



Dear prospective applicant,

Thank you for the interest you have shown in the position of Headteacher of Dingle Community Primary School. We are seeking an Inspirational Headteacher to join our happy inclusive school, where our children are members of our school community and embody the school value of CARING.

We are looking for a Headteacher who will:

- Be a strong classroom practitioner and have a passion for teaching and learning.
- Be outward facing and collaborate with other local schools and educational providers.
- Champion for inclusivity and strive to meet the needs of all children
- Demonstrate strong leadership skills which continue to empower and inspire our dedicated staff to be the very best they can be
- Strive for ambitious outcomes for children within a nurturing and inclusive environment which recognises the needs of all learners
- Have the skills, knowledge and experience to make the most of the school's resources in a challenging financial environment
- Be visible, approachable and has the resilience to meet the day-to-day challenges of headship
- Identify priorities for pupils and the school in collaboration with stakeholders, placing these at the forefront of decision making
- Have a full awareness and understanding of 'Keeping Children Safe in Education' and all its demands and responsibilities

We warmly encourage you to visit our school to see our pupils involved in their learning and the nurturing environment the school provides. The School's Governing Body very much looks forward to receiving your application and we hope that you will find the enclosed information helpful.

With kind regards,

Mr Paul Mountford
Chair of Governors



OUR SCHOOL VALUES

Our vision is to develop respectful, resilient, and happy children who achieve their full potential. We will achieve this by providing a learning environment that is aspirational, collaborative, and safe; one in which all children can thrive.

Everyone who visits our school, instantly recognises the friendly and positive ethos, built on our core values:

Community
Achievement
Resilience
Independence
Nurture
Growth

These values were written with input from the staff, governors and, most importantly, the children of Dingle Community Primary.

