

EATON BRAY ACADEMY

HEADTEACHER APPLICATION PACK





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Welcome from the Governing Body

Dear prospective Headteacher,

It gives me pleasure that you are interested in the post of Headteacher at Eaton Bray Academy which becomes vacant from July 2020.

On behalf of all governors I hope that this pack will appeal to you, match your experience and focus your determination to apply. It is expected that the development of mindset growth in children and staff across the school will continue as will staff training and positive liaison with external agencies and support services for SEN pupils.

Our school is known for its ethos of inclusivity, caring and nurturing, our recent Ofsted Inspector commented on questionnaire responses from parents: "As a Traveller parent, I always feel included and welcome in the school and wouldn't consider sending my children anywhere else." The majority of parents speak very positively about the school, also describing it as "fantastic" and that "the enrichment is brilliant".

We receive numerous comments and reports from visitors, mentioning the excellent behaviour and relationships that exist at EBA. At special events such as fun runs, assemblies and fairs, we receive positive remarks from members of the public. Helpers on school trips also witness how proud children are of their school.

We scrutinise the School Development Plan and the Action Plan. We know our judgments are accurate because we are moderated by Central Bedfordshire and Luton schools. Our joint moderation benefits us all.

We are fortunate to have a dedicated, professional staff who have high expectations of the children, who foster resilience and stamina.

We are looking for someone who is passionate about education and demonstrates leadership qualities to build on the contribution of our current Headteacher. If this describes you, please make an appointment to visit the school, you will be made most welcome and will be able to see first-hand what an exciting opportunity this position offers. We look forward to receiving your full application by March 2nd 12.00 noon.

Catherine Wendeler, Chair of Governors.



About Our School

Eaton Bray Academy is a co-educational primary school, situated in Eaton Bray, a village on the edge of Bedfordshire, close to Buckinghamshire and Hertfordshire. Our school caters for children aged 2 - 11 years of all abilities.

Our purpose-built facility for the Early Years comprises one large teaching room for 30 Pre-School children, two additional rooms for smaller group activities, a secure outdoor play area and appropriate toilet facilities.

The Main School comprises seven classrooms, a small group work room, a hall that is well equipped with PE apparatus, a library and administrative offices. We currently have 181 children on roll.



KEY FACTS AND STATISTICS

- **Type of school:** Co-educational Primary Academy
- **Location:** Eaton Bray, Bedfordshire, LU6 2DT
- **Age Range:** 2 to 11 years
- **Ofsted Rating:** Good (2019)
- **Number of Children:** 181
- **% of children with SEND:** 19%
- **% of children with EAL:** 6%
- **% of children on Free School Meals:** 10%
- **% of children in receipt of Pupil Premium:** 12%



Aims of the Academy

1. To provide a happy, stimulating learning environment.
2. To encourage the development of self-confidence so that all children, whatever their starting point, can reach their full potential.
3. To develop curious and lively minds and encourage children to think for themselves.
4. To foster the acquisition of knowledge, concepts and skills, which the children will be able to apply in a variety of situations.
5. To develop an atmosphere in which children will learn the co-operation and consideration necessary to work as part of a community.
6. To help children understand the importance of perseverance, concentration and self-discipline.
7. To create an environment in which teaching and non-teaching staff, governors, parents and members of the local community can work together for the good of the children, and the school as a whole.



What we are looking for in our new Headteacher

Our much-valued and longstanding Headteacher is retiring at the end of this academic year, and Eaton Bray Academy are seeking to appoint an inspiring, approachable and positive Headteacher, who will continue to make our lovely village school “A Wonderful Place to Be”.

We are looking for an enthusiastic and committed Headteacher, who is passionate about the education of our children and will lead by example to ensure that all pupils achieve their full potential. The right person will build on our current success, playing a key role in leading Eaton Bray Academy, alongside our dedicated Senior Leadership Team. Our new Headteacher must be an excellent communicator, who can engage with all members of our community. We can offer you enthusiastic, hardworking and experienced staff, along with happy, well-behaved children, who enjoy attending school. We are looking for someone who can model best practice regarding professional conduct and workload, and who recognises the importance of continued professional development throughout the school.





Job Description

Main Purpose of Role

Overall responsibility for providing leadership for the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching and learning in line with statutory requirements.

This job description reflects the National Standards of Excellence for Headteachers 2015.

The appointment is subject to the current conditions of employment of Headteachers, contained in the current Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation. This job description is based on the National Standards of Excellence for Head Teachers (2015)

The Duties and Responsibilities

The National Standards of Excellence for Headteachers are set out in four domains.

