 **Ashurst CE Aided Primary School**

 **Headteacher Pack**

 **March 2021**

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**We aim to provide all pupils with an education of the highest quality centred upon the Christian values of love, hope and joy, lived and witnessed by all members of the school community**.

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**Ashurst CE Aided Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share in this commitment.**

**We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.**

**Ashurst CE Aided Primary School**

**School Lane, Ashurst, Nr Steyning, West Sussex, BN44 3AY**

**Chair of Governors Mr R Allan**

<https://www.ashurstcofe-pri.w-sussex.sch.uk/>

**Letter from the Chair of Governors**

**ASHURST CE AIDED PRIMARY SCHOOL**

SCHOOL LANE, ASHURST, WEST SUSSEX

BN44 3AY

26th March 2021

Dear Applicant,

We are very pleased that you are considering a potential application as headteacher to Ashurst Church of England Aided Primary School. The opportunity has arisen following the retirement in 2020 of Mrs. Janet Williams who had passionately led the school for some 25 years and who was then succeeded, on an initial 12 months’ contract, by the current co-headteachers, who have worked tirelessly to ensure the smooth running of the school during an exceptional period for everybody affected in different ways by the global pandemic. We are now looking to appoint permanently and are open to a co-headship model with a teaching commitment, or a headteacher with a teaching commitment.

We are a small rural school with a big heart and a strong Christian ethos embedded in our school values of ‘Love, Hope & Joy’. The school aims to provide all children with an education of the highest quality within a truly Christian atmosphere that genuinely values every member of the school community. The school prides itself on its family atmosphere, where all the staff know each and every child and aim to create a happy, caring and purposeful environment in which all children are encouraged to respect and value one another and to achieve their full potential. Our 2019 Ofsted inspection concluded we are a ‘Good’ school with ‘Outstanding’ features and our 2018 SIAMS Inspection gave an overall rating of ‘Outstanding’.

If you feel that you have the skills, experience and enthusiasm we are looking for, then we would very much welcome your application. Subject to Covid restrictions and precautions allowing, we are happy to arrange visits to the school at the end of the school day on either 30th March or 20th April 2021. To arrange a visit, please initially jointly contact the Clerk to the Governing Body, Mrs. Michelle Dancy, mdancy@ashurstcofe-pri.w-sussex.sch.uk and the Vice-Chair of Governors, Mrs. Mandy Kilham akilham@ashurstcofe-pri.w-sussex.sch.uk.

In your letter of application (to please be typed and no more than two sides of A4), please address the ‘Person Specification’ and provide evidence of impact from your current/past experience/roles. The closing date for applications is noon on Monday 26th April 2021 and interviews will be held on 10th and 11th May 2021. Please send your completed application to mdancy@ashurstcofe-pri.w-sussex.sch.uk.

As part of your application, please provide three referees: one of which should be your current Chair of Governors/Headteacher, one from your local authority, and, as a Church of England School, the name and details of your Parish Priest, Vicar, Minister or Pastor as appropriate.

We are committed to safeguarding and promoting the welfare of children. We expect all staff, governors, volunteers and visitors to share this commitment. The post is subject to enhanced disclosure from the Disclosure and Barring Service (DBS), satisfactory references, proof of qualification, medical declaration and proof of entitlement to work in the UK.

We look forward to receiving your application.

**Rowan Allan**

**Chair of Governors**

rallan@ashurstcofe-pri.w-sussex.sch.uk

**Ashurst CE Aided Primary School and the Community**

The Parish Church of St James and Ashurst Primary School have been intrinsically related since the school’s foundation in 1873, and there has been a living and vital relationship ever since. Fr Mark Heather is Rector of Ashurst (as well as Vicar of Steyning) and is the main point of contact between church and school. He alongside others, including the Priest of West Grinstead regularly deliver collective worship to the school community.

Religious education contributes significantly to the Christian character of the school. The curriculum uses the ‘Understanding Christianity’ materials, delivered through an enquiry approach using a variety of creative strategies, such as art and drama, to engage and motivate the children to speak about their learning. Religious education also contributes to the children’s understanding of cultural and religious diversity and the knowledge of other faiths. The leadership of the religious education at the school was assessed by the SIAMS inspectors as strong, and its delivery and monitoring of the RE curriculum is described as very effective.

