



Headteacher recruitment pack

St. Michael's CE Primary School

Autumn 2021



Letter from the Governors

Dear Prospective Applicant

Thank you for the interest you have expressed in the above post. We are pleased to enclose an information pack which we hope will help you decide to apply for the post.

We are extremely proud of the family nature and village feel of our school, which is consistently 'Good' in OFSTED inspections and consistently 'Outstanding' in our Statutory Inspection of Anglican and Methodist Schools (SIAMS) reports (also known as Section 48 inspections). The school has recently opened a nursery which is very popular and is part of our strategic drive to maintain and improve the long term sustainability of our school which celebrates its 150th anniversary this year. The Governors are determined that the school will continue to offer a distinctively Christian education in the years ahead and, with this in mind, have submitted an application to become an academy within the Southwark Diocesan Multi-Academy Trust (SDMAT). We hope that our vision for the school will become your vision.

We have a strong Middle and Senior Management Team and are very well supported by our knowledgeable and efficient School Business Manager and dedicated Admin team.



Letter from the Governors (contd)

The applicant for the post of Headteacher will need to have experience of building on and improving achievement and raising expectations. S/he will be required to work closely with all stakeholders including staff, parents, governors, the Local Authority, the Southwark Diocesan Board of Education, the local parish church and the Southwark Diocesan MAT in order to lead on creating and delivering the School Improvement Plan to build a school for the mid-21st Century.

In your letter of application, please refer to the person specification and provide evidence of impact from your current and past experience where appropriate. We would also welcome a sense of your vision for our school. Please ensure your letter covers no more than two sides of A4 paper (Arial 11 font).

References will be sought from your Chair of Governors or Headteacher, the Local Authority/Academy Trust and your Parish Priest or Minister at shortlisting. All applications will, of course, be treated with the strictest confidence.

If you have not already done so, we would encourage you to take a look at our website (www.stmichaels1871.org.uk) where you will be able to find out more about our school. Within the website, the school maintains a blog which gives a much greater insight into the workings, ethos and culture of the school and forms our 'showcase' of learning and extracurricular activities.

The Governors warmly invite you to visit our school and look forward to receiving your application.

A flavour of St. Michael's



St Michael's stands on the site and in the buildings where it was founded in 1871 when Lower Sydenham was a small town mostly surrounded by fields. We are right next door to St. Michael and All Angels Church (rebuilt after the 2nd World War). Sydenham is now a diverse, multicultural London district. This diversity is reflected in the school with children and staff from a wide range of backgrounds. Among the recent events which we have commemorated are Windrush day, Number day and Mental Health Awareness week. A Year 5 class recently conducted a PE lesson in Spanish which proved to be a great way to have fun and improve their language skills.

We make the most of being a small school with a village community type feel, offering a friendly, nurturing environment in which most children know each others' names even outside their year group. This is fostered, for example, by the initiative in which Year 6 children 'buddy' with Reception children. They then remain in regular contact until the older children leave at the end of the year. The six core values of Respect, Hope, Joy, Peace, Resilience and Trust underpin and guide everything which children and staff do at the school. The principal value among these is Respect.

We use Kagan cooperative learning, in which teams of four children work together towards a learning goal, extensively in the school. This has proven to be very beneficial in improving inclusivity and the learning of all members of a class. The school is also committed to sharing best practice through partnerships with two other South London primary schools. This has informed some recent key initiatives, for example the use of knowledge organisers for the extended curriculum.

RESPECT HOPE JOY PEACE RESILIENCE TRUST

Key School Information

School and staff

- **Type of school:** Primary
- **Date school established:** 1871
- **Age range:** 3-11
- **Location:** South East London (Sydenham) SE26 4HH
- **ISR:** Group 2
- **Number of children on roll:** 183 + Nursery (26)
- **Number of teaching staff:** 8 + DHT and Inclusion Mgr (part class-based)
- **Management Structure:** HT,DHT, Inclusion Manager (SENCO) & SBM

Pupils

- **Attendance:** 93.12% (2020-21)
- **% with SEN:** 17%
- **% on FSM:** 27%
- **% with EAL:** 7.7%
- **% in receipt of Pupil Premium:** 26%

Reports

- **Latest Ofsted Report:**
<https://reports.ofsted.gov.uk/provider/21/100731>
- **Latest SIAMS Report:**
http://www.stmichaels1871.org.uk/pdfs/documents/church_school_inspection_report.pdf

Parents' wishes for our new headteacher...



