



Headteacher Candidate Pack



Valley End C of E Infant (Voluntary Controlled) School



1st April 2021

Dear applicant,

Thank you for your interest in applying for the post of Headteacher at Valley End C of E (VC) Infant School. Following our Headteacher's decision to move from the area, the governors are seeking to appoint a new Headteacher from 1st September 2021.

The governors are looking for an enthusiastic, passionate, forward thinking person who can lead our school ensuring that our children continue to have a high quality educational experience whilst also supporting their well being and encouraging their questioning of the world. Our new Headteacher will build on the past achievement and attainment of every child and have the vision to create and lead the school to further success.

As a Church of England School we have strong links with our local church and look forward to our new Headteacher building on those relationships as well as upholding and celebrating the Christian nature of the school.

Valley End is a school where children thrive and flourish. Our children come from the villages of Chobham, Windlesham, Lightwater and beyond. The school is in a beautiful rural location with a very large playing field which also allows excellent opportunities for outside learning on a regular basis.

The space outside Early Years has been recently developed to allow for outside learning and the main playground is well equipped. Further plans are in place to develop the outside learning areas for Y1 and Y2.

There are busy morning and after school clubs on site for children, who can also attend clubs run by staff. Music is a strength at Valley End and children take part in local music festivals as well as other community events. Sport is a further strength and children have opportunities both in and out of school to access different sports and compete in sporting challenges.

We have strong links with our local church, St Saviour's, which we visit at the beginning and end of each term and other festivals. Our children's worship team also attend services and lead worship in school.

We have a committed staff who are diligent, creative and innovative, which has greatly supported every child during this past year. Staff work with feeder schools and local schools to ensure the support and transition of pupils into their next phase of learning.

The Valley End team of children, Headteacher, staff, parents and governors work effectively together and with the generous support of the Friends of Valley End (FOVE), our parent teacher association, make the school a happy and hard working community which children enjoy being part of as they achieve highly in all aspects of school life.

The governors will fully support and actively encourage the successful candidate to continue professional development. The governors are also keen to ensure that our Headteacher's well being is a focus as our leader is a valued member of the team.

We encourage visits from potential candidates, which due to current restrictions will have to take place after school. Please contact Mrs Pauline Critcher, Administration Officer, finance@valleyend.surrey.sch.uk or 01276 858299 to arrange a visit. Please do look up our school website [Valley End C of E Infant School – The website of Valley End Infant school, Chobham](http://www.valleyend.surrey.sch.uk) where you can see more of our school and details about safeguarding and the curriculum.

Applications will close at 10am on 27th April 2021 and interviews will take place on 7th May 2021.

We are looking in applications for evidence of the impact you have made in leading any initiatives in your current or previous roles.

Thank you very much for your interest in this position and I wish you great success with your application.

Yours sincerely,

Mrs Yvonne McLeod

Chair of Governors, Valley End CoE (VC) Infant School

Valley End Church of England (Voluntary Controlled) INFANT SCHOOL

HEADTEACHER

Salary: L12 - L18 £56,506 - £65,310

Required for September 2021

Valley End C of E Infant School is where the needs of every child are of the greatest importance and at the centre of all we do. We create a caring and happy environment where children learn and grow. Staff and children are all working to build on and grow the highest standards of teaching and learning. Our new Headteacher will lead and manage the school in partnership with the experienced staff team and lead further development building upon our solid foundations.

In 2009 Ofsted judged the school to be Outstanding. The staff and governors worked hard to maintain and improve this status gained in 2006 and continue to constantly improve in all areas. Our new Headteacher will not only uphold our achievements, but lead the school through new challenges and opportunities. We know that building on our outstanding reputation will not be easy, so we are looking for someone who has the vision to see what lies beyond outstanding and how to lead us there.



"The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners"
SIAMS report July 2015

Our Vision at Valley End C of E Infant School

*Education in a caring, safe, positive environment where all are welcome and valued.
Children enjoy life whilst flourishing and thriving academically, spiritually and personally.
Fostering a joy of learning, love for all, forgiveness and respect, creating strong,
life-long values, children feel loved by God within the Valley End family.*





At Valley End we are a....
Caring, Christian, Learning Community

Our Golden Rules

- We love and care for each other.**
- We look after property and God's creation.**
- We are honest and always tell the truth.**
- We always try hard to do our best.**

At Valley End we love learning and we love God!
We also remember that Jesus teaches us to love God and to love each other.

