



Howard Community Primary School

Bury St. Edmunds, Suffolk, IP32 6SA



Headteacher applicant information pack

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Application process and timeline

Date	Activity	Details
2 July - 24 July	School visits/ informal conversations	Please contact Education Futures on 0113 205 0120 to arrange a school visit or a conversation.
17 Sept 2018 (noon)	Deadline for applications	<p>Applicants are asked to submit an application form .</p> <p>Shortlisted candidates will be invited to attend a two day interview process.</p> <p>Day one will involve a range of tasks and activities with children and staff, including teaching. Day two will include a number of panels, a formal presentation and interview, involving Governors, CHET leaders and Directors.</p>
w/c 17 Sept 2018	Shortlisting	The appointment will be ratified by the CHET Board, subject to receipt of references and an enhanced DBS check.
w/c 24 Sept 2018	Headteacher interviews	The successful candidate will be involved in strategic decision-making with interim leaders and with CHET support.
January 2019	Commence in post as Headteacher	

Letter from the Chair of Governors and Executive Principal of CHET



July 2018

Dear Applicant

Thank you for taking an interest in the position of Headteacher at Howard Community Primary School.

The successful applicant will be joining the school at a pivotal and exciting moment as it becomes an academy under the sponsorship of The Chilford Hundred Education Trust (CHET) in September 2018.

Our school enjoys support from its local community and occupies an enviable site with fabulous grounds and facilities. We are keen to appoint a passionate and capable individual who will realise Howard's potential.

Our recent Ofsted report highlights the challenges that the school has faced in recent years. We welcome applications from leaders that share our enthusiasm for urgent improvement and have the skills and ability to bring about the positive change and educational opportunities that our children and families deserve. It is a fantastic opportunity to have real influence and impact on a school community.

This pack includes information about Howard's context and the CHET's values. I hope that these chime with your educational philosophy and that you are keen to join a committed and collaborative team and play an integral role in enhancing children's learning experiences and life chances in West Suffolk. Membership of CASSA (Cambridge and Suffolk Teaching School Alliance) will provide great opportunities for professional leadership development.

We encourage you to visit the school and speak with key personnel to help you to make the decision to apply for this role. This can be arranged by contacting the school office on 01284 7696878.

We look forward to receiving your application.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'H Marsh', is enclosed within a thin blue rectangular border.

Helena Marsh

Executive Principal (CHET)

CHET's vision and values



Be inspired and achieve the exceptional

Strategic vision

CHET is a thriving Multi Academy Trust with an all-through, cross-phase family of local schools and colleges. Our common aim to provide children with excellent education and deliver continuous improvement through support and collaboration.

We value independence and interdependence. We appreciate each partner organisation's unique character and strengths. CHET believes in autonomous leadership, which is recognised through the preservation of head teachers and local governance, but believe that institutions are more effective when they work in partnership.

We seek to learn from and share with each other so that we continue to provide exceptional education across the Trust and beyond and improve standards in the region. Our partnership provides the conditions for the sharing and creation of best practice through high quality professional development and leadership.

We embrace each community. Our holistic provision, including wrap-around childcare, adult education and community facilities, demonstrates a commitment to life-long learning and being at the heart of our local communities.

We provide a safe, supportive and inclusive learning environments that enable all students to thrive and flourish. We measure success in terms of students' personal development well as through the optimum academic outcomes.

Everyone is a learner and every learner matters

Core values

Inclusive: offer high quality, comprehensive education for all across a range of phases and settings.

Ambitious: realise every learner's potential, irrespective of prior attainment or background.

Inspiring: keep learning excellence at the heart of everything we do.

Holistic: value broad educational experiences and personal development.

Enriching: provide rich and varied learning opportunities.

Relational: foster strong and productive partnerships.

The sum of our parts is greater than our whole

Trust principles and ambitions

- Grow strong, ambitious and positive leadership;
- Offer a broad and enriching and inspiring education;
- Enable our students to achieve remarkable success through the highest expectations;
- Prepare every student for a successful future as a valuable member of society;
- Serve our local communities and play an active role in local and national networks;
- Develop our colleagues through the best professional learning opportunities.

