

Rowlands Gill Community Primary School



Headteacher Recruitment Applicant Pack

Dream, Believe, Achieve



Letter from the Chair of Governors

We are delighted you have taken an interest in applying for the post of Head Teacher at Rowlands Gill Community Primary School.

This opportunity has arisen because our current Headteacher will retire after over 20 years of service at Rowlands Gill.

The school has a beautiful rural location on the western edge of Gateshead and is attended by delightful children who are keen to learn and backed by supportive parents.

Whilst results are important to us we also need our school to be fully inclusive, a happy friendly place conducive to excellent learning thus ensuring that every child we have been entrusted to educate achieves their maximum potential whatever that might be. We seek a leader who will instil in the children an "I can do it" attitude, and help them to achieve a lifelong love of learning.

The Governing Body is fully committed to support the right candidate to achieve our common goal of excellence in all areas. We do recognise that following last year's OFSTED judgement there is much work to do but we have made positive steps forward and are seeking someone who can continue to lead the school to where it should rightfully be. You will work alongside a very supportive governing body that care deeply about the children in our school.

To experience the warmth of our school and the enthusiasm of the children I encourage you to come for an informal visit. This will take place on 19 April at 1.30pm. Please contact Eileen Elliot (School Business Manager) on 01207 549359 or at eileenelliot@gateshead.gov.uk to book a place. The informal visit is not part of the selection process.

Thank you for showing an interest in this post. I hope you find this pack useful and informative and that it will encourage you to apply.

Yours sincerely

Graham Archer

Chair of Governors

On behalf of the Governing Body of Rowlands Gill Community Primary School.



Our School Ethos

The school ethos is one based on equality, high expectations of all stakeholders and treating everyone with respect and dignity.

We aim to equip children with the academic, personal and social skills necessary to be successful in the 21st century.

Our school has gained the Healthy School/Active Mark/Sustrans Awards and Anti- Bullying Award. Currently, we are taking part in Rights Respecting Schools Award (RRSA) which involves respecting diversity, culture and community in all aspects of school life.

Our School Vision

At Rowlands Gill Primary School, the importance and love of learning is at our core. We want everyone here to strive purposefully to be the best they can and to have self-belief in their own environment. We will always provide enriched opportunities to raise all children's achievements and help them to become strong, independent learners.

Everyone is regarded as having something worthwhile to contribute towards our school community and life, irrespective of their academic, ethnic, religious, physical abilities or social background. We strive to help every individual to see their potential; become the very best they can be and be proud of what they achieve daily.



For a wealth of information about our school and the latest newsletters, please visit our website <http://rowlandsgillprimary.org/>

Life in Gateshead



2007-2008
School Improvement

The borough of Gateshead stretches almost 13 miles along the south bank of the river Tyne and covers 55 square miles, making it the largest of the five Tyne and Wear authorities. Gateshead is very close to Newcastle, the major urban centre in the North East and has strong transport links to the city, the rest of the North East, and England. The borough has undergone rapid transformation in recent years with major physical redevelopment.



There is much to discover in Gateshead, from iconic and stylish buildings, extraordinary landmarks and a vibrant, lively art scene to exciting events, blooming parks and beautiful countryside. Gateshead is fast becoming one of the biggest cultural quarters in the country capturing the imagination of the world with The Angel of the North - Britain's largest sculpture, The Gateshead Millennium Bridge - the world's first tilting bridge, BALTIC - the ambitious Centre for Contemporary Art, and The Sage Gateshead – the regional music centre designed by Lord Foster.

Gateshead truly is a diverse and exciting place to live and work.

education **Gateshead** Raising Achievement for All



Developing school staff is one of our most important goals – we believe the school team is the cornerstone to success. We are committed to offering a wide variety of exciting and stimulating training courses and conferences that are underpinned by current research and initiatives. Our dedicated and high quality inspectors, advisors, consultants and trainers have a wealth of knowledge and expertise in their chosen fields.

We have a wide range of training programmes in a variety of subjects that are delivered centrally. These are clearly focused on major priorities in schools and informed by the latest research and current initiatives. We try hard to let you know what's new and effective in education.

We share a clear, common purpose with you to do the very best for children and young people, their families and their communities. We have significant collective experience of teaching, leading and managing schools, training and professional development, and carrying out Ofsted inspections. We are at the cutting edge of educational developments and practice through our innovative research programme and our direct involvement with many initiatives. We have established excellent links and relationships

with local, regional and national policy and decision makers. Our support networks mean that if we cannot help, we will find someone who can.

