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| **Turncroft Nursery School**TNS LOGO**Turncroft****Headteacher****Application pack** **Leadership Pay Spine, Group 1, point 6 (£50,122.00) - 13 (£59,558.00)** |



Dear Headteacher Applicant

Thank you for your interest in the post of Headteacher at Turncroft Nursery School. I am very pleased that you are considering applying for the post.

The Governing Body would like our new Headteacher to build on the strengths the school has achieved and maintained, including six ‘Outstanding’ Ofsted inspections. We are an excellent school with a great reputation within the local community and an ethos that each child will receive an excellent start to their educational journey. We are very proud of our nursery school and the wonderful children and community it serves.

We are looking to recruit a Headteacher that shares our visions and strives to be a caring, passionate and motivated individual. You will also be knowledgeable about the pursuit of effective and high quality teaching and learning in schools.

Please take time to read the additional information within the pack and have a look at our website - (www.turncroftnurseryschool.co.uk). This will give you an insight into our Nursery School, its vision and values and most of all our children.

Visits to our nursery school are encouraged week commencing 5th June 2023. Please contact our Office Manager, Lisa McIver on 01254 701534 to arrange a convenient time.

I look forward to receiving your application.

Kind regards

**Damian Collins**

**Chair of Governors**



**Our Mission Statement**

“Turncroft Nursery School, the place for learning and laughter.”

**Our Vision and Values:**

We enable children to develop curiosity, perseverance, self- esteem and an awareness of the needs of others.  We encourage and promote independence and a sense of responsibility. We believe that we are an integral part of the community and we strive to look outwards and so provide broader, more balanced experiences for the children in our care.

Our visions and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our children to be confident, happy, creative young learners and thinkers.

**About Our School**

Turncroft Nursery School is a Local Authority Educational establishment providing places for children the year prior to starting Primary school.

We have one hundred places; 50 morning part-time places and 50 afternoon part-time places. Within these numbers we also offer 30 hours places for children whose parents are eligible, as well as offering “Extending Services” including a Breakfast and After School Club.

We have a well-established and very experienced staff team and a very supportive Governing Body.

We see Turncroft Nursery School as the first stage in the child’s state educational journey. We strive to build on the excellent work parents have done and together help children develop to their full potential.



**Turncroft Nursery School**

**Appointment of Headteacher**

**Agreed Timetable**

School visits Week commencing 5th June 2023

Closing dates for applications Friday 16th June 2023 at 12:00 noon

Interviews Friday 30th June 2023



## Headteacher Job Description

The appointment is with the Governing Body of the school.

This job description reflects the **Headteachers' Standards** (2020). These standards are built upon The Teaching Standards (2012) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers’ Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education and in the terms of the National Society contract. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Board, the staff of the school, its pupils and the parents of its pupils.

**A. The Core Purpose of the Headteacher**

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

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children and the Local Authority. Through such partnerships and other activities, Headteachers 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 Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

**B. Headteacher Standards**

### 1. School culture

Headteachers:

* create a culture where pupils experience a positive and enriching school life
* uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
* promote positive and respectful relationships based on Biblical values across the school community and a safe, orderly and inclusive environment
* ensure a culture of high staff professionalism

**2. Teaching**

Headteachers:

* 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
* ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
* ensure effective use is made of formative assessment

**3. Curriculum and assessment**

Headteachers:

* ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
* establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
* 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
* ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum

**4. Behaviour**

Headteachers:

* drawing on the vision of the school, 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
* ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy
* implement consistent, fair and respectful approaches to managing behaviour
* ensure that adults within the school, model and teach the behaviour of a good citizen, according to Christian values

**5. Additional and special educational needs and disabilities**

Headteachers:

* ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
* establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
* ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
* ensure the school fulfils its statutory duties with regard to the SEND code of practice

**6. Professional development**

Headteachers:

* ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
* 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
* 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**

Headteachers:

* ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
* prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
* ensure staff are deployed and managed well, with due attention paid to workload
* establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
* ensure rigorous approaches to identifying, managing and mitigating risk

**8. Continuous school improvement**

Headteachers:

* make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness as a church school and identify priority areas for improvement
* 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
* ensure careful and effective implementation of improvement strategies which lead to sustained school improvement over time.