Conditions for collaboration

CHET members



Linton Village College is an 11-16 comprehensive academy with a reputation for educational excellence. The school founded CHET and is situated on Cambridgeshire, Essex and Suffolk border. It has 850 students on roll. As a Village College, the school has a strong sense of community; relationships, pastoral care and enrichment are of paramount importance. The school provides a nurturing and supportive environment.



The Meadow Primary School is a 4-11 community primary school in Balsham, South Cambridgeshire. It has around 220 children on roll and joined CHET in April 2014. The Meadow promotes excellence, excitement and enjoyment and is committed to fostering a learning culture for all. The school is committed to high-quality, first-hand learning experiences and broadens children's understanding with excellent enrichment.



Linton Heights Junior School (LHJS) serves 7 and 11 year olds. There are 236 pupils on roll and LHJS joined CHET in November 2016. Its slogan is "Together we learn. Together we thrive." These words represent the vibrant and inclusive, values-based learning environment at the school. Through an enriching curriculum, inspirational teaching and individualised learning, LHJS offers children the best education possible.



The Pines Primary School is a LA presumption free school situated on the edge of Red Lodge, Suffolk. It is due to open in September 2018 as a one form entry school with 90 students in Reception, Year 1 and Year 2. **Pine Cones Pre-school** is situated on site to serve 2-5 year olds. The settings will share CHET's ethos of excellence with enriching and inspiring provision.

Linton Out of School Club (LOSC) and **Meadow Out of School Club (MOOSC)** are based on CHET premises and work in partnership with our primary schools to deliver childcare provision to local families.



Cambridge and Suffolk Teaching Schools Alliance (CASSA) supports CHET through teacher training, professional learning, school to school support and research & development. CASSA's collaborative ethos and commitment to educational excellence is achieved through close cross-phase partnership across primary, secondary, special and sixth form institutions plus links with the University of Cambridge Faculty of Education, Suffolk and Norfolk Initial Teacher Training and Local Authorities.

Values-driven growth

Partnership criteria

All prospective Trust partners will:

- Share our ethos, aims and ambitions;
- Be located within a reasonable distance of other CHET partners;
- Be financially viable and not pose an unmanageable risk;
- Create capacity to sustain and improve educational standards in the region;
- Enable moderate Trust growth that does not compromise the high quality of education at our institutions.



CHET

Chilford Hundred
Education Trust

www.chetrust.co.uk

Executive Principal: Helena Marsh MEd

@CHETeducation

01223 891233

Headteacher Job Description



Howard Community Primary School - Headteacher – Salary: £46,799-£63,779

This job description should be read in conjunction with the National Conditions of Employment for Headteachers.

Core Purpose

The Headteacher will be responsible for the internal organisation, leadership and management of the School and oversight of the Nursery in accordance with safeguarding legislation, the current School Teachers' Pay and Conditions Document, the policies of the Multi Academy Trust and Governing Body (including its annual budget), applicable legislation and in line with the ethos, vision and values of CHET.

Inclusive: offer high quality, comprehensive education for all across a range of phases and settings.

Ambitious: realise every learner's potential, irrespective of prior attainment or background.

Inspiring: keep learning excellence at the heart of everything we do.

Holistic: value broad educational experiences and personal development.

Enriching: provide rich and varied learning opportunities.

Relational: foster strong and productive partnerships.

The Headteacher, working in partnership with the Executive Principal, Governing Body, external advisors, senior leadership team and school staff will develop a strategic direction for the school in the context of its wider community and will ensure accurate school self evaluation to inform school improvement planning. The Headteacher will be accountable to the MAT and the Executive Principal for the standards of the school and the use of resources.

Striving for educational excellence and ensuring that children are safe and successful at school will be of paramount importance.

