



Principal Application Pack

Location:

Upton Heath Church of England Primary School, Upton Lane, Upton, Chester. CH2 1ED.

The Samara Trust Registered address:

Clutton Church of England Primary School, Broxton Road, Clutton, Cheshire. CH3 9ER.

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Invitation from Mr George Bulman, Chief Executive Officer

Thank you for your interest in the post of Principal at Upton Heath Church of England Primary School. With the school now settled into its wonderful new building at the heart of the community, we have the opportunity for an inspiring and ambitious leader to lead its staff team.

The current Principal is retiring from the school at Christmas 2022 having laid very secure foundations for any future Principal to build on.

The Trust is incredibly proud of the education and care that Upton Heath provides and its established and dedicated team who are committed to inspiring lifelong learners with the confidence to achieve their potential.

We are proud of the school's distinctive Christian nature, its nurturing environment, its progressive, ambitious and inclusive curriculum, its commitment to excellence in teaching, its varied and valuable enrichment opportunities, and the intellectual, social and wellbeing outcomes delivered for our children.

The school's families are very supportive and take pride in the school - they are a key part of what makes it a special place to be.

We are seeking someone who can

- build on its many successes and achievements;
- develop the school from its current position and build on the recent OFSTED judgement of 'Good' (June 2022);
- develop and uphold its Distinctive Christian vision and work effectively with staff, Trustees, the Local Academy Committee, Central Trust team, the Diocesan Board of Education, children and parents/carers to drive the school forward to ever greater heights.

The school's resources are supporting ambitious strategies that will deliver enhanced pupil outcomes and community benefit.

The central team provides support to all our schools with all aspects of Facilities, IT, HR and finance and provide a coordinated school improvement model. The aim of the Trust is to bring together a variety of different schools to work together, supporting each other to create

improved outcomes for our children in ways that would be far more challenging if we tried to do them by ourselves. Collaboration is a very important aspect of our work as a Trust.

We welcome high performing candidates with vision, ambition, and commitment to work at the school to ensure a high standard of teaching and learning. This is a wonderful opportunity for the right person to lead the school on its ongoing journey to outstanding, and to sustaining its development to enable future successes.

The successful candidate will be an aspirational leader with a passion for education, and the proven ability to sustain and develop strategies to achieve our high expectations in meeting the key priorities of the school.

You can find out more about us in this pack and on our website - I would encourage you to visit school and meet our wonderful children and staff.

If you would like to visit the school, please contact me at ceo@thesamaratrust.cheshire.sch.uk to make an appointment. I look forward to hearing from you and receiving your application by the closing date of 5th September 2022.

Best wishes

Mr George Bulman, Chief Executive Officer

ceo@thesamaratrust.cheshire.sch.uk

www.thesamaratrust.co.uk

Twitter: <https://twitter.com/thesamaratrust>

Facebook: <https://www.facebook.com/thesamaratrust>

The application process and timetable

How to apply

Application is via the DfE Teacher Vacancies website

<https://teaching-vacancies.service.gov.uk>

Closing date: 5th September 2022 @ 10:00

Interviews: 21st and 22nd September 2022

Shortlisted candidates will receive full details of the interview programme.

The Samara Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

The Samara Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Equal Opportunities Monitoring form should be sent to:
cfo@thesamaratrust.cheshire.sch.uk

Background of The Samara Trust

The Samara Trust was formed on the 1st March 2018. Clutton, Little Sutton and Upton Heath Church of England Primary schools joined together to establish The Samara Trust – a collaborative partnership focusing on improving education for the children of our schools.

The values that led to the formation of The Samara Trust were agreed to be a valid starting point for developing values for The Samara Trust. They are:

Child focussed we strive to continually improve outcomes for the children and families within our schools.

Celebrating individuality ensuring schools retain their distinctiveness and The Samara Trust complements and supports them.

Collaboration enabling us to develop the skills, resources and practices through deep collaboration at all levels.

Opportunities to facilitate new opportunities for staff through training, collaboration, joint professional development, exchange of best practice, developing expertise within our teams to support each other and other schools, staff secondment and joint working.

Internal rigour and challenge allowing positive culture of quality assurance and improvement bringing about the best outcomes for our young people.

The Samara Trust brings together a variety of different schools to work together, supporting each other to create improved outcomes for our pupils in ways that would be far more challenging if we tried to do them by ourselves. We have joined together to create a collaborative solution for ourselves, a solution which will give us and schools who join us a greater sense of their place in the world.