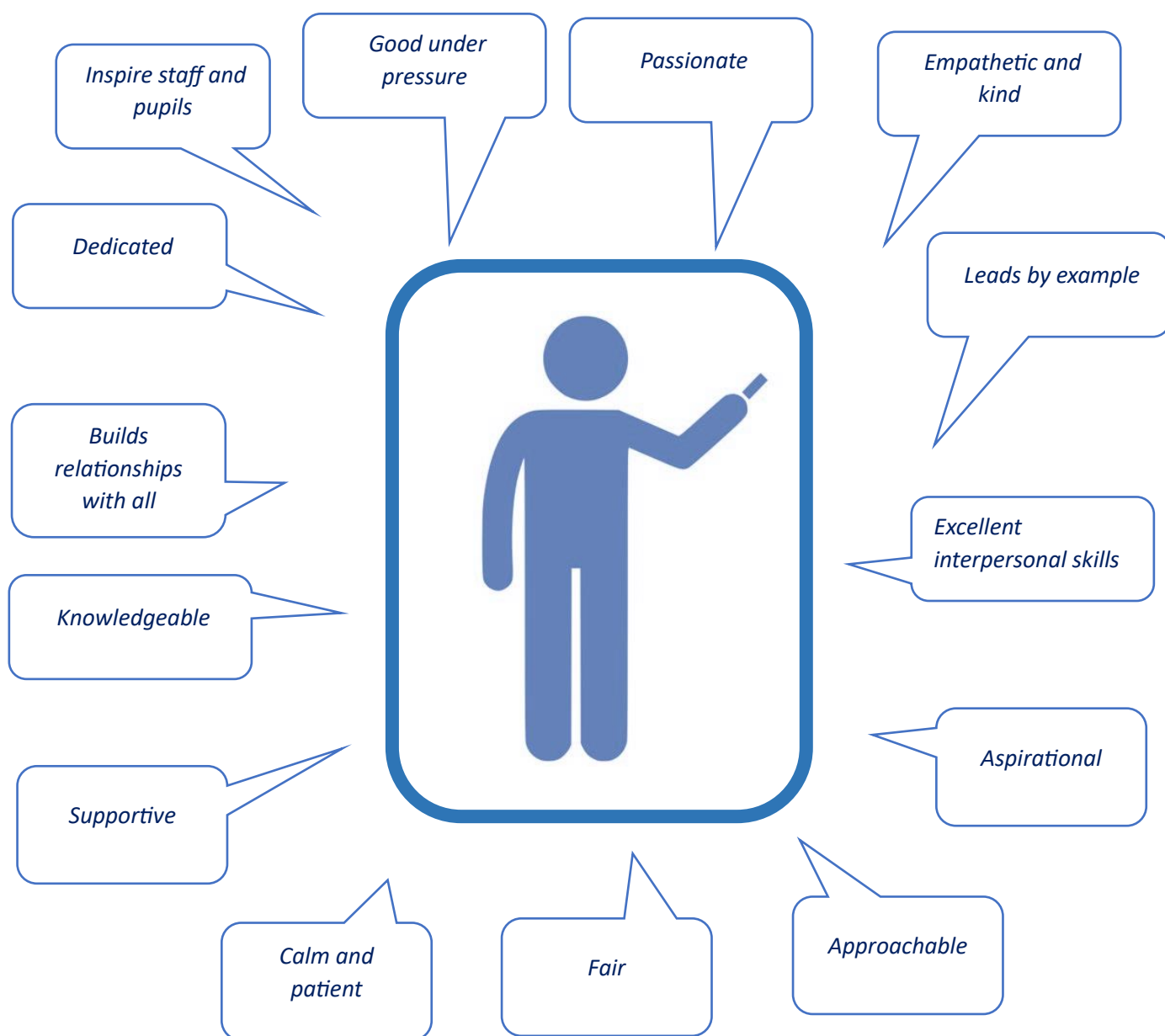
SCHOOL DEVELOPMENT PLAN

Our current SDP target:

- To significantly raise progress and attainment in early reading and phonics.
- To raise engagement, attainment and consistency in reading and writing across school through the development of an engaging English Curriculum incorporating high quality texts and a clear progression of skills.
- To evaluate the effectiveness of the EYFS curriculum to ensure pupils are suitably prepared and have the skills they need for the transition into reception and year 1
- To evaluate the curriculum to ensure it is sequential, skills based, engaging, cohesive and relevant for today's learners

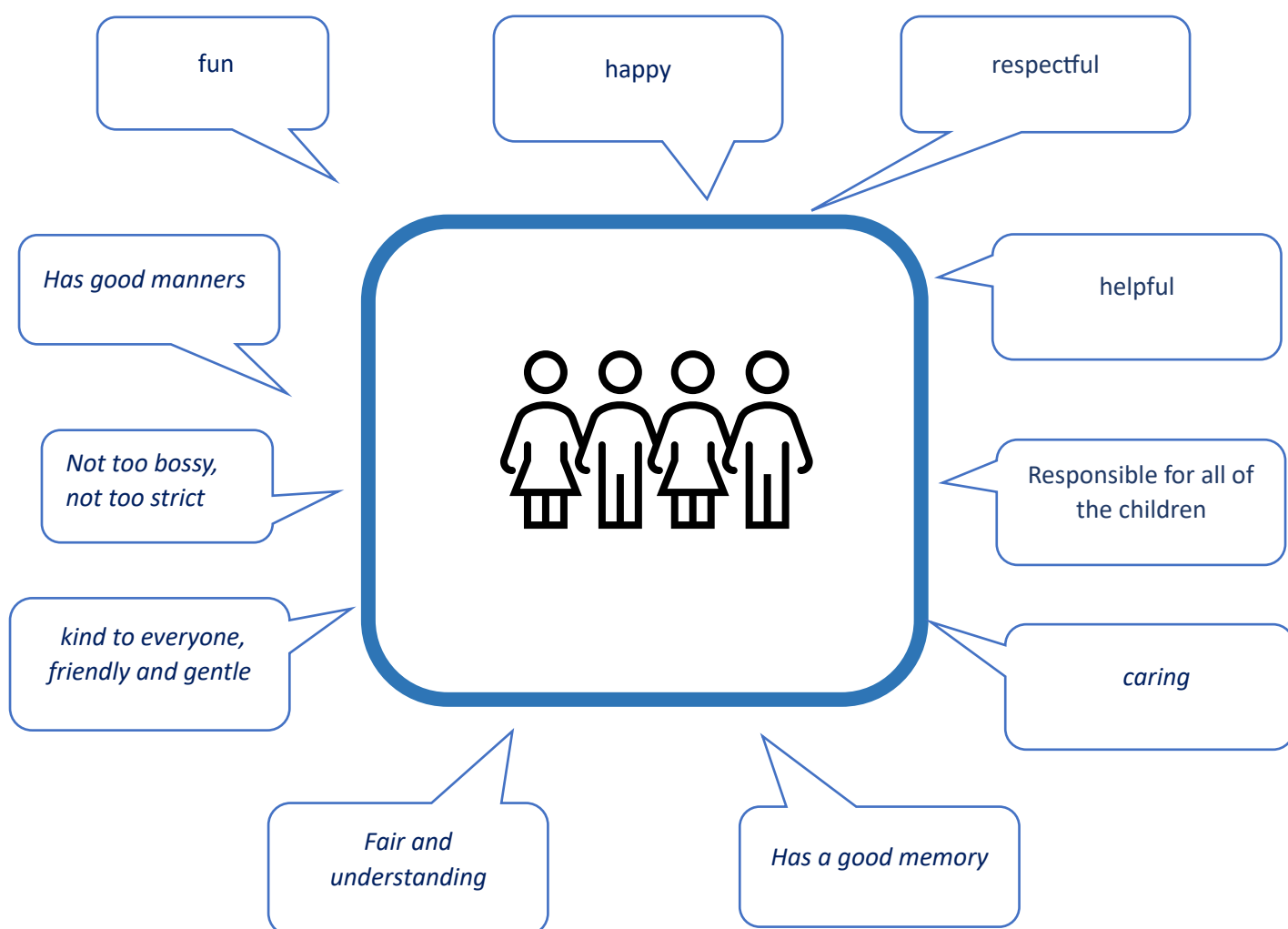
STAFF VOICE:

What qualities would you like to see in a Head Teacher?



