



Head Teacher Candidate Pack



Welcome from the Trust's CEO



Dear Colleague,

Thank you for your interest in the post of Head Teacher at The Park Community School. This post is being advertised at an exciting time in the school's development. We are seeking to appoint a new Head Teacher to lead the school's community and the Tarka Learning Partnership team. Key to that community is the school's Leadership Team including the Deputy Head Teacher for the Quality of Education, Craig Tamlyn and the soon to be appointed Deputy Head Teacher (new post) with responsibility for Inclusion, Ethos and Engagement. Gareth Roscoe, the current Head Teacher, will be leaving the school after 6 years of loyal and committed Headship establishing a platform for continued improvement.

Gareth, supported by the school community, has made a number of important changes at the school over recent years, improving pupil behaviour, the quality of the campus facilities, raising expectations of students and the school has begun to see an upward trend in pupil assessment outcomes. The school is well poised to support a new Head Teacher who can build on this change to secure a promising and positive future. In May 2017, the Park Community School was judged to be 'requires improvement' by Ofsted and following academy conversion in February 2019, the school is committed to attaining a 'good' outcome, recognising the efforts of the school community.

In recent years, the Park Community School has grown by nearly 200 students and we anticipate being at our maximum capacity of 1500 within the next two years. The School is an integral part of a locally based Trust – The Tarka Learning Partnership (TLP); a local Trust for North Devon schools, many of whom are the largest feeder primary schools. The Trust supports a number of schools including Eden Park Academy, Fremington Primary School, Landkey Community Primary Academy, Newport Community Primary Academy, North Molton Primary School, Roundswell Community Primary Academy, Sticklepath Community Primary Academy, Devon Primary SCITT and the Devon Teaching School Partnership. The Head Teacher would work collaboratively with these schools as a member of the School Leaders' Group, as well as with other groups such as NORDAB – North Devon Head Teacher's Board.

The Trust has a Centre for Professional Development and is working closely with the newly formed South-West Institute for Teaching (SWIFT) as a Board Member to support the ECF and Teacher/Leader/Support staff CPD agendas.

This is a time of growth and exciting change for The Park Community School and the Trust. To support this development, we seek a Head Teacher who is prepared to work in collaboration with School and Trust colleagues to pursue what we all know is achievable – a highly effective school. The Trust supports a model of empowering each Head Teacher to develop a school vision and follow it, rather than mandating a single Trust wide approach to school effectiveness. (See Trust Vision doc – appendix 1)

We are ambitious for the school and students and seek a Head Teacher who can help to further shape and take the leading role in building and delivering a new vision across all areas of the school.

The school's current vision is to develop an independent student body, who become positive role models in the community with drive to take opportunities provided for them both at school and in the wider community, including preparing them for their futures at work and in higher education. Actively building effective parental engagement to support the progress and opportunities of all students.

A 'Park' culture where teachers can teach and students are enthusiastic to achieve highly, making progress free from disruption or constraints. Park is inclusive embracing diversity and supporting each student to achieve their potential through an ambitious and stimulating curriculum, reducing barriers to learning, excellent pastoral care and an enhanced super-and extra-curricular offer.

The post is ideally suited to a September 2021 start, but the appointing panel is aware of the current pressures on schools nationally and the time of year and is open to appointment in January 2022. A generous relocation package to support a move to North Devon is available to an appropriate successful candidate.

If this role interests you, we will welcome further conversations to help you make an informed decision in applying to work with us.

Andy Cotton

CEO (Tarka Learning Partnership)

About Park Community School and the Area



The Park Community School is one of two 11-16 comprehensive, mixed gender secondary schools serving the town and villages surrounding Barnstaple. The school was formed in 1972, although our history and part of the campus dates back to 1910 with the former Barnstaple Boys and Barnstaple Girls Grammar schools.

The school is popular and frequently oversubscribed, a trend which looks set to continue. Our catchment is wide, serving 31 feeder primary schools and a geographical radius in excess of 12 miles; however, many of our students travel a short distance and join us from one of our Trust partner schools or other local feeder schools.

Our intake is demographically and academically broad. We are a truly comprehensive school. We serve many students that, when joining us have good KS2 data, life experiences, support networks and opportunities. We also serve students who may struggle to engage with learning and school and for whom we willingly go the extra mile in supporting them with effective provision and consistent care. The students are our key asset, having a positive outlook on life, friendly disposition and living in the North Devon environment, a UNESCO Biosphere.

On joining the school each student enters one of our five Houses. The House system is strong and part of our traditions and history. The House system supports our pastoral care, allowing for a feeling of belonging, inclusion and family as our five Houses incorporates generations of local families and successes.

