

# **Glynwood Community Primary School**



## **Headteacher Recruitment Applicant Pack**

## Letter from the Chair of Governors

Dear Applicant,

Glynwood is an exceptional school, with results in almost all areas consistently above the National average. We are more than grateful as a Governing Body for the excellent leadership of our Head Teacher, Debra Ryan who is retiring at Easter 2019, and our objective now is to preserve what she has achieved and have the vision to build upon it.

This is a large school with 447 pupils accommodated in a single-story building, opened in 1953, and set in attractive, extensive grounds.

Our children upon entering school are developed into confident, self-assured learners. At Glynwood Primary School we work together to ensure that every child is supported and challenged to achieve their very best. This ethos has a strong and positive impact upon their progress. The children are proud of their achievements and their school. The school's open culture benefits all aspects of the children's' education and welfare. The children feel safe and enjoy positive relationships with the school staff.

The Governing Body takes pride in our staff and their progression is integral to the high standards of the school. The whole school staff work as a strong, collaborative team to ensure learning is effective and has a positive impact. They encourage the children to try their best, recognise their efforts and ensure that they take pride in all areas of the curriculum.

We are looking for someone with proven success when leading a primary school. Our new Head teacher will be energetic and nurturing, knowing and caring for our children, ensuring that they thrive in this happy and exciting environment, are appreciated as unique individuals and taught by professionals who revel in coming to work each day. The successful candidate will be leading a vibrant, supportive, academic community.

If you would like to visit the school and see for yourself, you are welcome to come along at 1.30pm on Tuesday 8<sup>th</sup> January or 9.30am on Thursday 10<sup>th</sup> January, please contact the school to let us know when to expect you.

Yours faithfully

*B. Howell*

Rev. B. Howell

Chair of Governors

## Our School Ethos

*At Glynwood :*

*We will work together to ensure every child is supported and challenged to achieve their very best.*

*At Glynwood :*

- *Everyone is valued*
- *Everyone's views count*



### Glynwood School Charter



**At Glynwood we all promise to:**

- ✓ Smile
- ✓ Be kind and helpful
- ✓ Respect everyone
- ✓ Be good listeners
- ✓ Look after our environment/equipment and keep things tidy
- ✓ Keep active and healthy
- ✓ Keep ourselves and others safe

**Children promise to:**

- ✓ Play with everyone and play by the rules
- ✓ Use an indoor voice in school
- ✓ Move quietly around school
- ✓ Leave toys at home
- ✓ Try to eat all of our lunch
- ✓ Line up smartly and quietly
- ✓ Follow instructions given by all adults
- ✓ Only wear a watch and no other jewellery

**Adults in school promise to:**

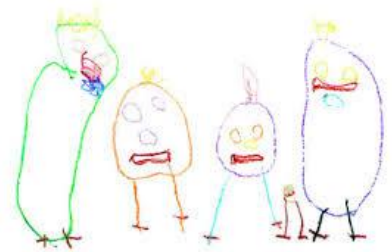
- ✓ Be helpful and kind
- ✓ Help sort out problems
- ✓ Help everyone learn

**Parents/carers promise to:**

- ✓ Ensure their children have 96%+ attendance and are punctual
- ✓ Listen to their children read regularly
- ✓ Support with homework
- ✓ Send children to school in the correct uniform, with everything they need for the day and wearing no jewellery (watches only)
- ✓ Keep in touch with the teacher
- ✓ Park responsibly (do not block driveways!)



The children of Glynwood would like their Head Teacher to be..



- Happy – will smile at us whenever we see them
- Smart – will come to school dressed smartly
- Confident – will be happy to talk to everyone
- Fun – will have fun with us indoors and outdoors
- Intelligent – is full of knowledge and can help us with our work
- Loud – has a loud voice so we can all hear them in assembly
- Nice and kind – will care for us all and will support and help us
- Helpful – will pop into class and help us with our work
- Creative – will make models with us
- Exciting – will let us have fun days and go on visits
- Respectful – shows respect to everyone and cares for us all
- Skilful – will manage the school, staff and children well





# Life in Gateshead

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 Head Teachers 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 Head Teachers and Deputies. I loved the fact we were able to look around other schools and ask experienced Head Teachers 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.



**Head Teacher**  
**Glynwood Primary School**  
**Group 3 ISR: L18-L24**  
**Application Details**

A fantastic opportunity has arisen for the Governing Body to appoint an energetic and experienced school leader (currently at Deputy or Head Teacher level) to take up the post of Head Teacher at Glynwood Primary School.

As Governors we are looking for a candidate who can commit to the long-term future of the school, using their knowledge and experience to consolidate the outstanding performance of many years and take us forward to even higher achievement.

