



NONSUCH PRIMARY SCHOOL

# HEADTEACHER APPLICATION PACK



# Contents

<b>Welcome</b>	<b>01</b>
<b>About Nonsuch Primary School</b>	<b>03</b>
<b>About Bourne Education Trust</b>	<b>06</b>
<b>Job description</b>	<b>07</b>
<b>Leadership behaviours</b>	<b>09</b>
<b>Person specification</b>	<b>10</b>
<b>Application process</b>	<b>13</b>





# WELCOME FROM CHAIR OF GOVERNORS

Dear applicant

On behalf of the Governing Body, I would like to thank you for your interest in the role of Headteacher at Nonsuch Primary School. This post has become available due to the retirement of our existing Headteacher. I look forward to learning more about you, and to you learning more about our ambitious aims, and our remarkable staff and children.

Nonsuch Primary School is a small, friendly, diverse one-form entry community school situated in the heart of Stoneleigh, on the boundaries of Sutton and Surrey. Our vision 'Laugh, Learn, Persevere, Achieve' is at the heart of everything we do in school and drives our curriculum, values and ambitions.

Our children greatly benefit from a broad, creative curriculum, however an important part of our learning culture is our commitment not only to academic progress and achievement, but also to equipping pupils with the skills, resilience and character they need to succeed. Our staff are passionate about improving outcomes for our pupils in an inclusive, nurturing environment.

The school is embarking on conversion to academy status. The Governing Body has undertaken a rigorous due diligence process and has selected Bourne Education Trust as its preferred option. Candidates will understand that the final process will take some months to complete but the Governing Body is committed to this direction of travel. It is likely that we will convert to being an academy during 2024 but will begin working with our preferred partner from the start of the new academic year.

We are seeking to appoint an enthusiastic Headteacher who will have the commitment and passion to continue leading the school forward during the academy status conversion, while building on our vision to provide the highest quality education in a caring, inclusive environment. If you have what it takes to deliver excellent, compassionate leadership, we would love to hear from you. We very much encourage you to visit us, the pupils and I will be happy to show you around.

Yours faithfully

Clare Cruise  
**Chair of Governors**



## ABOUT NONSUCH PRIMARY SCHOOL

Nonsuch Primary School is a small, inclusive one-form entry primary school offering high-quality provision for children aged 3 - 11 years. The school has a richly diverse intake and is often oversubscribed due to its popularity and outcomes.

Situated in the heart of Stoneleigh, the school predominantly serves its immediate local community. Staff, pupils and families are proud to attend the school and expectations for attendance and behaviour are high.

*'Leaders take a holistic approach to pupils' education, striving to strike the right balance between pupils' personal and academic achievements. The attendance rates continue to be above the national average.'* Challenge Partner's Review 2022

Within the school population, Nonsuch Primary has lower than average numbers of pupils in receipt of pupil premium and who have English as an additional language. The percentage of pupils with SEND is however above average with the greatest need being speech, language and communication.

*'The leadership of the provision and outcomes for disadvantaged pupils, pupils with SEND and vulnerable pupils is strong. These pupils thrive and achieve well given their individual starting points.'* Challenge Partners Review 2022

Our values of respect, integrity, growth, teamwork and happiness were devised and are shared by the whole school community. Children thrive on the opportunities provided to enhance the curriculum; taking part in trips, music tuition, sporting events, performances and exhibitions.

## **NONSUCH PRIMARY SCHOOL VISION:**

### **We Laugh, Learn, Persevere, Achieve**

#### **Laugh**

Children are happy, well behaved and motivated to be the best they can be. They feel safe. They benefit from a broad range of opportunities for personal development and growth, empowering them to become independent, active, respectful citizens of the future.

We see this through:

Safeguarding, behaviour, attendance, environment, pupil voice, opportunities, trips, visitors, inclusion, wellbeing, personal independence.

#### **Learn**

We have an inspiring curriculum taught by enthusiastic, knowledgeable teachers and support staff who are ambitious for all pupils. They have high expectations and use assessment effectively to plan for all pupils to confidently achieve their best. This takes place in a stimulating, fun and purposeful environment allowing pupils to develop independence.

We see this through:

Curriculum reviews, schemes of work, staff CPD, monitoring and assessment, displays, high expectations, environment development, collaboration.

#### **Persevere**

All children at Nonsuch Primary are confident and enjoy school. They develop resilience so they are able to face challenges and take appropriate risks in their learning. We have a culture that celebrates achievement in all areas and encourages children to persevere when faced with challenges.

