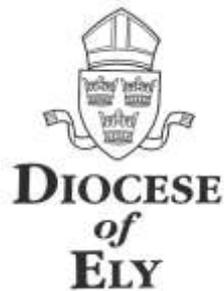




**EYNESBURY  
CHURCH OF ENGLAND (C)  
PRIMARY SCHOOL**

**HEADTEACHER APPOINTMENT**

**Information Pack for Applicants  
August 2019**



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**Eynesbury Church of England Primary School  
Montagu Street  
Eynesbury  
St Neots  
Cambs  
PE19 2TD**

**Tel: 01480 398028**

**Website – [www.eynesburyschool.co.uk](http://www.eynesburyschool.co.uk)**

**Interim Headteacher – Alana Brown**

**Chair of Governors – Karl Wainwright**



**Entrance and main playground**

**1. Letter from Chair of Governors**

8 Berkley Street  
Eynesbury  
St Neots  
Cams  
PE19 2ND

07879 043953

Dear Applicant,

Thank you for your interest in the post of Headteacher at Eynesbury Church of England (C) Primary School.

Our school has space for 210 children plus a 52 place Nursery (26 FTE).

The governors, staff and children of Eynesbury Church of England (C) School wish to appoint a dynamic, inspirational and caring Headteacher, with good leadership skills, who will be able to develop and enhance the reputation of our consistently good and successful school.

We offer a warm and friendly atmosphere, with supportive and active governors and a strong parent body. We have energetic, dedicated staff, well-mannered and friendly children. As a Church of England primary school we have a strong Christian ethos, as well as close links with the local church and community.

We are seeking candidates who will foster these links, have a commitment to communicating our Christian values and principles across the curriculum and throughout the school community.

We hope that this information pack is helpful. Please feel free to visit our school at any time; please contact the school office to arrange a visit. If you have any further questions prior to application please contact either Education Personnel Management or myself.

I would also like to direct you to the town web site, [www.st-neots.co.uk](http://www.st-neots.co.uk), so that you can see our wider community.

We look forward to meeting you in the coming weeks.

Yours sincerely

Karl Wainwright  
Chair of Governors



## **2. Our School**

### **Ethos Statement of our Church of England School:**

*Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.*

*The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.*

### **Our School Aims and Values:**

**At Eynesbury Church of England Primary School, we aim to provide the highest standard of education that develops the full potential and meets the needs of every child within our care.**

#### Christian Values

Christian values are built into the ethos and teaching of the school, whilst the children are also encouraged to appreciate other people's religious perspectives and cultural backgrounds.

#### The Individual

We believe in building on the positive self-esteem of each individual in order to encourage the very best in terms of effort, commitment, self-reliance and responsibility.

#### Relationships

We encourage open honest relationships, both within our school, and with families and the wider community.

#### Learning Environment

Our school fosters a caring, welcoming environment where everybody is valued and respected.

*Developing confident learners who thrive within a  
Christian ethos*



### **3. School Information**

Eynesbury Church of England Primary School is a popular, caring primary school in the heart of St Neots, close to the town centre and the river. The school catchment is mainly made up of established housing offering pupil stability and a mixed population reflecting the community.

The school is immediately opposite St Mary's Church, Eynesbury and the school benefits from strong links with the church. Members of the clergy and Christian groups support the daily delivery of collective worship and termly church services.

The school has a purpose built school based Nursery set within the grounds and the Early Years outdoor area is shared with the Reception class. The well-presented outdoor environment enables staff to offer richness and diversity in the planned and pupil-initiated activities within Early Years. There are strong links between Nursery and Reception and this enables children to move smoothly between the two settings.

Children make good progress through Early Years and this is reflected in end of Key Stage outcomes, with an above average percentage of children achieving the standard of Good Level of Development by the end of Reception.

The school outcomes in the Phonic Screening and Key Stage 1 are slightly above national average reflecting the quality of teaching and learning within the younger years. A broad and rich curriculum is also offered in the school enabling the children to build on their previous learning through creative and memory experiences and activities.

Progress through Key Stage 2 is broadly in line with national progress outcomes, however children entering the Key Stage later make less progress, impacting school overall outcomes.

The school has a high percentage of children with Education Health Care Plan and support these learners effectively; this is a particular strength of the school with parents selecting the school due to the reputation held in meeting the needs of all learners. Many classes benefit from the support of experienced Learning Support Assistants working alongside the teaching staff team. Supply costs and the involvement of agency staff are kept low due to the flexible use of high quality support staff and job-share partners within the team.

Other strengths of the school include the provision of specialist music teaching and the range of opportunities including choir, orchestra, handchimes, Y2 whole class violin tuition and individual instrumental tuition. Key Stage 2 Music and French are taught by specialists, releasing time for teaching staff to work 1:1 or in small groups with Pupil Premium children to accelerate progress. All children benefit from a rich entitlement curriculum of visits and visitors and residential experiences in Year 4, 5 and 6.