Our new Headteacher will lead an enthusiastic and committed staff team, developing their skills further and lead the continued successful delivery of the national curriculum using creative approaches.

New opportunities to share best practice with the wider school community by further development of links with local schools may become available and we want our new Headteacher to be able to participate and lead when appropriate.

Our caring, Christian, learning community will support our new Headteacher by ensuring their own development needs are addressed, particularly in the early days of being in a new and challenging post.

Governors look forward to working with you in this new chapter of our school and children's lives.

| | |
|-------------------------------|----------------|
| Closing date | 10 am 27.04.21 |
| Shortlisting | 27.04.21 |
| Contact applicants | 27.04.21 |
| Interviews | 07.05.21 |
| Governor ratification meeting | 07.05.21 |



Come and visit our school to meet the staff, governors and children.

To make an appointment contact Mrs Pauline Critcher, Administration Officer,

Tel **01276 858299** or email:
finance@valleyend.surrey.sch.uk.



Key Statistics

End of Early Years Foundation Stage - Summer 2019

| | % working at and beyond 'Expected' (Expected and Exceeding). | | | % working at 'Exceeding'. | | |
|------------------------------------|--------------------------------------------------------------|--------|----------|---------------------------|--------|----------|
| | School | Surrey | National | School | Surrey | National |
| Reading – all pupils | 98.3% | 85% | 77% | 45% | 24% | 19% |
| Writing – all pupils. | 96.6% | 81% | 74% | 35% | 13% | 11% |
| Numbers – all pupils | 96.6% | 88% | 80% | 46.6% | 19% | 16% |
| Achieved Good Level of Development | 96.6% | 78% | 72% | | | |

Highlights

- ◇ Early years foundation stage attainment of the expected standard in the reading early learning goal (100%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- ◇ Early years foundation stage attainment of the expected standard in the writing early learning goal (98%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.
- ◇ Early years foundation stage attainment of the expected standard in the mathematics early learning goal (98%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018 and 2017.



Phonics Results

| | School 2017 | School 2018 | School 2019 | School 2020* | Surrey 2017 | Surrey 2018 | Surrey 2019 | National 2017 | National 2018 | National 2019 |
|---------------------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|---------------|---------------|---------------|
| Phonics Yr 1 – all pupils | 93% | 95% | 93% | 100% | 83% | tbc | 84% | 81% | 85% | 83% |

In 2018, 95% of pupils achieved the expected standard, 12 percentage points above the national proportion in Y1 phonics. This was a statistically significant difference.

*post ponned to Yr 2

Valley End were in the top 9% of Primary Schools for phonics and the top 10% of Primary for end of KS1 reading.

Key Statistics

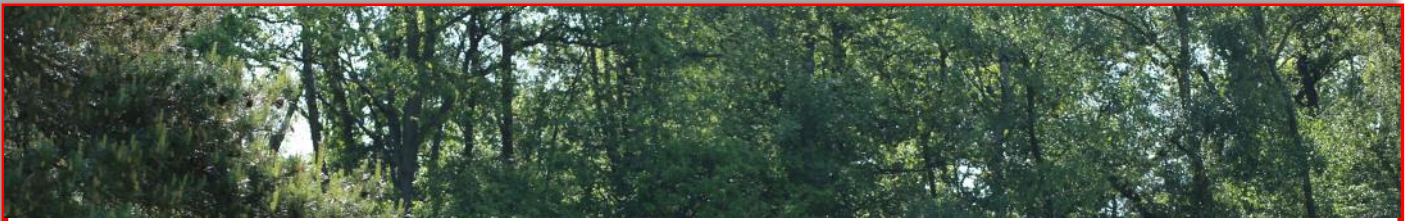
Year 2 End of Key Stage 1 Attainment 2019

| % working at and beyond the Expected Standard (Expected Standard and Greater Depth) | | | | % working at Greater Depth | | |
|-------------------------------------------------------------------------------------|--------|--------|----------|------------------------------------------------|--------|----------|
| | School | Surrey | National | School | Surrey | National |
| Reading – all pupils | 86% | 79% | 76% | 43% | 32% | 26% |
| Writing – all pupils. | 82% | 73% | 70% | 25% | 19% | 16% |
| Maths – all pupils | 82% | 79% | 76% | 30% | 25% | 22% |
| Science – all pupils | 100% | 86% | 83% | There is no Greater Depth judgment in Science. | | |

