

Headteacher Application Pack 2019



Dear Applicant,

Thank you for your interest in becoming Headteacher of Regent Farm First School.

The Governors, children and staff are seeking to appoint an exceptional and inspirational leader. We are looking for someone to continue to build on the previous success of the school and provide strategic and innovative leadership to further enhance the educational provision in the school.

At our most recent inspection in January 2017, we were judged to be a good school. We are looking for a leader with the energy, ambition, enthusiasm and drive to move the school forward in these challenging times. Our school offers a safe, friendly and happy environment which is enriching, inspiring and nurturing.

We are looking for a dynamic and passionate leader who can deliver excellence. A leader who has vision and initiative to build on current successes and to continue to drive Regent Farm First School forward. We need someone who believes passionately in putting pupils at the core of school development and will encourage staff to develop their skills and expertise. Our Headteacher will be highly visible, approachable and an excellent communicator.

Our visions and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Inspiring our Rising Stars

At Regent Farm First School, we believe that learning is an academic journey filled with adventure, curiosity and creativity.

- The children at Regent Farm First School are happy and confident, with a desire to learn and do their very best.
- Our staff are friendly and approachable.
- They work together to create an inspirational environment for our rising stars.
- Parents are united in our values.
- They support school and celebrate achievements to create memorable experiences for our children.

We would warmly welcome visits to the school prior to application. To enquire about a visit please telephone the school office on 0191 285 2294.

The closing date for applications is 12noon on Friday 8th March 2019.

Interviews are scheduled to take place on Monday 25th March 2019.

Thank you for your interest in our school.

Yours faithfully,

Gillian Sanders
Chair of Governors







About you:
We want to recruit a Headteacher who:

- is ambitious for every child
- has the leadership skills to inspire and empower others in their teaching and learning practice
- has a passion for school improvement ’

Our new Headteacher will:

- support the school’s vision and values
- continue to develop the curriculum to ensure that it excites and motivates children’s learning
- sustain the development of teaching and learning practice, ensuring that all staff are high performing and capable of delivering first class teaching and learning
- establish, organise and implement an appropriate curriculum for the school and ensure that individual needs are met and there is an effective assessment framework
- build strong relationships and networks at all levels in the local community

We need a new Headteacher who:

- has a proven track record of effective school leadership at a senior level
- will work collaboratively with Gosforth Schools Trust and other partners
- will support and seek opportunities to share good practice
- play a vital role in the school community by nurturing relationships with families
- will safeguard our children and ensure everyone works together to support their emotional health and wellbeing
- is resilient and takes an open minded and creative approach to leadership and responds positively to challenges
- promotes equality and inclusion in all aspects of school life





Additional Information about Regent Farm First School:

Regent Farm First School is a large first school for pupils aged 3 to 9 located in the northern area of Newcastle upon Tyne. The school has a positive reputation in the local area. The catchment of the school is extremely diverse, with 39% of pupils eligible for free school meals, which is almost double the national average. The proportion of children with English as an Additional Language is low and has been reducing for several years. The school supports children with additional needs extremely well and also has an Additionally Resourced Centre for children with a visual impairment. Our children develop knowing that having a disability does not have to be a barrier to learning. The social and emotional development of all our children is our primary concern but academic progress is also very strong.

Our 1950s building has been thoroughly modernised, providing an attractive, welcoming learning environment. ICT is embedded across the curriculum using a range of new technology. Our grounds are extensive, including a wide range of outdoor play equipment, natural areas to explore, a MUGA and an amazing Early Years area.

Our families play a key part in everyday life at Regent Farm and they are able to receive personal support and therapeutic services, if required. Our PTFA is thriving, leading a range of fun events throughout the year.

Our staff members are highly talented. They plan for a genuinely creative curriculum, which truly inspires the children. Excellent teachers are very ably supported by a large team of teaching assistants and HLTAs. The Headteacher is supported by an experienced and passionate senior leadership team. Our governing body is very well led and effectively holds senior leaders to account.