Eynesbury Church of England Primary School is ready for new leadership and this is an exciting time to join the school. The OFSTED Inspection of the school in June 2018 judged the school to be GOOD. The areas of development identified within the report have been included within the school's Improvement Plan and include:

Continuing to improve pupils' progress in Reading, Writing and Mathematics;

Developing the middle leadership roles;

Increasing the attendance of Disadvantaged pupils to enable them to make increased progress.

In addition to being recognised as Good by Ofsted Eynesbury Church of England Primary School was rated Outstanding in the last two SIAMS inspections conducted by The Dioceses of Ely.

The school has an established, hardworking staff team and a supportive governing body and parent group. The leadership team includes an experienced, part-time Deputy Headteacher and a part-time Assistant Headteacher. There are established, effective systems within the school which could support a new school leader, however we are looking for fresh leadership to drive the school into the new phase of its development as a good and improving school.

**Pupils' Voice**

At the heart of the school is our pupils. In seeking a new Headteacher, we feel it is important to include them in our application and interview process.

When asked what was good about their school, this is what some of our pupils said:

*There are lots of different things to play with at breaktime and lunchtime.*

*It is well organised and we know what we are doing.*

*There is good school equipment.*

*Children are good at listening in class.*

*There is lots of work on the walls.*

*Assemblies are good.*

*Everyone is friendly to one another, including the teachers and TAs.*

*Pupils try their best in their work most of the time.*

When asked what characteristics they would like the new Headteacher to have they said:

*High intentions for us.*

*A kind person.*

*Fun, at the right times.*

*Helpful.*

*Recognise and reward us when we do well with Headteacher stickers.*

*Encourage us to do our best.*

*Help us to have friends.*



**Outdoor Gym Equipment**

## **Headteacher – Job Description**

### **PURPOSE OF THE POST**

To provide professional vision and leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.

The professional duties of the Headteacher are contained in the School Teacher's Pay and Conditions Document and the key areas of Headship are contained in the DfE National Standards for Headteachers.

### **POLICY FRAMEWORK AND REQUIREMENTS**

A Headteacher shall carry out his/her professional duties in accordance with and subject to:

- The School Teacher's Pay and Conditions Document
- The provisions of the Education Acts
- Any orders and regulations having effect thereunder
- The instrument of government of the school of which s/he is Headteacher
- Cambridgeshire Education Local Authority and Ely Diocese policies
- The school's Development Plan
- Targets as agreed with the Local Authority.

A Headteacher shall carry out such duties in accordance with and subject to the following:

- Any rules, regulations or policies laid down by the governing body under their powers
- Any rules, regulations or policies laid down by the authority with respect to matters for which the governing body is not responsible
- Any rules, regulations or policies laid down by his/her employers, and
- The terms of his/her employment.

### **GENERAL FUNCTIONS**

A Headteacher shall be responsible for the internal organisation, management and control of the school.

### **CONSULTATION**

In carrying out his/her duties a Headteacher shall consult, where this is appropriate, with the local authority, the governing body, the staff of the school, the parents of its pupils, the pupils themselves and the local community.

### **PROFESSIONAL DUTIES**

The professional duties of a Headteacher shall include:

School aims: Formulating the overall aims and objectives of the school and policies for their implementation

- Strategic direction and development of the school:
- Leading by example, providing educational vision and direction to secure the strong and passionate commitment of staff, parents/carers and pupils.

### **APPOINTMENT OF STAFF**

- Leading the selection and appointment of the teaching and non-teaching staff of the school.

### **MANAGEMENT OF STAFF**

- Deploying and managing all teaching and non-teaching staff of the school and allocating particular duties to them (including such duties of the Headteacher as may be properly delegated to a deputy Headteacher, assistant Headteacher or other member of staff) in a manner consistent with their conditions of employment, maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere
- Considering in particular in relation to such allocation of duties how far the duties of the Headteacher may be delegated to any deputy Headteacher or assistant Headteacher

- Ensuring that the duty of providing cover for absent teachers is shared equitably among all teachers in the school (including the Headteacher), taking account of their teaching and other duties
- Ensuring that teachers at the school receive information they need to carry out their professional duties effectively,
- Ensuring that staff are aware of current educational developments and are kept up to date through an ongoing programme of continuous professional development
- Leading, motivating, supporting, challenging and developing staff at all levels in order to secure and sustain continuous improvement and staff well-being and to be committed to personal continuing professional development
- Supporting middle and senior leadership of the school to build capacity, recognise existing talents and encourage delegation
- Challenging underperformance at all levels and putting in place effective procedures to deal with underperforming staff
- Providing information, references and testimonials about the work and performance of staff employed at the school, with due regard to the principles of equal opportunities, where such information is relevant to their future employment.