We see this through:

Mental health and wellbeing, pupil groups, opportunities to be independent and resilient, outdoor learning, development of outdoor environment.

#### **Achieve**

The leadership of the school values and supports its staff through high expectations, professional development and good communication while sustaining financial stability for the future through innovative solutions. This provides outstanding teaching and learning across the school, improving outcomes for all children, preparing them for the next stage of their learning.

We see this through:

Performance management, policies, communication, aim for 90% of children achieving ARE in RWM&S, external reviews, staff development opportunities.

#### **OFSTED:**

In October 2018, Ofsted found Nonsuch Primary School to be 'Good' across all areas. Following their visit, inspectors commended the school on its leadership:

*'Leaders ensure that the curriculum is broad and interesting. Sports, music and art are particular strengths and pupils achieve well in these subjects.'*

They also commented on behaviour and parental engagement:

*'Pupils are happy and safe at school. They behave well, work hard and attend regularly. They are polite and respectful to adults and to each other.'*

[Click here to view the school's latest Ofsted report in full.](#)

#### **STAFFING:**

The school has an experienced leadership team consisting of the Headteacher, Deputy Headteacher, Senior Leader, School Business Manager and the SENDCo. It employs 10 class teachers and 17 members of support staff all working to ensure the best outcomes for our children.

#### **GOVERNANCE:**

Currently, the Governing Body consists of 9 experienced governors, including the Headteacher. The governors meet half termly to provide support, challenge and strategic leadership to the school. The structure and roles within the Governing Body will be reviewed when the school joins its trust of choice. For further information please visit the school's website.

#### **RESULTS 2021-2022:**

SUBJECT	EXPECTED	NATIONAL	GREATER DEPTH	NATIONAL
GLD	80%	65%	–	–
YEAR 1 PHONICS	90%	75%	–	–
YEAR 2				
R	70%	67%	26%	18%
W	67%	58%	23%	8%
M	74%	68%	30%	14%
Sc	77%	77%	–	–
YEAR 6				
R	90%	75%	52%	28%
W	76%	69%	38%	13%
M	86%	71%	38%	23%
COMBINED	65%	59%	31%	7%
GPS	79%	72%	55%	28%
SCIENCE	96%	79%	–	–



# ABOUT BOURNE EDUCATION TRUST



BET was established in 2011 and has grown steadily since then. It is largely Surrey based, with 21 of its 26 schools in the county, but has recently expanded into Hampshire and Richmond. It is made up of 21 academies, a free school due to open in September 2024 and 4 associate schools. Of its 26 schools, 13 are primaries, 9 are secondaries, 2 are alternative provision and 2 are specialist schools. It is responsible for the education of c.12,500 pupils and employs just over 1,300 staff. The Trust will continue to grow over the next 5 years and aim to retain the balance between the various types of schools within its fold. The Trust is organised into both phases and clusters to support specialist and cross-phase collaboration.

The size of its schools range from a one-form entry primary to an 8-form entry secondary school with a sixth form. All schools are equally important and carry the same influence in terms of decision-making within the Trust. Each school has its own Head and Local Governing Committee. Since 2012 it has taken 9 schools from special measures or requiring improvement to good or outstanding. The rest have maintained their good status whilst in the Trust. BET has transformed the finances in 12 of its schools so that no school in the Trust is in deficit and its financial position is very strong.

BET's values are summarised by our strapline: 'Transforming schools; changing lives'. We absolutely believe that all children regardless of context or background deserve a great education, hence our involvement in schools and communities that have not experienced this. Whilst we want our schools to retain their own identity, all BET schools share environments that are extremely warm and welcoming, professional, relentlessly positive, highly aspirational and characterised by happy and safe pupils with excellent relationships between them and the staff. In all classrooms and beyond pupils enjoy creative and effective teaching and learning that fosters belief and confidence.

Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence on the independence/standardisation continuum but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the responsibility that brings. Where we have centralised, it has been by consensus or driven by our legal framework and the requirements of the Academy Trust Handbook.

For more information about BET, please visit our website [www.bourne.education](http://www.bourne.education).