Regent Farm First School has been a member of Gosforth Schools' Trust since its inception on 1 April 2014.

Safeguarding children is often a challenging feature of our school. We focus on early intervention and support where possible and work closely alongside other professionals to support all our families effectively.



Wrap around care and flexible provision

Since September 2018, we have offered 30 hours in nursery for eligible parents plus access to Breakfast and After School provision.

The Breakfast and After School Club offers childcare for children up to 9 years of age daily during term time from 8:00 - 8:50am and 3:15 - 6:00pm. It provides a safe and stimulating environment for children so parents can access employment and training. It is managed by the Governing Board. This facility also enables children to access more opportunities for social interaction.

We offer a range of after school activities which are led by school staff. We host external providers such as gymnastics clubs which are open to the wider public.

Awards and Quality Marks

We currently hold awards for healthy schools, international schools, eco-schools and forest schools. We also have sporting trophies from both the Gosforth Schools' Trust and the wider city. Our children have been involved in Gosforth Voices and Gosforth Band and regularly taken part in performances. We also work closely with Gosforth Civic Hall to encourage our children to participate in the arts. We would like to look at achieving the 'discover and explore' arts award for our children in the future.

Regent Farm First School has a thriving, long term partnership with Mercy Primary School in Mbita, Kenya. The significant educational benefits of this on both sides are clear. Its success is rooted in the partnership being an integral part of school life supported by the governing body, leadership team, staff and parents.

Pupil Premium Funding

We receive a large amount of Pupil Premium funding which requires careful management. We try to ensure that the spending is balanced between small scale interventions and larger participation events. We closely monitor spending and impact, evaluating carefully each and every purchase. The Headteacher is expected to produce in depth and comprehensive overviews of Pupil Premium and the impact on our school community for all stakeholders.

Inclusivity

The Headteacher of Regent Farm First School will be responsible for the children in our school who access the Visually Impaired Additional Resource Centre.

With support from the Children's Vision Team they will be responsible for the curriculum, assessment and outcomes for this group.

They will need to be creative in their approaches to inclusivity and capable of working with the many outside agencies involved in such provision.

Extensive Grounds

We have a very large footprint for a first school which includes forested areas, playing fields, provision for a full working polytunnel, an orchard, vast amounts of outdoor climbing equipment and a Multi-Use Games Area.

These provide wonderful opportunities for teaching and learning in alternative contexts.

Job Description

Post title: Headteacher
Pay scale: Individual School Range L18 – L24
Responsible to: Governing Board
Responsible for: Management of the school and its staff
Job Purpose:

- Lead the school in line with a shared strategic vision
- Effectively inspire, manage and organise the school, its staff and resources
- Work in partnership with the Governing Board, children, families, Gosforth Schools' Trust, Newcastle LA and the local and wider community.

Main responsibilities:

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

General

1. To carry out the professional duties of a Headteacher as set out in the School Teachers' Pay and Conditions Document.

Vision and Strategy

2. To lead the development of a vision for the school and ensure it is clearly articulated, shared, understood and acted upon effectively by all. Demonstrate the vision and values in every day work and practice.

3. To produce, monitor and evaluate a school development plan, underpinned by sound financial planning, which identifies priorities and targets to ensure that children achieve high standards and make progress.

4. To develop and sustain a secure, caring, welcoming, happy and stimulating learning environment for children of all cultures, abilities and backgrounds.

5. To devise and implement a strategy for robust school self-evaluation and monitor and evaluate the effectiveness of the curriculum in the light of pupil needs, national priorities and local policies.

6. To develop and implement appropriate school policies which reflect the strategic direction of the school and consider issues of inclusivity.

Finance and Resources

7. To plan, manage and monitor the school's financial and other resources to ensure they are effectively and efficiently used achieve the school's educational goals and priorities. Organise and manage after school activities and including Breakfast Club and After School Club.