Highlights

- ◇ Key stage 1 attainment of greater depth in reading (43%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018 and 2017 .
- ◇ Key stage 1 attainment of the expected standard in writing (82%) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018. Key stage 1 attainment of greater depth in writing (25%) was significantly above national and in the highest 20% of all schools in 2019 .





Valley End Infant is a two form entry school. Our children come from a large number of nursery settings and are invited into school during the term before starting to visit the classrooms, meet with their teachers and teaching assistants and to have lunch with us. For the past 32 years every child at Valley End has a school dinner as we believe it is an essential part of the day when children learn lifelong skills and are ready to learn in the afternoon. There are few children attracting Pupil Premium and those who do attain as well as all other children. Children with Special Educational Needs are very well supported and included in all aspects of school life. More and Most Able children are identified and supported in their learning – in fact all children's learning is personalised and there is a belief in school that a target is not a ceiling on any child's attainment and achievement.

The school is well resourced and in good condition because we ensure that there is an ongoing programme of refurbishment and upgrading. Part of the building is the original Victorian school built by Lady Julia Bathurst who believed the poor children from nearby Brick Hill should have an education. After she had built Valley End School, Lady Bathurst built St Saviour's church next to the school. We walk to the church at the beginning and end of each term and on other holy days to take part in services led by the Vicar.



In recent years we have, with the generous help of the Friends of Valley End, refurbished the playgrounds so that the children have more areas to play. The imaginative playframe was designed to our specification so that there is access for all of our children. The space outside Early Years has been recently developed to allow for enhanced outside learning. Further plans are in place to develop the outside learning areas for Y1 and Y2.



We are most fortunate to have access to a large field edged with woods where the children play at lunchtimes. It is also a fantastic space for our outdoor learning to take place. Sports day, the summer fair, and sponsored walks are all held on the field.





"We would like our new Head Teacher to be..."

"Someone who is kind and helpful"

"Someone who knows how to keep the Golden Rules"

"Someone who is loving and caring"

"Someone who is happy and makes us feel happy"

"Someone who is nice to us, our parents and our teachers"

The Children of Valley End C of E Infant School 2021

"The effectiveness of the leadership and management of the school as a church school is outstanding"

*SIAMS report
July 2015*



"Children develop excellent personal and social skills through the secure and stimulating learning environment, with outstanding support from adults."

Ofsted 2009

"We would like our new Head Teacher to be..."

"Someone who will look after all the children and the teachers"

"Someone who is fair, but not too strict"

"Someone who believes in God and likes to say prayers with us"

"Someone who likes teaching, reading stories and being with children"

"Someone who does good assemblies"

*The Children of
Valley End C of E Infant
School 2021*



Valley End Church of England (Voluntary Controlled) Infant School
Caring, Christian, Learning Community



JOB TITLE: Headteacher, Valley End CoE (VC) Infant School
ACCOUNTABLE TO: The Governing Body
RESPONSIBLE FOR: All staff and pupils in the school
DATE: March 2021

Key Requirements and Accountabilities:

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|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shaping the School | <p>To ensure standards of attainment and achievement are high</p> <p>To make a positive contribution to the wider education system</p> |
| Role Purpose | <p>To establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community</p> <p>To establish and oversee systems, processes and policies so the school can operate effectively</p> <p>To identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context</p> <p>To ensure that school improvement strategies are effectively implemented, monitoring progress towards achieving the school's aims and objectives</p> <p>To ensure the protection and safety of pupils and staff through effective approaches to safeguarding</p> <p>To prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds</p> |
| Personal Qualities | <p>The Headteacher will:</p> <p>Uphold public trust in school leadership, maintaining high standards of ethics, behaviour and professional conduct, at all times observing proper boundaries appropriate to their professional position</p> <p>Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen</p> <p>Build positive and respectful relationships across the school community and with other schools and organisations</p> <p>Serve in the best interests of the school's pupils</p> <p>Take responsibility for their own continued professional development, engaging critically with educational research</p> |