**9. Working in partnership**

Headteachers:

* forge constructive relationships beyond the school, working in partnership with parents, carers, the church and the local community
* commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
* establish and maintain working relationships with fellow professionals and colleagues and across other public services to improve educational outcomes for all pupils

**10. Governance and accountability**

Headteachers:

* understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
* establish and sustain professional working relationships with those responsible for governance
* ensure that staff know and understand their professional responsibilities and are held to account
* ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

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| ***The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.*** |

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers’ Pay and Conditions Document as they relate to Headteacher*

**Person Specification/Selection Criteria for**

**Headteacher at Turncroft Nursery School**



***The applicant will be required to safeguard and promote***

***the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

**Qualifications**

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|  | **Qualification requirements**  | **Essential/****Desirable** | **A/P/I/R** |
|  | Qualified teacher status | **E** | **A** |
|  | Degree | **E** | **A** |

**Professional Development**

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| --- | --- | --- | --- |
|  |  | **Essential/****Desirable** | **A/P/I/R** |
|  | Evidence of recent and appropriate professional development for the role of Headteacher (for a first time head)**Or**Evidence of ongoing leadership and management professional development (if a serving head) | **D** | **A** |
|  | Up to date safeguarding training and knowledge of legislation for the protection of young people | **E** | **A** |

**School leadership and management knowledge and experience**

|  |  | **Essential/****Desirable** | **A/P/I/R** |
| --- | --- | --- | --- |
|  | Successful leadership as a Headteacher | **D** | **A** |
|  | Successful leadership as a Deputy Headteacher**OR**Assistant Headteacher**OR**Team/EYFS Leader | **E** | **A** |
|  | Evidence of successfully leading school improvement  | **E** | **A** |
|  | Evidence of the application of strategies to review, evaluate and improve teaching and learning | **E** | **A** |
|  | Experience of leading curriculum development | **E** | **A** |
|  | Experience of monitoring staff performance | **E** | **A** |
|  | Experience of effective budget management and financial analysis | **E** | **A** |
|  | An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement | **E** | **A** |
|  | The ability to provide support and advice to the Governing Board to enable it to meets its responsibilities | **D** | **A** |
|  | To have had experience of guiding, mentoring or training individuals or teams | **E** | **A** |
|  | Maintains good awareness of current national education policy and strategy | **E** | **I** |

**Experience and knowledge of teaching**

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|  |  | **Essential/****Desirable** | **A/P/I/R** |
|  | Proven excellence in teaching pupils in the Early Years phase | **E** | **A** |
|  | Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan | **E** | **A** |
|  | Commitment to ensuring inclusion and addressing diversity positively | **E** | **A** |
|  | A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils | **E** | **A** |
|  | A commitment to providing a rich and broad curriculum which enables children to be the best version of themselves | **E** | **A** |

**Professional Attributes**

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|  |  | **Essential/****Desirable** | **A/P/I/R** |
|  | Strong behaviour management skills | **E** | **A** |
|  | An ability to communicate effectively, both orally and in writing, with a range of audiences | **E** | **A/I** |
|  | To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice | **E** | **A** |
|  | A commitment to the professional development for all staff, and self | **E** | **A** |
|  | To be able to assess and balance risks and opportunities | **E** | **A** |
|  | An ability to engage and work collaboratively with parents and carers.  | **E** | **A** |
|  | The ability to plan, prioritise and organise self and others | **E** | **A** |
|  | The ability to work collaboratively with partner schools | **E** | **A** |

**Personal Qualities**

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|  |  | **Essential/****Desirable** | **A/P/I/R** |
|  | A passion for achieving the very best outcomes for all children | **E** | **I** |
|  | A clear vision for an innovative, progressive and forward thinking school | **E** | **P** |
|  | The ability to communicate the clear vision for the school to all people | **E** | **P** |
|  | The capacity to provide inspirational, enthusiastic and innovative educational leadership | **E** | **I** |
|  | A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual. | **E** | **I** |
|  | Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job | **E** | **I** |
|  | An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, Governors, colleagues, other professionals and wider community  | **E** | **I** |
|  | The ability to inspire confidence | **E** | **I** |
|  | Excellent interpersonal skills | **E** | **I** |
|  | The ability to perform effectively under pressure | **E** | **I** |
|  | The ability to build, create and then communicate a clear vision for the school | **E** | **I/P** |
|  | Think analytically and creatively and demonstrate initiative in solving problems | **E** | **I** |
|  | Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | **E** | **I** |

**Safeguarding**

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|  |  | **Essential/****Desirable** | **A/P/I/R** |
|  | Displays commitment to the protection and safeguarding of children and young people | **E** | **A** |
|  | The ability to form and maintain appropriate relationships and personal boundaries with young people | **E** | **A** |
|  | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | **E** | **A** |
|  | Will co-operate and work with relevant agencies to protect young people | **E** | **A** |

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.* ***(No more than 1,200 words, on a 2 sided Word Document, Arial style, size 11)****. Please do not submit a CV.*

Please return completed application forms to - schoolhrteam@blackburn.gov.uk by 12pm on Friday 16th June 2023.