Specific responsibilities

Strategic direction

To shape the strategic direction of the school.

To grow the school successfully and manage change effectively.

To ensure that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and to maintain a record of self evaluation and areas for improvement and impact.

To propose to the MAT a balanced budget, which meets the needs and addresses the school improvement priorities.

To support the Local Governing Body in challenging and supporting the school effectively so that weaknesses are tackled decisively and statutory responsibilities are met, by providing timely and relevant information on the school's performance including: pupil attainment; progress and achievement; quality of teaching and learning; actions arising from audits; child safeguarding; bullying; exclusions; attendance & racial incidents.

To take opportunities to generate new income where appropriate.

To work with the Local Governing Body to ensure that the school demonstrates effective financial management.

To ensure compliance with all applicable MAT and DfE policies, in consultation with governors and staff.

To provide all necessary information to the MAT and DfE and consult with MAT and DfE representatives as appropriate.

To present the MAT and DfE guidance, requirements and advice to governors and staff, when formulating school policy and to ensure the school's policies and practice take account of changes to applicable legislation.

To work in partnership with the MAT, the Executive Principal and the Local Governing Body to drive school improvement.

Quality of teaching, learning, assessment and outcomes

- To create a vibrant learning culture and be accountable for teaching, learning and standards.
- To ensure a broad, rich and inspiring curriculum, including collective worship, and routinely monitor, evaluate and develop its effectiveness and relevance.
- To develop effective continuous professional development in partnership with the Teaching School Alliance (CASSA).
- To ensure that pupil assessment is accurate and that feedback is effective to inform planning.
- To ensure that pupils receive an effective and appropriate education according to their individual needs and abilities to enable them to meet all targets and secure enjoyment and achievement in learning.
- To ensure that the behaviour management policy of the school is implemented consistently and is effective.
- To ensure that the school takes account of local and national initiatives and policies relevant to teaching and learning.

Leadership and management

- To maintain high morale and to set an example of professional standards and leadership.
- To ensure staff and volunteers raise concerns about poor or unsafe practice.
- To implement the Governing Body's performance management policy, providing support and training as appropriate.
- To be proactive in ensuring that all staff take responsibility for their continuing professional development and performance.
- To monitor and review staff deployment to ensure the most effective use of human resources.
- To take overall responsibility for the appointment of all staff for the school in collaboration with the MAT.
- To maintain a single central record in line with current legislation.
- To maintain links with organisations representing staff.
- To monitor the monthly budget statements and to take action as appropriate, bringing any actual or anticipated overspend to the immediate attention of the MAT.
- To present the termly budget statements to the MAT with an analysis of the figures therein to allow the Chair of Governors to countersign and return to the MAT.

Community cohesion and pastoral care

- To be responsible for promoting and safeguarding the welfare of children and young people.
- To maintain an ethos in which all individuals feel valued and where personal endeavour and responsibility are encouraged and embedded within the school and wider community.
- To maintain an environment where all members of the school community actively demonstrate their care and concern for everyone and fulfil the requirements of the school's equalities policies, paying particular attention to vulnerable learners and hard to reach families.
- To arrange for parents/carers to be given regular information about the school and the progress of their children.
- To work with parents and carers to ensure children have access to extended services, extra-curricular opportunities, homework and other educational and social experiences, including wrap-around care.
- To ensure that the school is an integral part of the local community and take account of, and respond to feedback sought from pupils, parents and the wider community.
- To promote and engage in effective integrated practice including common assessment framework processes.

Other

- To liaise as necessary with any other recognised body or agency in the furtherance of the school's needs, or those of any pupil, employee or parent/carer.
- To establish and implement policies which ensure that the security, health and safety, maintenance and cleanliness of the school and its surroundings conform to statutory and local regulations.
- To contribute to and participate in the Principals' Forum and complete any other duties as instructed by the Executive Principal.

This job description will be reviewed at least annually as part of the Headteacher's Performance Review.

