



Headteacher Recruitment Information Pack

Spring 2021

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Spring 2021

Dear Candidate,

Welcome to Wyke Primary School, Gillingham and thank you for your interest in the post of Headteacher, which comes about due to the departure of the previous postholder. There is currently an Acting Headteacher in place who has filled the role since January 2020.

The Governing Board is looking to appoint a highly motivated individual for the Autumn Term 2021 who is capable of leading the school through the challenges that education faces, now and in the future. This special Headteacher will be committed to continuing and building upon the success of this happy and friendly school. The current teaching staff has developed a very co-operative philosophy with plenty of discussions about any changes, always focused on the best outcomes for the children. The school is in the heart of the Wyke community and the successful applicant will have a clear focus on this and build on the wonderful foundations currently supporting the school. We welcome applications from both aspiring and experienced Headteachers and from experienced school leaders with a proven track record of excellence in primary education.

Our Governing Board is a good mix of experience and enthusiasm and provides support and challenge to the school community, ensuring that the pupils are offered the best possible education.

All the information you require is in the subsequent pages of the pack. I look forward to receiving your application.

Yours faithfully,

On behalf of the Governing Board

A handwritten signature in black ink, which appears to read 'Barry von Clemens'. The signature is fluid and cursive, written over a light blue horizontal line.

Barry von Clemens
Chair of Governors

School Information

The Local Environment

Wyke Primary School is in the town of Gillingham, a flourishing community of about 12,000 inhabitants, situated the Blackmore Vale area of North Dorset. The town has expanded rapidly over recent years but still retains links with its rural traditions.

There are seven other primary schools and one secondary school in the Gillingham area pyramid of schools. There is an excellent relationship between the schools, and collaborative meetings are held regularly to discuss areas of common interest or concern.

The School

Wyke Primary School opened in September 1991. In January 2021 there are 169 children on roll, organised in seven classes, as follows:

Foundation Stage	Wrens	22
Year 1	Robins	16
Year 2	Owls	28
Year 3	Kingfishers	31
Year 4	Woodpeckers	26
Year 5	Falcons	30
Year 6	Hérons	16

As well as the Headteacher, there are five full time teachers, six part time teachers, one Senior Teaching Assistant and four classroom teaching assistants. There are also three TAs who provide 1:1 support to children with SEND, and two TA apprentices. The Acting Headteacher has the role of Designated Safeguarding Lead, with two Deputies to support them in this role. The Special Needs Co-ordinator works in this role on a part-time basis (0.4) providing support to teachers, parents and children. The office staff consists of a Business Manager, a Senior Administrative Officer and an Administrative Assistant.

The building provides an excellent environment in which to provide our children with a first class education. It is arranged in an open-plan style with seven class areas surrounding a central library/ICT area, with some shared areas. Most recent building projects include the construction of a separate music/drama studio and enlarged and enhanced staffroom facilities, as well as a purpose-built therapy room to accommodate children with physical needs and disabilities. Solar panels have recently been installed on the school roof. Outside there is a nature garden with a plot for each class and shared areas, as well as a good-sized playground and playing field.

Excellent relationships exist at Wyke. Parents feel welcomed, support staff are valued as members of a team and governors are fully committed to and involved with the school. In classrooms pupils are very well-behaved and there is a sense of order and calm throughout the school. The children are friendly, open and communicative. In short a very positive ethos has been developed which permeates all aspects of school life.

At the last Ofsted inspection in May 2018 the school was graded as 'requires improvement'.

Key Dates

APPLICATIONS CLOSE:	Friday 26 th February 2021
SHORTLISTING:	Wednesday 3 rd March 2021
INTERVIEWS:	Tuesday 16 th and Wednesday 17 th March 2021

All applications should be submitted through the Dorset for You website.

SCHOOL CONTACT DETAILS

Wyke Primary School, Deane Avenue,
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Tel: 01747 825665
Email: office@gillinghamwyke.dorset.sch.uk
Website: gillinghamwyke.dorset.sch.uk



WYKE PRIMARY SCHOOL

Headteacher Person Specification



This Person Specification shows the key abilities and skills we are seeking in our new Headteacher. The selection panel will shortlist candidates on the basis of how well they meet the requirements of the Person Specification. We are seeking candidates who demonstrate knowledge and understanding of the following areas, and show evidence of having applied (or awareness of how to apply) this knowledge and understanding, referencing the Headteachers' Standards 2020. Where possible, please demonstrate where you have met these criteria in a primary school context and the extent to which you have done so.