Our priority is to provide sustainable school to school support and take full advantage of the breadth and expertise that already exists in our member schools. With that in mind we have prepared a trust development plan which highlights opportunities to work together to improve our individual schools and the experiences of our children. More information is available on our Trust website. www.thesamaratrust.co.uk

Job Description

Post	Principal
Location:	Upton Heath Church of England Primary School.
Responsible to:	Chief Executive Officer
Salary/Grade:	L16 – L22 (£61,166 - £70,745)

The core purpose

The Principal is the prime mover in creating, inspiring and embodying the Christian character and culture of this Church school, securing its vision with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential and live life in all its fullness.

Thus, the core purpose of the Principal is to provide professional leadership and management for the school within the context of the Trust Deed and the Church of England's vision for education. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Principal must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Principal must establish a culture that promotes excellence, equality and high expectations of all pupils.

The Principal is the leading education professional in the school. Accountable to the Chief Executive Officer, the Principal provides leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets.

The Principal, working with others, is responsible for:

- Evaluating the school's performance to identify the priorities for continuous improvement and raising standards;
- Ensuring equality of opportunity for all;
- Developing policies and practices;
- Ensuring that resources are efficiently and effectively used to achieve the school's aims in accordance with its mission statement, and;
- The day-to-day management, organisation and administration of the school.

The Principal, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools within the Trust, places of worship, other schools, services and agencies for children, the Local Authority, Diocese of Chester, other education institutions and employers. Through such partnerships and other activities, Principals play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Ethics and professional conduct

The Principal is expected to demonstrate consistently high standards of principled and professional conduct and is expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. The Principal is to uphold and demonstrate the standards for Headteachers and the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

The Principal upholds public trust in school leadership and maintains high standards of ethics and behaviour. Both within and outside school, the Principal will:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

Main duties

School culture

The Principal will:

- Establish and sustain the school's Christian vision and ethos, founded on Christian values and moral purpose, and its 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 that enables them to flourish.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and to experience life in all its fullness.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.
- Secure knowledge and understanding of church school distinctiveness, keeping up with national and diocesan developments and ensure high quality RE and collective worship.
- Lead creative Christian collective worship that engages with the school's Christian vision and values, enabling the community to flourish and grow spiritually.

Teaching

The Principal will:

- 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.

Curriculum and assessment

The Principal will:

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Behaviour

The Principal will:

- Establish and sustain high expectations of behaviour for all pupils, built upon the school's Christian vision, 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.

Additional and special educational needs and disabilities

The Principal will:

- 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 and special educational needs and disabilities 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 Systems and Process

The Principal will:

- 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. This includes the development of future school leaders.
- Ensure that professional development opportunities include access to good quality CPD that supports the understanding of church school ethos and areas inspected under SIAMS.

Organisational management

The Principal will:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- 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.
- Recognise and act upon the particular opportunities afforded by academy status.
- Make a positive contribution to the success of the Trust as a whole.

Continuous school improvement

The Principal will:

- 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 and appropriately sequenced.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in partnership

The Principal will:

- Forge constructive relationships beyond the school, working in partnership with parents, carers, local community and the Diocese.
- Commit their school to work successfully with the schools within the Trust, other schools and organisations, including the Diocesan Education team 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

The Principal will:

- 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.

Additional Requirements

This job description outlines the main duties of the post, incorporating the Department for Education Head teachers' Standards 2020, but does not exclude other duties, which may be undertaken to ensure the efficient operation of the school. Other duties required will be consistent with those listed above and appropriate to the title and grade of the post.

The appointment is subject to the current conditions of employment of Head teachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

The Samara Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Person specification

