



Headteacher
Sennen
Primary School

Candidate Information Pack



Truro & Penwith
Academy Trust



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On behalf of the Board of the Truro and Penwith Academy Trust (TPAT), I would like to thank you for your interest in the exciting role of Headteacher at Sennen Primary School. TPAT has a proven track record of growing great leaders and creating opportunities for career development. Your interest in TPAT coincides with an exciting phase in our development following growth of our trust to 34 schools. I hope that after reading the contents of this pack, you will feel inspired to take your interest further and arrange a visit to see the work at TPAT for yourself.

All members of the TPAT team are committed to providing the very best opportunities for every young person we educate to achieve their potential. Our mission is to improve life chances for all, and we firmly believe in this mission regardless of background, need or life challenges that may arise. Central to our vision for education is the belief that the entitlement to an excellent education can be realised more quickly and with greater sustainability through proactive collaboration.

As a school trust we have a strong sense of moral purpose, which helps to create an environment within which all leaders take collective responsibility for the learning and success of all 8,700 pupils in our care. We promote a culture in which active willingness to share and promote the very best practice is a key factor in the improvement of our schools.

We are committed to supporting and learning from the education community in Cornwall and the wider South West region, and fully contribute to system leadership to the benefit of the communities we serve.

We are looking for a Headteacher who shares this commitment and holds values to support making our ambitious goals a reality. We are seeking someone who has a commitment to collaboration and will have an unremitting focus on high-quality learning, teaching and leadership required to support the trust.

This candidate brief provides some background information about the role, the Trust's development to date and the key themes in our vision: 'Improving life chances for all'. We very much hope these opportunities and challenges will excite you and lead to you submitting an application.



01

Introductions

Chief Executive Officer
& Chair Of Trust Board

Jenny Blunden OBE
Chief Executive Officer

Anita Firth
Chair of the TPAT Board



01

Introductions

Chair of Local Monitoring

Commitee

Dear Applicant,

The Governors and I appreciate your interest in Sennen School and the Headteacher position. We are seeking a highly motivated, approachable, and supportive leader to further enhance our thriving village school. Our staff at Sennen School have ambitious expectations for all pupils, including those with special educational needs and disabilities. We welcome applicants who will help us continue striving for excellence for all our children. At Sennen School, we have a team of dedicated and enthusiastic teachers and support staff. Each member of our team and every child is valued and encouraged to achieve their best through our school values of resilience, respect, reflectiveness, resourcefulness, and teamwork.

We expect the new Headteacher to understand the school's role in the wider community and leverage the opportunities that Sennen and the surrounding area offer for outdoor learning, including forest and beach school.

As part of a successful Academy Trust, there will be opportunities to draw on the support of a strong central team and collaborate with other schools. The new Headteacher will be encouraged to continue their own professional development and support the development of middle leaders, as highlighted in our last 'Good' OFSTED report. We aim to build on the positivity that permeates our school, fostering an environment where staff and children are happy, and parents can take pride in their children.

The Governors are committed to partnering with the new Headteacher as we navigate new and exciting challenges together. Their health, wellbeing and professional development will be a priority and the Governors will support them in their new role.

I hope you find the information in this pack useful. We welcome visits to the school to learn more about us. Please contact the school to arrange a visit.

Yours sincerely,
Dan Shannon
Chair of Local Monitoring Committee

Headteacher

Contract: Full Time, Permanent
Salary: L8 - L14
Start date:

The Truro and Penwith Academy Trust is a multi academy trust currently operating across Cornwall with ambitions to continue to grow. We are proud to serve circa 8,700 pupils who all attend one of our 5 secondary schools, 28 primary schools and 1 infants school.

Truro and Penwith Academy Trust is seeking to appoint a dynamic and committed Headteacher with senior leadership experience who will share their vision and values to lead this vibrant school. Applicants must demonstrate a significant contribution to primary school improvement and an enthusiasm to embrace the opportunities of leading this happy school with a strong community identity.

With a child-centered approach, the successful candidate will inspire, challenge, motivate and empower the whole school community to continue to work together to move this vibrant school forward on its journey towards high quality teaching and learning.

To visit the school please contact Rhiannon Raitt in the School Office by email (sennen@tpacademytrust.org) or telephone (01736871392).

Truro and Penwith Academy Trust are 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.