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|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Culture and Behaviour | <p>Develop and sustain a culture where pupils experience a positive and enriching school life</p> <p>Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life</p> <p>Develop and sustain a culture of professionalism, promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment</p> <p>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 and demonstrated by adults within the school</p> <p>Implement consistent, fair and respectful approaches to managing behaviour communicated to all in the school behaviour policy</p> <p>Nurture Christian Distinctiveness in the whole school community and develop relationships with the local church and community</p> |
| Teaching, Curriculum and Assessment | <p>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</p> <p>Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains</p> <p>Ensure effective use is made of formative assessment</p> <p>Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught</p> <p>Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities</p> <p>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</p> <p>Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum</p> <p>Ensure the school fulfils its statutory duties with regard to the SEND code of practice</p> <p>Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities</p> <p>Establish and sustain culture and practices that enable pupils with additional and special educational needs and disabilities to access the curriculum and learn effectively</p> <p>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</p> |

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|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Managing the school | <p>Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently</p> <p>Ensure rigorous approaches are used to identify, manage and mitigate risk</p> <p>Ensure staff are deployed and managed well with due attention paid to workload</p> <p>Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds</p> |
| Managing staff Professional Development | <p>Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs</p> <p>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</p> <p>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</p> |
| Governance, Accountability and Working in Partnership | <p>Commit to working successfully with other schools and organisations in a climate of mutual challenge and support forging constructive relationships beyond the school, working in partnership with parents, carers and the local community</p> <p>Build and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</p> <p>Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility establishing and sustaining professional working relationship with those responsible for governance</p> <p>Ensure that staff know and understand their professional responsibilities and are held to account</p> <p>Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</p> |
| Continuous Improvement | <p>Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement</p> <p>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</p> <p>Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time</p> |

Safeguarding

Ensure that a strong culture of safeguarding awareness is promoted throughout the school staff, volunteers and community

Lead safeguarding in the school ensuring training for staff and volunteers takes place at least annually with updates throughout the year

The Headteacher may also be required to undertake other reasonable duties as may be requested by the Governing Body from time to time.

This job description is subject to the general conditions of service for a Headteacher as set out in the School Teachers' Pay and Condition Document. The job description is based on the Headteachers' standards 2020 .

We look forward to hearing from professionals who are able to help our outstanding school develop further on the next stage of its journey.

Please look very carefully at the job description and person specification for this post. Your personal statement must relate to the specification and be personalised to meet the priorities of our school. Check that you have given details of your referees, one of whom should be your current or most recent employer, and another should be someone who is able to comment on your performance at work from a position of responsibility, not as a peer. Please note that CVs will not be accepted as applications.

When you have completed the attached application form, please email it to Mrs Pauline Critcher, Administration Officer, finance@valleyend.surrey.sch.uk marked CONFIDENTIAL – HEADTEACHER APPLICATION.

The Headteacher will carry out his/her professional duties in accordance with, and subject to, the School Teachers Pay and Conditions Document and current education and employment legislation. The Headteacher is accountable to the Governing Body for the standards achieved and the conduct, management and administration of the school, subject to any policies which the DfE may make. The job description is subject to annual review.

Valley End C of E Infant School recruits according to “Keeping children safe in education” guidance and is committed to safeguarding and promoting the welfare of children and younger people, and expects all staff and volunteers to share in this commitment.



PERSON SPECIFICATION



The person specification shows the abilities and skills you will need to carry out the duties in the job profile. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.

The letters in the final column indicate in which element of the recruitment and selection procedure the evidence is intended to be collected.

