



Headteacher Candidate Pack





Dear Applicant

Thank you for your interest in the position of Headteacher at Baydon St Nicholas VA Primary School. Our current Head retires after twenty four years during which time he has excelled in developing the school in a myriad of ways. We are looking for a lead teaching professional excited by the challenge of engaging pupils and transforming their potential into achievement.

We hope you will find the pack and the links on our website useful and of interest. Baydon St Nicholas has a high reputation locally and has a vibrant, diverse and aspirational community where all children are inspired and challenged to achieve their full potential, both academically and in their broader educational and personal development.

We are in a rural area and pride ourselves on our inclusive and supportive ethos and the difference we can make for our children and families. We aim for each child to gain an enthusiasm for learning, confidence in how they learn and offer a great foundation for them to fulfil their potential. This is communicated through our values and vision that permeate everything we do.

We are extremely proud of our school. We are looking for a dynamic and inspiring Headteacher who will work closely with Governors to build on our existing strong relationships with our children, their parents and carers, the staff, and the wider community. This is an exciting opportunity to lead a good school in its journey to outstanding.

The closing date for the application is Thursday 3rd March and candidates shortlisted for this post will be contacted by telephone and email to be invited to attend for interview on Friday 18th March. You are warmly invited to visit the school. Please call Shireen Waterer (School Administrator) on 01672 540554 or email: admin@baydon-st-nicholas.wilts.sch.uk to arrange a time.

If you share our vision and our excitement at making it a reality, we would be delighted to receive your application and to learn what you would be able to offer our school community.

Lesley

Lesley Whelan
Chair of Governors



HEADTEACHER JOB DESCRIPTION

The Headteacher will lead the academic, creative, physical, spiritual, moral, social, emotional and cultural welfare and development of the children at the school. As a Church of England school, the Christian ethos of the school will underpin all of this. As the lead professional they will inspire excellence in the areas of growth, achievement, behaviour and values and support the whole school community to be its best.

Main purpose of the job

- To be responsible for the leadership, internal organisation, management and control of the school, consulting others as appropriate.
- To promote and safeguard the welfare of children for whom the school and Governing Body is responsible and those with whom they come into contact.
- Headteachers are required to carry out the duties set out in part 9 of the School Teachers' Pay and Conditions document and to meet all professional and statutory requirements pertaining to the role

Shaping the future

- Ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work closely with our Deputy Head, staff and governors in forming a dynamic School Development Plan which develops plans for every aspect of the school in line with our vision and ethos.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the community at large.
- In partnership with the Governing Body ensure the whole school community is kept up to date with educational initiatives.



Leading teaching and learning

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Establish creative, responsive and effective approaches to learning and teaching.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context
- Determine and ensure the implementation of a policy for the pastoral care of the pupils while ensuring that the standard of behaviour and attendance of the pupils is acceptable.

Developing and sustaining the Christian ethos

- Ensure the values of the school and the vision and mission statements are embedded throughout school life.
- Preserve and develop the religious character of the school in accordance with the principles of the Church of England by providing leadership within a Christian context.
- Ensure the provision of religious education in accordance with the policy of the Governing Body and have regard to the Church of England character and foundation of the school.
- Promote a suitable system of guidance, support and pastoral care for pupils and staff, including liaison with parents/carers, the Church and outside agencies.



- Develop and maintain positive relationships and links with the clergy, local parish and with external agencies, the Diocesan Board and Local Authority.
- Use age appropriate daily worship and the school environment to enhance and develop the Christian nature of the school encouraging pupils to actively participate and input.
- Demonstrate an understanding of other faiths and acknowledgement of diversity.

Systems and Processes

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and promoting their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

Developing self and working with others

- Keep abreast of educational developments nationally and advise governors on implementation.
- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture.
- Use Performance Management as an effective way of encouraging and enabling all staff to use the School Development Plan to focus their work as well as to personally grow their expertise.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities



- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.





Person Specification

The person specification shows the key abilities and skills we are looking for in our new Head teacher. The selection panel will shortlist candidates on the basis of how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area, and show evidence of having applied or awareness of how to apply this knowledge and understanding in a school context.

<u>Qualifications and Training</u>	Desirable/ Essential	Shortlisting	Interview	Task	Presentation
Criteria:					
Qualified teacher status	E	*			
Degree qualification	E	*			
NPQH qualification	D	*			
Additional accredited CPD	D	*			
Other relevant training qualifications	D	*			

<u>Experience</u>	Desirable/ Essential	Shortlisting	Interview	Task	Presentation
Criteria:					
Experience in a Senior Leadership role	E	*			
Other leadership experience	D				
Maintains high levels of CPD and has experience of providing recent and relevant in service development and training including safeguarding	E				



<u>Knowledge</u>	Desirable/ Essential	Shortlisting	Interview	Task	Presentation
Criteria:					
Understanding of Headteacher's responsibilities and accountability to pupils, governors, parents, Diocese, LA and wider community	E				
Experience of raising standards and introducing strategies for improvement	E	*			
Knowledge and understanding of local and national policies and the most recent research in teaching methodology and child development	E				
Has the vision and creativity to develop a curriculum that actively promotes pupils spiritual, moral, social, cultural, academic, creative and physical development and wellbeing	E	*			
Has a clear understanding of what it means to successfully lead a church school including sustaining links with the diocese and LA	E	*			
Strong budget management skills	E	*			
Ensure ICT is used creatively and innovation and appropriate new technology is used to promote learning and achieve excellence	E				

