



West Tyne Church School Federation

Inspire, Support, Believe, Achieve

**‘God doesn’t want you to be shy with his
gifts, but bold, loving and sensible’**

2 Timothy 1.7

Executive Head Teacher Candidate Pack

October 2021

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Information for Candidates

Pay Range: (L11 – L14)

Start Date: April 2022 or sooner if possible.

Closing Date: 12 November 2021, 12 noon

Shortlisting Date: Week beginning 15 November

Interview Date: Monday 22 (and possibly Tuesday 23) November

Visits to the school: To arrange a visit to the school please contact Sarah Hutchinson sarah.hutchinson@greenheadprimary.uk

Further information and application forms available from:

School websites under Executive Head Teacher Vacancy tab:

<http://www.greenhead.northumberland.sch.uk/website>

<http://www.henshaw.northumberland.sch.uk/website>

Completed applications to be sent to the Chair of Governors:

r.david.ratcliff@gmail.com

Henshaw and Greenhead Primary Schools are committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2021).

Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your responses it is really important you address each of the requirements in the person specification. Ensure to evidence additional aspects such as training and qualifications together with your background and experience within the personal statement.

Covering letter

You may wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Calibri font size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turnaround. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee will be your last Head Teacher or Chair of Governors.

Welcome from the Chair of Governors

Dear Applicant,

Thank you for your interest in applying for the position of Executive Head Teacher at the Federation of the West Tyne Church Schools.

To fill the vacancy left by our previous Executive Head Teacher, we are seeking to appoint a highly motivated, visionary and inspirational leader to continue to develop our successful schools to their full potential. The person appointed will have the ambition and drive to build on the successes and strong ethos of our school, focusing on the development of the 'whole child' whilst achieving excellent standards across the whole school.

Our Federation consists of two schools - Greenhead and Henshaw CE Primary Schools. Both schools are very much at the heart of their communities in every way. Understanding how the two schools co-exist and benefit from each other is vital to this role. Under the leadership of our previous Executive Head Teacher, both schools individually were judged as 'Good' during our last Ofsted inspections which were carried out in June 2017 and November 2017. Both schools also have a 'Good' SIAMS judgement. It is the aim of governors, staff and pupils to improve on this latest judgement. Our pupils are well rounded, caring and successful and are the heart of our school. The school prides itself on having strong relationships with parents, parishioners and the wider community. The appointed Executive Head Teacher will benefit from having an experienced governing body, established and very successful 'Friends of' and PTA organisations, supportive parents and most importantly well behaved, enthusiastic pupils.

I hope that the remainder of this pack encourages your further interest in joining us at the West Tyne Federation of Church Schools and we very much look forward to receiving your application.

For further information about our schools, please visit our school websites.

If you wish to discuss the role, please contact me at r.david.ratcliff@gmail.com

We actively encourage visiting the schools (which will be conducted in line with the current Covid risk assessment), so that you can get a true feel for the environment.

Alternatively, if you would like a virtual conversation with our current Executive Head Teacher, Sarah Hutchinson, we would also be happy to organise this. To arrange a visit to the schools please contact sarah.hutchinson@greenheadprimary.uk

Thank you for your interest in the WTCS Federation. We wish you the best with your application and look forward to meeting you.

Yours faithfully,

David Ratcliff

Chair of Governors

Our Schools

The West Tyne Church School Federation is made up of Greenhead and Henshaw CE Primary Schools.

Greenhead



Greenhead, Brampton, Cumbria, CA8 7HB

Number of Children: School - 43

% of children with SEND: 22%

% of children with English as an additional language: 0

% of children in receipt of Pupil Premium: 11%

Henshaw



Bardon Mill, Hexham, Northumberland NE47 7EP

Number of Children: School - 83

% of children with SEND: 28%

% of children with English as an additional language: 0

% of children in receipt of Pupil Premium: 15%

Our new Executive Head Teacher

To be successful in this role candidates will be able to drive and role model the Federation ethos whilst conveying confidence, approachability and warmth.

We are looking for:

- a visionary leader who is able to motivate and inspire those around her/him.
- an effective relationship builder.
- a visible leader for all members of the school community.
- a child-centred practitioner with a proven track record of driving good outcomes for all learners.
- a desire to maintain and progressively build upon the WTCS existing caring and nurturing ethos with the welfare of the children and staff at the heart of everything that we do.

What we can offer

- an opportunity to lead the West Tyne Church School Federation with our proud and passionate pupils, supportive parents, active board of governors and involved community.
- wider community links, including both church parishes.
- a dedicated diocesan partnership supporting school leaders in establishing and developing teaching and learning
- two 'family feel' schools in a progressive environment
- dedicated, talented and hard-working staff who are highly motivated to put our children at the heart of everything we do
- opportunities for personal and professional development.

