

Kymbrook and Thurleigh Primary Schools Federation



Head Teacher Application Pack
April 2018

Key School Information

Address	Kymbrook Primary School Kimbolton Road, Keysoe Bedford, MK44 2HH	Thurleigh Primary School High Street, Thurleigh Bedford, MK44 2DB
Telephone number	01234 376266	01234 771252
Website	http://www.kymbrooklowerschool.co.uk/	http://www.thurleighlowerschool.co.uk/
Age Range	4-11 years	3- 11 years
Pupils on roll	64	87
Number of staff	11 Teachers/teaching assistants 7 non-teaching staff	12 Teachers/teaching assistants 8 non-teaching staff
Last OFSTED report	reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109590	www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109486

Application Procedure

Application Deadline	Please send completed application and covering letter (no more than two sides of A4 at font size 11 by post to: Kymbrook Primary School, Kimbolton Road, Keysoe, Beds MK44 2HH, for the attention of Rachel Bates, Office manager. Or email: r.bates@ktfederation.co.uk
Closing date	23 rd April 2018 12.00 Noon
Interview dates	26 th and 27 th April 2018

Letter from the Board of Governors

Dear Candidate,

Thank you for your interest in the position of Head Teacher for Kymbrook and Thurleigh Primary Schools Federation.

We have two highly committed staff teams and we are looking for an aspirational leader who can recognise and build upon these existing strengths. Someone who can lead our schools in developing and delivering an excellent education to meet the learning and pastoral needs of our children both now and in the future.

We believe that the role of Head Teacher at Kymbrook and Thurleigh Primary Schools Federation is a great opportunity, whether you are an experienced leader looking for a new challenge, or a leader-in-the-making looking for the right place to develop.

We encourage you to visit and experience for yourself how friendly and welcoming our schools are and to explore the fantastic opportunity on offer. Mrs Frances Topa, Interim Head Teacher is available to answer any questions and discuss the role in more detail.

Visits to the school are warmly welcomed and are available 17th-20th April by appointment. To arrange a visit please contact, Rachel Bates, School Business Manager on 01234 376266 or via email r.bates@ktfederation.co.uk

Thank you for your interest in our school. We look forward to receiving your application.

Yours faithfully

The Governing Board

The Kymbrook and Thurleigh Primary Schools Federation

Kymbrook Primary and Thurleigh Primary are located in rural communities, approximately 3 miles apart, to the north of Bedford and are federated with one Head Teacher across the two schools. Since September 2017 there has been an IEB in place and an Interim Head Teacher supports the Assistant Head Teachers who are leading their respective schools on a day to day basis. Support from the Local Authority and the expertise of the members of the IEB have ensured that there is continuity for the school community in this time of change whilst keeping the OFSTED action points at the forefront. As a result a great deal of progress has been made towards addressing the identified issues.

The Local Authority made the full move to 2 tier in September 2017 and as such the schools' designation changed from Lower to Primary, keeping Year 4 in to 5 for the first time.

The schools have worked more closely together in recent times, with joint training, planning and moderation sessions. The recently appointed SENDCo holds the responsibility across both schools.

Vision and Values

The schools follow six core values which are: Excellence, Respect, Equality, Determination, Courage and Friendship. Both schools strive to support those that are less fortunate by raising money for charities such as 'Children In Need', 'CHUMS' and 'Red Nose Day'. Local vicars lead assemblies on a regular basis and visitors who enhance the pupils' learning are welcomed to the schools.

We aim to provide a stimulating, secure and happy learning environment that nurtures inquisitive, independent and resilient learners. The schools take pride in the pastoral care they offer and rightly have reputations for being, friendly, caring schools, where pupils feel happy and safe. We are ambitious for our children and have high expectations for their academic, moral and social development. As a result standards across the Federation are good with Kymbrook in the top 10% nationally for Writing and Thurleigh for Reading at Key Stage 1.

Our schools

Both schools have highly motivated teams of staff who are keen to be part of the journey of improvement and who strive to develop their skills and practice. Our schools also offer a variety of extra-curricular clubs and activities, including trips and productions. . Both schools hold the Silver Sports Mark and Healthy Schools Award. Thurleigh also has the Investors in People accreditation



Our pupils are actively involved in a wide range of activities with other schools which include sports competitions, music and creative arts festivals. We are also proud of our participation in community events – recently winning a Christmas competition at the local garden centre.