Distinctively Christian collective worship is central to school life and has a strong and positive impact on the life of the whole school community, staff as well as children. It is imaginatively conducted to engage the pupils, encourage participation and help develop spirituality. Prayers are said three times every day. The children regularly visit St James’s church and churchyard during the school year, for example during Holy Week, and are encouraged to take part with their families in the monthly family service on the second Sunday (an important strand in the schools’ collective worship as assessed by SIAMS).

The school provides prayer and reflection areas and an outdoor prayer and reflection garden for stillness and spiritual reflection. The children have a good knowledge of Bible stories and are keen to speak about them and what they mean for daily life and social and family relationships.

As an aided school the church has four foundation governors, two appointed by the Parochial Church Council and two by the diocese. In addition to this the Rector is another (ex-offico) member of the governing body.

The village of Ashurst lies within the Conservation Area and is close to the South Downs. It is a small village with a thriving community (297 at the 2011 census) with a 12th century parish church dedicated to St James, a much used and loved village hall, the well-known Fountain Inn pub, along with a recreation ground used by Ashurst Primary, as well as for local football and cricket teams.

The attractive and historic towns of Henfield and Steyning are 5 miles and 3 miles away respectively, both with plenty of shops for day-to-day needs plus a good selection of other shops. There is a Farmer’s Market every month in Steyning. Both villages also have many social and recreational facilities, including a leisure centre (swimming pool in Steyning), and tennis courts, as well modern health centres in both villages.

Ashurst is close to the South Downs National Park, ten miles from the coast at Shoreham-by-Sea (main line railway station to London Victoria) and 12 miles from Worthing. Brighton is about 11 miles and Horsham 11, and Gatwick Airport can normally be reached in about 30 minutes by car.

* APS Ofsted Information Link <https://www.ashurstcofe-pri.w-sussex.sch.uk/web/inspections/165131>
* Direct Ofsted Report link <https://reports.ofsted.gov.uk/provider/21/126020>
* Diocesan SIAMS S48 Inspection Report link <https://www.ashurstcofe-pri.w-sussex.sch.uk/web/diocesan_inspection_report_/391904>

**Job Description**

**SCHOOL NAME: ASHURST CE AIDED PRIMARY SCHOOL**

**JOB DESCRIPTION : HEAD TEACHER**

**PAY RANGE: Discretionary Range L6 - 12**

**RESPONSIBLE TO: The Governors (and the Local Authority and the Diocese)**

**Main Purposes of the Job**

To provide professional leadership for the school which secures its success and improvement, ensuring high quality education through a rich, balanced and coherent curriculum experience which is perceived by each child to be relevant, purposeful and challenging.

To work with and through others to secure productive relationships with governors, parents and the wider community and the schools from which, and to which, the children may transfer.

To be responsible for the leadership, internal organisation and daily management of the school, consulting appropriately with stakeholders.

To create a safe and caring environment for all pupils and staff by ensuring that the relevant policies are known and adhered to and to promote and safeguard the welfare of children and young people you are responsible for, or come into contact with.

To carry out the duties set out in the School Teachers’ Pay and Conditions Document.

**Main tasks**

Qualities and Knowledge

1. Articulate and promote the school’s distinctive aims and ethos to staff, pupils and the wider school community by working with governors and school staff to identify, affirm and develop the school’s vision.
2. Model exemplary professional behaviour towards pupils, staff, governors and others in the school community in terms of attitude, relationships, integrity and continual professional development.
3. Keep up-to-date with any proposed or actual changes in legislation, guidance and research that is relevant to the school and communicate these changes effectively to relevant stakeholders
4. Keep staff and governors informed of trends in education theory, research and opinion and how these may impact on the school’s vision and improvement priorities.
5. Engage parents and carers effectively in the education and development of their children.
6. Take direct responsibility for the school’s continuous improvement.
7. Demonstrate an up-to-date understanding of how school leaders make use of public money, the processes that underpin this and how accountability is assured.
8. Oversee and ensure the school’s accountability to other agencies that work on behalf of children and families.