### **LIAISON WITH STAFF UNIONS AND ASSOCIATIONS**

- Maintaining relationships with organisations representing teachers and other persons on the staff of the school.

### **CURRICULUM**

- Determining, organising and implementing a broad and rich curriculum for the school, having regard to the needs, experiences, interests, aptitudes and stage of development of the pupils and the resources available to the school
- Securing that all pupils in attendance at the school take part in daily Christian collective worship
- Ensuring that improvements in the curriculum are a priority for all pupils including those with SEN, Gifted and Talented, those eligible for the Pupil Premium Grant and EAL.

### **REVIEW**

- Ensuring that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and maintaining a record of self-evaluation and areas for improvement, and of progress made in respect of these.

### **STANDARDS OF TEACHING AND LEARNING**

- Evaluating the standards of teaching and learning in the school, and ensuring that proper standards of professional performance are established and maintained.

### **APPRAISAL, TRAINING, DEVELOPMENT AND INDUCTION OF STAFF**

- Supervising and participating in arrangements for the appraisal of the performance of teachers in the school
- Participating in arrangements made for the appraisal of his/her performance as a Headteacher, and that of other staff who are the responsibility of the same appraising body in accordance with such regulations
- Participating in the identification of areas in which s/he would benefit from further training and undergoing such training
- Ensuring that all staff in the school have access to advice and training appropriate to their needs, in accordance with the policies of the local authority and governing body
- Ensuring that newly-qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service
- Being responsible for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations, and making a recommendation at the end of such induction periods as to whether such teachers have met the prescribed induction standards as required by those regulations
- Ensuring that teachers serving induction periods under the Induction Regulations do not teach more than 90% of the time a teacher at that school who does not receive a management allowance would be expected to teach.

**THRESHOLD ASSESSMENT**

- Assessing whether a teacher at the school who applies for a threshold assessment has passed the threshold
- Explaining to a teacher who makes an application for a threshold assessment the reasons for the outcome of his/her application and giving him/her advice about the aspects of his/her performance which would benefit from further development
- Where requested by him/her to do so providing assistance to an assessor in relation to threshold assessments at the school.

**MANAGEMENT INFORMATION**

- Providing information about the work and performance of the staff employed at the school where this is relevant to their future employment.

**PUPIL PROGRESS AND ACHIEVEMENT**

- Ensuring that the progress of pupils of the school is monitored and recorded
- Ensuring continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning
- Using this data continuously to support and improve standards.

**PASTORAL CARE**

- Ensuring that the health and wellbeing of children is encouraged through a nurturing environment.

**INCLUSION AND SPECIAL NEEDS**

- Promoting equality and inclusion in all aspects of school life
- Ensuring that the requirements of the Code of Practice are met.

**BEHAVIOUR MANAGEMENT**

- Ensuring that proper standards of behaviour are implemented
- Making such measures generally known within the school
- Ensuring the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

**RELATIONS WITH PARENTS**

- Making arrangements for parents/carers to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims
- Creating and maintaining an effective partnership with parents/carers to support and improve pupils' achievement and personal development
- Working with parents/carers to ensure children have access to extended services, extra-curricular opportunities, homework and other social and educational experiences.

**RELATIONS WITH THE GOVERNING BODY**

- Attending meetings of the governing body and making reports to them in connection with his/her responsibilities as they may properly require either on a regular basis or from time to time
- Advising and assisting the governing body of the school in the exercise of their functions (without prejudice to any rights s/he may have as a governor of the school)
- Advising the governing body on the adoption of effective procedures to deal with underperforming teachers and other staff, and keeping the governing body informed of the general operation of such procedures
- Reporting to the governing body on the professional development of all staff at the school.

**RELATIONS WITH THE LOCAL AUTHORITY**

Providing liaison and co-operation with the officers of the local authority.

**RELATIONS WITH OTHER EDUCATIONAL ESTABLISHMENTS**

· Maintaining liaison with other schools and education establishments with which the school has a relationship.

**RESOURCES**

· Allocating, controlling and accounting for those financial and material resources of the school which are under the control of the Headteacher  
· Adhering to financial regulations.

**PREMISES**

· Making arrangements for the security, maintenance, development and effective supervision of the school buildings and their contents and of the school grounds, and ensuring (if so required) that any lack of maintenance is promptly reported to the local authority or, if appropriate, the governing body.

**ABSENCE**

· Arranging for a deputy Headteacher or other suitable person to assume responsibility for the functions of the Headteacher at any time when s/he is absent from the school.

**SAFEGUARDING CHILDREN**

· Safeguarding and promoting the welfare of children and young persons s/he is responsible for or comes into contact with.

**HEALTH AND SAFETY**

· Ensuring the health and safety of all children, staff, parents/carers and visitors.