There is a preschool on site at Kymbrook Primary who are keen to work more closely with the Federation. The staff already attend joint training sessions and work collaboratively in regard to safeguarding and transition. They offer breakfast club and after school provision for the primary school pupils which is well attended.

Working with others

The Federation are part of the North Bedfordshire Schools Cluster which involves support and training opportunities. We work collaboratively with others in order to share and develop good practice and to ensure a smooth transition for all pupils.

We have links with the wider community, including the church, where children attend harvest festival and enrichment opportunities for the RE syllabus.

Both schools have supportive PTAs (known as Friends) who host and support events to raise funds for the schools and play an important part in developing links with other parents.

Standards

Standards across the Federation are good with Kymbrook in the top 10% nationally for Writing and Thurleigh for Reading at Key Stage 1. In 2017 outcomes for pupils improved at Kymbrook in Early Years, Year 1 Phonics Screening and Key Stage 1 Writing, whilst remaining above LA and national averages for pupils reaching 'expected' in other areas. At Thurleigh outcomes in 2017 also improved in Early Years, Year 2 Phonics screening and for pupils reaching 'expected' in all subjects at Key Stage 1.

Kymbrook Primary: OFSTED Judgement: Requires Improvement

Kymbrook is a popular half- form entry emerging Primary School located in a rural location in the village of Keysoe in North Bedfordshire. 51% of the children are from our catchment locations of Keysoe, Little Staughton and Bolnhurst. The other 49% travel in from surrounding villages including Colmworth, Pertenhall, Thurleigh, Kimbolton, Upper Dean, Oakley, Rushden, Great Staughton, Perry, Great Barford and Olney There is a pre-school on site which is run as a separate enterprise, most of those pupils then transfer in to Reception. The school enjoys good support from the community with visits from the local clergy.

Currently there are 64 pupils on roll, from Reception to Year 5. Of these 42% are boys and 58% girls. 5% of pupils are Pupil Premium and a further 5% are Ever6 pupils. There are no EAL or LAC pupils. The proportion of pupils from Ethnic Minority backgrounds is below the national average at 3%, groups represented are: Black African and Black Caribbean. There are 5 pupils on the SEND register one of whom has an EHCP pending.

Children are mostly taught in mixed aged classes: Reception and Year 1 are taught together as are Years 3 and 4. The school has a new purpose built classroom to accommodate Year 5 and from September 2018, Years 5 and 6 will be taught together.

Currently the number of children in each year group are as follows:

YR	Yr1	Yr2	Yr3	Yr4	Yr5	Total
8	9	15	11	11	10	64

The OFSTED grading following an Inspection in November 2016 is Requires Improvement however, a follow up monitoring visit in June 2017 reflected good progress had been made in relation to the action points in Early Years.



Thurleigh Primary: OFSTED Judgement: Good

Thurleigh Primary School is an equally popular half- form entry school set in the small, rural village of Thurleigh in North Bedfordshire. 48% of pupils live in the village and a further 52% travel from a variety of other towns and villages, the majority of these from Northamptonshire. There are 87 children on roll, of these 59% of pupils are boys and 41% girls. In KS1, 71% of the class are boys, 6 of whom are new arrivals. 6% of pupils are Pupil Premium and a further 11% are Ever 6. 2 pupils are EAL. There are 3 'looked after' children and 1 child is post LAC. 11% of pupils are from Ethnic Minority backgrounds; groups represented are: Black African, Black Caribbean, White and Asian, White and Black African and White and Black Caribbean.



Pupils are taught in mixed year groups: N & YR, Y1 & Y2, Y3 & Y4 and Y5. Y5 & Y6 will be taught together in 2018-19.

