**Moorfield Primary School**

**Learning Together**

**Headteacher Application Pack**

**Moorfield Primary School**

**Learning Together**

Contents

* + Letter to applicants from Chair of Governors
	+ Job Advertisement
	+ Headteacher Job Description
	+ Headteacher Person Specification

 **Moorfield Primary School**

 **Learning Together**

Lyndhurst Avenue, Hazel Grove, Stockport SK7 5HP

Tel: 0161 483 4521 e-mail: headteacher @moorfield.stockport.sch.uk Fax: 0161 456 2902

Dear Applicant,

Thank you for your interest in the headteacher post at our school. The vacancy has arisen due to our current headteacher, Jenny Curzon, retiring after many years of successfully leading the school.

Jenny has introduced and developed many innovative practices making our school truly exceptional, one that we as the governing body are proud to be part of.

The governing body is now seeking to appoint someone who can build on these outstanding practices and continue to improve standards. Applicants need to demonstrate a clear vision and the ability to inspire, with well-developed leadership and management skills. We are looking to appoint someone with excellent interpersonal skills who is able to communicate and engage effectively with pupils, parents and staff.

At the last Ofsted inspection (February 2018) we were judged to be a good school. Our expectation is that the successful candidate will nurture our school and continue this success.

Our governors are competent and ambitious. We are an active governing body who visit school regularly. In the last Ofsted report we were praised for having a clear understanding of the role we play. We have dedicated staff that are committed to providing a curriculum that inspires and challenges children to achieve their full potential, both academically and in their broader educational and personal development. Our staff have the pupils’ interests firmly at the heart of everything they do.

Moorfield is a 2 stream primary school with approximately 400 pupils on roll. We also have the Kaleidoscope Centre in which there are two special needs classes. We pride ourselves on nurturing each and every child to become the best that they can be in the caring and inclusive ethos of Moorfield.

More information can be found on our school website [www.moorfield.stockport.sch.uk](http://www.moorfield.stockport.sch.uk). An informal tour of school is available for any interested applicants, please contact the school office on 0161 483 4521. I hope from what you see on the school website and/or a visit you will get a good flavour of our school and so be encouraged to apply for the position of Headteacher.

I would like to thank you again for your interest in the post and look forward to receiving your application.

Yours sincerely,

 Lindsey Foden (Chair of governors)

**Moorfield Primary School**

**Learning Together**

Position: Headteacher

Required for: January 2019

Location: Stockport

Pay Range: £59,264 - £68,643

Following the retirement of our exceptional Headteacher the governors of Moorfield Primary School are seeking to appoint an inspirational Headteacher, with the personality, skills and vision to build upon the existing strengths of our school. Our children are empowered to reach their full potential and challenged to broaden their horizons.

**We are looking for a Headteacher who:**

* Is a confident and compassionate leader, committed to sustained improvement
* Is dedicated to the continuous development of teaching and learning in order to ensure all of our children achieve their true potential
* Is an exemplary role model with strong leadership and organisational skills
* Can nurture, inspire, challenge and motivate pupils and staff alike
* Has the drive, desire and dedication to maintain and strengthen links with parents, governors and the wider community

Moorfield is a diverse, inclusive and welcoming school community. Our children enjoy learning and appreciate the nurturing ethos of our school. We have a dedicated hard working team of talented and caring staff and a fully supportive and active governing body.

Visits to school are warmly welcomed and will be available on Monday 18June, Friday 22 and 29 June. These can be arranged by contacting the school office on 0161 483 4521.

Visit our website: <http://www.moorfield.stockport.sch.uk/>

Applications must be completed on the application form provided and submitted electronically to hrclientrelations@stockport.gov.uk

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Shortlisted candidates will be expected to complete a Disqualification Declaration.

The successful applicant's appointment will be subject to satisfactory pre -clearance including a Disclosure and Barring Service.

**Closing Date: 02/07/18 at 9am**

**Shortlisting: 04/07/18**

**Interviews:** **09/07/18 and 10/07/18**

|  |
| --- |
| **Job Description** |
| Job Title: Headteacher **Department: Moorfield Primary School** | Directorate: Services to PeopleSalary Grade: £59,264 - £68,643 |
| **Post Reports to:** Stockport’s Director of Education Services and to the Moorfield Primary School Governing Body in matters within their responsibility.  |
| The Headteacher will carry out his or her professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers and Education and Employment legislation.The Headteacher is accountable to the Governors for the standards achieved and the conduct, management and administration of the school, subject to any policies which the Department for Education and Skills and the Governors may make.**Core Purpose of the Headteacher**The core purpose of 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.**Headteachers:** * Effectively manage teaching and learning
* Promote excellence, equality and high expectation for all pupils
* Provide vision, leadership and direction
* Evaluate school performance and identify priorities for continuous improvement
* Deploy resources to achieve the school’s aims
* Carry out day-to-day management, organisation and administration
* Secure the commitment of the wider community
* Create a safe and productive learning environment which is engaging and fulfilling for all pupils
* Work effectively with the school’s Governing Body

**Qualities and Knowledge:** * Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve
* Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community
* Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them
* Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development
* 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
* Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel

**Pupils and Staff:** * 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.
* 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.
* 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.
* Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
* 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

**Systems and Process:** * 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.
* 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.
* 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.
* 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.
* 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.
* 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:** * 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.
* Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
* 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.
* Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
* Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
* 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.

      |
| This Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff within this area to share this commitment and to have understanding of the common core skills and knowledge.To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.To fulfill personal requirements, where appropriate, with regard to Council policies and procedures, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities.To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee’s background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account. |



