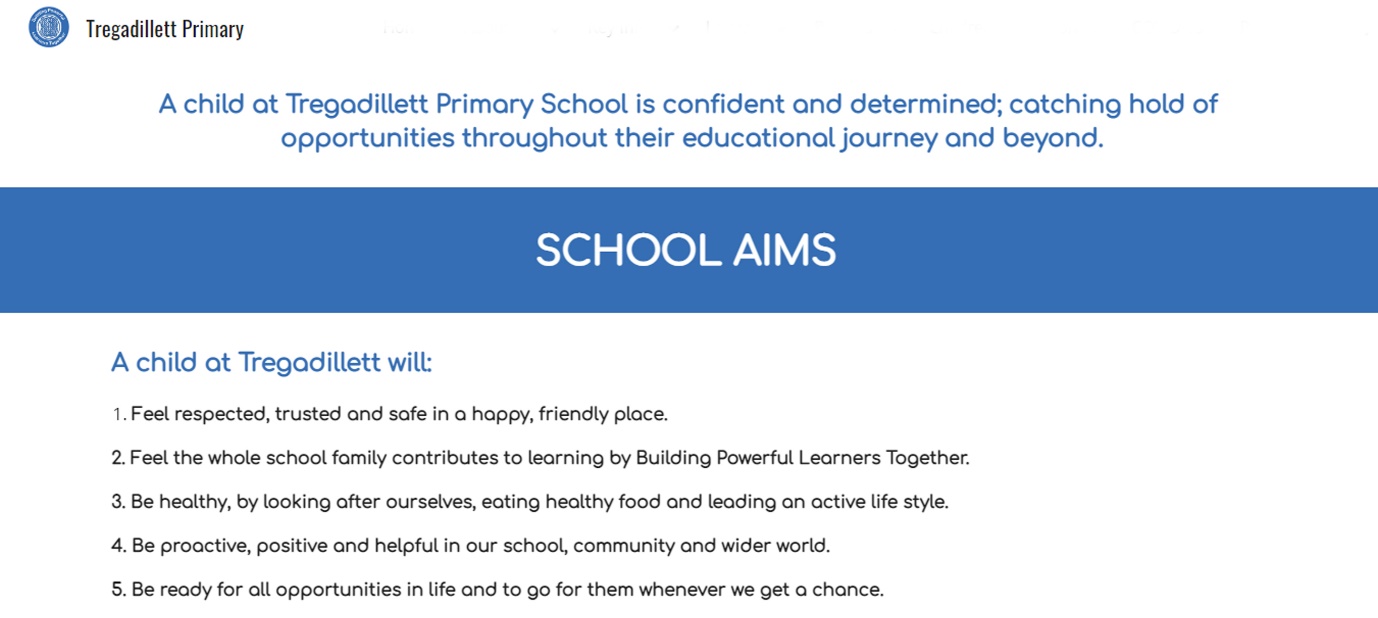


Building Powerful Learners Together


About us:

Tregadillett Primary school is a lively and happy school. We believe that everyone is a learner; staff, pupils, governors, parents, carers and visitors and that learning continues beyond the classroom and indeed beyond the school gates. Here at Tregadillett, we believe that every child is an important member of our community and should be encouraged and challenged to achieve their full potential. We have a progressive, modern curriculum built with our children in mind. We are committed to delivering the best learning experience possible for all our children, and we believe in developing the whole child, as well as having high expectations for their academic development. We are committed to building powerful learners together, and among other things, to support the emotional and social wellbeing of our children. We recognise the challenges faced by parents and carers and we offer support beyond the school day. We run a Breakfast Club and an After School Club as well as many extracurricular activities. We aim for each child to develop the skills they need to take their place in the wider community and hope that by the time they leave us, each child will have developed the skills and self-confidence they need to be happy and live fulfilling lives. We have a young, vibrant, enthusiastic and extremely hard working staff - many of whom have been with us since their NQT year, and they are ably supported by a high number of teaching assistants who all lead from the front.



Letter from the Chair of Governors:

Dear Applicant,

Thank you for your interest in the position of Headteacher at Tregadillett Primary School. I will attempt to summarise key aspects of our school, but our website <https://www.tregadillett.net/> contains a lot of information, including our School Improvement Plan, Ofsted report, pupil and parent surveys; as well as an idea of the many exciting things going on in our school at the moment.

The school is in the heart of the village of Tregadillett, overlooks the beautiful Cornish countryside, which offers a very attractive quality of life. We are within five minutes distance of the local town and 20 minutes from the stunning North coast. We are a single form entry Primary school with approximately 190 on our roll. We were rated ‘Good’ by Ofsted at our last inspection, and our results have continued to improve. Our pupils benefit from wonderful, expansive grounds with great facilities including: large playground, football pitch/field, carpark, play area with climbing frames, allotment area with raised beds for inspiring outdoor learning. We also have the local town’s swimming pool and leisure centre on our doorstep.

We are committed to delivering the best learning experience possible for all our children, and we believe in developing the whole child, as well as having high expectations for their academic development. We are committed to building powerful learners together, among other things, to support the emotional and social wellbeing of our children.

Progress and attainment in 2018/2019 were either at, or significantly above the national average. This reflects our dedication to making learning fun, as well as a commitment to innovation and excellence in teaching and learning practice. The school has a very diverse level of need and ability, we aim to bring the best from each and every child. As our regular pupil surveys testify (available on our website), our pupils are very happy and well-behaved.