Currently the number of children in each year group is as follows:

N1	N2	YR	Y1	Y2	Y3	Y4	Y5
3	10	12	17	12	11	8	16

Although constant in number, there is a degree of mobility within the school which impacts on data at key assessment points. Pupils come from a wide range of socio-economic backgrounds, often entering the school on lower than age-related expectations. Although a school of choice, some pupils live in an area in which the post code is linked to deprivation. There are good community links and school/parent relationships are excellent. As the school has a good reputation with the Local Authority for nurturing pupils, we have a higher percentage of pupils who have vulnerability/behavioural issues. Behaviour is good and where it is less than good, staff are quick to re-focus and engage children.



Head Teacher Job Specification

Overall Role

To provide leadership of the organisation and management of the school, staff, pupils, premises and resources.

Responsible to the Governing Board

The Head Teacher will perform the duties of the post in accordance with the National Conditions of employment for Head Teachers and relevant educational and employment legislation.

Core Role of the Head Teacher

The Head Teacher will provide professional leadership and management for each school. This will promote a secure foundation from which to achieve high standards in all areas of the schools' work.

To gain success a Head Teacher will

- Provide vision, leadership and direction to shape the future of the schools.
- Ensure high quality education by effectively leading and managing teaching and learning
- Successfully lead and manage the organisations, promoting a culture of excellence, equality and high expectations of all pupils
- Work with others and develop self
- Secure accountability
- Strengthen community

Provide vision, leadership and direction to shape the future of the schools

The Head Teacher will work with the Governing Board and others to create a shared vision and strategic plans which inspire and motivate staff, children and all other members of the school communities. They will develop the ethos of the Federation, linked to its core aims and values.

The Head Teacher will achieve this by:

- Thinking strategically, building and communicating a coherent vision in a range of compelling ways
- Inspiring, challenging, motivating and empowering others to carry the vision forward
- Modelling the values and vision of The Federation of Kymbrook and Thurleigh Primary Schools

Ensure high quality education by effectively leading and managing teaching and learning

The Head Teacher will take responsibility for raising the quality of teaching and learning and for pupils' achievements within a successful learning environment.

The Head Teacher will achieve this by:

- Promoting excellence, equality and high expectation for all pupils.
- Evaluating school performance data to identify priorities for continuous improvement.
- Initiating and supporting research and debate about effective learning and teaching, and developing relevant strategies for performance improvement.
- Demonstrating personal enthusiasm for and commitment to the learning process.
- Demonstrating the principles and practice of effective teaching and learning.
- Acknowledging excellence and challenging and addressing poor performance across the school.
- Developing a staff with the necessary skills and knowledge to promote equality; respect diversity and challenge stereotypes to promote the rights of children.
- Ensuring that pupil assessment is accurate and information is used regularly and effectively to inform planning.
- Ensuring the ongoing monitoring, regular evaluation and development of the curriculum
- Creating a safe and productive learning environment which is engaging and fulfilling for all children.
- Ensuring that those involved with the education of children have a good understanding of their development, are able to recognise when a child is not achieving their potential and know how this can be resolved.

- Ensuring that the schools listen and respond to the views of children, parents and carers.
- Ensuring that staff are aware of the correct procedures when intervention from an outside agency is required.
- Ensuring that staff have a good understanding of safeguarding in line with relevant procedures and legislation

Successfully lead and manage the organisations, promoting a culture that promotes excellence, equality and high expectations of all pupils

The Head Teacher will provide effective organisation and management of the schools and seek ways of improving organisational structures and functions based on rigorous, cyclical monitoring and self-evaluation which leads to the development and implementation of effective action.

The Head Teacher will ensure that the schools, the people and resources within them are organised and managed to provide an efficient, effective and safe learning environment.

The Head Teacher, working with the Governing Board, will provide a safe environment for children, staff and members of the school communities by adhering to safe and statutory employment procedures.

The Head Teacher will achieve this by:

- Making professional, managerial and organisational decisions based on informed judgements
- Building a successful organisation through effective collaboration with others.
- Delegating management tasks and monitoring their implementation.
- Deploying resources effectively to achieve the schools' aims
- Establishing and sustaining appropriate structures and systems
- Managing the schools efficiently and effectively on a day-to-day basis
- Thinking creatively to anticipate and solve problems
- Demanding ambitious standards for all pupils, overcoming disadvantage and driving equality.