**Head Teacher Person Specification**

Requirements	Essential	Desirable	Source of evidence
Qualifications and professional development You will hold:	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Evidence of ongoing professional development</li> </ul>	<ul style="list-style-type: none"> <li>NPQH or equivalent</li> <li>Experience of leading/working within an outstanding leadership team</li> </ul>	Application form /Interview
Experience You will have:	<ul style="list-style-type: none"> <li>Proven successful senior leadership experience as a Headteacher, Acting Headteacher or Deputy Headteacher</li> <li>Successful teaching experience across the primary age range</li> <li>Demonstrated pro-active track record of leading change</li> <li>Evidence of implementing strategies for raising standards of teaching and learning successfully</li> <li>Previous experience and responsibility for managing budgets, securing funding and developing resources</li> </ul>	<ul style="list-style-type: none"> <li>Experience as a National or Local Leader of Education or other role in supporting another school</li> <li>Experience in at least two schools</li> <li>Held lead responsibility /designated person responsibility for child protection</li> </ul>	Application form/ references/ interview/ discussion/ presentation
Skills and qualities You will be:	<ul style="list-style-type: none"> <li>An excellent communicator with good interpersonal skills</li> <li>An expert in inspiring staff and other stakeholders with a clear educational vision focused on teaching &amp; learning</li> <li>Able to demonstrate skills in thinking and planning strategically</li> <li>Problem solving and solutions focused in your approach</li> <li>Forward looking, positive and entrepreneurial</li> <li>Accomplished in leading a team and delegating effectively, empowering, valuing and developing other staff</li> <li>Proficient in the use of a variety of strategies to monitor and evaluate standards and to take action to improve performance and outcomes</li> <li>Keen to use new technologies to enhance organisational effectiveness</li> <li>Able to prepare children for the opportunities and challenges of the 21<sup>st</sup> century by supporting developments in IT and new media.</li> <li>Skilled in leading change positively and effectively</li> <li>Skilled in managing performance of a diverse workforce to ensure positive contribution</li> <li>Experienced in managing difficult relationships with parents/carers/staff.</li> </ul>	<ul style="list-style-type: none"> <li>Able to act as an ambassador for the school to ensure the school is at the heart of the community</li> </ul>	References/ interview/ discussion/ presentation
Knowledge and understanding You will possess:	<ul style="list-style-type: none"> <li>A thorough, understanding of current national agenda in education</li> <li>A good knowledge of EYFS, KS1 &amp; KS2</li> <li>A well-developed understanding of what makes for effective teaching and learning</li> <li>An understanding of equality of opportunity, child protection and diversity issues</li> <li>An understanding, knowledge and a clear vision of creative approaches to the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Involvement in local and national teaching and learning initiatives</li> <li>A desire to promote sport and physical well-being as well as outstanding art, music and cultural diversity</li> </ul>	Application form/ references/ interview/ discussion/ presentation
Attitudes/ Values You will have:	<ul style="list-style-type: none"> <li>A passion for making a difference to children's lives and valuing the individual</li> <li>High aspirations for all children.</li> <li>Emotional resilience when faced with challenges</li> <li>A commitment to working in partnership with staff, governors, parents and the</li> </ul>		Application form/ references/ interview/ discussion/ presentation

	<p>wider community</p> <ul style="list-style-type: none"> <li>• A commitment to working with other schools</li> <li>• A commitment to personalising learning</li> <li>• A willingness to support the Christian ethos of the school</li> </ul>		
<p>Suitability to work with children</p> <p>You will be:</p>	<ul style="list-style-type: none"> <li>• Able to meet all vetting requirements for working with children and young people</li> <li>• Able to demonstrate commitment to the protection and safeguarding of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Trained in safer recruitment</li> <li>• Experienced in working with partner agencies in child protection</li> </ul>	<p>Application form/ references/ interview/ discussion/ presentation</p>

**The Eynesbury Giant’s chair and Giant’s head on the school field**



### Details of the Appointment Process

- The vacancy of Headteacher is from September 2019. We are seeking appointment for January 2020.
- The starting salary will be in the range **L14** (£55,064) to **L21** (£64,738)
- The timetable for applications is;

**Applications closing date**                      **Friday 13<sup>th</sup> September 2019 at 9am**

Completed application forms to be emailed to EPM: [headship@epm.co.uk](mailto:headship@epm.co.uk)

**Shortlisting**    **Monday 16<sup>th</sup> September 2019**

**Interview Day**    **Monday 23<sup>rd</sup> September 2019**

- We warmly invite you to arrange a visit, please contact the school – 01480 398028. The school will re-open on 5<sup>th</sup> September. In addition, we recommend that you look at our school website [www.eynesburyschool.co.uk](http://www.eynesburyschool.co.uk)

### Nursery and Early Years outdoor area