Selection criteria	Requirement
Qualifications	<ul style="list-style-type: none"> - Qualified Teacher Status - Evidence of regular and appropriate professional development in teaching practice and school leadership - NPQH or equivalent desirable
Experience	<ul style="list-style-type: none"> - Successful and recent experience as a Headteacher, Deputy Headteacher or senior leader in a primary school - Recent successful teaching and curriculum management experience in a primary school - Demonstrate high levels of pupil progress and high quality teaching and learning - Knowledge of current educational issues, including their implications and potential impact - Experience of management of financial and human resources at a senior level - Experience of setting, interpreting, monitoring and managing a budget, ensuring best value - Experience of recruiting, selecting and deploying staff - Knowledge of best practice and procedures for safeguarding children
Strategic Management	<ul style="list-style-type: none"> - Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community - 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 across the school community and a safe, orderly and inclusive environment
Leadership and Management	<ul style="list-style-type: none"> - Lead, manage, motivate and inspire the whole school - Demonstrate effective management and deployment of people and other resources - Plan, allocate, delegate, support and evaluate work undertaken by groups and individuals - Give praise and challenge underperformance, whilst holding all staff accountable - Develop and empower individuals and teams - Deal sensitively with people and resolve conflict - Foster existing strong staff team values and be a team player - Be visible to parents, children and staff - Create and maintain effective partnerships with parents, local schools and the community
Teaching and Learning	<ul style="list-style-type: none"> - Understand and promote the principles and practice of effective teaching and learning - Understand and promote the engagement of children through a rich curriculum - Experience of observing, assessing, monitoring and evaluating to improve the quality of teaching and learning
Ethos and Inclusion	<ul style="list-style-type: none"> - Create and maintain an environment which promotes good behaviour and high expectations and which celebrates success

	<ul style="list-style-type: none"> - A commitment to promote inclusion on <u>all</u> levels
Personal Qualities and Skills	<ul style="list-style-type: none"> - Be 100% committed to, and invested in, our school - Calm, positive and enthusiastic attitude - Strong communication skills - Strong organisational skills - Strong ICT skills - Resilience, perseverance and optimism in light of current educational challenges - Approachable - Good sense of humour - Good listener - Kind and caring - Actively promote staff wellbeing - Maintain joy of learning and a sense of fun - Actively support extra-curricular activities, theme days, trips, etc.



Wyke Primary School Headteacher Job Description

Post: Headteacher Group 2
Salary Range: L14 - 20

This document should be read in conjunction with the School Teachers' Pay and Conditions Document and National Standards of Excellence for Headteachers 2020. Reference should also be made to the Teachers' Standards (School Teachers' Pay & Conditions) including the Personal and Professional Code of Conduct. Wyke Primary School is committed to safeguarding and promoting the welfare of children and young people; this is a commitment which we expect all staff and volunteers to share.

Overview

The Headteacher is expected to, in partnership with the Governing Board, identify and determine the philosophy and overall aims of the school. By providing outstanding leadership they will inspire and influence others to build on the success of the school, ensuring high quality teaching and the highest standards of learning and achievement for all pupils.

School Culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- 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 across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism.

Teaching and Learning

- 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.

Curriculum and Assessment

- 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.

Behaviour

- 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.

Additional and Special Educational Needs and Disabilities

- 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[footnote 9] and special Educational needs and disabilities[footnote 10] of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional Development

- 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.

Organisational Management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding[footnote 11], as part of the duty of care[footnote 1]
- 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.

Continuous School Improvement

- 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

- 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.

Working in Partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers 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 across other public services to improve educational outcomes for all pupils.

Governance and Accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationship 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.

Safeguarding

- Assume the role of Designated Safeguarding Lead, Prevent Specialist and Child Sexual Exploitation Lead.
- Agree policy and organisation for the pastoral care of pupils with high expectations of behaviour and discipline.
- Refer all serious concerns to children's social care and where appropriate to the Local Authority, the Disclosure and Barring Service and/or Police.
- Organise appropriate training and ensure all staff understand the processes and responsibility of safeguarding.
- Ensure the school keeps detailed, accurate, secure written records of concerns and referrals.

This Job Description is not exhaustive and will be reviewed annually as part of the Headteacher's Performance Management process. A review may be initiated at any other time by either the post holder or the Governing Board.

And finally, our children would like a
Headteacher who.....

- makes us feel comfortable
- we can talk to
- is supportive and encouraging
- is strict but fair
- is friendly and funny
- walks around the school to see what we are doing
- listens to us
- joins in PE lessons!
- has experience of children
- takes an interest in our learning
- is smiley