There are four "Excellence as Standard" domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system



Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.



Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.

The self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



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 selection criteria and provide supporting evidence of how you meet the criterion through reference to your work or relevant experience.

Essential (E) Desirable (D)

Application (A) Interview (I) Tasks (T)

Qualifications, Knowledge and Experience		
Qualified Teacher Status (QTS)	E	A
Degree or Equivalent	E	A
Experience of developing staff and systems from Early Years to the end of Key Stage 2	E	A
Recent successful leadership as a Head, Deputy or School Improvement Lead	E	A/I
Experience of leading teaching and learning within the primary phase	E	A/I
An excellent understanding of the primary curriculum across the Foundation Stage, Key Stages 1 and 2	E	A/T
Safeguarding Children		
Has successfully undertaken approved safer recruitment training	E	A
Has undergone current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting	E	A

Enhanced DBS clearance	E	A
Ability to demonstrate commitment to safeguarding and promoting the welfare of children	E	A/I
Evidence of actively maintaining a safe and well-ordered school environment	E	A/I
Leadership Skills		
Evidence of appropriate and recent professional career development for the role of Headteacher	D	A
Ability to articulate a clear vision for the future, building upon existing strengths and engaging all members of the school community	E	A/I/T
Ability to lead with integrity, courage, inspiration, resilience and creativity; drawing on your own experience and the strengths of staff and governors	E	A/I/T
Ability to review and develop the curriculum to meet the needs of all learners	E	A/I
Proven record of inspiring, enabling and motivating others to succeed	E	A/I
Ability to delegate and effectively achieve outcomes and provide development opportunities for staff	E	A/I
Demonstrates excellent communication skills, including written and verbal communication	E	A/T
Ability to build effective relationships with staff, parents, governors and other stakeholders	E	I
Together with the senior leadership team and governors, able to manage your workload and that of others to allow an appropriate work/life balance for all	E	A/I
Ability to continue and further develop a wider curriculum in order to nurture the “whole child”	E	I
Evidence of encouraging positive mental health and wellbeing within the school community	E	A
A strategic thinker who can demonstrate sound decision-making ability, including taking difficult decisions	E	A/I

Whole School Leadership and Management		
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil outcomes	E	A/I
Have had responsibility for whole school policy development and implementation	E	A
Experience of working with stakeholders including governors, school improvement partners and external agencies / companies	E	A/I
Evidence of clear commitment to promoting health and safety and the welfare of children	E	A
Absolute commitment to inclusion	E	A/I/T
Clear understanding of the SEND Code of Practice and proven experience of supporting children in overcoming barriers to learning.	E	I
An ability to understand the needs of children with challenging behaviours and develop strategies to successfully manage this	D	I
Successful track record of developing the performance of staff through effective performance management	D	I
Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their strategic functions effectively	E	I
Awareness and understanding of the OFSTED inspection framework	E	I
Experience of an OFSTED inspection at leadership level	D	A
Personal qualities		
Dedicated, child-centred and a sense of fun where appropriate	E	T

A reflective practitioner who is able to build on the firm existing base and who values work already done	E	I/T
A genuine passion for educating young children, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	I/T
Visible and approachable, empathetic and enjoys engaging and inspiring children, staff, parents and the wider community	E	I/T
Demonstrates resilience whilst also showing compassion in dealing with issues	E	I/T
Adaptable leadership style, being 'hands on' when required balanced with knowing when to delegate	E	I
Demonstrates a capacity for sustained hard work with energy and enthusiasm	E	A/I
Able to take a dynamic approach to the changing needs of the school population	E	A/I

Key Information

Position: Headteacher

Contract: Full Time, Permanent

Start Date: September 2020

Pay Range: L12 – L18

Important dates

Closing date: Monday 2nd March 2020 at 12pm

Shortlisting: Tuesday 3rd March 2020

Interview date: Wednesday 11th March 2020

Please note late applications will not be considered



Completing your application form

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 also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no smaller than Arial size 11.

References

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

Please view our most recent Ofsted report, our website and come and visit the school. We will be delighted to meet you, to show you around and to answer any questions that you may have.

<https://www.eatonbrayacademy.co.uk/>

<https://reports.ofsted.gov.uk/provider/21/136539>

To apply please send your completed application form to:

Eaton Bray Academy, School Lane, Eaton Bray, Dunstable, LU6 2DT, or email admin@eba.ec

If you are downloading the application form please ensure your computer has the latest version of Adobe Acrobat.

Eaton Bray Academy is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. This post will require an Enhanced Disclosure and Barring Service check (DBS)