Headteacher Person Specification

The interview panel will take into consideration the qualifications and skills of each applicant as well as experience and personal attributes. The letter of application should demonstrate how the candidate meets the person specification and is suited to the school context.

During the interview days the candidates will be set tasks and scenarios which the panel will use to make their choice. These will be based on areas set out in the person specification.

	Essential	Desirable
Qualifications and professional development	<p>Teaching qualification (QTS)</p> <p>First degree or equivalent</p> <p>Evidence of a commitment to ongoing professional development</p>	<p>NPQH or equivalent leadership training</p> <p>SEND training</p>
Knowledge and experience	<p>Successful senior leadership experience as Head, Deputy/Assistant or Acting Head and experience of leading a team and delegating effectively.</p> <p>Demonstrable experience of developing and monitoring the curriculum, pedagogy and improving standards through support and challenge.</p> <p>Understanding of resource management (finance, premises, IT and purchasing).</p> <p>Involvement in developing accurate self evaluation and school improvement and holding others to account.</p> <p>Experience of effective change management.</p> <p>Clear knowledge of pupil progress data and how to use this to embed improvement.</p> <p>A commitment to a creative, inspiring and enriching curriculum.</p>	<p>Experience in supporting other schools e.g. as Specialist, Local or National Leader of Education.</p> <p>Held lead responsibility/ designated person responsibility for child protection.</p> <p>Understanding/ experience of leading a nursery setting/wrap-around provision.</p>
Professional skills	<p>Excellent primary classroom teacher.</p> <p>Evidence of strong written and verbal communication skills with children, staff and parents.</p> <p>Proven leadership and management skills.</p> <p>Ability to develop and secure support for a clear vision on quality first teaching and learning.</p> <p>Commitment to continuing professional development of self and staff.</p> <p>Excellent interpersonal skills and supportive of others.</p>	<p>Active participation in external validation visits.</p> <p>Experience in raising standards in schools experiencing difficulties.</p> <p>Experience of coaching and leading staff training.</p>
Personal attributes and values	<p>Commitment to equality of opportunity and the safety and protection of children and young people.</p> <p>Adaptable to change and responsive to new ideas.</p> <p>Creative and strategic thinker.</p> <p>Balanced and consistent decision maker.</p> <p>Ability to inspire and lead those around them.</p> <p>Positive outlook and resilience.</p>	<p>Perspective from working in a range of different schools and contexts.</p> <p>Membership of collaborative networks.</p>

Bury St. Edmunds information

Bury St. Edmunds is a historic market town in Suffolk, England. Bury is the seat of the Diocese of St Edmundsbury and Ipswich.

The town was built around 1080. It is known for brewing and malting (Greene King brewery) and for a British Sugar processing factory, where Silver Spoon sugar is produced. The town is the cultural and retail centre for West Suffolk and tourism is a major part of the economy.