Work with others and develop self

The Head Teacher will develop effective relationships and communicate with the professional learning community to enable everyone in the schools to achieve.

The Head Teacher will achieve this by:

- Fostering an open, fair, equitable culture and managing conflict
- Developing, empowering and sustaining individuals and teams
- Challenging, influencing and motivating others to attain high goals
- Collaborating and networking with others within and beyond the schools
- Giving and receiving effective feedback and take appropriate steps to improve personal performance
- Accepting appropriate support from others including colleagues, governors and the local authority

Secure accountability

The Head Teacher is legally and contractually accountable to the Governing Board for the school, its environment and its work. The Head Teacher must fulfil the wider accountabilities in relation to pupils, parents, carers, the local authority and other relevant groups.

The Head Teacher will achieve this by:

- Working effectively with the school's Governing Board.
- Demonstrating political insight and anticipating trends
- Ensuring that the schools' community is engaged in systematic and rigorous self-evaluation, working closely with the Governing Board to ensure that effective self-evaluation informs improvement priorities.
- Collecting and using a rich set of data to understand the strengths and weaknesses of each school
- Combining the outcomes of regular self-review with external evaluation in order to develop each school and ensure each is or becomes at least 'good' as judged by OFSTED inspection.

Strengthen the community

The Head Teacher will engage with the internal and external school community to secure equity and entitlement. This will include appropriate collaboration for the well-being of all children and to develop extended services to meet the needs of the community.

The Head Teacher will achieve this by:

- Creating and maintaining effective relationships with parents, carers and the wider community to develop the education of all pupils.
- Recognising and taking account of the richness and diversity of the schools' communities
- Engaging in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
- Listening to, reflecting and acting on community feedback

Head Teacher Person Specification

Selection decisions will be based on the criteria outlined below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your application paperwork you should ensure that you address each of the criteria and provide supporting evidence of how you meet these through reference to work or other relevant experience.

Essential	Desirable	Evidence
Qualifications		
<ul style="list-style-type: none"> Degree or equivalent. Qualified Teacher status. Evidence of continued professional development. 	<ul style="list-style-type: none"> Safer recruitment training. NPQH, if not an existing Head Teacher or willingness to gain the relevant professional qualification. 	<ul style="list-style-type: none"> Application
Experience		
<ul style="list-style-type: none"> Experience as a successful serving Head, Deputy Head or Senior Leader in the lower or primary sector. Substantial teaching experience within EYFS, KS1 or KS2. Experience of target setting and assessment. Curriculum leader in one or more subjects. Working and having an impact in a management role. Experience of managing a project through to a successful conclusion. 	<ul style="list-style-type: none"> Teaching experience in more than one of EYFS, KS1 and KS2. Experience of being SENCO or teaching and planning for children with SEN, disadvantaged and/or higher attaining pupils. Experience of working within a Federation or across more than one site. 	<ul style="list-style-type: none"> Application Interview process References
Skills		
<ul style="list-style-type: none"> Proven leadership skills. Ability to plan, prioritise, strategically manage and delegate effectively. Excellent communication and interpersonal skills Ability to analyse data and performance indicators Strong ICT skills. 	<ul style="list-style-type: none"> Experience of building effective relationships with other organisations. 	<ul style="list-style-type: none"> Application Interview process References

Personal Attributes

<ul style="list-style-type: none">• Ability to lead and inspire.• Effectively lead change and think creatively to anticipate and solve problems.• Actively seek to learn from the best.• Challenge, influence and motivate others to attain high goals.• Personal resilience, energy and enthusiasm.• Ability to show empathy and demonstrate emotional intelligence.	<ul style="list-style-type: none">• Ability to work collaboratively, to share ideas and develop professional links.	<ul style="list-style-type: none">• Application• Interview process• References
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Improving the life chances of children

<ul style="list-style-type: none">• Lead by example to ensure that staff have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of children.• Active engagement and appreciation of the role parents, carers, families and other agencies play in helping children succeed.• Commitment to the highest quality of teaching, learning and staff development to promote achievement for all.• Determination to promote effective inclusion and high standards for all pupils.• Promoting a nurturing approach and collaborative working with relevant agencies to support and protect children in difficult circumstances	<ul style="list-style-type: none">• A desire to develop a whole school approach the importance of Mental Health and Well Being	<ul style="list-style-type: none">• Application• Interview process• References
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Shaping the future