QUALIFICATIONS	Essential	Desirable
Honours degree	√	
Qualified Teacher Status (QTS)	√	
Evidence of personal and professional development	√	
EXPERIENCE	Essential	Desirable
Substantial and successful experience in a senior leadership role including curriculum development, monitoring and assessment.	√	
Successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils.	√	
Evidence of managing or making a substantial contribution to the effective management of change.	√	
Experience of working effectively and in partnership with Governors, parents and the wider community	√	
Experience of developing further systems for school self-evaluation, effective monitoring and inspection.	√	
KNOWLEDGE	Essential	Desirable
Good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help create such a school.	√	
Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management.	√	
Knowledge of statutory education frameworks, including governance.	√	
Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding.	√	
Knowledge of strategic planning processes.	√	
Knowledge of new technologies, their use and impact including social media.		√
Knowledge of the work of other agencies and opportunities for collaboration.	√	
SKILLS AND ABILITIES	Essential	Desirable
Ability to have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others.	√	
Ability to manage and monitor budgets and deploy human resources.	√	
Ability to access and analyse relevant data and to use this information to set priorities and determine school action.	√	
Ability to work under pressure, determine priorities and meet deadlines, communicating effectively to all stakeholders.	√	
Ability to lead with optimism, continually building and developing positive relationships.	√	

Ability to help create and maintain a school that ensures the health and safety of staff and pupils and which presents a stimulating and attractive learning environment for pupils.	√	
The ability to relate positively to all stakeholders and inspire high quality teaching, learning and behavior.	√	
LEADING LEARNING AND TEACHING	Essential	Desirable
In-depth knowledge of EYFS and Key Stages 1 & 2.	√	
An outstanding classroom practitioner, who will lead by example and inspire staff to improve and develop.	√	
A good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about.	√	
Ability to acknowledge teaching excellence and challenge any underperformance across the school to improve the quality of learning.	√	
Ability to motivate and engage pupils to maximise learning opportunities and outcomes, ensuring equal opportunities for all.	√	
Knowledge of how assessment strategies and target-setting are used to inform learning in order to help all pupils make progress.	√	
Proven ability in raising achievement for all pupils including those with high prior attainment, rapid learners and those requiring SEND provision.	√	
Ability to secure excellent pastoral care, behaviour and good attendance for all.	√	
Evidence of developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils.	√	
Engaged in the use of performance appraisal, performance related pay and managing effective professional development.	√	
Understanding of effective financial management across all aspects of school life.		√
MAINTAINING AND ENHANCING THE SCHOOL'S ETHOS	Essential	Desirable
Commitment to preserve and develop the distinctive Christian character and ethos of the school.	√	
Ability to shape the future by building and articulating a shared vision and engaging people to secure a successful future.	√	
Commitment to participate in school and community activities.	√	
Commitment to the creation of a climate of open communication where people feel able to express opinion and know their views will be respected.	√	
LEADERSHIP AND COLLABORATION	Essential	Desirable
A genuine all-rounder, able to flex to the needs of the school, thinking creatively to find opportunities and solutions.	√	
An excellent communicator, diplomatic, confident and able to quickly build trust with all stakeholders.	√	
Ability to deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict.	√	

A highly visible presence and good role model who inspires confidence and trust, empowering and motivating all stakeholders.	√	
Committed to engaging with the local church and wider community to build partnerships, share resources, promote collective events and ensure advocacy for children and young people.	√	
MANAGING THE ORGANISATION	Essential	Desirable
Able to demonstrate an inspirational and supportive style of leadership.	√	
Plan, organise and exercise sound judgement and communicate and delegate effectively.	√	
An understanding of and commitment to the requirements of safeguarding children and an ability to maintain a culture of vigilance.	√	
A strategic decision maker with the ability to take a brave and courageous approach to initiating, implementing and monitoring policies and practices. Being able to pioneer new ways of thinking for the good of children.	√	
SECURING ACCOUNTABILITY	Essential	Desirable
Committed to working with the Local Academy Committee, Trust Board, LA and Diocese to enable it to meet its statutory responsibilities.	√	
Able to present an accurate and understandable account of the school's performance to stakeholders.	√	
Develop a school ethos underpinned by inclusive Christian values that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.	√	
Demonstrate political insight and be aware of a range of school improvement strategies which accelerate progress for all children.	√	
SAFEGUARDING	Essential	Desirable
Commitment to safeguarding and promoting the welfare of children.	√	
Ability to maintain and develop a 'culture of vigilance' with regard to safeguarding and child protection.	√	
PERSONAL	Essential	Desirable
Ability to prioritise and manage time appropriately, being able to work under pressure and in changing circumstances.	√	
Is self-motivating and achieves challenging professional goals.	√	
Demonstrates enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education.	√	
Demonstrates: <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self confidence • Empathy • Organisational awareness • Emotional self-control • Transparency 	√	

<ul style="list-style-type: none">• Adaptability• Optimism• Inspirational leadership• Transparency		
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