8. To establish and monitor links between the School Development Plan and budget, taking account of priorities, and evaluate the effectiveness of spending decisions linked to the School Development Plan.

Governing Board and Community

9. To develop positive relationships with families, governors, the LA, and the local community and involve these partners in the development and activities of the school.

10. To create and maintain an effective partnership with parents, carers and the wider community to support and improve learners' achievement and personal development. Ensure learning experiences for learners are linked to and integrated with the wider community.

11. To work closely and collaboratively with the Governing Board to develop and implement forward-looking and ambitious strategies for the school whilst ensuring statutory responsibilities are carried out.

Curriculum and Learning

12. To establish, co-ordinate and implement strategies which secure high standards of behaviour and attendance.

13. To ensure a continuous school-wide focus on learners' achievement, using data and benchmarks to monitor progress in every child's learning.

14. To ensure that differentiated learning opportunities and strategies are in place to support those pupils with additional needs including challenging the more able.

15. To establish, organise and implement an effective assessment framework specific to the school and its needs.

16. To promote and secure outstanding teaching, effective learning, high standards of achievement, good behaviour and discipline within a safeguarding culture.

17. To create responsive and effective approaches to learning and teaching.

18. To communicate and work closely with families to ensure that learning is supported and encouraged outside of school.

19. To record, monitor, evaluate and review the standards of teaching and learning, classroom practice and children's progress. Challenge underperformance at all levels.

20. To provide for the wider development of learners to complement their educational achievement.

Staffing

21. To motivate and work with a large team of staff to create a shared culture and positive climate and delivers a high quality performance throughout the school.

22. To lead and support the senior management team individually and collectively.

23. To recruit, manage, deploy and motivate all staff of the school in order to deliver an effective teaching and learning experience.

24. To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

25. To develop, manage and maintain effective strategies and procedures for staff induction, professional development and performance review.

26. To manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

Safeguarding

27. To take the lead responsibility for promoting and safeguarding the welfare of children and young persons. Provide advice and support to staff, liaising with the local authority and working with other agencies in order to ensure child protection concerns are dealt with promptly and effectively.

28. To ensure safeguarding policies and procedures are fully implemented and adhered to by all staff.

29. To ensure there is a designated person for safeguarding / child protection matters and that all other staff discharge their duties in regard to safeguarding / child protection effectively.

30. To ensure all staff and volunteers are able to raise concerns about poor or unsafe practice with regard to children, and such concerns are handled sensitively and effectively in accordance with appropriate procedures.

31. Effectively implement and frequently review the school behaviour policy to ensure a safe and harmonious learning environment, embedding effective practices across the school.

Other Responsibilities

32. To work effectively with / be aware of and assist integrated processes, such as Common Assessment Framework and local initiatives which support children, young people and their families.

33. To be responsible for the Breakfast Cub and After School Club run by the school.

34. To manage admissions for the school’s nursery classes.

35. To work in collaboration with the Children’s Vision Team to ensure that children supported by the ARC receive a full, rich and varied curriculum.

Person Specification

The following criteria will be used for selection purposes.
Candidates must demonstrate on their application form how they meet the essential criteria as set out below:

Qualifications and Training	**Requirement**	**Evidenced in**
Qualified to degree level or equivalent	Essential	Application form
Qualified Teacher Status	Essential	Application form
Evidence of relevant and recent successful leadership experience	Essential	Application form Interview Reference
Evidence of recent and continued professional development in teaching, learning and assessment providing examples of the impact of this training in school	Essential	Application form Interview Reference
NPQH Accreditation	Desirable	Application form