<u>Skills and Leadership</u>	Desirable/ Essential	Shortlisting	Interview	Task	Presentation
Criteria:					
To be an outstanding and inspirational teacher with an excellent understanding of how to promote effective learning across all key stages	E	*			
Ensures highly effective Performance Management and development for all staff	E				
Able to lead others to create a shared, inclusive, vision and strategic plan	E	*			
Strong organisational and management skills including planning, delegation, monitoring and evaluation	E				
Able to lead impactful collective worship	E				
Ability to use a range of leadership styles and involve appropriate stakeholders including pupils in decision making	E				
Commitment to working with outside agencies such as MAEP and actively seeks opportunities for enriching the pupil's learning experience	E				



Personal Skills and Attributes

Criteria:	Desirable/ Essential	Shortlisting	Interview	Task	Presentatio n
Self-confidence, resilience, enthusiasm and a good sense of humour	E	*	*		
High levels of interpersonal skills and an ability to sensitively address and resolve conflict	E		*		
Ability to manage time and prioritise conflicting requirements	E				
Ability to lead through the leadership team and by personal example	E				
Spends time with the pupils and staff and is highly visible	E				
Caring and supportive of staff	E				
Member of the Church of England or other mainstream Christian church (a clerical reference may be sought from a church leader or school in which you have taught)	D				
Possesses integrity and inspires commitment, loyalty, enthusiasm and confidence from the whole school community	E				





Baydon St Nicholas: a little about our school:

Baydon St Nicholas Church of England Voluntary Aided Primary School is a small, popular village school set on the edge of the Marlborough Downs on the borders of Wiltshire, Oxfordshire and West Berkshire. We are proud of our achievements over the years as a central part of community life.



Location:

Baydon can be found on the old roman road of Ermin Street that dips and sweeps through the undulating countryside, rising to over 760 feet above sea level at Baydon. We are ideally situated for easy access from the M4 motorway at both junction 14 east bound close to the Oxfordshire and Berkshire borders and within easy reach of Reading and the City and also Junction 15 which takes you west to Swindon, Bath and Wales. The total population of Baydon is approximately 560 including those from outlying farms, and encompasses about 265 houses, although there have recently been two new small housing developments built so this number has increased. St Nicholas Church sits in the centre of the village and is part of the Whitton Team Benefice comprising five local parishes working together to create an interesting and vibrant church community. Also central are the village shop and post office and the Red Lion pub and Lie-In B and B.

Buildings and site:

Baydon St Nicholas was founded in 1843 as a National Society School. We have an old Victorian building and as the school numbers have increased so has the School building. Most recently in 2011 a new central building comprising two exceptional teaching spaces as well as a reception and office areas was built.



We also have three group rooms, an adventure playground area, and a playground surrounding the school site including a separate protected playground space for the Reception class. We also have access to a Paddock very close by which is where outdoor activities including sports events and the Summer Fayre are held.

Voluntary Aided status:

As a Church of England School we have a strong family ethos and a community of trust within the context of the Christian faith. Being Voluntary Aided we benefit from the advice and support of the Salisbury Diocesan Board for Education. Children and parents take part in regular services at St Nicholas Church and the Clergy have an active presence within school.



School Liaison:

Baydon St Nicholas is part of the Marlborough Area Education Partnership (MAEP) which is made up of primary schools from around Marlborough and the local secondary school (St Johns Academy, Marlborough.) The Partnership schools work together in order to ensure the highest standards of teaching and learning for all our pupils.

Baydon St Nicholas is actively exploring the advantages and disadvantages of joining an Academy and the Governing Body see this as the next important strategic decision for our school.

A brief overview:

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|----------------------------------------|----------------------------|
| • Number of pupils on roll: | 131 |
| • Age range of pupils: | 4 – 11 years |
| • Current Ofsted (Nov 2012): | Good with some outstanding |
| • Current SIAMS report (March 2013) : | Good |



Class Organisation:

Class Name	Year Group	Numbers
Hawks	Y6 + Y5	19 + 5 = 24
Kites	Y5 + Y4	10 + 14 = 24
Skylarks	Y4 + Y3	11 + 14 = 25
Goldfinches	Y2 + Y1	20 + 8 = 28
Robins	Y1 + YR	13 + 17 = 30

Staffing:

We have six KS1/2 teaching staff and five teaching assistant support staff, an Administrative Officer and a Finance Officer, a number of MDSA, cleaning and support staff and our Wrap around Care service, Wagtails which offers breakfast and after school clubs and is run by two Level 3 trained staff

The school welcomes and is proud of our track record of offering placements to trainee teachers from Bath Spa University and work experience students.

School Community:

FOBS (Friends of Baydon School) are a group of active parents who successfully fundraise for school, we also have volunteers who offer reading practice, clubs and activities and a strong and proactive Governing Body.

We are committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment. All staff appointments and regular volunteers are DBS checked.

Our Governors Mission Statement:

Baydon St Nicholas Governing Body has high standards. We effectively challenge, recognise and celebrate achievement and aim to be an outstanding school providing care and learning to all our pupils. We approach all our commitments from a framework of family and faith.