West Tyne Church Schools Executive Head Teacher Job Description

Post title: Executive Head Teacher

School: Greenhead and Henshaw CE Primary Schools

Salary range: L11-L14

Responsible to: WTCS Federated Governing Body

JOB DESCRIPTION

Primary Purpose of the role:

- To provide vision, exceptional and outstanding leadership and management for both schools within the Federation
- To be responsible for the leadership, internal organisation, management and control of the schools, and to consult appropriately in so doing
- To build a collaborative positive learning cultures within and across both schools to ensure that every child reaches their full potential in all areas of their development
- To work with all with the necessary ability, vision, energy and enthusiasm, and as a skilled negotiator, putting the needs of the children first
- To maintain the Christian character of the schools and provide spiritual leadership across both schools
- To respond dynamically as appropriate to key national policies and initiatives
- To promote and safeguard the welfare of children and young persons for whom the Federation is responsible and those with whom they come into contact
- To carry out the duties required of a Head Teacher as set out in part six of the School Teachers' Pay and Conditions Document at both schools within the Federation

- Conduct key staff appointments

Shaping the Future

- Working with the governors to create the strategic vision for the Federation
- Ensure that the Federation vision is clearly articulated, shared, understood and acted upon effectively by all
- To uphold, promote and develop the Christian vision and values and the community ethos of the schools
- Work within the school communities to translate the visions into agreed objectives and operational plans which will promote and sustain school improvement and team ownership
- Demonstrate appropriate vision and values in everyday work and practice
- Motivate and work with others to create a positive shared culture and positive climate
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensure that strategic planning takes account of the diversity, values and experience of the schools and the communities at large
- Determine and implement clear evidence-based improvement plans and policies for the development of the schools and their facilities
- Determine and implement the curriculum to reflect diversity and opportunities for pupils to be excited by learning
- Ensure that the key issues for school improvement continue to be acted on appropriately

Leading teaching and learning, and managing the organisation with continual monitoring and evaluation

- Lead by example, providing inspiration and motivation
- Demonstrate and articulate high expectations and set stretching targets for the whole community
- Maintain and develop good behaviour and discipline
- Determine, organise and implement a diverse, flexible curriculum that reflect the distinctive character of each school, and implement an effective assessment framework
- Ensure a continuous and consistent Federation focus on pupils' achievement, using data and benchmarks to monitor progress
- Challenge under-performance at all levels and ensure effective corrective action and follow-up
- Maintain and promote high standards of behaviour and attendance
- Manage financial and human resources effectively and efficiently to achieve educational goals and priorities
- Ensure that the management systems work effectively in line with legal requirements
- Manage and organise the school environments efficiently and effectively to ensure that they meet the needs of the curriculum and all health and safety regulations

Developing Self and Working with Others

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive trusting culture
- Build a collaborative learning culture within the schools and actively engage with other schools to build effective learning communities

- Develop and maintain effective strategies and procedures for staff recruitment, induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Report to the Governing Body on the professional development of senior leaders
- Develop and maintain a culture of high expectations for self and others and taking appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for own personal development by participating positively in arrangements made for the appraisal of Executive Head Teacher performance
- Manage own workload and that of others to allow an appropriate work/life balance

Security Accountability

- Develop a Federation ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation, in keeping with performance management and appraisal procedures
- Work with the Governing Body, providing information, objective advice and support, to enable them to meet their statutory responsibilities

- Develop suitable quality assurance systems, including internal reviews, self-evaluation and performance management
- Present a coherent, understandable and accurate account of each school's performance to a range of audiences including directors, governors, staff, parents and carers
- Ensure every individual child has access to high quality teaching and learning

Strengthening Community

- Collaborate with other schools in order to share expertise and bring positive benefits to the Federation and other cluster schools
- Collaborate at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all children

The Executive Head Teacher will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Governing Body.

Other duties and responsibilities

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document.

In addition the post is subject to compliance with:

- School policies, guidelines and procedures
- National Professional Standards for Teachers
- The Conditions of Service for School Teachers in England and Wales and with any locally agreed conditions of employment

- All teachers have a responsibility for providing and safeguarding the welfare of children and young person's s/he is responsible for or comes into contact with.

The duties and responsibilities detailed within this job description will be supplemented by the accountabilities, roles and responsibilities as set out within the School Teachers Pay and Conditions Document.

There may be staff restructuring at any level to reflect the evolution of leadership on primary education, with reference to best practice, and involve governor and Union advice. This job description may be reviewed annually by the Resources Committee to reflect the changing role.

