



St Michael's C of E Primary School, Sandhurst

Head Teacher Information Pack

*Lower Church Road Sandhurst
Berkshire GU47 8HN*



"A school that inspires a love of the classroom"



Table of Contents

| | |
|---|-----------|
| <i>Letter from Chair of Governors.....</i> | <i>3</i> |
| <i>More About St Michael's School.....</i> | <i>4</i> |
| <i>Performance.....</i> | <i>8</i> |
| <i>Job Description.....</i> | <i>9</i> |
| <i>Person Specification.....</i> | <i>12</i> |
| <i>Timetable and Application Process.....</i> | <i>15</i> |

Separate Documents

School Prospectus

Application Form

Teaching in Bracknell Forest

Letter from Chair of Governors

Dear Applicant

Thank you for your interest regarding the position of Headteacher at St Michael's Church of England Primary School. This recruitment pack aims to give you a flavour of the school, our ethos and values, as well as further details about the role.

Our current Head is retiring from the school after 7 years in post, and 11 years with the school. She has guided the school through two OFSTED inspections and a period of increased financial pressure, whilst at the same time achieving the Pride of Bracknell School of the Year award and inspiring others with the school's creative curriculum. During her time as Head the school has, among other things, added an extra building on the grounds, installed enhanced security by replacing the gates to the site, renovated some of the oldest parts of the school and most recently erected a new quiet area in the playground.

We are looking for an inspirational, energetic and motivational leader who will embrace and contribute to the essential Christian ethos of the school while respecting and valuing those of other faiths or of none. We hope to find someone who will be enthusiastic and keen to embrace new opportunities and to work with governors, teachers, children, parents and local community to develop and promote a shared vision for the future of St Michael's School.

We are proud of our OFSTED rating (June 2015) of Good and our SIAMS rating (September 2015) - the C of E inspection - of Good. We are looking for someone who, with clear vision and strategic planning, can raise our gradings to Outstanding. We know we have outstanding children and teachers!

You are most welcome to visit the school prior to making your application. We can arrange a tour of the school and a chat with the current Head. Please contact me to make an appointment.

Yours sincerely

Louise Norman
Chair of Governors

Email: chairofgovernors@st-michaels-school.org

More About St Michael's School

St Michael's is the oldest school in Sandhurst. It was built in 1862. We are a Church of England Voluntary Aided primary school and part of the Diocese of Oxford. We have seven classes, teaching children with an age range of 4 - 11 years. There is one class for each year group and class sizes are 30 in the Infants and up to 33 in the Juniors. The school is in an attractive location in Sandhurst and we are able to make good use of the surrounding woods and lake. We have a school field a short distance away, where the children have PE lessons, matches and Sports Day. All classes visit Ambarrow Woods for outdoor lessons.



During their time at St Michael's, we believe that every child should:

- *Play!*
- *Learn a musical instrument*
- *Visit the theatre*
- *Support a charity*
- *Go on a residential trip*
- *Participate in class assemblies*
- *Celebrate Christian festivals in Church*
- *Visit an art gallery*
- *Listen to a large band/orchestra concert*
- *Go on school day trips*
- *Learn and play out of doors*
- *Get involved with the local community*
- *Grow and nurture a plant*
- *Take part in a major school production*
- *Visit an alternative place of (non-Christian) worship*
- *Establish links with a school child in a very different school*
- *Plan and engage in Enterprise education*
- *Interact with visitors, who demonstrate a wide range of skills and knowledge*
- *Have an opportunity to show their talents in front of an audience*
- *Participate in sports*
- *Attend a variety of after-school clubs*
- *Have the opportunity to guide visitors around the school*
- *Engage in competitive inter-school sport*
- *Participate in joint creative-arts projects with other schools*
- *Enter competitions in all curriculum areas*
- *Work with More Able and Talented pupils from other schools*



Academically every child should be nurtured and guided to attain their highest standards:

- *To become an effective learner*
- *To be a reader*
- *To be a writer, with opportunities to have their writing read by a wider audience*
- *To be numerate*
- *To study the work of great artists and musicians*
- *To develop their artistic skills in a wide range of media*
- *To direct their own learning through cross curricular studies*
- *To be IT literate in many fields*
- *To engage in annual themed weeks to re-ignite their interest in subject areas*
- *To be aware of their place in the world in both geographical and historical contexts*

"Leaders and managers have created an extremely caring ethos within the school."