Applicants for the post should be highly motivated, well-qualified and possess outstanding interpersonal skills. They should have a strong commitment to sustaining school improvement, be committed to the safeguarding and well-being of children and be able to demonstrate a good track record of leadership and management at a senior level.

Glynwood Primary School is at the heart of the local community and the school prides itself on a friendly and supportive atmosphere where children and staff are encouraged to be the best that they can be.

**The successful applicant will:**

- Be passionate about raising standards and committed to developing the potential of every child.
- Have proven leadership and management skills.
- Demonstrate a commitment to excellence in teaching and learning.
- Be warm and approachable; able to challenge, motivate and inspire others.
- Have very high expectations of achievement and behaviour.

The closing date for applications is **noon** Friday 18th January.

Shortlisting will take place on Tuesday 22<sup>nd</sup> January 5.00 pm at the school.

Interviews will take place on Wednesday 6<sup>th</sup> and Thursday 7<sup>th</sup> February.

Gateshead Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. If successful you will be required to apply for an enhanced Disclosure.

**To find out more about this role applicants are welcome to visit the school on either: Tuesday 8<sup>th</sup> January at 1:30 pm or Thursday 10<sup>th</sup> January at 9:30 am.** Please contact the school Business Manager, Heather Lonsdale on 0191 4334117 or e-mail: [HelenLonsdale@Gateshead.Gov.UK](mailto:HelenLonsdale@Gateshead.Gov.UK) to confirm which session you would like to attend.

For a wealth of information about our school and the latest newsletters, please visit our website: [glynwoodprimary.org](http://glynwoodprimary.org)

Application forms only available via email from [joannedunbar@gateshead.gov.uk](mailto:joannedunbar@gateshead.gov.uk) or telephone 0191 433 3047

All application forms to be returned via email to [joannedunbar@gateshead.gov.uk](mailto:joannedunbar@gateshead.gov.uk) by 12 noon Friday 18th January 2019

## HEAD TEACHER

### GLYNWOOD COMMUNITY PRIMARY SCHOOL

#### JOB PROFILE

<b>Overall</b>	To meet the requirements of a Head Teacher as set out in the School Teachers' Pay and Conditions Document, school and local authority policies.
<b>Responsible to</b>	School governing body and Strategic Director Care, Well-being and Learning.
<b>Strategy</b>	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.
<b>Finance and Resources</b>	To plan, manage and monitor the use of finances and resources effectively to achieve the aims of the school.
<b>Curriculum and Learning</b>	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 physical, emotional, social and personal development of children to complement their academic development.
<b>Staffing</b>	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 ensure the operation of an effective Appraisal system for all staff.
	To manage the performance of all staff in line with statutory requirements and delegate responsibilities where appropriate, ensuring the highest quality of performance.
<b>Liaison</b>	To work in partnership 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.
<b>Premises</b>	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.
<b>Personal Development</b>	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.

## Head Teacher Person Specification Glynwood Primary School

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

<b>EXPERIENCE OF TEACHING AND SCHOOL MANAGEMENT</b>		
<ul style="list-style-type: none"> <li>Leadership experience at Head Teacher or Deputy Head level (minimum 3 years) for the latter.</li> </ul>	E	
<ul style="list-style-type: none"> <li>Proven management skills and a record of positive achievement.</li> </ul>	E	
<ul style="list-style-type: none"> <li>Minimum five years' experience in a school for children of primary age (in more than one school/setting/key stage).</li> </ul>	E	
<ul style="list-style-type: none"> <li>Experience of teaching in a school with socio-economic challenges.</li> </ul>		D
<ul style="list-style-type: none"> <li>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.</li> </ul>	E	
<ul style="list-style-type: none"> <li>To have had involvement with preparing and monitoring budgets.</li> </ul>		D
<ul style="list-style-type: none"> <li>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.</li> </ul>	E	
<ul style="list-style-type: none"> <li>To have involvement of working with a governing body.</li> </ul>	E	
<ul style="list-style-type: none"> <li>To have experience of implementing or monitoring safeguarding practice within a school.</li> </ul>	E	
<ul style="list-style-type: none"> <li>To have experience of inclusive educational practice within a school.</li> </ul>	E	

ATTRIBUTE	ESSENTIAL	DESIRABLE
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b> <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	

<b>PERSONAL SKILLS AND ABILITIES</b> <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, enthuse and inspire all members of the school community.	E	
• Effective ICT skills.	E	
• Effective and efficient organisational skills.	E	

<b>OTHER REQUIREMENTS</b>		
• 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	

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