There is a thorough programme of events to support newly appointed Headteachers in their first and second years, it includes:

- Visits to a wide range of schools throughout the borough: small schools, large schools, forest schools, special schools, new schools and schools housed in older buildings.
- Question and answer, information gathering sessions with officers from safeguarding, referral and assessment, finance, audit and insurance, human resources, governance and premises.
- Support of a Headteacher mentor during the first year who is experienced in all aspects of school leadership.

“The world of Headship can be a particularly daunting confusing one. In gaining a Headship in Gateshead, however, I was fortunate enough to access a wealth of support and expertise through the Induction Programme for Newly-Appointed Senior Leaders. Gateshead’s programme includes an array of sessions focusing on key aspects of school leadership: safeguarding, premises management, finance, HR, governance, admissions and more. The sessions – which are expertly crafted by a team of authority professionals – are delivered in a range of school settings, with current serving Headteachers laying bear their school communities, openly sharing their experiences of school leadership and offering advice to participants. For me, the induction programme served beautifully as a bespoke package of professional development, as well as a helping hand throughout some of the more challenging aspects of the job, and a wonderful opportunity to meet with colleagues and share experiences – positive and otherwise – in a supportive and encouraging environment.”

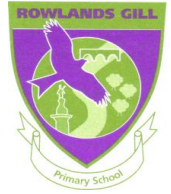
Joe Wheatley – St Mary’s Primary School

“Gateshead leadership induction programme is excellent. Each month essential topics were covered, which provided knowledge of not only the systems in Gateshead, but also key people. I looked forward to these sessions as they were enlightening and gave me the opportunity to network with other new Headteachers and Deputies. I loved the fact we were able to look around other schools and ask experienced Headteachers countless questions. As a newly quailed teacher in Gateshead some years ago, I had the very best support and was not disappointed to find that on my return to Gateshead, the quality of the service is still second to none.”

*Tracy Musgrove
St Oswald’s RC Primary School*

educationGateshead, the very best for our children and young people.





Application Details

Rowlands Gill Primary School is at the heart of a supportive rural community in the West of Gateshead. The school has a happy, positive, friendly and inclusive atmosphere with an ethos based on equality, high expectations and treating everyone with respect and dignity.

The Governing Body is seeking to appoint a dynamic and determined Headteacher with the ability and vision to quickly build on the positive features of the school and lead it confidently into the future.

We are looking for a Headteacher who:

- Has proven management and leadership skills
- Will be approachable and visible, have excellent communication skills and will work collaboratively with governors, staff, parents and the community
- Will create a highly effective team who have high expectations of themselves and the children they teach
- Is innovative, organised and passionate about raising educational standards, achievement and aspiration
- Is able to manage change effectively and sensitively
- Is committed to motivating each and every child to achieve their full potential

The closing date for applications is **noon on 27th April.**

Shortlisting will take place on **30th April.**

Interviews will take place on **Tuesday 8th May and Thursday 10th May.**

If you would like to have an informal discussion about the post please contact Melanie Maitland on 0191 4338622.



HEAD TEACHER

ROWLANDS GILL PRIMARY SCHOOL

JOB PROFILE

Overall	To meet the requirements of a Headteacher as set out in the School Teachers' Pay and Conditions Document, school and local authority policies.
Responsible to	School governing body and Strategic Director Care, Well-being and Learning.
Strategy	In consultation with staff, governors and children to create and maintain the ethos, values and aims of the school.
	To have high expectations and lead by example.
	To work with the governing body to determine the strategic direction of the school.
	To keep under review the work and organisation of the school and continue to evaluate the effectiveness of the curriculum in the light of children's needs, national and local priorities.
	In consultation with staff, governors and children to draw up and implement a school improvement plan.
	To ensure implementation of key statutory policies, including equal opportunities, anti-discrimination, special educational needs and disability and to promote an understanding of the diversity of life in Britain and of fundamental British values.
	To provide clear strategic direction for the school which achieves the highest quality educational provision across all three key stages including personal, social and academic outcomes.
	To ensure that the school benefits from a rigorous self-evaluation framework which substantially contributes to improved outcomes in the school.
	To take the lead and advise the governing body in the recruitment and appointment of staff.
	To ensure that current educational initiatives are incorporated effectively within the school's drive for improvement.
	To build and maintain safe, caring, welcoming, happy, stimulating and challenging learning environments.
	Attendance at and participation in meetings relating to the curricular administrative, organisational, pastoral and managerial arrangements for the school.
Finance and Resources	To plan, manage and monitor the use of finances and resources effectively to achieve the aims of the school.
Curriculum and Learning	To lead the educational development of the school and ensure that each child's educational programme meets their individual needs.
	To monitor and evaluate the standards of teaching and learning and children's progress across the school.