"Pupils benefit from a rich and creative variety of subjects. These interest them and promote their spiritual, moral, social and cultural development well."

"Parents are confident that the school keeps their children safe"

"Pupils in all year groups are making good progress."

"in a Year 5 lesson where pupils were writing a biased argument in the context of Toad's trial from Wind in the Willows, their behaviour for learning was impeccable as they were engrossed in the atmosphere which the teacher had carefully crafted"

Ofsted - June 2015

Mission statement

At St Michael's we value the uniqueness of the individual and we offer our children a curriculum which is enriched and diverse, enabling us to inspire them to be the best they can be as well as confident individuals and responsible citizens of the future. We live out Christian values daily and foster supportive and trusting relationships while welcoming and valuing all members of the community and beyond.

Aims

- *to be fully inclusive, enabling our children to become active learners who can grow in knowledge, confidence and understanding*
- *to motivate, challenge and encourage our children to be resourceful, enquiring, independent and reflective learners through our unique and innovative curriculum*
- *to develop children's self-esteem and help them to build positive and caring relationships with other people*
- *to provide a stimulating and vibrant environment in order to foster a love of learning*
- *to develop children's self-respect and encourage them to respect the ideas, attitudes and values of other cultures and beliefs*
- *to promote Christian values*
- *to ensure our children understand their community and feel valued as part of this community;*
- *to work in partnership with parents*

Values

Independence - Respect - Kindness - Hope - Community - Success - Trust

Location and School Details

*St Michael's C of E Voluntary Aided Primary School
Lower Church Road
Sandhurst
Berkshire
GU47 8HN*

Tel: 01252 873360

Email: secretary@st-michaels-school.org

Headteacher: Mrs Maire Bird

Chair of Governors: Mrs Louise Norman

NOR: 190

School Group Size: 2

Teaching Staff: 8

Support Assistants in Staff: 11

Other Staff:

Attendance: 97.86%

Authorised Absences: 1.14%

Unauthorised Absences: 1.0%

"St. Michael's is a good school, with outstanding provision in the early years."

Ofsted - June 2015

Performance

| Key Stage 2 SATS | School | Bracknell Forest | National |
|--|------------|------------------|------------|
| Combined Reading Writing Maths <i>Greater Depth</i> | 79% 8% | 63% 9% | 64% 10% |
| Reading <i>Greater Depth</i> | 88% 33% | 77% 29% | 75% 27% |
| Writing <i>Greater Depth</i> | 83% 21% | 77% 17% | 78% 20% |
| Maths <i>Greater Depth</i> | 88% 21% | 74% 21% | 76% 23% |
| Grammar Punctuation Spelling <i>Greater Depth</i> | 88% 29% | 77% 33% | 78% 34% |

| End of Year Assessments Key Stage 1 | | | |
|-------------------------------------|------------|------------|------------|
| Reading <i>Greater Depth</i> | 78% 30% | 79% 27% | 76% 26% |
| Writing <i>Greater Depth</i> | 78% 19% | 79% 16% | 70% 16% |
| Mathematics <i>Greater Depth</i> | 74% 19% | 80% 21% | 75% 22% |

| EYFS Assessments | | | |
|-------------------------------|-----|-----|-----|
| Year 1 Phonic Screening Check | 91% | 86% | 82% |
| Good Level of Development | 82% | 75% | 72% |

Job Description

JOB TITLE Headteacher

RESPONSIBLE TO: The Governing Board of the School

RESPONSIBLE FOR: The headteacher carries out duties in line with the conditions of employment as set out in the current School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Governing Board.