## JOB DESCRIPTION

<b>Contract:</b>	Permanent; full-time
<b>Salary:</b>	L16-21 (£67,740 - £75,250)
<b>Benefits:</b>	Workplace pension through TPS; occupational sick pay; recognition policies for exceptional performance and long service; ongoing training, learning and development opportunities; HR and wellbeing support; family friendly policies; network of support in HR, finance, ICT and legal

### ROLE PURPOSE

To provide outstanding and inspirational leadership and management of the school, creating an environment in which the highest possible standards of learning and teaching flourish and in which every pupil has access to high-quality education to achieve their full potential.

### SHAPING THE FUTURE

Work with the Local Governing Body, our trust of choice and the school community to develop and implement a shared vision for Nonsuch Primary which epitomises its core values

- Take the values of the school, clearly articulate these in the form of a vision which is understood, shared and acted upon by the school community
- Translate the vision into agreed objectives and operational plans
- Motivate others to use their creative and practical skills, experience and enthusiasm to achieve the vision
- Use technology and innovation appropriately to pursue excellence

- Ensure that the diversity of the school and its community is respected in the ethos and in strategic planning with a view to achieving greater inclusion
- Ensure that the school continues to improve, building on its Ofsted 'Good' judgement and working towards the 'Outstanding' criteria

### **LEADING TEACHING AND LEARNING**

Maintain and enhance the culture of successful learning so that pupils become enthusiastic independent learners, achieving their full potential

- Promote and celebrate excellence in teaching and learning, setting high expectations and stretching targets for the whole school community – developing the highly aspirational yet inclusive school ethos
- Maintain a clear and consistent behaviour management strategy
- Engage parents in the success of their children
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Develop the use of data and benchmarking systems to monitor and target progress, raise standards and ensure a continuous and consistent school-wide focus on pupils' achievement with a proper focus on their differentiated needs
- Maintain a highly visible presence throughout the school, ensuring continuous interaction with pupils, staff and parents

### **STAFF DEVELOPMENT**

Create a professional learning community which enables achievement and success

- Develop an ethos which encourages and nurtures collaboration, innovation, individual and team creativity and a culture of high expectations for all
- Afford opportunities for staff development by encouraging the adoption of responsibility and by giving scope for autonomous action
- Ensure effective planning, allocation, support and evaluation of the work of teams/individuals
- Develop and maintain effective and rigorous strategies and procedures for staff induction, professional development and appraisal
- Regularly review own practice, take into account feedback, set personal targets and take responsibility for own development and ensure a proper work-life balance

### **MANAGING THE ORGANISATION**

Provide effective leadership and management

- With support from our trust of choice and the School Business Manager, manage Nonsuch Primary's human, financial and physical resources effectively to provide an efficient, effective and safe learning environment
- Recruit, retain and deploy staff appropriately
- Monitor the use of resources to ensure value for money
- Take advantage of all funding opportunities
- Ensure efficient and coherent communications links within the school community and foster a culture of openness and transparency so that all stakeholders are properly and accurately informed in an appropriate manner

## SECURING ACCOUNTABILITY

Be accountable to the Governing Body for the school, its environment and all its outcomes

- In conjunction with the Governing Body, develop the school's corpus of policies and ensure that they are effectively followed
- Ensure individual staff accountabilities are clearly defined, understood and agreed
- Work with external partners and stakeholders towards mutually agreed objectives, where relevant

## STRENGTHENING COMMUNITY

Develop a role at the heart of the community, building pride in the organisation and establishing a focal point for learning and achievement as a true community school

- Collaborate with parents, carers, the Local Authority, our trust of choice and with other agencies to ensure that the school meets the wider needs of its pupils and the local community and discharges its legal and social responsibilities
- Collaborate with other schools and learning providers to share expertise and thereby enable a full pupil entitlement that will bring positive benefits for all
- Create and promote positive strategies for challenging racial and other prejudice and strengthen inclusion

# LEADERSHIP BEHAVIOURS

We are committed to 4 shared behaviours which permeate everything we do. Leaders are reflective, aspirational, optimistic and inclusive.

