

**An exciting opportunity to
shape the future of primary
education in North Ascot**



**Are you the right person
to lead our newly formed
Primary School?**



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DEAR PROSPECTIVE CANDIDATE

Ascot Heath Infant School is extending to become a primary school and we are looking for the right person to shape the future success of our newly formed school. Our governors and staff are passionate about providing our pupils with the very best start to their educational careers. **Do you have the vision, energy, dedication and drive to lead us on this journey?**

We are currently an outstanding Infant School located on the edge of North Ascot where we share a site with Ascot Heath CE Junior School. Following a recent community consultation, it has been agreed to amalgamate the infant and junior schools to create a single primary school for Ascot Heath. This is to be achieved by closing Ascot Heath CE Junior School and extending the age range of the Ascot Heath Infant School. **This is an exciting opportunity to reshape primary education for the children of North Ascot.**

The process of bringing the schools together is already underway with the new primary officially opening Sept 2019. **Key to the success of this transition will be finding the right new Headteacher to cement the merger of the two schools. Someone who will continue to strive to deliver the very best educational experience for all our pupils and our whole school community. We are looking for someone who can work with us to evolve the future vision of our school, build on the current successes of both schools and address their current areas for development, whilst continuing to build on our positive reputation in both our local and wider community. We believe our pupils' emotional wellbeing is key to their academic success and the right person for us will be at the forefront of providing a truly whole-child focussed education.**

If you are excited by the challenge of bringing together two separate schools into a single cohesive primary and are the sort of person who is ambitious for what children can achieve, can bring out the best in a dedicated and gifted staff team and can garner the support and respect of our parent body and wider community, we look forward to hearing from you.



Nicola Reeves, Chair of Governors, Ascot Heath Infant School



BECOMING A PRIMARY SCHOOL

The decision has been made to proceed with the primary school. Under the consultation arrangements we are currently in stand still period of 4 weeks in case of any appeals against the determination. As a result, the final ratification will not be made until 30 January 2019.

Ascot Heath Infant School and Ascot Heath CE Junior School share a site, although each occupies it's own building. The schools have distinct entities, each with it's own culture, vision and uniform! However the underlying ethos and values of both are similar. Pupils have broadly transitioned from the infants to the juniors and as such are familiar with both schools.

Work has already been undertaken to bring the schools into closer alignment; at a management level with the same Executive Head and Business Manager working across both schools, at a governance level with the junior Chair of Governors sitting on the infant school governing body and at a staff level with greater collaboration across the two sites.

OUR KEY PRIORITIES

Bring together the previously separate schools with a single set of values and vision.

Unite the staff bodies and establish a consistent approach across the whole school.

Continue to embed systems that work across the whole school such as pupil data tracking, policies, behaviour management, learning resources and approach to SEN.

Raise academic attainment and progress across the key stages identifying key areas of development and continue to strive towards delivering 'outstanding' education to all our pupils.

Effectively manage staff performance to promote quality teaching whilst encouraging and promoting staff wellbeing.

Utilise the buildings and site effectively to create a cohesive primary school.

Maximise the budget to ensure an effective provision of resources best suited to the needs of our pupils to support their development across the school.

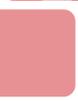
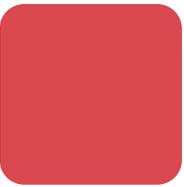


A SNAPSHOT IN TIME



Ascot Heath Infant School	
Type of School (currently)	LA Community Infant School
Age Range (currently)	4-7
Location	North Ascot
Budget	Balanced budget, with a small surplus anticipated.
Number of Teaching Staff	8
PAN	60
Average Class Size	27
Attendance	96.7%
% of children with SEN	7.36%
% children in receipt of PP	1.84%
% children with EAL	8.58%
2018 results (EYFS, phonics, KS1)	KS1 Reading ARE+ 89% KS1 Writing ARE+ 86% KS1 Maths ARE+ 89% Phonics: 100% GLD: 84%
Latest Ofsted grading and report	Outstanding May 2011 LINK HERE