SALARY RANGE: £53,521 to £61,860. Reference Points 12 - 18

KEY RESPONSIBILITIES OF THE POST

- Take the lead role on working with the Governing Board to develop a collaborative school vision which embraces excellence, high standards and inclusion. Translate the vision into a development plan and implement it successfully
- Secure excellent teaching to achieve high standards of learning and attainment across the school
- Hold all staff to account for their professional conduct and practice
- Ensure inclusion, diversity and access
- Lead by example and foster an open, transparent and equitable culture
- To be responsible for the internal organisation, management and control of the school
- Manage finance and resources astutely to maximise their use and value
- Develop and sustain effective relationships with the Governing Board and Chair of Governors in particular, to ensure effective governance of the school, and the discharge of Governing Board responsibilities
- Build/develop and maintain effective relationships with parent and all members of the school and wider community to enhance the education of all pupils
- Create an outward facing school to work with other schools, organisations and partners to champion best practice

EXCELLENT HEADTEACHERS: 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 for strategic leadership, empowering all pupils and staff to excel.*

EXCELLENT HEADTEACHERS: 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*

EXCELLENT HEADTEACHERS: 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*

EXCELLENT HEADTEACHERS: THE SELF-IMPROVING SCHOOL SYSTEM

1. *Create outward-facing schools which work with other schools and organisations 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 finding 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

The following outlines the key skills and experience we are looking for in the Headteacher of St Michael's C of E School.

| <i>Qualifications and training</i> | <i>Essential/ Desirable</i> |
|--|---------------------------------|
| <i>Recognised Qualified Teacher Status</i> | <i>Essential</i> |
| <i>NPQH</i> | <i>Desirable</i> |
| <i>Evidence of further relevant professional/ academic CPD</i> | <i>Essential</i> |

| <i>Experience</i> | <i>Essential/ Desirable</i> |
|--|---------------------------------|
| <i>Significant experience in a senior leadership role</i> | <i>Essential</i> |
| <i>Proven ability and excellence as a teacher in EYFS/KS1 or KS2</i> | <i>Essential</i> |
| <i>Experience of teaching in more than one school</i> | <i>Desirable</i> |
| <i>Experience of successfully leading and managing whole school change initiatives</i> | <i>Essential</i> |
| <i>Experience of raising achievement</i> | <i>Essential</i> |
| <i>Experience of monitoring and evaluating teaching and learning</i> | <i>Essential</i> |
| <i>Experience of whole school budget management</i> | <i>Desirable</i> |

| <i>Professional knowledge and understanding</i> | <i>Essential/ Desirable</i> |
|---|---------------------------------|
| <i>Sound up-to-date knowledge of developments in education, teaching and learning and best practice</i> | <i>Essential</i> |
| <i>Sound understanding of the primary curriculum and its assessment</i> | <i>Essential</i> |
| <i>Ability to analyse, interpret and communicate statistical data, evaluating and applying findings</i> | <i>Essential</i> |
| <i>Understanding of how high-quality performance management for all staff is linked to school improvement</i> | <i>Essential</i> |
| <i>Up-to-date knowledge of child protection requirements and able to put this into practice</i> | <i>Essential</i> |
| <i>Basic knowledge of health and safety and employment law</i> | <i>Essential</i> |