Park School is a wonderful place to work with a welcoming staff, student and parent community. We are proud of our reputation within the community; many members of staff and local teachers choose to send their own children to us. We are proud of our recent achievements and developments but strive for more, providing the very best education and opportunities for our community.

The school is sited on the outskirts of Barnstaple town centre with good road and footpath access. Barnstaple Town centre is a short riverside walk away from our spacious and open campus.

Barnstaple is the main town and administrative centre for North Devon. It provides easy access to the North Devon Coast Area of Outstanding Natural Beauty well known for its dramatic cliffs, wild seas and many miles of sandy beaches, renowned for surfing and other water-based activities.

Barnstaple is also within easy reach of Exmoor and Dartmoor opening up further possibilities to explore the beauty on our doorstep.

North Devon is a welcoming place to live and work providing a fantastic environment, reasonable house prices, a low crime rate and good quality of life. It is easy to see why so many people choose North Devon to holiday on a yearly basis. The North Devon Tourist Board have produced this [short video](#) that may help you to visualise our area.



Introduction to the Post of Head Teacher

We seek a dynamic, hardworking and dedicated Head Teacher to lead the Park Community School. Someone who will be passionate and committed to improving the opportunities and progress for all students. The successful candidate will work closely with the Trust team and the school community to develop a high quality education and pastoral provision for all pupils.

Senior Team

- Headteacher
- Deputy Headteacher Quality of Education (Senior)
- Deputy Headteacher Inclusion, Ethos and Engagement
- School Business Manager
- Senior Assistant Headteacher Pastoral Leadership
- Two Assistant Headteachers with responsibility for Teaching and Learning
- Assistant Headteacher with responsibility for Safeguarding and DSL
- SENDco

We are ambitious for the Park Community School and students and seek a Head Teacher who can help to further shape and implement our vision. This post would provide the opportunities and professional development for a colleague aspiring to develop their career beyond Headship should they choose to do so in the future.

The postholder can expect a high degree of support from the leadership team, school staff and the Trust team who provide support for school improvement, governance, GDPR, IT, curriculum development, Inclusion, Safeguarding, HR, school operations including finance and estates. The school has a very close and supportive relationship with the Trust and the Trust plays an integral part in school development and operation.

The Trust is fully committed to safeguarding and employs a leader for safeguarding, Chris Wardle (Director for Inclusion and Safeguarding) and HR Leader, Jo Down, such is our commitment to employ the right people and to ensure a safe environment for all pupils and staff in the Tarka Learning Partnership.



Job Description



Job Title: Head Teacher

Description: Responsible for school effectiveness

Grade: Leadership Scale L32-L38 (£90,379 to £104,687 – September 2020)
(starting point negotiable dependent on experience and proven track record)

Responsible to: CEO, Tarka Learning Partnership and the Trust Board of Trustees

Overview

In this document TLP refers to the Tarka Learning Partnership. The terms 'School' and 'Academy' are interchangeable.

Leadership Responsibilities

(See also responsibilities as laid out in the relevant parts of the Teacher's Pay and Conditions document.) The Head Teacher will take overall responsibility for the leadership, organisation, management and conduct of the Academy in accordance with the Articles of Government and the policies of the Tarka Learning Partnership and in consultation with both the Board of Trustees and the Local Governing Body.

Job Description Review

This job description may be amended at any time following consultation between the Head Teacher and CEO of the Tarka Learning Partnership and will be reviewed annually.

Core Purpose of the Head Teacher

The core purpose of the Head Teacher is to provide professional leadership and management for the Academy. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a Head Teacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Head Teachers must establish a culture that promotes excellence, equality and high expectations of all pupils, embracing diversity.

The Head Teacher is the leading professional in the school. Accountable to the Board of Trustees, the CEO and the Local Governing Body, the Head Teacher provides vision, leadership and direction for the school and ensures it is managed and organised to meet the vision, aims and targets. The Head Teacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the Academy's aims and objectives and for the day to day leadership, management, organisation and administration of the Academy.

The Head Teacher, working with and through others, secures the commitment of the wider community to the school by developing

and maintaining effective partnerships with, for example, other Trust schools, other services and agencies for children, the Local Authority, higher education institutions, other local and national schools and employers. Through such partnerships and other activities, Head Teachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Head Teacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

Shaping the Future

The Head Teacher should 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. The Tarka Learning Partnership is committed to supporting Head Teachers of successful partner schools in achieving a high degree of education autonomy and providing opportunities to grow careers.