	To provide for the well-being, involvement, emotional, social and personal development of children to complement their academic development.
Staffing	To work with other senior leaders to coach staff to develop their teaching skills based on areas of development identified in observations.
	To manage and motivate all staff to ensure the curriculum is delivered effectively.
	To provide opportunities for continuing professional development for all staff.
	To lead and support the leadership team individually and collectively.
	To manage the performance of all staff in line with statutory requirements and delegate responsibilities where appropriate, ensuring the highest quality of performance.
Liaison	To work closely with the governing body to ensure the school operates effectively and efficiently, leading to highly effective provision across the school.
	To develop positive relationships with parents, the local authority, other schools and the local community.
	To arrange for parents to be given regular information about the curriculum, progress of their children and other matters affecting the school.
	To work effectively with other professionals to ensure the best possible skills and resources are available for all children in order to maximise their potential.
	To provide regular reports to the governing body on the impact of the work of the school.
	To provide opportunities for developing inclusive practice for both children and staff in partnership with relevant organisations.
Premises	To create a welcoming, safe, stimulating environment both indoors and outdoors in which children, staff and visitors feel comfortable and which is conducive to learning.
Personal Development	To engage actively in performance management and continuing professional development to ensure professional skills are kept up to date and developed.

The Job Description is current at the date shown, but in consultation, may be changed by the governors to reflect or anticipate changes in the job commensurate with the grade and job title.

The Headteacher will be expected to comply with any reasonable request from the governors to undertake work of a similar level that is not specified within this job description.



Headteacher Person Specification Rowlands Gill Primary School

ATTRIBUTE	ESSENTIAL	DESIRABLE
TRAINING AND QUALIFICATIONS		
<ul style="list-style-type: none"> Qualified Teacher Status. 	E	
<ul style="list-style-type: none"> Degree or evidence of professional qualification in education. 	E	
<ul style="list-style-type: none"> Higher Degree or evidence of further study. 		D
<ul style="list-style-type: none"> Post-entry Curriculum or Management Qualification. 		D
<ul style="list-style-type: none"> National Professional Qualification for Headship (unless existing HT with some years of experience). 		D
<ul style="list-style-type: none"> Recent participation in a range of relevant in-service training. 	E	

EXPERIENCE OF TEACHING AND SCHOOL MANAGEMENT		
<ul style="list-style-type: none"> Leadership experience at Headteacher or Deputy Head level (minimum 3 years for the latter). 	E	
<ul style="list-style-type: none"> Proven management skills and a record of positive achievement. 	E	
<ul style="list-style-type: none"> Minimum five years' experience in a school for children of primary age (in more than one school/setting/key stage). 	E	
<ul style="list-style-type: none"> Experience of teaching in a school with socio-economic challenges. 		D
<ul style="list-style-type: none"> To have effectively managed whole school change, for example introduced a new initiative or procedure, developed a strategy which impacted significantly upon children's learning, and delivered in-service training. 	E	
<ul style="list-style-type: none"> To have had involvement with preparing and monitoring budgets. 	E	
<ul style="list-style-type: none"> To have had involvement with school improvement-planning process, (particularly monitoring and evaluating the effectiveness of actions), school self-evaluation process, Ofsted inspection, Child Protection issues. 	E	
<ul style="list-style-type: none"> To have involvement of working with a governing body. 	E	
<ul style="list-style-type: none"> To have experience of implementing or monitoring safeguarding practice within a school. 	E	
<ul style="list-style-type: none"> To have experience of inclusive educational practice within a school. 	E	

ATTRIBUTE	ESSENTIAL	DESIRABLE
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING <i>Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to primary education development.</i>		
• Children's educational and personal development.	E	
• School leadership and management.	E	
• Curriculum and assessment, including subjects and cross-curricular aspects.	E	
• Effective teaching and learning strategies.	E	
• School improvement strategies.	E	
• Local and national policies, priorities and statutory frameworks including the Early Years Foundation Stage	E	
• Role of Governing Body.	E	

PERSONAL SKILLS AND ABILITIES <i>Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post.</i>		
• Excellent communication skills, both written and verbal.	E	
• Highly effective interpersonal skills.	E	
• Ability to motivate and enthuse all members of the school community.	E	
• Effective ICT skills.	E	
• Effective and efficient organisational skills.	E	

OTHER REQUIREMENTS		
• Application forms should be completed in full.	E	
• Letters should be word processed.	E	
• Letters should address the criteria identified in the person specification and be relevant to the school.	E	

CONFIDENTIAL REFERENCES AND REPORTS		
• Written reference(s) only.	E	
• Confirming professional and personal knowledge, skills and abilities referred to above.	E	
• Positive recommendation from current employer.	E	