



HEADTEACHER

Teignmouth Community School, Mill Lane



EXCELLENCE IN LEARNING





Headteacher, Teignmouth Community School, Mill Lane

Osprey Learning Trust is seeking to appoint an exceptional individual with vision, energy and inspirational leadership to the position of Headteacher at Teignmouth Community School, Mill Lane. We are looking for the successful candidate to start in September 2021.

Teignmouth Community School, Mill Lane (2 – 11yrs), is a 'good' school judged at the previous Ofsted inspection, serving a strong community with a diverse range of educational needs in a rural coastal catchment. The school has a thriving Nursery taking children from 2 years old. Our priority is to ensure that all children, regardless of socio-economic background, can grow, thrive, and be successful.

Osprey Learning Trust is a wonderful place to work and is full of staff who are dedicated to improving the life chances of every pupil that attends its 5 schools. We are a tight-knit family of schools based around the natural geography of the River Teign and Exe estuaries. We work closely with all schools within the Trust to ensure Excellence in Learning for all. We believe in promoting the appropriate balance between strong alignment and independence with schools. It is important for all our schools to maintain their own identity and celebrate their unique qualities. However, we believe that working collaboratively we will enable our children and staff to access the best resources and learning opportunities. We aim to identify the strengths of our collective practice and share them effectively across our schools such that all our children benefit from our professional expertise. Our vision is to provide **EXCELLENCE IN LEARNING** for all schools within the trust; through purposeful **COLLABORATION**; by having aspirational **CURRICULUMS**; and from being at the heart of its **COMMUNITY**

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 Osprey Learning Trust vision to ensure the achievement of the highest possible standards of education at Teignmouth Community School, Mill Lane. The role will require collaboration within and beyond Osprey Learning Trust and a close working relationship with the Chief Executive Officer. The Headteacher is accountable to the Local Governing Body 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 Teignmouth Community School, Mill Lane, then we warmly welcome your application.

The closing date is noon on **19th April 2021**. Interviews will be held in the week commencing **26th April 2021**.

For an informal discussion, or to arrange a school tour, please contact Mrs Katy Quinn, CEO via email katy.quinn@teignmouthschool.co.uk

Application forms and further information are available from our website.

<https://www.ospreylearningtrust.co.uk/trust-vacancies/> or via email to Scott Deeming scott.deeming@teignmouthschool.co.uk

Job Description

Job Title:	Headteacher
Location:	Teignmouth Community School, Mill Lane
Responsible to:	CEO
Salary:	L10 – L16
Contract:	Permanent
Job Reference Number:	OLTHDTE-21

Key Purpose of Job

The Headteacher will have overall responsibility for the organisation, management and conduct of the school; providing leadership and assisting with the delivery of the Osprey Learning Trust vision to ensure the achievement of the highest possible standards of education at Teignmouth Community School, Mill Lane. The role will require collaboration within and beyond Osprey Learning Trust and a close working relationship with the Chief Executive Officer. The Headteacher will be accountable to the Local Governing Body and to the Trust Board.

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 Teignmouth Community School, Mill Lane in successful collaboration with Osprey Learning 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 at all times 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 [item 9] and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.

5.4 Ensure the school fulfils its statutory duties with regard to 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.

Person Specification

Area	Job Requirements	Essential/ Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • National Professional Qualification for Headship (NPQH) or working towards. • Proven commitment to professional development. • Proven experience of successful school improvement initiative. 	E E E E	C, I C, A C, I A, C, I
Experience/ Knowledge	<ul style="list-style-type: none"> • Headteacher, acting headteacher or other equivalent school experience. • Leading school improvement and raising standards. • Developing and implementing a focused school improvement plan. • Adapting and improving the school curriculum. • Accurate self-evaluation of the impact of initiative and school improvement. 	E E E E E	A, I A, I A, I A, I A, I
Strategic Direction and development of the school	<ul style="list-style-type: none"> • 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. 	E E E E E	A, I A, I A, I A, I A, I
Professional knowledge, understanding and skills	<ul style="list-style-type: none"> • Proven ability as an excellent classroom teacher (as a member of staff). • 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. 	E E E E E	A, I A, I R A A, I
Specific knowledge, understanding and skills	<ul style="list-style-type: none"> • What constitutes quality and high standards in learning and teaching and curriculum design. • Inclusion and strategies for engaging all learners, especially disadvantaged and those who have special educational needs. 	E E	I I

	<ul style="list-style-type: none"> What constitutes appropriate and successful relationships with children. Child protection and effective safeguarding in a primary school. Ability to work well with parents and carers. Deep understanding of Early Years provision 	E E E	I A, R A, I, R
Curriculum	<ul style="list-style-type: none"> 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. 	E E E	A, I A, I I
Professional Values	<ul style="list-style-type: none"> High expectations of everyone. Passion for all to succeed. Learning should be fun. Commitment to personal learning and development. Collaboration, honesty and transparency. Relationships are key. Commitment to the personal welfare and safeguarding of children. Support for an enriched curriculum through out of hours learning and educational visits. 	E E E E E E E E	I I I I I I I I
Personal Qualities	<ul style="list-style-type: none"> Take a lead role in focussing on the things that matter. Continually develop self and team. Come to work each day to do personal best. Take a lead role and be totally committed to developing teams. Be honest and open. Take a lead role in getting things done. Have moral courage; take responsibility, ownership and lead school initiatives. Be an effective role model; embody and uphold the highest professional standards. Value and acknowledge the contributions of others. Play a key part and lead role in treating people with dignity and respect. Be visible and accessible at all times. Take responsibility when things go wrong. Be open and consultative. Take a lead role in creating and maintaining a positive work climate. 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. Excellent communication and interpersonal skills. 	E E E E E E E E E E E E E E E	I, R I I I, R I, R I, R I, R R R R R I, R I, R I, R

Key to Evidence:

A – Application, C – Certificates, I – Interview, R – References