Ascot Heath CE Junior School	
Type of School (currently)	VC CofE Junior School
Age Range (currently)	7-11
Location	North Ascot
Budget	Balanced budget, a risk of being in deficit at financial year end.
Number of Teaching Staff	13
PAN	60
Average Class Size	28
Attendance	96.75%
% of children with SEN	9.95%
% children in receipt of PP	8.59%
% children with EAL	13.12%
2018 results (KS2)	KS2 Reading ARE+ 87% KS2 Writing ARE+ 89% KS2 Maths ARE+ 87% KS2 Combined 79%
Latest Ofsted grading and report	Requires Improvement July 2017 LINK HERE



MANAGEMENT STRUCTURE

Currently an Executive Headteacher works across both schools on a part time basis. This arrangement will continue until August 2019. The Deputy Heads in both schools are currently fulfilling the role of Interim Head at the Infants and Head of School at the Juniors. Both schools are currently supported by a shared Business Manager.

CREATING A VISION FOR THE FUTURE

As we transition into a primary school we will be reviewing and re-evaluating our vision and strategic priorities. The right candidate will help us to articulate an exciting, ambitious and inspiring vision for the future of primary education in North Ascot.

As an infant school we have always had a clear vision and set of values.

Our vision is to grow **“confident learners in a happy, safe, secure environment”**.

This underpins the work and life of our school.

We have three elements which are integral to achieving this;

OUR VALUES which are taught to all our pupils from the start of their school life and recognised termly through our Governors Awards. These values are:
Respect, Responsibility, Perseverance, Empathy & Curiosity.

OUR CULTURE which is one of **mutual respect; ownership and leadership; continuous improvement; collaboration and support; and inspiring and engaging.**

OUR ETHOS, in which **“we are ambitious for and value all members of our school community”**.

To help our achieve our vision we have 4 mission statements:

Mission 1: Enhance achievement across the school.

Mission 2: Keep all safe and nurture in all a sense of self worth, belonging and confidence.

Mission 3: Utilise resources to positively impact outcomes for pupils.

Mission 4: Build relations within the school and the wider community.



WE'VE GOT A LOT TO BE PROUD OF..

INFANTS

Our results, particularly in maths and phonics.
Our Ruth Miskin accreditation .
Our role in launching the Octagon Partnership of Schools.
Our Eco Green Flag.
The positive behaviour we see from our pupils in school and on trips.
Our open door policy, where all parents feel they have a voice.
The consistently positive feedback from our annual parent questionnaire.



JUNIORS

Our year 6 SATS results, particularly in writing.
Our residential trips in Yr5 and Yr6 where we really see our pupils challenge themselves.
Our wide ranging sporting achievements.
Our role within The Octagon Partnership of Schools.
Our close links with the community, particularly our parish church.
Our fundraising for various charities.
The engagement of our parent body.



WHO ARE WE LOOKING FOR?

SOME VIEWS OF OUR STAFF AND PUPILS.

“
A good encouraging
Headteacher who
encourages children
to do well in their
work and not give up.”

“
Someone to
inspire us and help
us be the best
teachers we
can be.”

“
I'd like our new
Headteacher to
be kind.”

“
Someone with
experience who
we can have
trust in. Who also
has a hands on
approach.”

“
A Headteacher who has
the well being of staff
and children at
the heart of everything.”

“
Someone who
helps everyone
to be themselves.”





KEY RESPONSIBILITIES

Our new Headteacher will;

Steer the strategic direction of the school working with the governing body to develop a collaborative school vision which embraces excellence, high standards and inclusion.

Translate the vision into a school development plan and implement it successfully.

Create a happy, safe and stimulating environment for all which promotes and supports a love of learning, health and wellbeing, mutual respect and emotional resilience.

Lead with high expectations to secure excellent teaching achieving high standards of learning and attainment across the school.