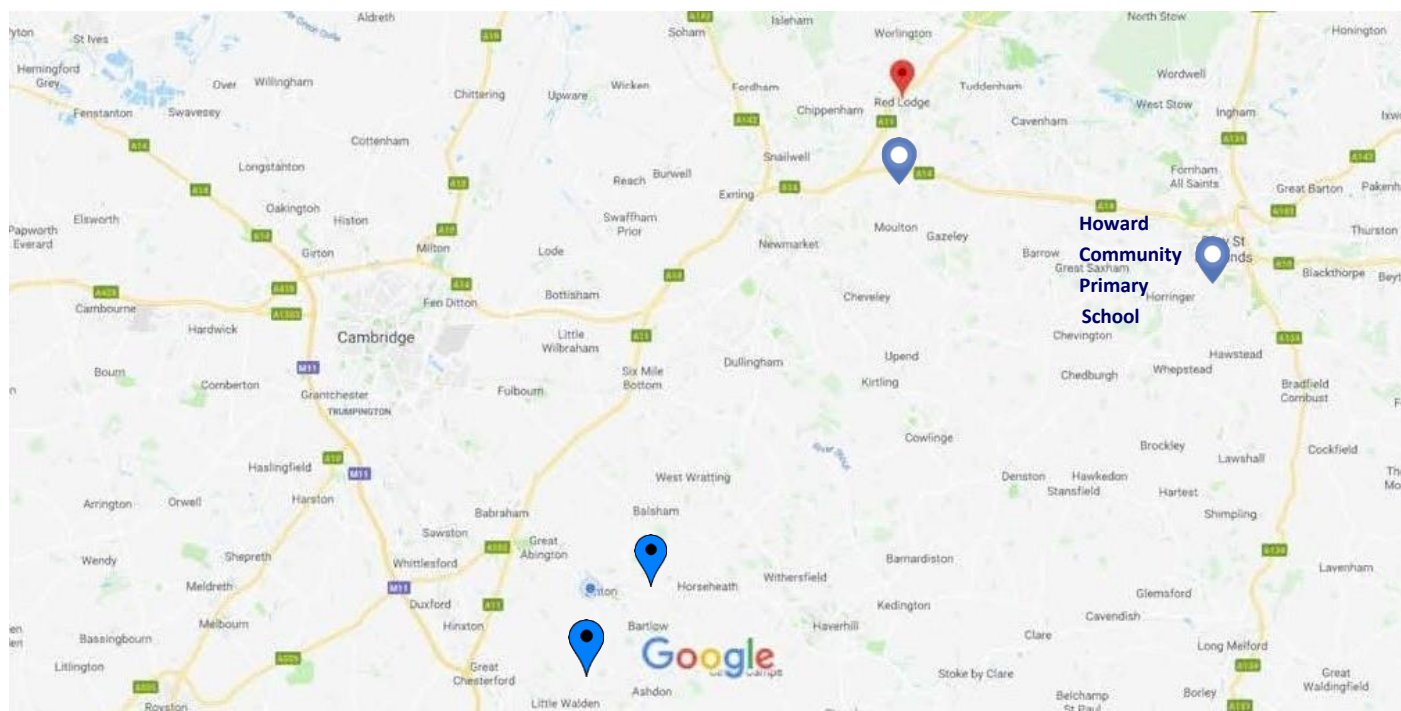
Bury St. Edmunds boasts excellent cultural heritage and a wealth of local sites of historical interest as well as cultural venues including the Regency Theatre Royal, Apex arts venue and independent AbbeyGates cinema. It has a thriving market with plentiful shops, restaurants, pubs, boutiques and green spaces.

Bury St. Edmunds Abbey ruins and gardens are situated in the town centre. Ickworth House, a neo-classical National Trust property, is a short drive away as is Clare Castle Country Park.

Ipswich and Cambridge are 30-45 minutes drive away and the Suffolk coast is an hour away by car.



Howard Community Primary School is based on the Howard estate. The school benefits from a 20 acre site with expansive playing fields and sports facilities. It is easily accessible from junction 42/43 on the A14 and Greater Anglia rail links and bus routes from Bury St. Edmunds.



Howard Community Primary School is a 20-40 minute drive from other CHET schools (The Pines in Red Lodge, The Meadow Primary School in Balsham, Linton Heights Junior School and Linton Village College). The centre of Bury St. Edmunds town centre is a 5-10 minute drive from the school.

School site and buildings



Originally a middle school building, the school is housed on a large site which is encompassed by significant grounds and includes large rooms and social spaces.

There are 18 classrooms including a fully-equipped cookery room and activity bases with specialist areas that allow for hands-on learning opportunities.

The school nursery and early years base is set within spacious and well-resourced facilities with large and developing outdoor learning spaces.

The school site benefits from a large sports barn, which is equipped for ball games and is used as a community resource, in addition to two additional hall spaces and several meeting/staff rooms.



The school sits proudly at the heart of its local community, the Howard estate. Children come from the surrounding housing. Additional housing developments will increase school numbers in future years and the school is likely to benefit from additional infrastructure with this local growth.

