the schools to enhance and enrich the school and its value to the wider communities
7. To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
8. To co-operate and work with relevant agencies to safeguard and protect children
9. To ensure that the school promotes effective links with the local community and continue the development of close liaison with other local primary and secondary schools.

#### ***G) Pupil Care***

1. To ensure that provision in the school safeguards all pupils in line with the statutory guidance in Keeping Children Safe in Education
2. To arrange for effective induction of pupils entering the school and transferring to the next phase of education or to another provider mid-year
3. To determine, organize and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care, guidance and an understanding and appreciation of British values
4. To determine and arrange means to promote among pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school
5. To handle individual disciplinary cases, including power to exclude pupils in accordance with provisions of the latest legislation.



## HEADTEACHER - PERSON SPECIFICATION

	Essential (E)	Desirable (D)	How identified
<b>1. Qualifications and Training</b> You will have:	Appropriate initial teaching qualification Qualified Teacher Status Evidence of recent and relevant continuing professional development	Good Honours degree NPQH award	Application Form & Qualification Certificates
<b>2. Background and Experience</b> You will have:	Recent, relevant successful experience of senior leadership in school(s) or a similar position within a Local Authority/Academy Commitment to support the school's inclusive ethos Acknowledgement as an inspiring classroom practitioner Experience of monitoring, evaluating and taking action on the effectiveness of teaching and learning Proven successful experience of leading and motivating teams Evidence of managing change effectively Experience of establishing a good rapport with parents and effective working with variety of stakeholders, including governors and the wider community	Experience of leading, supporting and challenging teaching and support staff Commitment to the continuous professional development of staff Commitment to enhancing school provision through extra-curricular activities Commitment to developing the school at the heart of the community Successful experience of managing budgets and/or resources Proven ability to lead and manage the curriculum Experience of working in an environment of mixed-age classes Successful experience of liaising with external agencies Experience of teaching in more than one primary school Experience of managing Personnel and Health/Safety issues	Application Form & References

	Essential (E)	Desirable (D)	How identified
<b>3. Professional knowledge and understanding</b> You will have knowledge and understanding of:	Models of effective teaching and learning including the role of play in learning, of all primary age children Up to date knowledge of the National Curriculum (& EYFS curriculum) The implications of teaching children within mixed age classes Safeguarding requirements Current educational priorities, legislation and developments School self-evaluation and its relationship with the process of school development and improvement School improvement strategies including monitoring the quality of teaching and learning, pupil outcomes and the quality of provision The role of school governors	Small school headship Effective operational knowledge of Foundation Stage and Key Stages 1 and 2 Models of behaviour and attendance management Financial planning and budget management Strategies to support the well-being of staff The work of other agencies/bodies and opportunities for successful collaboration with them	Application Form and Interview Process
<b>4. Skills</b> You will:	Be emotionally literate, possess exceptional communication skills and communicate effectively with all stakeholders Lead, inspire, motivate and empower Manage, prioritise, plan and organise self and others Have the ability to empower and develop staff and pupils through support and challenge and resolving conflicts Possess good ICT skills Devolve responsibility & delegate appropriately.	Possess clear vision and an ability to develop aspects of school strategy Think creatively and imaginatively to anticipate and solve problems and identify opportunities Be confident in the use of new technologies to support teaching and learning Effectively use IT to support administration and educational management Have the ability to recognize and respond appropriately to difficulties, as well as celebrate achievements and raise the profile of the school Chair meetings effectively	Application Form, Interview Process and References



	Essential (E)	Desirable (D)	How identified
<b>5. Personal Qualities</b> You are:	Committed to safeguarding and promoting the welfare of children, young people and/or vulnerable adults Motivated by working with young people in order to improve their life chances An individual with energy, vigour, a substantial presence around school displaying drive and determination In possession of a sense of humour and warmth Professional and committed to upholding standards. A person of high integrity. Values driven, positive and constructive; open to advice and constructive criticism and setting an appropriate example Punctual and able to work to deadlines. A team player, supportive of colleagues Willing to accept the demands and challenges of a senior leadership post and respond in a flexible manner Resilient - persistent in the face of challenge		Application Form, Interview Process and References
<b>6. Attitude:</b> You believe in:	The development of the whole child and an inclusive approach towards the education of all children The development and welfare of every member of staff Equal opportunities, comprehensive education and social justice Challenging underperformance A work/life balance A school community approach to pupil achievement	Putting learning at the heart of strategic planning, monitoring and evaluation	Interview Process and References
<b>7. Personal Presentation</b>	Good standard of dress and presentation		Interview & References