Closing date: Midnight on Tuesday 8th October 2024
Assessment and interview date: Tuesday 22nd October 2024



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Advert



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Our School

About our School

Our School is located in the small Village of Sennen, just outside Penzance in West Cornwall. The school caters for children between the ages of 4 - 11. We work closely with our fantastic village pre-school, Sennen pre-school, as well as others in the locality. Several visits and excellent communication between the two settings ensure that we can best support our families and allow for a smooth transition into our school. At the end of Year 6 many pupils transfer to Cape Cornwall School in St Just, whilst others join schools in Penzance.

Sennen has increased in size due over the last 3 years with many year groups now over-subscribed. It's unique selling points of Beach and Forest School for all, now mean that we cater for children throughout West Penwith, many travelling to attend. Within the village, the school has access to the community centre which is located on site and acts as our hall for PE sessions and whole school celebrations. Sennen has strong links with the surrounding community and has a dedicated and passionate PTA called 'Friends of Sennen School'.

Sennen joined the highly successful Truro & Penwith Academy Trust (TPAT) in October 2018. The school currently has 97 children on roll with a PAN of 15. Our class structure has been stable for the last 4 years, running an EYFS class, a year 1 / 2 class, a year 3 / 4 class and a year 5 / 6 class. We have 6 class teachers (2 sets of job share) and the SENDCO works one day a week. In addition, we have an experienced team of teaching assistants who are a valuable and key part of our teaching and learning team. Some of these TAs support the whole class teaching whereas others support the our pupils who require 1-1 support. We also have one member of office staff who holds responsibility for all secretarial roles.

Our Vision, Values and Ethos

At Sennen School we aim to provide an education that will equip our pupils for a lifetime of learning. As well as highly valuing academic achievement, we passionately believe in developing the core learning skills of resilience, respect, reflectiveness, resourcefulness and teamwork. These virtues are instilled and reinforced in all aspects of school life as our children thrive in a supportive community environment. We strongly value children's individuality and encourage them to pursue their interests; celebrating their achievements in both school and through extra-curricular activities. We make the most of our wonderful locality to get the children out in the environment, learning through real life experiences. With learning behind every door and fun around every corner, children can immerse themselves in a pool of learning at Sennen.

We work on four rules - Be ready, Be respectful, Be your best and Be safe - supporting pupils through the application of the relationship based behaviour principals of Paul Dix.

Through our core values of teamwork, resilience, reflectiveness, respect and resourcefulness, we work to develop a culture where children:

- Enjoy learning
- Feel safe – respect, value and support each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity and persevere
- Set high expectations of themselves
- Develop a 'Can do' attitude
- Sustain a love of the outdoors
- Make the most of their surroundings

Our School enjoys working collaboratively with our local network of Schools within the Penwith area, but also across the community of Schools within Truro and Penwith Academy Trust (TPAT)

Our Curriculum

The curriculum at Sennen has been completely reviewed and runs sequentially on a 2 year rolling programme. We have invested a lot of energy in providing a bespoke, exciting and creative curriculum which inspires and motivates children and supports high quality learning. We prioritise getting the children out into the locality to make the most of what their local area has to offer.

Linked to our school ethos are the school's values which were discussed and decided upon with the children. These are resilience, respect, teamwork, resourcefulness and reflectiveness. These values are at the core of our relationship based behaviour policy and are embedded within our PSHE/RSE and PE curriculum.

Throughout EYFS and Key stage 1, we follow the Read Write Inc, phonics scheme. Children are all assessed and grouped across the Key Stage with home readers given according to the stage and sounds they are learning. We have a focus on developing fluency as pupils move through KS2, and use explicit teaching to refine comprehension skills. We use high quality texts linked to our topics to develop a love of reading and encourage our pupils to develop their own interests in different authors and genres.

We teach a range of writing genres across the school through our bespoke Grammarsaurus writing curriculum that is closely linked to our topics. Children are taught the technical skills of spelling, punctuation and grammar and are encouraged to use them to write creatively for a range of purposes. As reflectiveness is one of our core values, we spend time with our children helping them to edit and improve their work and encourage them to have high expectations for everything they produce.

We teach 'Maths for Mastery' and follow a block curriculum using NCETM and 'White Rose' as a guide: with the focus on 'small step' learning to ensure all pupils have a deep understanding of maths. This mastery programme also ensures that all pupils in the year group are taught together.

