**Trinity St Mary’s C of E (V/A) Primary School**

**South Woodham Ferrers**







Appointment of Headteacher

Information for Candidates



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**Selection Arrangements**

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| **School** | Trinity St Mary’s C of E (V/A) Primary School |
| **Telephone** | 01245 321711 |
| **Website** | www.trinitystmarys.com |
| **School Group Size** | 2 |
| **Salary Range** | L13 – L21 £56,721-£68,347 |
| **Start Date** | September 2022 |

Thank you for your interest in the Trinity St Mary’s C of E (V/A) Primary School Headteacher post.

Following feedback from colleagues and previous candidates, who have told us that using the Essex schools’ website to apply for posts that they are interested in is easy and fast, we would encourage you to apply for this post on-line. You can access the website from any computer, complete and save your application in full confidence that it cannot be seen or accessed until you finish your application form and press the ‘Apply’ button. When you

apply online we will be sent an email automatically, and you will receive an email via the system confirming that your application has been received.

Links to further details about the school and surrounding area may be viewed here.

Applying online is straightforward and the first step is to create your own profile; please

follow the instructions below to apply for this post:

* Click here to register and create a profile.
* When you have created your profile, please click the Apply button at the foot of the online advertisement and complete your details.

Please do not complete the form on an Apple Mac as the saved form will not be compatible with our software.

Prior to appointment, the successful candidate will need Occupational Health medical clearance which will be arranged by the school. A childcare disqualification form and a SD2 criminal convictions will need to be completed and returned to us at the shortlisting stage and these forms will be provided.

We look forward to receiving your application; please do not hesitate to contact

Michelle Barnett on 01245 321711 or [admin@trinity-st-marys.essex.sch.uk](mailto:admin@trinity-st-marys.essex.sch.uk) if you have any queries.

Closing date: 27th March 2022

Shortlisting date: 30th March 2022

Interview date: 27th April 2022

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

Referees:

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

Existing Headteachers or Acting Headteachers currently employed in a community or

voluntary controlled school are required to provide:

* One reference from the Chair of Governors of their current school
* One reference from the Authority
* One reference from their previous employer if employed by them within the last 5

years.

Existing Headteachers or Acting Headteachers currently employed in an academy,

foundation or voluntary aided school are required to provide:

* One reference from the Chair of Governors/Chair of Trustees of their current school
* One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.

Existing Deputy Headteachers and others currently employed in any school or academy, are required to provide:

* One reference from their current headteacher
* One reference from their previous employer if employed by them within the last 5

years, otherwise one from another professional.



Dear Candidate,

On behalf of the Governing Body, I would like to extend a warm welcome and thank you for your interest in the position of Headteacher at Trinity St. Mary’s Church of England (V/A)

Primary School.

The governors are keen to appoint a new Headteacher who will continue to lead our school with clear vision and commitment to the Christian ethos and to the wider education of our pupils. Our School ethos is underpinned by Christian values, which are embedded into the culture and well known by all pupils.

Trinity St. Mary’s is judged as an Outstanding church school (SIAMS June 2017) and Good by Ofsted (March 2017). It is a welcoming, inclusive community, where all stakeholders do their utmost to ensure the very best outcomes for the pupils. As well as a superb staff team, we have extremely supportive governors and parents and a very enthusiastic PTA, who work tirelessly to support School projects.

The School has a unique site in the centre of South Woodham Ferrers, which houses both our School and St. Joseph’s Catholic Primary and a shared church. Whilst the schools are completely individual, the outside spaces and pre-school area are used jointly by both schools - requiring a very good working relationship.

According to our current pupils:

“Everyone is kind and they care about each other.”

“Our teachers support and encourage us.”

The School website provides a wealth of information but there is nothing like seeing for yourself. We positively encourage you to visit Trinity St. Mary’s School to discover why you should be our next Headteacher.

Please contact the School Business Manager on 01245 321711 to arrange a visit.

Yours sincerely,

Mrs Karen Munro

Chair of Governors

**Our School**

South Woodham Ferrers is a new riverside town, situated approximately 10 miles south of

the city of Chelmsford in Essex and adjacent to the River Crouch. Built in the 1970s, the

town now has a population of about 18,000. There are five primary schools and a large

secondary school, William de Ferrers, all of which, with the addition of a small school in

the original village of Woodham Ferrers, work in close partnership as the Woodham Ferrers Partnership of Schools.

The town is served by road links from the A130, A12 and A127. Regular rail and bus

links facilitate a 50 minute journey to London Liverpool Street and easy journeys to and

from Chelmsford.

Trinity St Mary’s CE Primary School is a one-form entry school with children aged from

4 to 11. Pupils frequently enter the School from our pre-school, which takes place

every afternoon in term time. Our School site is unique in that we share the pre-school

facilities, the kitchen and all the outside space with St Joseph’s Catholic Primary School.

Both schools’ halls may be opened as wings to Holy Trinity Church which is set between

the two schools and serves the Anglican, Catholic and Methodist communities.

We are a Church of England Primary School within the Diocese of Chelmsford and have

very strong church and community links. Our vicar is a regular visitor to the School. We

are very proud of our Christian ethos and values, which are evident throughout the

School.

The number of pupils currently on role is 188, and of those, 25 are in receipt of pupil

premium. Our school deprivation indicator is low and attendance during 20-21 was 94.65%.

Classes are supported by teaching assistants to ensure that we can provide the interventions that are necessary. Our excellent staff are led by a strong Senior Leadership Team, including a teaching Deputy Head, EYFS/KS1 Phase Leader and SENCO.

Applicants are encouraged to view the school’s website for an insight of life at Trinity St Mary’s C of E Primary School.