<ul style="list-style-type: none">• Ability to develop and articulate a vision for the school over the next 5 years.• Commitment to working with the Governing Board to develop a shared vision which embraces excellence, high standards and inclusion.• Experience to think strategically, build and communicate a coherent vision in a range of compelling ways• Insight and ability to ensure the schools become good/outstanding.	<ul style="list-style-type: none">• Demonstrates understanding of the local, national and global context of education.	<ul style="list-style-type: none">• Application• Interview process• References
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Leading teaching and learning

<ul style="list-style-type: none">• Commitment to developing flexible and effective approaches to learning and teaching that will maintain and improve already high standards.• Clear understanding of how children learn and how their needs are met within a primary school.• Experience of implementing a creative, diverse, relevant and inclusive curriculum.• Ability to identify and develop outstanding lessons and the skill to enable others to become outstanding.• Experience of setting high expectations for achievement, attendance and behaviour.• Ability to lead changes in EYFS, KS1 and KS2.• Knowledge and understanding of OFSTED criteria and Teachers standards.• Experience of observations and feeding back to improve practice.	<ul style="list-style-type: none">• Experience of strategic planning and resource allocation based on learning needs.• Experience of leading effective moderation practice.• Evidence of raising standards.	<ul style="list-style-type: none">• Application• Interview process• References
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<ul style="list-style-type: none"> • Passion for continuous professional development and a work-life balance. • Ability to maintain and develop effective relationships and teamwork. • Ability to create effective partnerships with parents in order to support and improve pupils' achievement and personal development 	<ul style="list-style-type: none"> • Experience of effective collaborative working with others within and beyond the school. • Experience of coaching and mentoring for school improvement. • SLE/LLE experience or similar. • Experience of community engagement. 	<ul style="list-style-type: none"> • Application • Interview process • References
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Managing the organisation

<ul style="list-style-type: none"> • Experience of establishing clear policies and practice throughout the school and of ensuring compliance. • Commitment to and knowledge of the protection and safeguarding of children and young people including online safety • Using effective staff appraisal to maximise opportunities for learners. • Ability to use ICT as a management tool. • Experience of line management • Ability to manage a budget. • Commitment to developing the leadership and management skills of all staff in order to achieve strength and depth in the organisation of the school. 	<ul style="list-style-type: none"> • Knowledge of legal requirements relating to schools. • Experience of day to day operational management (e.g. buildings). • Experience of budget planning. • Managing a substantial section of a school budget. • Understanding of GDPR. • Experience as a DSL. 	<ul style="list-style-type: none"> • Application • Interview process • References
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Securing Accountability

<ul style="list-style-type: none"> • Ability to undertake rigorous school self-evaluation, including data analysis, to identify school improvement priorities. • Experience of preparing reports and other documentation to enable others to fulfil their responsibilities. • Understanding of effective risk management. • Experience of working with a Governing Board. 	<ul style="list-style-type: none"> • Knowledge and understanding of new Teacher appraisal process and its use to improve school standards. • Experience of working on a SEF and School Improvement Plan. • Experience of working with an external advisor to improve standards. 	<ul style="list-style-type: none"> • Application • Interview process • References
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Strengthening Community

<ul style="list-style-type: none">• Commitment to working effectively with parents and carers, the local community, external agencies, other schools and pre-schools to support the learning of children and to define and realise the school's vision.	<ul style="list-style-type: none">• Ability to listen to, reflect and act on community feedback.• Experience of developing effective transitions.	<ul style="list-style-type: none">• Application• Interview process• References
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General

<ul style="list-style-type: none">• Good quality application which addresses the person specification.• Letter which conveys why the applicant is applying for the post.• Fully supportive references.• Full DBS clearance.• Ability to travel between sites in a timely manner.	<ul style="list-style-type: none">• Full driving licence and access to a vehicle with current business insurance.	<ul style="list-style-type: none">• Application• Interview process• References
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