Strategic Direction and Development of the School

To work with the CEO, Board of Trustees, the Local Governing Body, to develop a strategic view for the Academy in its community and analyse and plan for the future needs and further development of the Academy within the local, national and international context:

1. To formulate overall vision, aims and objectives for the school and policies for their implementation, which supports also the Tarka Learning Partnership's strategic and improvement plans.
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 liaise effectively with the Trust, the Board of Trustees, Local Governing Body and lead & advise on strategic direction of the Academy.
4. To successfully implement all relevant Tarka Learning Partnership/School policies.

Job Description *continued*



5. Secure the commitment of parents and the wider community to the vision and direction of the Academy to create and implement a Strategic plan and School Improvement plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing school leaders/ teachers' effectiveness and securing school improvement.
6. To ensure that all those involved in the Academy are committed to its 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 Academy support its vision and aims.
8. To ensure that policies and practices take account of national, local and school data and inspection research findings.
9. To monitor, evaluate and review the effects of policies, priorities and targets of the Academy in practice and take action if necessary.
10. To ensure the Academy works efficiently and in full cooperation with TLP.
11. To actively pursue contact with the school system beyond TLP to ensure the Academy is a reflective organisation, which looks to change over time.
12. The Head Teacher of each Academy has the responsibility to work across schools within TLP where required to do so, including leading a school which is not the one applied for. Any such request will be supported through dialogue, a review of terms and conditions and full consideration of personal circumstances.

Strategic Lead: School Effectiveness – Teaching and Learning

To work with the TLP, relevant school leaders in particular the Deputy Head Teacher for the Quality of Teaching and the governing body to secure and sustain 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 curriculum designed to promote a stimulating style of learning in a safe & 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. With the support of others lead the strategic leadership of assessment, pupil progress, target setting and moderation processes across the school, compiling reports as required.
4. To ensure that learning is at the centre of strategic planning and resource management.
5. To establish creative, responsive and effective approaches to learning and teaching.
6. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
7. To be able to demonstrate and articulate high expectations and set stretching targets for the whole school community.
8. To be able to implement strategies with other school leaders which secure high standards of behaviour and attendance.

Job Description *continued*

9. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
10. To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils.
11. To strategically monitor evaluate and review whole school practice and promote improvement strategies to ensure that under-performance is challenged at all levels and ensure effective support.

Strategic Leadership of Staff

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

1. 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.
2. To take the lead role in leading the Senior Leadership Team, ensuring relevant CPD, advice, support and holding to account senior members of the Senior Leadership Team for the performance of their relevant responsibilities.
3. 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.
4. To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement.
5. To participate in arrangements for Head Teacher performance management with the CEO.

6. Challenge under-performance at all levels and ensure effective support and follow-up.
7. Ensure any staff conduct issues are addressed in a timely and decisive manner.

Efficient and Effective Deployment of 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. Ensure that learning is at the centre of strategic planning and resource management.
2. To work with the CEO, Trustees, Governors and senior colleagues to recruit staff of the highest quality.
3. To work with the Senior Leadership Team to deploy and develop all staff effectively in order to improve the quality of education provided.
4. To advise the Local Governing Body and implement decisions in relation to staffing.
5. To advise the Local Governing Body on the adoption of effective procedures to deal with the competence and capacity of staff.
6. To advise LGB governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control.
7. To lead in consultation with TLP, the review and employment of services to the Academy ensuring value for money.
8. To ensure there are adequate services to support the work of the Academy, making sure there are adequate resources to manage all known risks.
9. In consultation with TLP to examine ventures and sources of capital which will move the Academy closer to its objectives.
10. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.



Job Description *continued*



11. To undertake responsibilities as defined in the TLP and Academy's Health and Safety Policy and/or such Health and Safety Policy as TLP may have determined.
12. To lead the Academy's Emergency Plan with the support of the School's Emergency Team at local school level and as a centre for local disaster management.
13. 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.
14. To ensure that staff are encouraged to attend CPD which increases their knowledge and understanding of cultural diversity and all forms of discrimination.
15. To ensure the Academy meets all the required financial and accountability standards required by the TLP, ESFA and relevant Company law.
2. To report to the Local Governing Body and Board of Trustees on the discharge of the Head Teacher's functions and the affairs of the school.
3. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school to TLP.
4. To present a coherent and accurate account of the Academy's performance in a form appropriate to a range of audiences, including parents, governors, the local community, OFSTED and others, to enable them to play their part effectively.
5. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieve the school's targets for improvement.
6. To report to the Board of Trustees annually on the appraisal of teachers/school leaders at the school in relation to the School Teachers Pay and Conditions Document.
7. To hold relevant senior leaders to account for their performance.