Hold all staff to account for their professional conduct and practice.

Foster a strong sense of inclusion, diversity and access for pupils of all abilities through both academic and pastoral education to grow students with a desire for life-long learning balanced with respect for all individuals.

Lead by example and adopt an open, transparent and equitable culture.

Create and be responsible for a structure which reflects the schools values and enables the management systems and processes to work effectively.

Develop and sustain effective relationships with the governing body and Chair of Governors in particular, to ensure effective governance of the school, and the discharge of governing body responsibilities.

Manage the school's financial and human resources astutely to maximise their use and value.

Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

Create an outward-facing school to work with other schools, organisations and partners to champion best practice.

JOB DESCRIPTION

Qualities and Knowledge

- 1.** Hold and articulate clear values and moral purpose, focused on providing a world class education for all pupils.
- 2.** Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents/carers, 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.** Maintain a keen awareness of developments in education, teaching and learning and SEN to ensure the school is able to meet current and future requirements.
- 5.** Be committed to one's own continuing professional development as well as supporting all staff to achieve high standards through performance management and effective continuing professional development practise.
- 6.** Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- 7.** 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.
- 8.** Clearly communicate the school's vision and drive for strategic leadership, empowering all pupils and staff to excel.
- 9.** Manage own workload and that of others to allow for a healthy work/life balance.

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 wellbeing.
- 3.** Establish an environment that supports creative and effective approaches to learning and teaching in all areas of the curriculum.
- 4.** 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.
- 5.** Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
- 6.** Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- 7.** 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 and promoting the welfare of children and maintain 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.
7. Contribute to the development of the education system by, for example, working in partnership with other schools.



The Self-Improving School System

1. Create an outward-facing school which works 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 from a range of outside agencies 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.
7. Create an environment that promotes and supports health and wellbeing, a love of learning, mutual respect, resilience and a feeling of safety for benefit of the children, staff and parents.



PERSON SPECIFICATION

QUALIFICATIONS AND EXPERIENCE

Essential/
Desirable

Qualified Teacher Status.

E

Further relevant professional/academic study and evidence of continuous professional development.

E

NPQH, Masters level qualification.

D

Proven strong, successful senior leadership and management experience in a primary school.

E

Worked as an outstanding Headteacher or Deputy Headteacher with a proven track record in driving forward holistic school improvement across all phases in a primary school.

E

In-depth knowledge and understanding of EYFS, KS1 and KS2 phases.

E

Previously worked in a two or three form entry school during your leadership career.

D

Previous experience of working in a school with Special Education Needs provision or delivering strategies for SEN provision, to improve the outcomes of Special Educational Needs pupils .

E

STRENGTHENING WIDER COMMUNITY

Essential/
Desirable

Committed to building and maintaining positive relationships with parents/carers, governors, the wider community and other schools.

E

Recognises and encourages effective communication with all stakeholders .

E

Understands the benefit of collaborating with other schools to positively impact pupils and staff.

E

SHAPING THE FUTURE

Essential/
Desirable

The ability to think strategically and take the lead to develop, build on and communicate a shared vision and strategic plan which inspires and motivates the whole school community.

E

Evidence of successfully implementing, managing and evaluating change in a collaborative and sensitive way.

E

The ability to build on current strengths and initiatives and ensure a smooth transition that delivers continuous improvement.

E

A clear understanding of and enthusiasm for current issues in education and evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning.

E

Exhibits leadership that has decisive impact on the quality of teaching and pupils' achievements.

E

SYSTEMS AND PROCESSES

Essential/
Desirable

An understanding of how to create and implement, with the support of the leadership team, whole school accountability systems that enable staff to maximise the individual achievement of every child through an in depth understanding of pupil performance via a range of sources.

E

Strong financial planning and management skills, with experience of making effective use of resources including Pupil Premium.

E

A clear understanding of and commitment to promoting and safeguarding the welfare of children.