Pupils and Staff

1. Track and report on the attainment of all pupils within the school, including those pupils who are deemed disadvantaged and use this knowledge to ensure provision for all pupils is of the highest quality and demonstrates impact.
2. Benchmark the school’s performance against other schools, both locally and nationally and use this knowledge to reflect on current provision and to guide future areas for development .
3. Ensure the delivery of a rich, relevant, broad and balanced curriculum, where all statutory duties are met, with ambitious standards of achievement for all pupils.
4. Ensure that appropriate, high quality pastoral care, guidance and support is available to all pupils, including the most vulnerable, those with special needs or disabilities.
5. Secure excellent teaching through identifying and sharing best practice, regular monitoring and feedbackand appropriate staff development.
6. Energise and inspire colleagues by creating an open culture where success is celebrated and weaknesses are challenged supportively.
7. Use formal systems such as the appraisal process and informal knowledge of staff aspirations to offer appropriate opportunities for wider responsibility in ways that are transparent and equitable to all staff.
8. Oversee and report on a system of staff appraisal that is proportionate to the roles undertaken,and ensures the schools commitment to the success of every pupil. but supportive of improving outcomes for children.
9. To promote the professional growth of colleagues as well as demonstrating commitment to your own professional growth.

Systems and Processes

1. Ensure that key policies are current, regularly reviewed, accessible and understood by relevant staff and agreed by governors where appropriate.
2. Deploy staff effectively, having regard for personnel policies and equality of opportunity.
3. Create a safe and caring environment for all pupils and staff by ensuring that the relevant policies are known and adhered to.
4. Seek views and consider feedback from children, staff, governors and families.
5. Hold all staff to account for their professional conduct and practice.
6. Respond positively to appropriate challenge and support from governors, providing timely, accurate and transparent information to enable them to carry out their strategic role.
7. Provide, in turn, appropriate support and challenge to governors to enable them to fulfil their strategic role.
8. Be accountable for pupils’ progress and achievement.
9. Create, alongside governors, and act upon a strategic development plan which balances the long term needs of the school with the priorities in the current improvement plan.
10. Adhere to the Schools Financial Value Standard (SFVS) in deployment of budgets and resources, both human and material.
11. Demonstrate effective leadership by co-creating, with the wider staff team, the school limprovement priorities and demonstrate effective management in executing the agreed plans.
12. Develop a culture and systems that make roles and responsibilities clear and manageable, whilst holding all staff to account for the expected outcomes.
13. Delegate staff responsibilities effectively and appropriately

The Self-Improving School System

1. Make use of external benchmarking, current research evidence or locality school partners to evaluate any innovation and to moderate the school’s own methods, acting on findings as appropriate
2. Identify and develop future leaders through targeted and relevant professional development opportunities.
3. Participate in and contribute to local and national leadership improvement opportunities.
4. Create systems that allow the school to engage effectively with agencies and bodies such as: the local authority, other schools; social care; health authorities and businesses.
5. Model, develop and disseminate good practice.

*The Christian Character of the School*

1. *Ensure that the Christian vision of this Church of England school is clearly articulated, shared, understood and acted upon effectively by all.*
2. *Ensure that the Christian values of this school are embedded and have a demonstrable impact on staff and pupil’s daily lives.*
3. *Demonstrate Christian vision and values in everyday work and practice.*
4. *Ensure the school operates within agreed Local Authority and Diocesan guidelines and that effective liaison exists between the school, the Local Authority and the Diocese of Chichester.*
5. *Promote the school and develop effective relationships with the wider community, including the parish church(es) and other local churches*.

