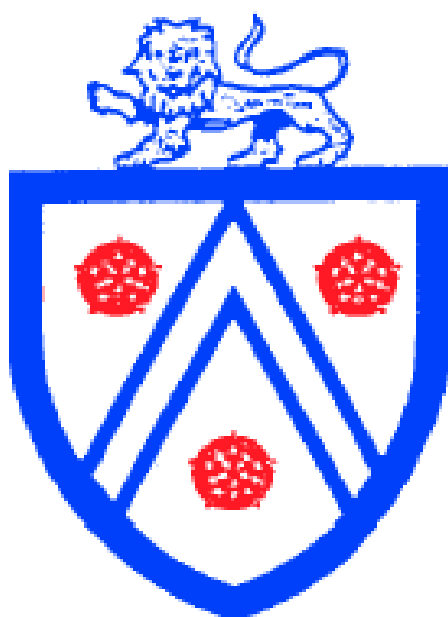


# **TORRISHOLME COMMUNITY PRIMARY SCHOOL**



## **HEADTEACHER APPLICATION PACK**

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## Welcome Letter

Dear Applicant,

Appointment of Head Teacher - Torrisholme Community Primary School, Morecambe.

Thank you for your interest you have shown in our forthcoming vacancy and I hope you find the enclosed information useful.

The Governing Board at Torrisholme School is extremely proud of our school and the success it has achieved to date under the present Headteacher. We want our new Headteacher to build on this success and move the school forward onto even higher levels.

At Torrisholme, we have a totally committed and professional staff, both teaching and non-teaching, whose main aim is to provide life-remembering experiences for our children. Alongside the statutory elements which are taught in school, the staff work hard to thread life skills and values through everything they do, to create these experiences.

The children at the school are delightful and are so keen to learn, which provides a happy place for learning. Our aim at Torrisholme is to teach our children the appropriate life skills of respect and manners through excellent behaviour techniques so that they leave the school as fully rounded pupils.

The school buildings are quite modern and well maintained, and offer children many facilities. The extensive rural grounds provide further educational opportunities including an outside classroom and pupils can go the 'extra mile' by running on our newly installed mile running track which was funded by the schools very supportive PTFA.

Before submitting your application, we would love you to come and visit our wonderful school and see all the facilities on offer. To do this could you please contact our retiring Headteacher, Sue Penney, who will enjoy showing you the fantastic things we can offer at our super school. Sue can be contacted at the school on 01524 410799.

We very much hope that you will apply for this position and look forward to receiving your application form and letter of support.

Yours sincerely,

*Phil Huddart*

Chair of Governing Board

## **Timetable for the appointment**

Initial meeting of the governing body	24.02.21
Advertisement appears	26.02.21
Closing dates for applications	18.03.21
Shortlisting meeting	23.03.21
Shortlisted candidates view the school	22.04.21
Interviews and appointment	23.04.21
New headteacher takes up post	01.09.21

## **Agreed pay range**

### **IPR (Individual Pay Range for HT)**

L17 (£62,570) - L24 (£73,559)

## ADVERTISEMENT

**Grade: Group 3**

**Salary: L17 – L24 (£62,570 - £73,559)**

**Term:** Full-time

**Perm/Temp:** Permanent

**Required:** From 01.09.21

**Closing date:** 18.03.21

**Location:**

Torrisholme Community Primary School

Low Lane

Torrisholme

Morecambe

LA4 6PN

Tel: 01524 410799

School website: [www.torrisholme.lancs.sch.uk](http://www.torrisholme.lancs.sch.uk)

Roll: 420

Would you like to be a Head Teacher of a school which

- Is very popular and oversubscribed?
- Is judged by OFSTED as outstanding?
- Has 420 delightful children who are eager and keen to learn?
- Is highly inclusive, and very welcoming, with a caring ethos?
- Has a dedicated professional enthusiastic staff who go the extra mile to provide a challenging and enriching curriculum?
- Has a supportive and committed Board of Governors which is keen to provide an appropriate level of challenge?
- Has an active PTFA?

If so, Torrisholme Community Primary in Morecambe will give you all this, but in return we are looking to appoint a highly motivated, committed, and creative Headteacher who is inspirational and can continue to lead and motivate our fantastic "Team Torrisholme".

To be considered to join our team you need to:

- Be a dynamic, inspirational, professional and visionary leader.
- Love the job and take pride in everything you do.
- Have high expectations of all children and staff.
- Have the proven ability to continue to move the school forward and raise standards even further.
- Have a good knowledge of current educational issues, and the ability to plan strategically and financially.
- Be flexible and strategic in your approach and conducive to new ideas.
- Be enthusiastic about developing wider community links and the ability to build positive relationships with families.
- Have integrity and personal presence as well as excellent interpersonal, organisational, and leadership skills.
- Have the ability to manage a large school over three key stages and drive forward good practice in all areas.

If you feel you meet our criteria then we would love to receive an application from you for this position which will become available from 1 September 2021, due to the retirement of our wonderful Headteacher.

Torrisholme Community Primary School is committed to promoting the welfare of children and expects all staff to share this commitment. The successful applicant will need to undertake an enhanced DBS check, will be subject to receipt of suitable references, and qualifications and identity checks.

The best way to learn more about us is by coming to see us, our school and our enthusiastic and creative children. For further details or to arrange a visit, please ring the school (01524 410799) to speak to the current Headteacher, Mrs Susan Penney.

**Closing Date for Applications: 18.03.21**

**Pre-Interview Visit: 22.04.21**

**Interview Date: 23.04.21**

Application packs and forms can be accessed online.