Knowledge and Experience	**Requirement**	**Evidenced in**
Understands the present national challenges of education	Essential	Application form Interview
Can evidence relevant and recent experience of successful and inspirational senior leadership and management in a first / primary school	Essential	Application form Interview
Understanding and experience of leading, inspiring, supporting, organising, developing and motivating staff	Essential	Application form Interview
Demonstrates the ability to use performance data and wider evidence to identify formulate, implement, monitor and evaluate school development plans	Essential	Application form Interview
Has a proven track record of school improvement and raising standards	Essential	Application form Interview Reference
A robust knowledge of safeguarding procedures (applicant must be prepared to complete any statutory safeguarding training)	Essential	Application form Interview
Knowledge of teaching across the primary age range from Foundation Stage to Key Stage 2	Essential	Application form Interview
Knowledge of strategies which secure high standards of behaviour and attendance	Essential	Application form Interview

Experience of school finances and budgets including Pupil Premium, SEN and School Sport Funding	Desirable	Application form Interview
Teaching experience across at least two key stages	Desirable	Application form
Has worked in more than one school	Desirable	Application form
Has experience of nursery provision within a first or primary school setting	Desirable	Application form Interview
Knowledge of General Data Protection Regulations	Desirable	Application form

Skills	**Requirement**	**Evidenced in**
Excellent written and verbal communication skills and ability to present to different audiences	Essential	Application form Interview
Excellent organisational and delegation skills	Essential	Interview
Effective finance and resources management skills	Essential	Application form interview
Ability to empathise and build positive relationships with children, families, volunteers and other stakeholders in our local and diverse community	Essential	Application form Interview
Ability to work under pressure and meet deadlines whilst maintaining a sense of perspective	Essential	Interview
Ability to develop and sustain a secure, caring, welcoming, happy and stimulating learning environment for children of all cultures, abilities and backgrounds	Essential	Application form Interview
Sound knowledge of the curriculum	Essential	Application form Interview
Knowledge of the present national agenda, relevant legislation and statutory requirements	Essential	Application form Interview

Personal qualities	**Requirement**	**Evidenced in**
Commitment to our inclusive approach which celebrates diversity	Essential	Application form Interview

Able to communicate with children at their level	Essential	Application form Interview
Able to see potential and bring out the best in all children	Essential	Application form Interview
Open, approachable and accessible	Essential	Application form Interview
Integrity, honesty, enthusiasm, flexibility and commitment	Essential	Application form Interview
Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours • Attitude to use of authority and maintaining discipline	Essential	Application form Interview
Cheerful disposition	Desirable	Application form Interview

Other	**Requirement**	**Evidenced in**
No disclosure about criminal convictions or safeguarding concerns that makes applicant unsuitable for this post	Essential	Safer recruitment form/ references / application form / relevant pre-employment checks

Additional Requirements
The following criteria must be judged as satisfactory when pre-employment checks are completed:

1	Enhanced Certificate of Disclosure from the Disclosure and Barring Service
2	Additional criminal record checks if applicant has lived outside the UK
3	Barred List and/or POCA List (residential establishments only) check
3	Medical clearance
4	Dis-qualification by association check
5	Professional registration/QTS check with the National College for Teaching and Leadership
6	Two references from current and previous employers (or education establishment if applicant not in employment)

A letter from Our Rising Stars

Dear Prospective Headteacher,

We are very excited to meet you and talk to you about all of the wonderful things we do at Regent Farm First School. It is a fun and happy place for us to learn. We are looking for a very special Headteacher for our very special school.

We hope that you are:

- A kind and thoughtful person - we don't like anyone to be sad or feel left out.
- A cheerful musical person - we like someone who can sing and dance along with us.
- A person who doesn't mind helping in classes - someone who helps no matter which table you sit on.
- A person who is confident in assemblies - we love this special time with you.
- A playful person - we like to see you out on the yard, joining in our games.
- A generous person - some of us haven't got so much and we don't want anyone to feel left out.
- A person who will come to watch us in tournaments and competitions - we love sport.
- A good artist - we are all really good!
- Crafty and a good builder - it is very important that you can build a snowman.
- Caring and selfless - we think a headteacher should put others before themselves.
- Someone who will eat with us at lunchtimes - these are really important times for us where we can talk to you one to one.
- A person who loves reading with us – we love to share stories.

Love from the children xxx