Our pupils are very lucky to have access to the 2 onsite forest school areas, as well as access to a local woodland, which provide a beautiful setting for our forest school activities. We take advantage of our stunning location and links with the local surf school by spending the summer term doing a range of Beach School activities, including a very unique sports day.

We use Real PE at Sennen, which has strong links with our Healthy Body; Healthy Mind ethos. Even though we are a small school, we try to get the pupils involved in as much sport participation as possible, and use our strong links with the local secondary schools to facilitate this.

Each term, trips or visitors are organised to enrich the children's learning which are linked to their topic. We visit valuable facilities such as local museums, sites of historical interest and local beaches. Our Key Stage 2 children also have the opportunity to go on residential camps annually from year 3. These trips both enrich skills pupils already have, such as outdoor adventures in Wales, and take them to places they may never go, such as London.

We love to be involved with the local community and we take part in annual celebrations such as St. Piran's day, Lafrowda and the ceremonial beacon lighting evenings. We work alongside local businesses such as Bosavern farm to teach pupils about the importance of protecting the environment. We have also been developing our Oracy skills, working with a local storytelling group to create a podcast of traditional Cornish tales.



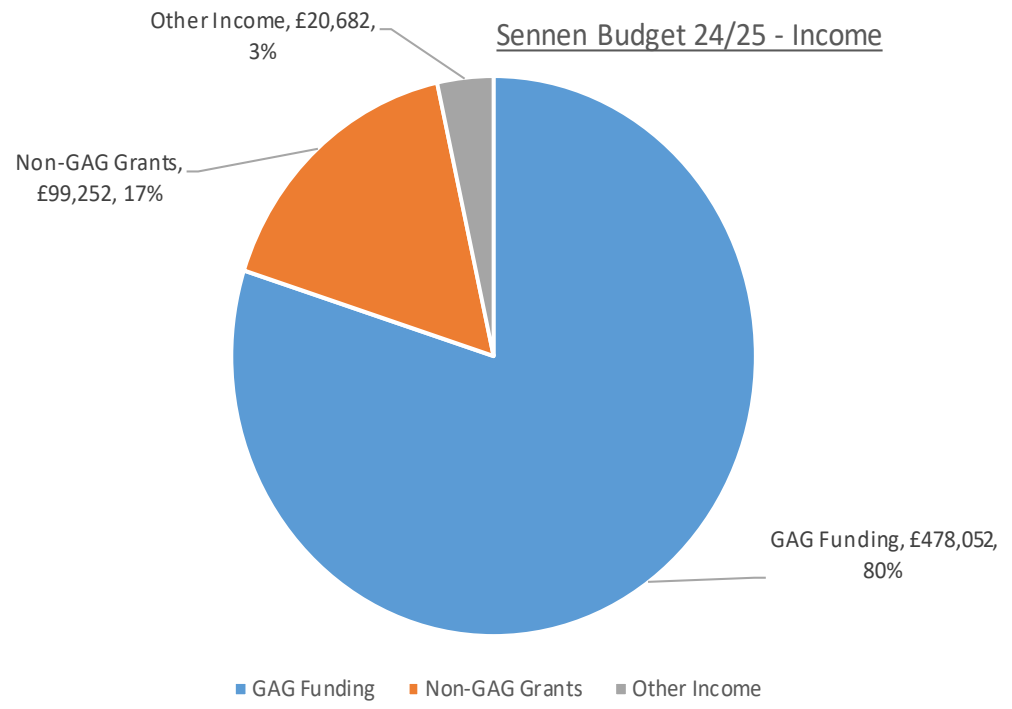
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Our School