23rd March 2021

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|  **PERSON SPECIFICATION** |  |  |
| ATTAINMENTS AND EXPERIENCE | Essential | Desirable  |
| Qualified Teacher Status/GTC Registered  | X |   |
| Good honours degree |   | X |
| National Professional Qualification for Headteachers (NPQH)  |   | X |
| Appropriate professional recent and relevant continuous professional development  | X |   |
| Appropriate age range experience  | X |   |
| A proven track record of successful strategic leadership and management as a Headteacher or Deputy Headteacher  |   | X |
| Successful proven experience of raising achievement  | X |   |
| Knowledge of and the ability to take on the role of SENDCO if necessary  |   | X |
| Experience in school finances and budget setting  |   | X |
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| SHAPING THE FUTURE | Essential | Desirable  |
| **Knowledge of or commitment and ability to:**  |   |   |
| Understand and keep staff and governors informed of educational theory, research and opinion relevant to the school  | X |   |
| Keep up-to-date and discuss local, national and global trends and how they impact on education  |   | X |
| Think creatively and strategically by building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil | X |   |
| Communicate and model the vision of the school and its Christian values both within and beyond the school | X |   |
| Lead change, and work with staff, governors and others in the school community the develop, create, innovate and promote our school's vision, aims and ethos  | X |   |
| Set and achieve ambitious, challenging goals and targets  | X |   |
| Use appropriate technology and possess the skills and/or has an understanding of the use of new and emerging technologies that support learning and teaching |   | X |
| Understand and practice educational inclusion so that all have the opportunity to be the best they can be | X |   |
| Understand the school's current strengths and challenges and the ways in which these may be further developed  | X |   |
| Understand the particular needs of a small school, its strengths and challenges  | X |   |
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| LEADING TEACHING AND LEARNING | Essential | Desirable  |
| **Knowledge of or commitment and ability to:** |   |   |
| Implement strategies for raising progress and attainment and achieving excellence for pupils, staff and self  | X |   |
| Use appropriate models and principles of effective learning and assessment for learning informed by current trends  | X |   |
| Lead the management of behaviour and attendance  | X |   |
| Be strategic in ensuring inclusion, diversity and access ensuring the appropriate pastoral care, guidance and support is available to all pupils  | X |   |
| Lead curriculum design and management  | X |   |
| Implement strategies for developing effective teachers to ensure the entitlement of all pupils to effective teaching and learning  | X |   |
| Promote the spiritual, social, moral and cultural development of all pupils  | X |   |
| Ensure choice and flexibility in learning to meet the personalised learning needs of every child  | X |   |
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| DEVELOPING SELF AND WORKING WITH OTHERS  | Essential | Desirable |
| **Knowledge of or commitment and ability to:**  |   |   |
| Promote individual and team development and sustain an open learning community that impacts on school improvement and where success is celebrated and weaknesses are challenged in a supportive and constructive way  | X |   |
| Create a collaborative environment where staff and pupils are motivated supported and able to develop | X |   |
| Share leadership and accountability for goals and standards  | X |   |
| Manage, change, conflict and empower individuals and teams  | X |   |
| Collaborate and network with others within and beyond the school | X |   |
| Effectively and constructively engage and encourage parents/carers in the education, support and development of their children  | X |   |
| Give and receive effective feedback, including the feedback from children, staff and families and act to improve personal performance | X |   |
| Energise and inspire colleagues by creating an open culture where success is celebrated and areas for improvement are challenged supportively  | X |   |
| Accept support, when appropriate, from others, including colleagues, governors, LEA and the Diocese | X |   |
| Collaborate with other local schools to improve pupils' outcomes | X |   |
| Effectively manage your own workload and provide support for all staff so that they can achieve an appropriate work-life balance  | X |   |
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| MANAGING THE ORGANISATION | Essential | Desirable |
| **Knowledge of or commitment and ability to:** |   |   |
| Apply the principles and practice of dispersed leadership and accountability  | X |   |
| Apply principles and strategies of school improvement  | X |   |
| Manage change and the unique challenges associated with a new school environment  | X |   |
| Create policies through informed decision-making, consultation and review ensuring that key policies are current, accessible and understood by relevant staff and governors  | X |   |
| Carry out strategic financial planning, budgetary management and apply principles of best value  | X |   |
| Apply good practice in performance and budgetary management  | X |   |
| Understand legal issues relating to managing a school, including Child Protection Procedures, Equal opportunities, Race Relations, Disability, Human Rights and Employment legislation | X |   |
| Cooperate and engage with relevant safeguarding agencies  | X |   |
| Use new and keep abreast of emerging technologies to enhance organisational effectiveness |   | X |
| Manage staff and resources responsibility and equitably  | X |   |
| Develop and sustain a safe, secure and healthy school environment by understanding personnel, governance, security and access issues  | X |   |
| Ensure that the school's Health and Safety Policies are understood and adhered to at all times, including any and all Covid-19 related guidelines | X |   |
| Think creatively to anticipate and solve problems | X |   |
| Manage the school efficiently and effectively on a day-today basis  | X |   |
| Delegate management tasks effectively and monitor their implementation, encouraging teamwork that actively supports the development and objectives of the school | X |   |
| Create an open culture that energises and inspires colleagues | X |   |
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| SECURING ACCOUNTABILITY | Essential | Desirable  |
| **Knowledge of or commitment and ability to:**  |   |   |
| Take account of educational frameworks, including governance | X |   |
| Take account of public services policy and accountability frameworks, including self-evaluation and multi-agency working | X |   |
| Use a range of evidence, including performance data and external evaluations, to improve aspects of school life, including challenging poor performance  | X |   |
| Apply principles and practice of quality assurance systems, including school review, self-evaluation, performance management and stakeholder and community involvement | X |   |
| Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils | X |   |
| Hold all relevant staff members, including yourself, accountable for pupil learning, progress and outcomes | X |   |
| Hold yourself, and all staff, to account for their professional conduct and practice  | X |   |
| Understand relevant legislation and guidance with a commitment to the protection and safeguarding of children | X |   |
| Cooperate and work with the relevant safeguarding agencies  | X |   |
| Respond positively to appropriate challenge and support the governors, providing timely, accurate and transparent information to enable them to carry out their strategic role | X |   |
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| STRENGTHENING COMMUNITY | Essential | Desirable |
| **Knowledge of or commitment and ability to:** |   |   |
| Demonstrate political insight and anticipate trends that impact the school community |   | X |
| Utilise rich and diverse resources with local communities - e.g. home, human, physical, business, other schools, other agencies | X |   |
| Utilise the wider curriculum beyond the school and the opportunities it provides for pupils and the school community  | X |   |
| Articulate, promote, preserve and develop the Christian character of the school | X |   |
| Understand the importance of the school within the context of the life of the Church and the wider community, including St James' parish | X |   |
| Project the school in a positive way and establish the school at the heart of the community | X |   |
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| SAFEGUARDING CHILDREN: SAFER RECRUITMENT AND SELECTION |   |   |
| In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including: |   |   |
| Ability to form and maintain appropriate relationships and personal boundaries with children  |   |   |
| Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline |   |   |
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| The Head will be expected to be an active member of the teaching team, which will necessitate a regular teaching commitment.  |  |  |
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| In addition to the above, the Headteacher must: |  |  |
| Lead assemblies on a regular basis  |  |  |
| Represent the school in meetings with various organisations, the press and the public on matters relating to the school. |  |  |
| Carry out any other additional duties as deemed necessary by the Governing Body. |  |  |