<https://www.trinitystmarys.com/>



**Our Vision**

**“Many Hearts Make A School”**

It is our Christian vision to follow in the footsteps of Jesus: dreaming big; working hard; not giving up; never stopping learning and being kind.

We achieve this through our associated Christian Values of: love, honesty, forgiveness, dedication and sharing.

Our vision, Christian values and school motto enable every person in our family to thrive. We are a warm, welcoming school where everyone matters. Our school community shows kindness and caring towards each other and our local and global communities. We dream for all of our children to grow up to be happy, kind-hearted, caring, responsible and successful members of God’s creation.



**Headteacher Job Description and Person Specification**

**Core Purpose**

The headteacher will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the governing body (including its annual budget) and the instrument and articles of governance of the school and upholding the school’s Christian foundation as based in its Trust Deeds.

The headteacher, working with the governing body, senior leadership team and school staff, will provide overall strategic leadership for the school. The headteacher will:

* lead, develop and support the direction, vision, values and priorities of the school
* develop, implement and evaluate the school’s policies, practices and procedures
* lead and manage teaching and learning throughout the school
* ensure accurate school self-evaluation to inform school improvement planning
* have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school
* provide leadership of our Church of England School which has the overarching vision to be ‘deeply Christian, serving the common good’

Our aim is to recruit a good professional and inspiring leader and someone who is right for the leadership of our school.

*The job description should be read in conjunction with the contractual requirements and responsibilities of headteachers set out in the School Teachers’ Pay and Conditions Document.*

**Principle accountabilities:**

**Safeguarding**

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children’s Act, Statutory Guidance and by the Local Children’s Safeguarding Board. These include:

* Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
* Operating clear whistleblowing procedures,
* Sharing information, with other professionals
* Take responsibility as the designated professional lead for Safeguarding
* Operating safe recruitment practices
* Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
* Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

**Designated Safeguarding Lead Responsibilities**

* To take lead responsibility for safeguarding and child protection (including online safety) within the school
* Act as a source of support, advice and expertise for staff within the school for child protection and safeguarding.
* Raise awareness of the school’s child protection policies ensuring they are understood and used appropriately.
* Ensure the school’s Child Protection Policy is reviewed (at least annually) and known, understood and used appropriately.
* Refer cases (or support staff making referrals)
  + of suspected abuse to the local authority children’s social care
  + where there is a radicalisation concern to the Channel programme.
* Refer cases to Disclosure and Barring Service or Police as required
* Liaise with the Headteacher, local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns.
* Understand the unique risks associated with online safety and recognise the additional risks that children with SEN and disabilities face online.
* Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs on matters of safety and safeguarding including online and digital safety,
* Ensure child protection files are transferred as appropriate in line with Keeping Children safe in Education (Annex B) as amended from time to time.
* Be available for staff during school hours to discuss any safeguarding concerns in line with the school’s safeguarding arrangements.
* In conjunction with the Headteacher, make adequate and appropriate cover arrangements for safeguarding where concerns/issues occur out of hours/out of term.
* Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained.
* Keep up to date with developments relevant to the role in line with Keeping Children safe in Education (Annex B) as amended from time to time.

**Qualities and Knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.

2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.

3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

5. Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context.

6. Communicate compellingly the school’s Christian vision and drive the strategic leadership, empowering all pupils and staff to excel.

**Pupils and Staff**

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes.

2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being.

3. Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

6. Hold all staff to account for their professional conduct and practice.

7. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

**Systems and Process**

1. Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability.

6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.

8. Consult and communicate with the governing body, staff, pupils, parents and carers.

9. Lead and manage / be responsible for safeguarding and promoting the welfare of children.

**The self-improving school system**

1. Create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education.

7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **Requirement** | **Essential** | **Desirable** |
| Qualification | * If NPQH is not held, alternative suitable academic and professional qualifications * Evidence of continuing professional development | * NPQH |
| Experience | * Experience across the primary age range * Proven record of successful classroom teaching * Proven record of successful experience as a Headteacher or Deputy Headteacher * Competent ICT skills and knowledge | * Experience in foundation stage * Liaison with external agencies |
| Leadership and Management | * Proven leadership and management skills * A clear strategic vision of excellence in education * A proven ability to raise educational standards and a commitment to high standards of achievement for all children * Understanding of school improvement planning and subsequent budget planning * Understanding of the strategic role of the Governing Body and ability to work effectively with Governors * Ability to delegate, monitor and evaluate information * Ability to initiate and manage change sensitively in pursuit of strategic objectives * Evidence of good working relationships with parents and the wider school community * Experience of Performance Management of both teaching and support staff * Commitment to the continuing professional development of yourself and all staff * Ability to lead by example and inspire others to achieve positive results * A commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures | * Experience of project management and dealing with finance and premises issues * Evidence of working in partnership with other schools |

**Recruitment and Selection Policy Statement**

1. The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the School to share this commitment. It is recognised that this can only be achieved through sound procedures, good interagency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. This School recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The School is committed to ensuring that the recruitment and selection of all who work within the School is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

3. The School will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

4. The School will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the School.

5. The following pre-employment checks will be required:

• receipt of at least two satisfactory references\*

• verification of the candidate’s identity

• a satisfactory Disclosure and Barring Service (DBS) disclosure.

• verification of the candidate’s medical fitness

• verification of qualifications

• verification of professional status where required e.g. QTS (unless properly exempted)

• the production of evidence of the right to work in the UK.

NB It is illegal for anyone who is barred from working with children to apply for, or work in a school in any voluntary or paid capacity.

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The School will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

6. The School will keep and maintain a single central record of recruitment and vetting checks, in line with Department for Education requirements.

7. The School requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the School, in writing of the offence and penalty.

8. All posts within the School are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Disclosure and Barring Service Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions.

Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The School’s Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This School is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of the School’s Recruitment Procedure is available from the School upon request.