Person Specification

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the first 3 of the Qualifications and Training criteria and the first 3 of the Experience criteria.

It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Assessed from:

1= Written Application 2= Interview/Tests 3= Documentary evidence

Appointment Criteria Essential/ Desirable	Essential/ Desirable	Assessed from
Qualifications and Training:		
Qualified Teacher Status	E	1,3
Degree or equivalent	E	1,3
Evidence of appropriate and recent professional career development	E	1,2,
Professional Qualification of Headship (NPQH) or other equivalent National Professional Qualification (eg. NPQCL)	D	1,3
Further qualification in a related area e.g. MEd, MA, MBA	D	1,3
Experience:		
Substantial and successful experience in a previous Executive Head Teacher, Head Teacher or Deputy Head Teacher role	E	1,3
Commitment to and experience of working with Early Years Foundation Stage / KS1 and KS2	E	1,2
Significant prior experience as a safeguarding lead professional with	E	1,2

substantial experience working with multi agencies		
Evidence of managing or making a substantial contribution to the effective management of change.	D	1,3
Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils including those with a wide variety of needs.	D	1,2,3
Evidence of effective teaching, assessment and target setting.	D	1,2,3
Evidence of successful improvement planning across all sectors of the school.	D	1,2,3
Evidence of working with parents and the community as partners in learning.	D	1,2
Evidence of working with pupils across the age range including early years.	D	1,2
Experience of working in collaboration with other schools to realise improvement and raise standards.	D	1,2
Experience of working effectively and in partnership with Governors.	D	1,2
Experience of working in partnership with a Pre-School setting.	D	1,2

Knowledge and understanding of:		
Developing further systems for school self-evaluation, effective monitoring and inspection.	D	1,2
Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils.	D	1,2
Strategies to motivate and engage pupils to maximise learning opportunities and outcomes.	D	1,2
Performance management, performance related pay and managing effective professional development.	D	1,2
Effective use of ICT to support teaching and learning.	D	1,2
How to promote inclusion and implement equal opportunities for all.	D	1,2
Management of pupils' behaviour and attitudes to learning and the ability to put this into practice.	D	1,2
Ability to work in partnership with other schools in order to meet pupils' needs.	D	1,2
	D	1,2

Engaging parents/carers in their children's learning and the work of the school.	D	1,2
Strategic curriculum development.	D	1,2
Effective financial management.		
Leadership skills		
Evidence that can show candidates can:		
Demonstrate evidence of leading outstanding and successful teaching as a Head Teacher, Interim Head Teacher or Deputy Head Teacher.	D	1,3
Create and secure commitment to a convincing vision, ethos and culture for the school.	D	2
Build upon current good practice by supporting and developing effective teamwork across the whole school community.	D	2
Initiate and manage change and improvement in pursuit of higher standards and strategic objectives.	D	1,2,3
Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others.	D	1,2,3

Delegate tasks and responsibilities as appropriate. Empower others to carry vision forward.	D	1,2,3
Provide an inspiring role model for pupils and staff, creating an environment where all can thrive.	D	1,2
Manage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life within the resources available.	D	1,2
Lead the safeguarding of pupils ensuring their welfare is prioritised with confidence and experience	D	1,3
Demonstrate a willingness and ability to engage with other relevant organisations in the furtherance of the Schools' needs.	D	2
Prior experience and evidence of inspiring a team and growing leadership in others.	D	1,2
Communication and Problem Solving Evidence that shows candidates can:		
Think creatively and imaginatively to anticipate and solve problems and identify opportunities for the school.	D	2
	D	2,3

Use numerical and financial data with confidence and use it to make decisions based upon analysis and interpretation.	D	1,2
Demonstrate reasoned judgement in difficult circumstances.	D	1,2,3
Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict.	D	1,2
Communicate, negotiate and secure cooperation of a wide range of people.	D	1,2,3
Create a climate of open communication where people feel able to express opinion and know their views will be respected.	D	1,2
Demonstrate an understanding of, and lead the school's role in a self-improving school system.	D	2
Demonstrate an understanding of, and lead the school's role in the community.	E	1,3
Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts.		
Personal Effectiveness		
Evidence that shows candidates can:		

Prioritise and manage time appropriately, able to work under pressure and to deadlines.	D	1,2,3
Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances.	D	1,2,3
Be self-motivating and achieve challenging professional goals.	D	1,3
Take responsibility for own professional development which will be communicated to School Improvement Partner/Appraisal Governors.	D	1,2,3
Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour.	D	2,3
Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas.	D	1,2,3
Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education.	D	1,2,3