We have a young, vibrant, enthusiastic and extremely hard working staff - many of whom have been with us since their NQT year, and they are ably supported by a high number of teaching assistants. We are committed to delivering an inspiring and enriching curriculum as well as many extra-curricular activities. All teachers run a fantastic array of after-school activities for the children, including regular sporting fixtures. At Tregadillett we’re extremely proud of our Wild Tribe area for the holistic development of our pupils. This is shown through their health and fitness, emotional wellbeing, social development, real life learning and Individualised learning. The school boasts modern, well equipped and well maintained facilities. We have a beautiful library space for the pupils to use and embed their passion for reading. Pupils use iPads and chrome books regularly to enhance learning outcomes, and there are interactive whiteboards and visualisers in all classrooms. Tregadillett Primary school is a small but vibrant community, and the school is a key focal point of this. The school has a close relationship with its parents and is held in high regard as witnessed by the very positive feedback captured in our annual parent survey (available on our website). Parents agree that their child ‘enjoys school’, ‘makes good progress’ and is ‘taught well’. We are constantly trying to think of new ways to engage and involve parents in their children’s learning.

Over the last 9 years we have benefitted from a strong and inspirational leader and we are now looking for someone to continue and develop what has been achieved. The governing body is committed and supportive, and will do all we can to ensure the transition process is as smooth as possible. I hope this gives you an idea of what our school offers but without doubt our pupils are the best ambassadors for the school. Should you wish to do so please contact our secretary to make the necessary arrangements and we would be delighted to show you around. Alternatively, if you would like an informal conversation with me then please contact me lwade@tregadillett.net

Once again thank you for your expression of interest and I wish you the best of luck should you wish to apply for the post.

All the best

Luke Wade

Chair of Governors





Wild Tribe:

Wild tribe supports the holistic development of the pupil:

• Health and fitness – Being active in an outdoor, natural environment.

• Increased emotional wellbeing – There is research available supporting this.

• Social development – Communicating, and negotiating with peers and adults to solve problems and share experiences.

• Skills development – Developing fine and gross motor skills and coordination for real purposes.

• Gaining knowledge and understanding – Multi–sensory, real-life learning.

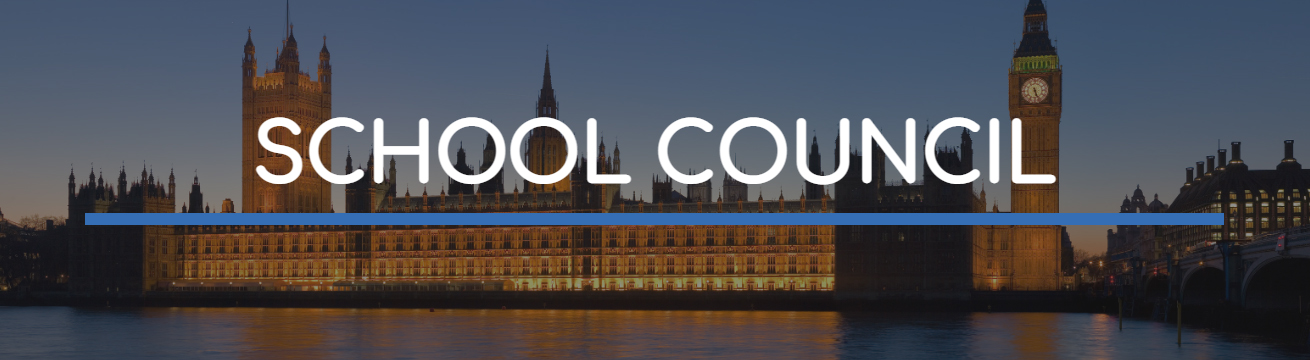
• Individualised learning – Careful observation allows adults to tailor support to pupils’ own interests and stage of development.





















Headteacher Job Description:

*The job description is subject to the general conditions of service for a headteacher as set out in the current School Teachers Pay and Conditions Document.*

*In carrying out his/her duties the headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the schools, parents and pupils.*

***Shaping the future***

The Headteacher should be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school’s communities. This vision should include core educational values, moral purpose and be inclusive of all stakeholders’ beliefs and values.

***Duties and responsibilities***

***A) Strategic direction and development of the school***

To work with the governing body and others, to develop a strategic view for the school in their communities 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 and 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 schools

4. To implement the local authority’s and governing body’s policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability, special educational needs and other forms of educational disadvantage

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 schools are committed to the 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 their 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.

***B) Leading and teaching***

To work with the governing body to lead and manage 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 and 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 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.

***C) 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 in 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. Lead, manage and develop the staff, including appraising and managing performance

4. 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

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. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range

7. To participate in arrangements for headteacher performance management

8. 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.

***D) 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 schools which are delegated to the headteacher by effectively managing the school’s budgets 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 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 both 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.

***E) Accountability***

To be accountable for the efficiency and effectiveness of the school to the local authority, governors, pupils, parents, staff, local employers and the communities:

1. To liaise and co-operate with education officers and support services in the evaluation, monitoring and inspection of the schools 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, governors, the LA, 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 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.

***F) 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, and reporting, 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 schools to enhance and enrich the school and its value to the wider communities

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 safeguard and protect children

9. To ensure that the school promotes effective links with the local community and continue the development of close liaison with other local primary and secondary schools.

***G) Pupil Care***

1. To ensure that provision in the school safeguards all pupils in line with the statutory guidance in Keeping Children Safe in Education

2. To arrange for effective induction of pupils entering the school and transferring to the next phase of education or to another provider mid-year

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, guidance and an understanding and appreciation of British values

4. To determine and arrange means to promote among pupil’s 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.

The contents of this job description may be amended at any time following discussions between the Governing Body and the Headteacher and will be reviewed annually



Appointment to this post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions which would be regarded as spent for other purposes.

To apply, please download a teaching application form and return to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_