Pupil Voice:

Our Head Teacher should (be)....





JOB DESCRIPTION

MAIN DUTIES AND RESPONSIBILITIES:

Main and Specific Duties:

Strategic Leadership

- **Develop and communicate the school's vision, values, and long-term strategic plan.**
- **Lead the school in achieving educational excellence and continuous improvement.**
- **Ensure compliance with government policies, statutory regulations, and safeguarding laws.**
- **Foster a culture of high expectations, ambition, and inclusivity.**

1. The organisation, management, and control of the school

- Be committed to the safeguarding of ALL pupils and promote the wellbeing and welfare of pupils and staff.
- Work with Governors and staff to determine and fulfil the aims of the school.
- To work with the Governors to formulate the educational aims and objectives of the school and policies for their implementation.
- To work with the Governors to ensure the production of an agreed School Improvement Plan
- Monitor and evaluate the performance of the school, respond and report to the Governors.
- Motivate staff and students by personal interest, encouragement, and concern for individual needs.
- Implement the school's policy on equal opportunities.
- Participate, to such an extent as may be appropriate, having regard to other Headteacher duties, in teaching students at the school, including the provision of cover.
- Arrange for the Deputy Head or other suitable person to assume responsibility for the discharge of the headteacher's functions at any time when absent from school.

2. Curriculum Development

- Determine, organise, and implement, in concert with other appropriate persons or bodies, a curriculum which:



- is relevant to the needs, experience, interests, aptitudes, and stages of development of all students, including those with Special Educational Needs
 - is appropriate to the school's present resources.
 - is enhanced, enriched, and extended by the use of new subject specific pedagogical initiatives.
- To develop means whereby:
 - school policies on curriculum, assessment, recording, and reporting become effective teaching and learning schemes and arrangements.
 - the learning and teaching provided by subjects, key stage and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals.
 - information on student progress is used to improve teaching and learning, to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and employers, and to aid Governors in their future management of the school.
 - the individual student's continuity of learning and effective progression of achievement is provided.
 - targets are set which represent a challenging agenda for school improvement.
- Promote extra-curricular activities in accordance with the educational aims of the school.

3. Student Welfare

- To determine, organise and implement a policy for the personal and social development of students, including pastoral care and guidance in accordance with the aims of the school.
- To determine appropriate student groupings.
- To determine and arrange means to promote self-regulation and a proper regard for authority; encourage good behaviour and seek to secure acceptable standards of conduct at all times when students are on school premises or under school direction while out of school; and publicise and ensure their implementation, acting in accordance with any written directions or policy of the Governors.
- To handle individual disciplinary cases, including power to exclude students in accordance with the prevailing legislation and the school's policy.

4. Leading and Managing Staff

- Participate in the selection and appointment of teaching and non-teaching staff.
- Deploy and manage all teaching and non-teaching staff by allocating duties consistent with their conditions of employment.
- Ensure that professional duties are fulfilled to a high standard.
- Develop good management practice by ensuring positive staff participation, effective communication, and procedures.
- Supervise and participate in arrangements made in accordance with the Regulations for the appraisal of the performance of teachers.
- Implement staff development policies in relation to:
 - the induction of new and newly qualified teachers and other staff.
 - the provision of professional advice, support, and training.



- the provision of references where relevant to career progression.
- Maintain good relationships with individuals and groups, staff unions and associations.
- Demonstrate effective leadership, representation, and liaison both within the school and between the school, LA and other interested or involved persons or bodies.
- Participate in arrangements made in accordance with the Regulations for the appraisal of performance as Headteacher, and in the identification of areas in which the Headteacher would benefit from further training and undergoing such training.
- Participate in arrangements for the appraisal of performance of other members of the Senior Leadership Team.

5. The Management of Resources

- Contribute to the formulation of the policies and procedures of the Governing Body concerning the resource and premises management of the school.
- Allocate, control and account for those financial and material resources of the school which are delegated to the Headteacher by:
 - effective management of the school's budget.
 - rational allocation and monitoring of time, space, and material resources.
 - ensuring effective arrangements for the siting and storage of materials and equipment.
- Establish and implement a policy which ensures the security, maintenance and cleanliness of the school and its surroundings in accordance with Governing Body responsibilities under Health and Safety and other relevant legislation.
- Promote an attractive environment which stimulates learning and enhances the appearance of the school.
- Ensure effective working relationships with external agencies and services contracted to the school.