Please email applications to: [applications@torrisholme.lancs.sch.uk](mailto:applications@torrisholme.lancs.sch.uk)

## **Job Description**

This job description reflects the **Headteachers' Standards** (2020). These standards are built upon The Teaching Standards (2012) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his / her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Board, the staff of the school, its pupils and the parents of its pupils.

### **A. The Core Purpose of the Headteacher**

The core purpose of the Headteacher is to provide professional leadership and management for the school. 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 Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school. Accountable to the Governing Board, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, 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 and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, 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, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

## **B. Headteacher Standards**

### **1. School culture**

Headteachers:

- Establish and sustain the school's ethos and 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.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

### **2. Teaching**

Headteachers:

- 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.
- Ensure effective use is made of formative assessment.

### **3. Curriculum and assessment**

Headteachers:

- 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 that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

### **4. Behaviour**

Headteachers:

- Establish and sustain high expectations of behaviour for all pupils, built upon 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.
- Ensure that adults within the school model and teach the behaviour of a good citizen.



## **5. Additional and special educational needs and disabilities**

Headteachers:

- 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<sup>8</sup> 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.

## **6. Professional development**

Headteachers:

- 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.

## **7. Organisational management**

Headteachers:

- 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.

## 8. Continuous school improvement

Headteachers:

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

## 9. Working in partnership

Headteachers:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations 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.

## 10. Governance and accountability

Headteachers:

- 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.

**The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.**

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher.

## Person Specification / Selection Criteria ~ Torrisholme Community Primary School

***The applicant will be required to safeguard and promote  
the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

### **[A] Qualifications**

	<b>Essential / Desirable</b>
Qualified teacher status.	<b>E</b>
Degree.	<b>E</b>

### **[B] Professional Development**

	<b>Essential / Desirable</b>
Evidence of recent and appropriate professional development for the role of headteacher.	<b>E</b>
Evidence of recent leadership and management professional development.	<b>E</b>
Up to date safeguarding training and knowledge of legislation for the protection of young people.	<b>E</b>

**[C] School leadership and management experience**

	<b>Essential / Desirable</b>
Successful leadership as a headteacher / principal of a primary school.	<b>D</b>
Successful leadership as a deputy headteacher or assistant headteacher or equivalent of a primary school.	<b>E</b>
Evidence of successfully leading school improvement.	<b>E</b>
Evidence of the application of strategies to review, evaluate and improve teaching and learning.	<b>E</b>
Experience of curriculum leadership and development.	<b>E</b>
Experience of working constructively with parents.	<b>E</b>
Experience of monitoring staff performance.	<b>E</b>
The ability to provide support and advice to the Governing Body to enable it to meet its responsibilities.	<b>D</b>
An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement.	<b>E</b>
Experience of guiding, coaching, mentoring or training individuals or teams.	<b>E</b>
Good awareness of current national education policy and strategy.	<b>E</b>

**[D] Experience and knowledge of teaching**

	<b>Essential / Desirable</b>
Experience of teaching in more than one school.	<b>D</b>
Successful teaching experience within the primary phase.	<b>E</b>
To have a working and current knowledge and understanding of all three Key Stages in the primary phase.	<b>E</b>
Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan.	<b>E</b>
Commitment to ensuring inclusion and addressing diversity positively.	<b>E</b>

A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils.	<b>E</b>
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### **[E] Professional Attributes**

	<b>Essential / Desirable</b>
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	<b>E</b>
An ability to communicate effectively, both orally and in writing, with a range of audiences	<b>E</b>
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	<b>E</b>
A commitment to the professional development for all staff, and self.	<b>E</b>
To have good judgement; able to assess and balance risks and opportunities	<b>E</b>
A desire to engage and work collaboratively with parents and carers.	<b>E</b>
The ability to plan and prioritise and organise self and others	<b>E</b>
<b>Show a good commitment to sustained attendance at work</b>	<b>E</b>

### **[F] Personal Qualities**

	<b>Essential / Desirable</b>
A passion for achieving the very best outcomes for all children.	<b>E</b>
A clear vision for an innovative, progressive, forward thinking school.	<b>E</b>
The ability to communicate a clear vision for the school to all people.	<b>E</b>
The capacity to provide inspirational, enthusiastic and innovative educational leadership.	<b>E</b>

A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual.	<b>E</b>
Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job.	<b>E</b>
An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, Governors, colleagues, other professionals and wider community.	<b>E</b>
The ability to inspire confidence.	<b>E</b>
Excellent interpersonal skills.	<b>E</b>
The ability to perform effectively under pressure.	<b>E</b>
The ability to build, create and then communicate a clear vision for the school.	<b>E</b>
Think analytically and creatively, demonstrating initiative in solving problems.	<b>E</b>
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.	<b>E</b>

### **[G] Safeguarding**

	<b>Essential / Desirable</b>
Displays commitment to the protection and safeguarding of children and young people.	<b>E</b>
The ability to form and maintain appropriate relationships and personal boundaries with young people.	<b>E</b>
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people.	<b>E</b>
Will co-operate and work with relevant agencies to protect young people.	<b>E</b>

## **[H] Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the National Standards of Excellence for Headteachers 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Torrisholme Community Primary School.

## **[I] Confidential References and Reports**

Positive recommendation from all referees, including current employer	<b>E</b>
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## **[J] Application Form and Supporting Statement**

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.*

## **ATTENDANCE POLICY STATEMENT**

Torrisholme Community Primary School is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the school's leadership team monitors levels of sickness absence in school regularly and takes action in accordance with the guidelines adopted by the school to deal with unacceptable levels and frequency of sickness.

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.