Staff's wishes for our new headteacher...

- The ability to get our parents on side and empathise with their personal situations
- Prepared to be hands-on with teaching

- To be strategic without losing sight of the day-to-day operations
- To be able to juggle a million balls whilst still smiling



- Able to build good, strong relationships with parents
- Excellent relationship with staff and children
- Strong Christian ethos

- Excellent behaviour management and the ability to deal with challenging behaviour through discussion
- Friendly with a sense of humour
- Good presence around the school

Job description

This appointment is with the governing body of the school under the terms of the National Society Contract signed by the governors as employers. This job description reflects the Headteachers' Standards (2020). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers. The appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation, including that of the Department for Education, and the terms of the National Society contract.

In carrying out his/her duties, the headteacher shall consult, where appropriate, with the Local Authority, the Southwark Diocesan Board of Education, the governing body, the staff of the school, its pupils and the parents of its pupils.

A. The Core Purpose of the Headteacher

The headteacher is the prime mover in creating, inspiring and embodying the Christian ethos and culture of this Church school, securing its vision and mission statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of every pupil.

The headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils within a strong Christian ethos.

A. The Core Purpose of the Headteacher (contd)

The headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets.

The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, the Diocese, higher education institutions and employers. Through such partnerships and other activities, the headteacher will play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally. Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.



B. The Four Domains of Headship

Domain One: Qualities and knowledge

Within the school's Christian ethos, the headteacher will:

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

B. The Four Domains of Headship

Domain Two: Pupils and staff

Within the school's Christian ethos, the headteacher will:

1. Demand ambitious standards of achievement and attendance 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, taking full account of the school's Church of England foundation.
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 based on Christian values 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. Hold all staff to account for their professional conduct and practice.



B. The Four Domains of Headship

Domain Three: Systems and process

In a Church school, the relationship between the vision/mission statement and the provision of effective governance, organisation and management should reflect the school's Christian aims.

In order to provide an efficient, effective and safe Christian learning environment, the headteacher will:

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 within a Christian context.
2. Within the school's Christian ethos, 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 body 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, the school's sustainability and its Christian character.
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. Establish and maintain procedures for monitoring academic performance against national targets and take appropriate corrective actions.

B. The Four Domains of Headship

Domain Four: The self-improving school system

Working in a spirit of collaboration to secure Christian principles of equity and entitlement, the headteacher will:

1. Create an outward-facing school which works with other schools, organisations and the local community – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents, carers and the Church community 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 of all staff.
5. Within the school's Christian ethos, 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 especially within a Christian context.



Person Specification

Note: Candidates failing to meet any of the essential criteria will automatically be excluded.

[A] Faith Commitment	Essential	Desirable	Source*
A practising Christian in an Anglican church or a church which is a member of Churches Together in Britain & Ireland		D	A/R
Leading and developing school Collective Worship	E		A/I
A commitment to protect and nurture the school's Christian culture and ethos informed by the Church of England's vision for schools	E		A/I
Record of fostering and developing relationships with the church and community at local, Diocesan and national/international levels		D	A/I

[B] Qualifications	Essential	Desirable	Source
Degree	E		A
Qualified Teacher Status	E		A
Evidence of further professional development such as leadership and management training (e.g. NPQH/SL or post graduate training at Masters level)		D	A

[C] Professional Development	Essential	Desirable	Source
Evidence of appropriate professional development for the role of headteacher	E		A/I/R
An in-depth understanding of, and commitment to promoting and safeguarding the welfare of pupils e.g. experience of acting as Designated Senior Lead and having completed training at an appropriate level	E		A

[D] School Leadership and Management Experience	Essential	Desirable	Source
Recent successful experience in a school leadership position with developing Headship responsibilities	E		A
To have taken an active involvement in school self-evaluation and development planning together with policy development and implementation	E		A/I
Knowledge and understanding of strategic financial planning and financial/budgetary management in a school setting	E		A/I
To be able to demonstrate a focus on supporting all staff to be the best they can whatever their role with experience of contributing to staff development across the primary range. (e.g. coaching, mentoring, INSET for staff)	E		A/I
To have an awareness of working towards academisation within a (church-based) MAT		D	A/I