6. Relationships

- With the Governing Body:
 - advise and assist in the exercising of its functions.
 - make such reports in connection with the discharge of the Headteacher's functions as it may properly require.
- With the community:
 - ensure that the school meets its responsibilities to and plays a constructive role in the life of the local community, and that its curriculum draws on the nature and resources of that community.
 - promote a positive image of the school.
- With parents:
 - plan for parents to be given regular information about the school curriculum, the progress of their children and about other matters affecting the school, to promote mutual understanding of its aims, ethos, methods and organisation, acceptance of reasonable conditions and involvement in the education of their children.
 - provide opportunities for consultation between parents and staff.



- promote a policy to achieve the support and involvement of parents in the wider life of the school.
- With other schools, and educational establishments:
 - promote continuity of learning, progression of achievements and curriculum development.
 - arrange for effective induction of pupils.
 - maintain effective liaison.
- With other professional bodies, agencies, and services:
 - liaise in the best interests of students or in the meeting of statutory obligations with medical, social, and other support services.

Standard for all Jobs

- To take a proactive role in the identification of personal and group training and developmental needs which support the school's vision and to actively participate in the fulfilment of identified training and development needs.
- To always operate within both the spirit and the practice of the Equal Opportunities policies.
- To be aware of and work with due regard to safety and safe practice.
- To meet statutory requirements and to report any hazards / unsafe practices or incidents as appropriate.
- To perform any other duties in connection with the appointment which may be reasonably determined from time to time by the Governor board.
- To always represent the School in the best light.



PERSON SPECIFICATION

Person Specification	Essential	Desirable	How Assessed
Qualifications and Training			
Qualified Teacher Status.	✓		A
Evidence of recent, relevant and continuous professional development that prepares for this post.	✓		A, I
Degree or equivalent	✓		A
Post graduate qualification or equivalent		✓	A
Knowledge, Skills, and Experience			
Recent and relevant experience as a primary senior leader.	✓		A, I
Successful teaching experience in more than one key stage.		✓	A, I
Proven experience of contribution to raising standards of teaching and learning.	✓		A, I
Successful track record in improving whole school attainment and progress.	✓		A, I, AS
Previous experience of curriculum development.	✓		A, I, AS
Experience of managing successful change.	✓		A, I
Experience of effective financial management.		✓	A, I, AS
Evidence of an ability to plan strategically, build and communicate a coherent shared vision in a range of compelling ways.	✓		A, I, AS
Knowledge of legislation relevant to the running of a school.	✓		A, I, AS
Experience in effective management of school organisational structure aligned with strategic vision and values.		✓	A, I, AS
Fully understands the role of Designated Safeguarding Lead (DSL).	✓		A, I, AS



Person Specification	Essential	Desirable	How Assessed
Experience in the DSL or Deputy DSL role.	✓		A, I, AS
Awareness and understanding of 'Keeping Children Safe in Education' (KCSIE) and all its demands placed upon schools.	✓		A, I
Personal Attributes			
Approachable, grounded and makes sensible judgements.	✓		
Think strategically, analytically and creatively.	✓		
Emotionally intelligent.	✓		A, I, AS
Able to demonstrate strong leadership skills including ability to lead by example and to work as part of a team.	✓		A, I, AS
Ability to communicate clearly/ excellent interpersonal skills.	✓		A, I, AS
Leads by example and can motivate and empower staff and pupils.	✓		A, I, AS
Excellent organisational/ administrative skills.	✓		A, I, AS
Resilient and able to work effectively under pressure.	✓		A, I, AS
Ability to engage the school community in the systematic and rigorous self-evaluation of the work of the school.	✓		A, I, AS
Treats people fairly, equitably with dignity and respect to maintain a positive and collaborative school culture.	✓		A, I, AS
Commitment to continuous professional development.	✓		A, I, AS
Develops and maintains a culture of learning, based on the shared vision and values, in which staff and pupils are fully engaged.	✓		A, I, AS
Has an aspiration that the highest standards of education are provided for every pupil to ensure they become the best they can be and achieve all they deserve.	✓		A, I, AS
Ability to project the school in a positive way, and continue to enhance the school standing and role at the heart of the community.	✓		A, I, AS
A commitment to the wellbeing for staff and pupils.	✓		A, I, AS



Person Specification	Essential	Desirable	How Assessed
Create a happy, challenging environment for all learners	✓		A, I, AS
Create purposeful relationships with the governing board and other stakeholders of the school	✓		A, I

Person Specification with integrated competency links

MEASURED BY KEY: A = Application form, AS = Assessment activities, I = Formal interview

If a candidate is short-listed, any relevant issues arising from his or her references will be taken up at interview.