Accountability for the Efficiency and Effectiveness of the School

To be accountable for the efficiency and effectiveness of the school to the Board of Trustees, CEO governors and others, including pupils, parents, staff, local employers and the community:

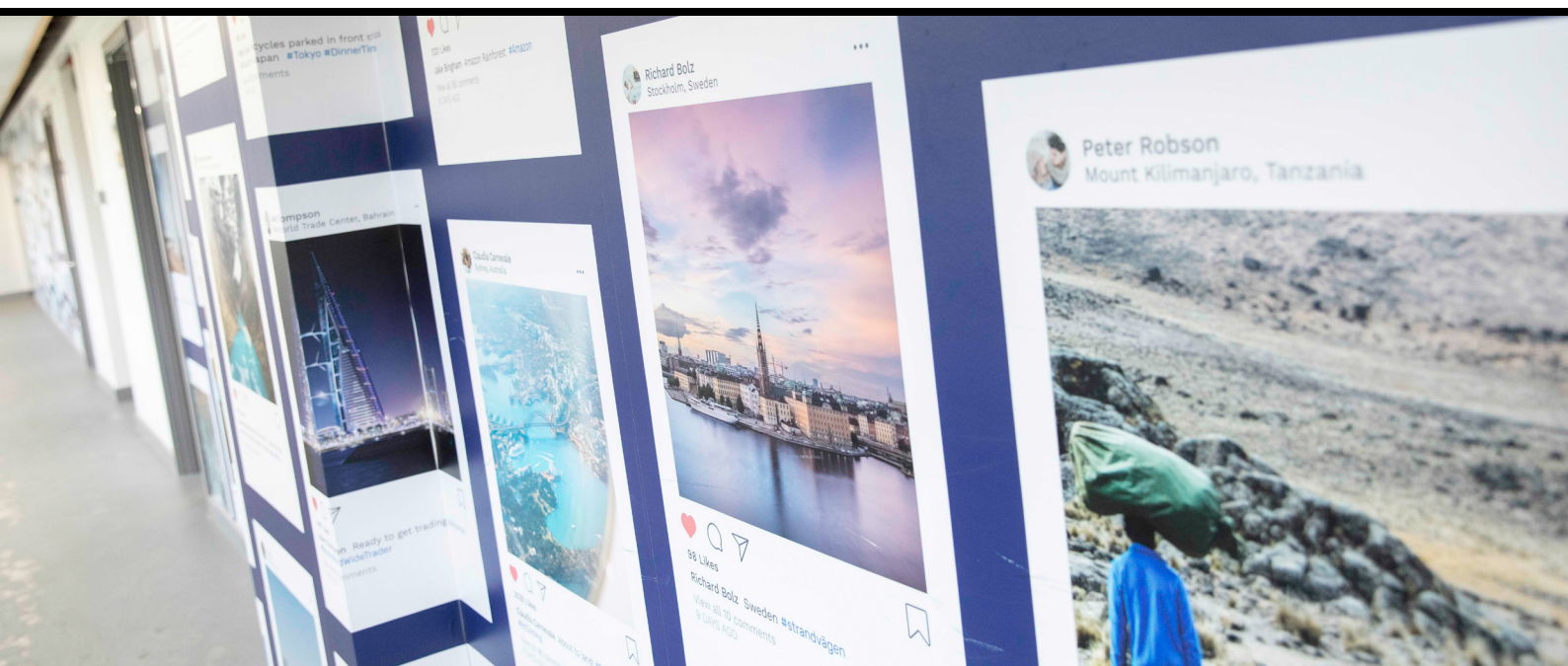
1. To provide information, objective advice and support to the CEO, Local Governing Body and the Board of Trustees to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.

Strengthening Community

1. To be able to build a school culture and learning environment which takes account of the richness and diversity of the school's communities.
2. To create and promote positive strategies for challenging racism and all other forms of prejudice against any person's protected characteristics in accordance with TLP policies.

- Create an effective climate for change, inspiring and enthusing colleagues.
- Celebrate school successes supporting an ethos of valuing staff and pupils.
- Lead and manage people and resources effectively.
- Develop strategies and implement policies and practices for school improvement.
- Provide challenge to the leadership team to support school development.