[E] Experience and Knowledge of Teaching	Essential	Desirable	Source
To have an in-depth knowledge and understanding of all three key stages in the Primary phase together with experience of teaching in more than one school and at both KS1 and KS2 levels		D	A
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses and show how the needs of <u>all</u> children have been met to improve outcomes	E		A/I

[F] Professional Attributes	Essential	Desirable	Source
Excellent written and oral communication skills (which will be assessed at all stages of the process)	E		A/I
To be a reflective leader of learning demonstrating openness to new ideas and promoting and encouraging outstanding classroom practice	E		A/I

[G] Professional Skills	Essential	Desirable	Source
Be able to demonstrate an awareness and knowledge of the Headteachers' Standards 2020 and 2011	E		A/I
Be familiar with the Seven Principles of Public Life (the Nolan Principles)	E		A/I

[H] Personal Qualities	Essential	Desirable	Source
Be a visible presence around school demonstrating empathy and approachability with a person-centred focus	E		A/I

***Information Source references:** A = Application Form I = Interview R = Reference

St Michael's CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is subject to a Disclosure and Barring Service check, references and other pre-employment checks including the Right to Work in the UK.

Selection process

Safeguarding

St Michael's Primary is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) check as well as other pre-employment checks. Reference checks will be performed prior to interview.

School visit

We encourage all applicants to visit the school, which can be arranged by contacting David Howland, School Business Manager (Direct Line 020 8768 9922) or email: david.howland@stmichaels.lewisham.sch.uk

Applications

Please complete the application form which can be downloaded from the school website (<http://www.stmichaels1871.org.uk/information/governors-staff.html>) or contact David Howland (see above) for a copy.

Closing date

Applications must be received by 18.00h on Wednesday 6th October 2021. Emailed applications should be sent to david.howland@stmichaels.lewisham.sch.uk

Shortlisted applicants will be informed on or before Wednesday 13th October.

Interviews

These will take place over two days on 19th and 20th October 2021. Shortlisted candidates will be advised of 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 the post by April 2022 or sooner.

Salary

The pay range for this post is £66,114 (L14) to £75,345 (L20).



Our location



The high street

Sydenham is in Zone 3 in South East London.

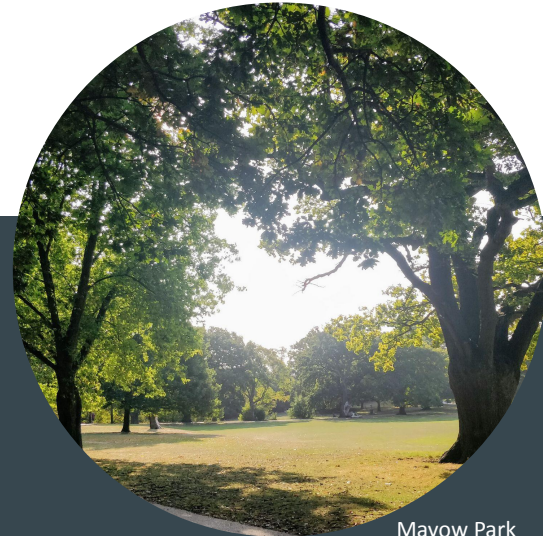
Neighbouring areas include Forest Hill, Crystal Palace and Penge. It has a growing population of around 30,000 and a strong sense of community.

With its beautiful green spaces (including Mayow Park, Sydenham Wells Park and Crystal Palace Park)

and regular community events, it is a desirable place for families to bring up their children. Sydenham high street has many cafes, pubs, a butcher, greengrocer, supermarkets, gyms and other useful shops.

There are many sports and drama activities available to the children locally. Rainbow, Brownie and Guide groups meet in the hall attached to our church.

Two train stations are within walking distance of the school; Sydenham is served by London Overground and Southern Rail whilst South Eastern Trains provides services to Lower Sydenham; there are also many bus routes covering the area.



Mayow Park

It is a short journey to Beckenham where you can have a woodland walk or even a swim in the lake in Beckenham Place Park.

St Michael's benefits from being a short walk to two parks and also the Community Library.