A Application Form **SS** Supporting Statement **I** Interview

| | Qualifications and experience | Assessment |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1. | Qualified Teacher Status or Qualified Teacher Learning and Skills (QTS or QTLS) (with degree level education or equivalent). <i>Desirable:</i> National Professional Qualification for Headship (or working towards this) or | A |
| 2. | Proven recent senior leadership experience in a relevant sector school. | A |
| 3. | Proven excellent and inspirational teaching relevant to sector. | A,I |
| 4. | Relevant experience of working with children with a wide range of special needs. | A,I |
| 5. | Experience and understanding of managing people, budgets and IT in relation to its | A,SS,I |
| Knowledge and skills | | |
| Leadership and Management | | |
| 1. | The ability to establish and sustain the school's ethos and strategic direction in | I |
| 2. | To have an up-to-date understanding of national policy, curriculum developments, and statutory and legal frameworks within which schools operate, including the Ofsted | SS,I |
| 3. | The ability to lead, motivate and inspire others and manage people to work as individuals and as part of a team. To provide professional leadership, motivate staff, set standards | SS,I |
| 4. | The ability to initiate and manage change to meet the school's strategic objectives. | I |
| 5. | The ability to lead the development, planning, monitoring and evaluation process. | I |
| 6. | The ability to manage and plan strategically the use of financial and other resources to | SS,I |
| 7. | The ability to plan, prioritise and delegate responsibilities according to both the long term and day-to-day needs of the school, monitor their implementation and ensure feedback on | SS,I |
| 8. | The ability to identify and evaluate data critical to the assessment of the school's | SS,I |
| 9. | The ability develop positive and respectful relationships across the school community with | SS,I |
| 10. | The ability to create a culture where pupils experience a positive and enriching school life | SS,I |
| 11. | The ability to communicate effectively in writing and orally to a range of audiences. | SS,I |
| Management of Teaching, Learning and Assessment | | |
| 1. | Demonstrate an evidence informed understanding of child development and how children | A,SS,I |
| 2. | Demonstrate a thorough evidence informed understanding of teaching, learning and | A,SS,I |

| | | |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 3. | Demonstrate a thorough understanding of the teaching skills required to achieve high standards and experience of raising pupil attainment and ensuring strong pupil progress. | A,SS,I |
| 4. | Demonstrate an ability to monitor and evaluate the quality of teaching, learning and assessment with a demonstrable impact on improving pupils' outcomes. | I |
| 5. | Demonstrate a very good knowledge and understanding of how to provide a broad structured, coherent and accessible curriculum, with ambitious expectations for all pupils, including those with SEND, with a good understanding of how to provide the widest range of opportunities to those with SEND through support and adaptation where appropriate to enable them to achieve their full potential. | I |
| 6. | The proven ability to work in partnership with all families to involve them in the education of their children. | SS,I |
| Managing Staff and Personal Professional Development | | |
| 1. | The ability to lead, develop and motivate colleagues through effective performance management and continuous professional development (CPD). | SS,I |
| 2. | Up-to-date knowledge and understanding of current developments in education, including evidence of commitment to recent CPD. | A,SS |
| 3. | The ability to drive a culture with high levels of staff professionalism and performance whilst effectively challenge underperformance. | A,SS,I |
| Managing the School | | |
| 1. | The ability to be accountable to the Governing Body for decisions taken affecting pupils, staff and the wider community and to establish and sustain a good working relationship with the Governing Body. | I |
| 2. | The ability to promote good staff and parent relationships and deal sensitively with people and any conflicts. | SS,I |
| 3. | The ability to work in partnership with Governors, the LA, other schools and wider professional networks. | SS,I |
| 4. | The ability to undertake whole school self-evaluation and performance monitoring using all data available (including local and national standards) to rigorously analyse performance identifying barriers which limit school effectiveness and prioritising areas for improvement. | SS,I |
| 5. | The ability to undertake rigorous approaches to identifying, managing and mitigating risk | SS,I |
| 6. | The ability to deploy staff effectively and actively manage staff workload | SS, I |
| 7. | Commitment to safeguarding children and ensuring all members of the community share that commitment. | A,SS,I |

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check



Thank you for taking the time to read through our Headteacher recruitment pack, please feel free to get in contact with any questions you may have.

We look forward to meeting you.