- Put the well-being, development, and progress of students at the heart of your work.
- Champion the vision for inclusion and diversity, promoting equality
- Lead and support colleagues in developing themselves, providing support and challenge to improve school operations and effectiveness.
- Demonstrate honesty, integrity and uphold public trust and confidence in the teaching profession in line with TLP values.
- Accept responsibility for problems that may arise and actively seek solutions.
- Be accountable for the processes, procedures, policies, and protocols in the designated areas of responsibility.
- Hold leaders to account for the effective and successful delivery in their areas of responsibility.
- Work with school staff, TLP, TLP schools, the Board of Trustees, and others as appropriate.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.
- Develop and continually improve research and evidence led approaches to your remit.
- Undertake other roles and activities, as necessary, to support the effective and efficient operation of the school.
- Ensure effective CPD for staff supporting a reflective and engaged workforce.
- Work with leaders in supporting school improvement activities.



Person Specification

The person specification below shows the key abilities and skills we are looking for in our new Head Teacher. The selection panel will shortlist candidates on the basis of how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a school context.



Criteria	Description	Essential (E)/ Desirable (D)	Shortlisting	Interview	Tasks	Presentation
Qualifications	Qualified teacher status	E	x			
	NPQH or further professional qualification	D	x			
	Level 3 Safeguarding trained	D	x	x		
Experience	Successful experience as Deputy Head or Head Teacher in a secondary school	E	x	x		
	Successful teaching experience and middle leadership of the age range served by the school	E	x		x	
	Experience of working in an area of deprivation	D	x	x		
	Experience of working in a MAT or other partnership	D	x	x		
Strategic Direction and Development of the School	Ability to provide clear educational vision and direction and lead by example	E		x		x
	Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these	E			x	x
	Ability to work in partnership with the governing body	E		x		
	Evidence of introducing effective strategies for improvement	E	x		x	x
	Knowledge of current educational developments	E	x		x	x
	Knowledge of statutory requirements	E	x		x	x
	Experience of Leading, Coaching and Managing Staff	E			x	
	Ability to lead, manage and inspire the whole school community through change management	E			x	x
	Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals	E			x	
	Successful experience of leading CPD for staff	E	x		x	x
	Ability to consult and negotiate effectively with different stakeholders involved with the school, including pupils	E			x	
Standards	Experience of raising standards in both KS3 and 4	E	x	x		
	Ability to analyse and use data on pupils' progress and performance to raise standards, using appropriate systems including ICT	E			x	
	Ability to set and achieve challenging targets for the school, teachers and pupils.	E	x	x		x
Teaching and Learning	Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning throughout the school	E			x	
	Understanding of the principles of how to engage students through an exciting and stimulating curriculum	E		x	x	
	Successful experience of reviewing and developing curriculum strategy	E		x	x	
	Understanding of the role and impact of assessment in learning	E		x	x	
	Successful experience of monitoring, evaluating and improving the quality of teaching and learning across departments	E		x	x	
	Successful experience of promoting the personal, social, moral, cultural and spiritual development of students	E	x			x
Ethos and Inclusion	Ability to create and maintain an environment which promotes good behaviour, discipline and celebrates success	E	x	x	x	
	Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion	E	x	x	x	
Relationship with Parents and the wider Community	Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils learning	E	x	x		
Deployment of Staff and Resources	Ability to set, interpret, monitor and manage a budget	D	x		x	
	Ability to manage, monitor and review the use of all available resources, ensuring best value	D	x	x		
	Experience of recruiting, selecting and deploying staff	E	x	x		
	Experience of managing HR processes to bring about appropriate outcomes	E	x	x		
Suitability to work with children	Ability to form and maintain appropriate professional relationships with young people	E	x	x	x	x
	A suitable Enhanced DBS and employments check including new checks prior to employment	E		x		
	Experience of working with challenging student behaviours and developing whole school systems	D	x		x	
Personal Competencies	Effective ICT skills	D	x			x
	Effective interpersonal, communication and presentation skills; both written and oral	E	x	x	x	x
	Being an effective listener with an approachable manner	E		x	x	x
	Being a reflective person who demonstrates clear and decisive strategic thinking holding colleagues to account and both celebrating achievement and challenging underperformance	E	x	x	x	x

Academicis

How to apply:

If you wish to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our recruitment partner at Academicis:

Jessica Marshall: jmarshall@academicis.co.uk 01223-90-79-79 / 07799 763440

Please email your application to: jmarshall@academicis.co.uk

Closing date: **9.00am, Tuesday, 4th May 2021**

Shortlisting date: **9.00am, Wednesday, 5th May 2021**

Interview dates: **Tuesday, 18th and Wednesday, 19th May 2021** (and possibly the morning of 20th May)



The Park Community School
Park Lane, Barnstaple
North Devon EX32 9AX



Tarka Learning Partnership
Roundswell Community Primary School
Claypits Road, Roundswell, Barnstaple
Devon EX31 3WJ