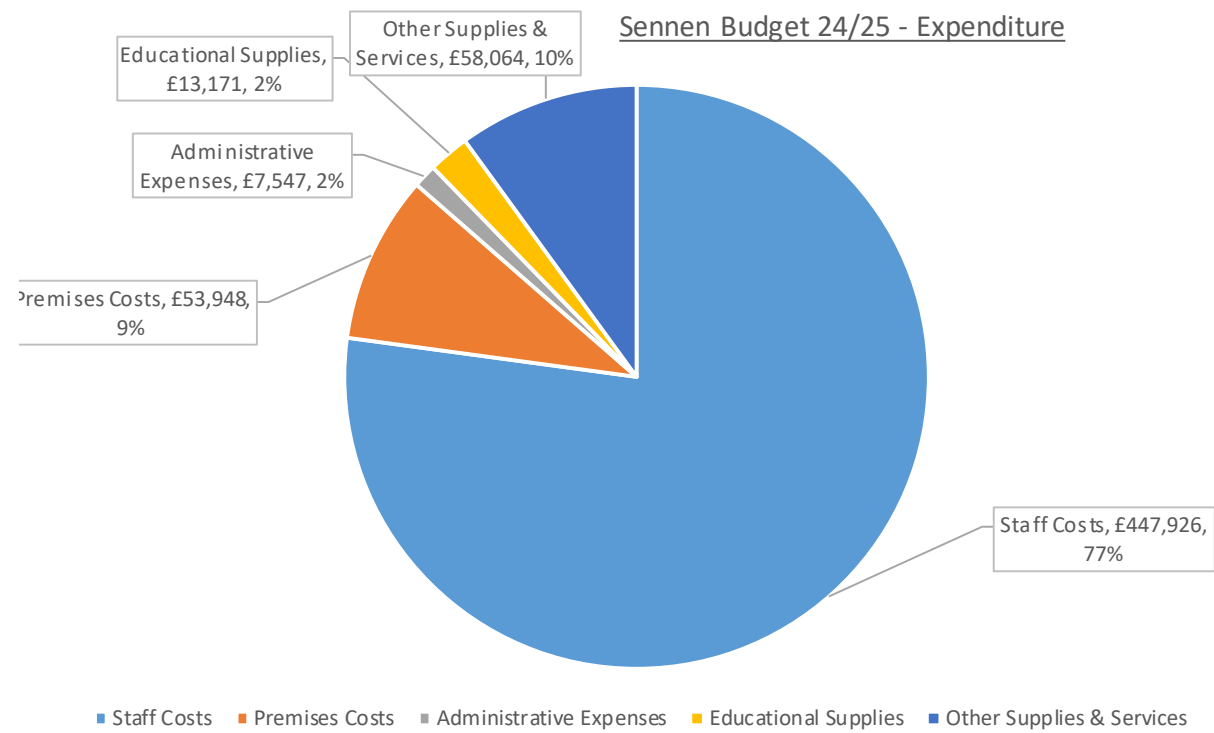


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Our School

Sennen Budget 24/25 - Income



Sennen Budget 24/25 - Expenditure





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Job Description

Headteacher

Job Purpose

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.

Overall Responsibilities

Leading and Teaching:

To work with the Trust and 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 programme 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. 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 the 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.

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 of 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. 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
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 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. To participate in arrangements for Headteacher performance management
7. 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.

Strategic Direction and Development of the School:

To work with the Governing Body to develop a strategic view for the school in its community 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 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 school
4. To implement TPAT's and the LGB's policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability and special educational needs
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 teachers' effectiveness and securing school improvement
6. To ensure that all those involved in the school 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 school support its 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.

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 school 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, the Trust, local governors, 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 Trust policy based on 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.

Pupil Care:

1. To ensure that provision in the school enables all pupils to receive their entitlement
2. To arrange for effective induction of pupils entering school and transferring to secondary school
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 and guidance
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.



04 Job Description



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Job Description

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 school which are delegated to the Headteacher by effectively managing the school budget 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 Trust and 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 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.

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 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 school to enhance and enrich the school and its value to the wider community
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 protect children
9. To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary & secondary schools.
10. To ensure that the school offers appropriate extended services.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:

- Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information
- Receipt of two satisfactory employer references one of which must be from your current or most recent employer
- Satisfactory verification of relevant qualifications Satisfactory health check

All new employees will be required to undertake mandatory training required by the Trust.



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Person Specification

Education and Training	Key	Essentials	Desirable
Honors Degree or equivalent and Qualified Teacher Status	Key		
Knowledge/ training in models for outstanding learning and teaching		Essential	
Evidence of recent professional development, at senior leadership level		Essential	
Experience of being a designated Safeguarding Officer and recently trained to Tier 3		Essential	
A higher Qualification in leadership and / or education			Desirable
Approved "Safer Recruitment" Training			Desirable
NPQH (if not already a headteacher prior to 1st April 2004)			Desirable
Safeguarding "Train the Trainer" training			Desirable
Professional Experience			
Senior leader with a proven track record in raising standards by setting challenging targets	Key		
Senior leader with experience of inspiring learners to attain high levels of achievement, behaviour and attendance	Key		
Successful senior Leadership and management experience	Key		
Ability in developing excellent working relationships with all staff and other stakeholders		Essential	
Experience of clear systems and protocols for the performance management of staff		Essential	
Ability in using assessment data effectively to provide action plans to improve whole school performance		Essential	
Show understanding of budgeting and financial control		Essential	
Leadership experience across the primary age range		Essential	
Leadership in the principles of outstanding learning and teaching with wide experience of classroom observation and feedback		Essential	
Evidence of leading on curriculum, design, development implementation and management			Desirable
Sound knowledge of current educational thinking and educational developments			Desirable