| Competencies | Essential/ Desirable |
|---|---------------------------------|
| <i>A willingness and ability to organise and lead collective worship, promoting the Christian ethos of the school</i> | <i>Essential</i> |
| <i>A commitment to lead and promote spiritual, moral, social and cultural development within the school</i> | <i>Essential</i> |
| <i>Skilled leader and team player able to plan, organise, communicate and delegate effectively</i> | <i>Essential</i> |
| <i>Ability to develop professional partnerships with all stakeholders</i> | <i>Essential</i> |
| <i>The ability to set aspirational targets for the school, staff and pupils.</i> | <i>Essential</i> |
| <i>A good understanding of SEN issues with a commitment to a culture of inclusion, diversity and access</i> | <i>Essential</i> |
| <i>The ability to promote challenge and support for more able children</i> | <i>Essential</i> |
| <i>A commitment to the effective use of Information Technology in management and the curriculum</i> | <i>Essential</i> |
| <i>The ability to manage the school environment efficiently and effectively</i> | <i>Essential</i> |
| <i>Demonstrate commitment to learning for the whole school community</i> | <i>Essential</i> |
| <i>Ability to achieve high standards of pupils' personal and social development</i> | <i>Essential</i> |
| <i>Ability to achieve high standards of pupil behaviour through a caring, supportive and positive approach</i> | <i>Essential</i> |
| <i>Demonstrate experience of working with a governing body to enable it to meet its statutory responsibilities</i> | <i>Desirable</i> |

| Strengthening Community | Essential/ Desirable |
|---|---------------------------------|
| <i>Evidence of building strong team culture that empowers all staff to deliver school improvement.</i> | <i>Essential</i> |
| <i>A commitment to building and maintaining effective and positive relationships with parents/carers, governors, the wider community and other schools.</i> | <i>Essential</i> |

| <i>Personal Attributes</i> | <i>Essential/ Desirable</i> |
|---|---------------------------------|
| <i>Presence which inspires confidence and trust</i> | <i>Essential</i> |
| <i>Awareness and understanding of the spiritual aspects of life</i> | <i>Essential</i> |
| <i>An imaginative and creative approach to developing the curriculum</i> | <i>Essential</i> |
| <i>Commitment to own professional development and that of others</i> | <i>Essential</i> |
| <i>Approachable, caring and enthusiastic with good communication and interpersonal skills</i> | <i>Essential</i> |
| <i>A good, sensitive listener who demonstrates integrity, diplomacy and confidence</i> | <i>Essential</i> |
| <i>Commitment to provide an appropriate work/life balance for self and others</i> | <i>Essential</i> |
| <i>Ability and skills to challenge, influence and motivate others to attain high goals</i> | <i>Essential</i> |
| <i>The ability to support teachers in all matters of classroom organisation and management</i> | <i>Essential</i> |
| <i>A commitment to collaborative working in and beyond the school</i> | <i>Essential</i> |
| <i>Confidence in and awareness of own decision-making style and ability to work collaboratively with colleagues who have different approaches and</i> | <i>Essential</i> |
| <i>The ability to foster an open and fair culture</i> | <i>Essential</i> |
| <i>High standard of written communication skills</i> | <i>Essential</i> |

Timetable and Application Process

| | |
|-----------------------|---|
| Closing Date: | Monday 28 January 2019 1pm |
| Short Listing: | Tuesday 29 January 2019 |
| Interviews: | Wednesday 13 th February and Thursday 14 th February 2019 |

The candidates selected for interview will be informed after short listing. When submitting your application, please ensure that you effectively demonstrate how you meet the essential and desirable criteria for the role and that there is an email and telephone number for us to contact you.

Confirmation of selection will be via telephone first and then email. Full details of the interview programmes will also be provided then.

For more information about this post, including an application form, please visit <https://ats-bracknell.jobsgopublic.com/vacancies/view/83823>

Please email your completed application form to sarah.hunter@bracknell-forest.gov.uk (marked confidential). If you wish to hand deliver your application form please hand into:

*Sarah Hunter
School HR Adviser
Bracknell Forest Council
Time Square
Market Street
Bracknell
RG12 1JD*

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post is subject to the candidate being suitable to work with children and Satisfactory Enhanced Disclosure & Barring Service Checks. We are committed to Equal Opportunities.