E

To ensure pupils' behaviour is managed effectively to create a positive and safe learning environment and establish a framework for discipline with a range of strategies.

E

PUPILS AND STAFF

Essential/
Desirable

Leads by example, managing the professional conduct and practice of teachers in a way that fosters staff productivity whilst promoting wellbeing and allowing room for high quality continuous professional development for staff.

E

Sets standards and expectations for high academic achievement within and beyond the school.

E

Recognises and celebrates cultural diversity within the school community, understanding the importance of preparing pupils for life in modern Britain.

E

Evidence of raising standards that have impacted positively on pupil attainment and teaching and learning.

E

Significant experience in evaluating and using data to plan and improve pupil performance.

E

A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.

E

Evidence of building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.

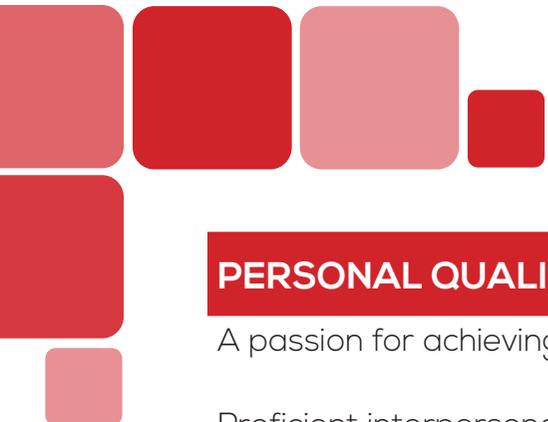
E

Fosters a strong sense of inclusion, diversity and access for pupils of all abilities through both academic and pastoral education to create students with a desire for life- long learning balanced with respect for all individuals and a resilience to manage transition.

E

A commitment to valuing, supporting and encouraging the professional development of all staff members.

E



PERSONAL QUALITIES

Essential/
Desirable

A passion for achieving the very best outcomes for all children.

E

Proficient interpersonal skills and the ability to work effectively with pupils, staff, parents and governors.

E

A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual.

E

A high level of energy and enthusiasm balancing approachability with the ability to make tough decisions for the good of all round child development and school improvement.

E

Evidence of successfully leading and managing change, ideally at a strategic level.

E

Set and implement a clear, bold and compelling vision for the newly formed primary school.

E

Excellent written and oral communication skills and the confidence to present to audiences of pupils, parents, staff and other stakeholders.

E

Understanding and experience of issues relevant to the safeguarding of children's health, safety and welfare.

E

Selection decisions will be based on above criteria. 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 and the ability to fulfil the job description for the post.

The appointment panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

THE APPLICATION PROCESS

School Visit : We encourage all applicants to make a school visit which can be arranged by contacting **Gillian Green, PA to the Headteacher.**

Applications : Please complete the application form which is available online.

Closing Date: Applications must be received by midday Mon 28th Jan 2019.
Emailed applications should be sent to **Hayley Chapple, hayley.chapple@bracknell-forest.gov.uk**
Short-listed applicants will be informed by **1st Feb 2019.**

Interviews: These will take place over two days on **11th / 12th February 2019.** Short-listed candidates will be advised on the range of tasks and activities that will make up the selection process. Please confirm your availability to attend both days.

Appointment Timescales: Our intention is that our new Headteacher will take up post by September 2019. However if the right candidate were able to take up post sooner we would consider this. We would encourage close collaboration and hand over with the current Executive Headteacher in the lead up to September 2019.

Pay Scale: Leadership (L16-24 £59,040 - £71,480)
Salary level may fall outside of this range for exceptional candidates.

Contact Information:

Gillian Green, PA to the Headteacher
Ascot Heath Infant School
Rhododendron Walk
Ascot, Berkshire
SL5 8PN
01344 882631
secretary@ascotheathinfants.co.uk



SAFEGUARDING

Ascot Heath is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclosure and Barring Service (DBS) check.

Reference checks will be performed prior to interview.