**ASHURST CE AIDED PRIMARY SCHOOL**

**SCHOOL IMPROVEMENT PRIORITIES 2020-2021**

Priority 1: Pupil Wellbeing and a safe and supported return to school for all

a) To ensure all children are supported to transition back to APS following DFE COVID-19 guidance

b) To ensure staff have attended training including Safeguarding (KCSiE 2020), anxiety and wellbeing and use this knowledge to support children

c) To support children to identify their feelings during COVID 19 / return to school using WSCC psychology materials

d) To support children to re-establish a sense of community and belonging within school

e) To review needs of current SEND children and identify others needing interventions

f) To adapt curriculum content in line with DFE guidelines

g) To identify children in need of intervention groups and ensure funding is in place

h) To create an E4S policy and scheme in consultation with all stakeholders by Summer term 2021

Priority 2: Develop English skills throughout the school and across the curriculum ensuring all pupils make good or better progress according to their starting points.

a) Prioritise schedule of interventions and identify children in need of additional support

b) To identify and build in opportunities to re-teach and practice areas of punctuation and grammar

c) To embed spelling patterns in daily literacy sessions

d) To develop legible joined handwriting across the school

e) Identify and accelerate children who have the potential to achieve GDS in writing

f) Identify children who need support to achieve ARE in reading and provide targeted reading /text retrieval/ inferential support

Priority 3: To promote and further develop key mathematical skills throughout the school to ensure children reach at least end of year expectations after COVID-19

a) To identify children who are not on track for ARE and provide opportunities to re-teach and practice areas of key areas including, four operations of number.

b) To increase the percentage of children achieving Greater Depth in maths at the end of KS1 and KS2.

c) To continue to improve whole school times table knowledge through ‘Times table Rockstars’.

d) To ensure children in Year 4 are adequately prepared for the times tables check.

e) To ensure that children’s understanding of fractions, decimals and percentages is secure.

f) To increase children’s ability to problem solve.

Priority 4: Leadership and Management

a) Headteacher will drive the school towards maintaining securely good in every area and Outstanding in some.

b) Headteacher will develop leadership skills.

c) All staff are effective in their roles.

d) Sports Premium is spent effectively and are reviewed to show the impact on children’s attainment.

e) PPG is spent effectively and is reviewed to show the impact on children’s attainment.

f) Catch up Funding is spent effectively and is reviewed to show the impact on children’s attainment.

g) Governors are effective in their roles and statutory duties.