### REFLECTIVE

- Being outward facing and continually scanning the horizon
- Making decisions carefully, drawing on evidence, risk analysis and research
- Deploying school resources so they are sustainable and have long-term impact to safeguard the future for our young people
- Learning without borders by working with and learning from different phases, specialisms and sectors

### ASPIRATIONAL

- Creating a culture of high performance and professionalism where morale, health and wellbeing are high
- Holding one another to account and having the courage to challenge and to question
- Creating great places to work where people feel supported, empowered and encouraged to achieve their ambitions
- Creating community confidence and pride in our schools and our trust of choice

## OPTIMISTIC

- Being resilient, energetic, proactive and positive whilst taking responsibility for solving issues
- Believing that everyone has potential, is valued and can contribute
- Clearly identifying and sharing why we do what we do
- Focusing on the team's outcome and not just the individual

## INCLUSIVE

- Acting as a positive force for equality; creating communities where everyone can be their authentic self and have a sense of belonging
- Committing to social justice and sustainable leadership whilst acting with humility and integrity
- Learning about our biases and blind spots and challenging expectations and stereotypes
- Showing high levels of emotional intelligence, being highly visible and communicating precisely, accessibly, and confidently

# PERSON SPECIFICATION

## Qualifications and experience:

- Qualified teacher status (E)
- NPQH or further professional qualification (D)
- Successful and recent experience as a senior leader (E)
- Successful teaching experience of the age range served by the school (E)
- Leadership experience within a primary school (E)

## Strategic direction and development of the school:

- Ability to provide clear educational vision and direction and lead by example (E)
- Ability to formulate aims, policies and plans and monitor, evaluate and review their impact (E)
- Ability to work in partnership with both the Governing Body and our trust of choice (E)
- Evidence of introducing effective strategies for improvement (E)
- Knowledge of current educational developments (E)
- Knowledge of statutory requirements (D)

## Leading and managing staff:

- Ability to lead, manage and motivate the whole school community (E)
- Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals (E)
- Successful experience of leading in service training for staff (E)
- Ability to consult and negotiate effectively with the different stakeholders (E)

## Standards:

- Experience of raising standards (E)
- Ability to collect, analyse and use data on pupils' progress and performance to raise standards, using appropriate systems (E)
- Ability to set and achieve challenging targets for the school – faculties, teachers and pupils (E)



**Teaching and learning:**

- Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning throughout the school (E)
- Understanding of the principles of how to engage children through an exciting child-centred curriculum (E)
- Successful experience of reviewing and developing the curriculum (E)
- Understanding of the role and impact of assessment in childrens' learning (E)
- Successful experience of monitoring, evaluating and improving the quality of teaching and learning (E)
- Successful experience of promoting the personal, social, moral, cultural and spiritual development of pupils (E)

**Ethos and inclusion:**

- Ability to create and maintain an environment which promotes good behaviour, discipline and celebrates success (E)
- Understanding of the factors which create barriers and the ability to implement appropriate strategies for reducing inequalities; a commitment to equality, diversity, inclusion and belonging (E)

**Relationships with parents and the wider community:**

- Successful experience of creating and maintaining effective partnerships with parents and the community to enhance pupils' learning (E)

**Deployment of staff and resources:**

- Ability to set, interpret, monitor and manage a budget (E)
- Ability to manage, monitor and review the use of all available resources, ensuring best value (E)
- Experience of recruiting, selecting and deploying staff (E)

**Suitability to work with children:**

- Ability to form and maintain appropriate professional relationships with children and young people (E)
- Experience of working with challenging behaviour (E)
- Appropriate use of authority and ability to maintain discipline (E)

**Other skills and abilities:**

- Ability to manage time well and work under pressure to deadlines (E)
- Effective ICT skills (E)
- Effective interpersonal, communication and presentation skills; both written and oral (E)

E = Essential / D = Desirable







## APPLICATION PROCESS

Thank you for your interest in this role. We look forward to receiving your application. Interested candidates should be aware that the closing date for applications is **8am on Thursday 23rd March 2023**. To apply for this position, you must complete our application form and email it to [rsteynberg@suttonmail.org](mailto:rsteynberg@suttonmail.org) (CVs without a fully completed application form will not be considered). Candidates applying through other job sites (e.g. Eteach) should follow the instructions provided within the advert. It is also important that you include a telephone number for both daytime and evening so that we can contact you by telephone if necessary.

Visits to the school are encouraged therefore if you have any further questions or would like to arrange a time to visit please contact Ruth Steynberg on [rsteynberg@suttonmail.org](mailto:rsteynberg@suttonmail.org).

Shortlisting will take place on the 23rd and 24th March. Candidates should note that interviews will be held on Wednesday 29th March.

### SAFEGUARDING

Nonsuch Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

### EQUALITY, DIVERSITY AND INCLUSION

Nonsuch Primary School is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.



Nonsuch Primary School  
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[www.nonsuchprimary.sutton.sch.uk](http://www.nonsuchprimary.sutton.sch.uk)