Professional Skills	Key	Essentials	Desirable
Successful management of change from inception to completion	Key		
An inspirational leader with drive, foresight and energy	Key		
High quality classroom practitioner	Key		
Outstanding all-round communication, advocacy and presentation skills		Essential	
Skills, experience and ability to model and promote high quality learning and teaching to meet the needs of all learners		Essential	
Ability to forge positive relationships with pupils, staff, governors, parents, the local community and other schools, particularly those within the multi-academy trust		Essential	
Ability to recruit, deploy, develop and motivate staff		Essential	
Excellent ICT skills and accustomed to promoting new technologies/other innovative methods to enhance learning			Desirable
Outstanding analytical skills			Desirable
Personal Qualities			
A dynamic, committed leader	Key		
Proven ability of developing successful teams, serving the needs of pupils and colleagues	Key		
Able to foster a collaborative environment, which thrives on trust and respect and has a strong commitment to equality and diversity		Essential	
An inspirational role model with the ability to lead by example		Essential	
Anticipates changing circumstances and acts proactively to meet the challenge.		Essential	
Personal integrity and honesty		Essential	





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Location:
Cornwall

Cornwall

Moving to Cornwall is life-changing in all senses. We believe our county is one of the best places in the world to live - and somewhere you can do something great for vulnerable children, families and adults in Cornwall.

Why here? Let's start with the healthy lifestyle and fantastic outdoor opportunities. Cornwall offers miles of stunning landscape and variety of places to live, which range from cairn to cove. People here are free to spend their weekends exploring the countryside and numerous historical sites, as well as coastal towns like Newquay and Falmouth.

Move here, and you'll be close to:

- wild moorland landscapes
- long and varied coastline
- beautiful beaches with surfing opportunities
- attractive villages
- Areas of Outstanding Natural Beauty.

All this, plus the mildest and sunniest climate in the UK.

Culture in Cornwall

Cornwall is well known for its thriving cultural scene, from the Tate Gallery in St Ives to the Newlyn School of Art and the Barbara Hepworth Museum and Sculpture Garden as well as numerous festivals to meet all interests and tastes. Our world-class attractions include the Eden Project and the Minack Theatre.

We also enjoy a wide range of restaurants owned by world-famous chefs including Rick Stein, Paul Ainsworth and John Torode. Cornish beer, cider and gin are also fast achieving worldwide recognition.

There are a number of great cafés and restaurants serving delicious food to suit all tastes all using local produce.

Community in Cornwall

Cornwall is one of the safest places to live in the country. Last year, Devon and Cornwall Police reported the second lowest crime rate across the country as a whole.

There are many beautiful towns and villages which boast fantastic homes as well as a true sense of community, and the opportunities of the region enables you to enjoy a unique home / work life balance. Property prices seem to be remaining strong despite Coronavirus and Brexit worries, and so buying property here is still considered to be a sound long-term investment, with housing stock to meet varied budgets.

All applications will be acknowledged. There is a nominal closing date for this role of Headteacher, however candidates are encouraged to submit their applications as soon as possible, as preliminary discussions may begin as soon as expressions of interest are received.

Closing date: Midnight on Tuesday 8th October 2024

Assessment & Interview dates: Tuesday 22nd October 2024

To apply:

Please complete an application form via the TPAT website, including names, positions, organisations and telephone contact numbers for at least 2 referees (to include at least one from your current or most recent employer). If you do not wish referees to be approached without your permission, please indicate this clearly.

Please also complete the equality and diversity questionnaire at the end of the Application Form.

All applications should be submitted to Harriet Andrew, Director of People and Strategy by email: handrew@tpacademytrust.org

If you have any queries or issues with the application form, please contact the recruitment team via recruitment@tpacademytrust.org or 01872 613101



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Application and Selection Process