**Stockport Council**

**Person Specification**

**Job Title**: Headteacher – Moorfield Primary School

**Directorate**: Services to People

|  |  |  |
| --- | --- | --- |
| **Qualifications and Continuing Professional Development** | **SCORE** | **Essential or Desirable** |
| **0** | **1** | **2** | **3** |
| Qualified Teacher Status |  |  |  |  | Essential |
| Evidence of recent training including leadership, managementskills and other Continuous Professional Development |  |  |  |  | Essential |

|  |  |  |
| --- | --- | --- |
| **Experience** | **SCORE** | **Essential or Desirable** |
| **0** | **1** | **2** | **3** |
| Knowledge of all key stages within Primary Education including Special Educational Needs  |  |  |  |  | Essential |
| Knowledge of two-plus Nursery provision |  |  |  |  | Desirable |
| Record of substantial successful senior management experience in a Primary School as either Headteacher or Deputy  |  |  |  |  | Essential |
| Excellent classroom practitioner |  |  |  |  | Essential |
| Proven track record of raising educational standards |  |  |  |  | Essential |
| Competence in the use of Information and communication technologies (ICT) |  |  |  |  | Desirable |

**Professional Knowledge and Understanding**

*Applicants should address the following six areas in order to demonstrate their understanding of and competence against the National Standards for Headteachers*

|  |  |  |
| --- | --- | --- |
| **Shaping the Future** | **SCORE** | **Essential or Desirable** |
| **0** | **1** | **2** | **3** |
| Ability to create, communicate and sustain a shared vision for the school which values each child, develops the whole child and enables them to reach their full potential |  |  |  |  | Essential |
| Ability to translate vision into clear objectives and plans which promote and sustain school improvement  |  |  |  |  | Essential |
| Ability to motivate and work with all stakeholders to create a shared, inclusive and positive culture |  |  |  |  | Essential |
| Ability to lead innovation, creativity and change to achieve excellence |  |  |  |  | Essential |
| Knowledge of current educational issues and trends |  |  |  |  | Essential |
| Ability to harness new opportunities for school improvement |  |  |  |  | Essential |

|  |  |  |
| --- | --- | --- |
| **Leading Learning and Teaching** | **SCORE** | **Essential or Desirable** |
| **0** | **1** | **2** | **3** |
| Ability to use data, benchmarks and effective assessment framework to deliver a consistent school-wide focus on pupil achievement and maximising individual learning |  |  |  |  | Essential |
| Ability to establish creative, responsive and effective approaches to teaching and learning |  |  |  |  | Essential |
| Ability to ensure a culture and ethos of challenge and support to enable all pupils to achieve success and be engaged in their own learning |  |  |  |  | Essential |
| Ability to demonstrate and articulate high expectations and standards for the whole school community, intervening to challenge underperformance |  |  |  |  | Essential |
| Ability to implement strategies which secure high standards of behaviour and attendance |  |  |  |  | Essential |
| Ability to ensure the provision of a flexible and inclusive curriculum which supports all to achieve their full potential, including our resourced children. |  |  |  |  | Essential |
| The ability to develop the role of new technology in implementing the curriculum for learning and school communication |  |  |  |  | Essential |

|  |  |  |
| --- | --- | --- |
| **Developing Self and Working with Others** | **SCORE** | **Essential or Desirable** |
| **0** | **1** | **2** | **3** |
| Development of an inclusive and positive culture which is underpinned by dignity and respect for all members of the school community and which celebrates success |  |  |  |  | Essential |
| Supports a collaborative learning culture within school and through active engagement with partners and other schools |  |  |  |  | Essential |
| Able to plan, delegate, support and evaluate the work undertaken by teams and individuals to ensure delivery of shared goals |  |  |  |  | Essential |
| Able to develop a positive and effective approach to the induction and on-going professional development of self and others in the school community |  |  |  |  | Essential |
| Record of reviewing own practice, setting challenging goals and taking responsibility for own personal development |  |  |  |  | Essential |
| Able to recognise the impact of change and different leadership styles on individuals and organisations |  |  |  |  | Essential |

|  |  |  |
| --- | --- | --- |
|  **Management** | **SCORE** | **Essential or Desirable** |
| **0** | **1** | **2** | **3** |
| Development of effective structures, policies, safeguarding and processes which reflect the school’s values and best practice and deliver improvement |  |  |  |  | Essential |
| Able to produce clear and concise improvement plans for the development of the school  |  |  |  |  | Essential |
| Strategic planning, budgetary management and principles of best value within a financially challenging climate, including evaluating the use of resources in relation to their contribution to pupil achievement  |  |  |  |  | Essential |

|  |  |  |
| --- | --- | --- |
| **Securing Accountability** | **SCORE** | **Essential or Desirable** |
| **0** | **1** | **2** | **3** |
| Ensuring that individual, team and whole school accountabilities are clearly defined, understood, agreed, and that they are evaluated through the whole school for pupil learning outcomes |  |  |  |  | Essential |

|  |  |  |
| --- | --- | --- |
| **Strengthening Community** | **SCORE** | **Essential or Desirable** |
| **0** | **1** | **2** | **3** |
| Build and create a culture which positively challenges discrimination and actively provides for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and families |  |  |  |  | Essential |
| Create and maintain an effective partnership with parents and carers to support and improve pupil achievement and personal development whilst building positive relationships with key stakeholders |  |  |  |  | Essential |
| Knowledge and understanding of the way in which the use of restorative approaches contributes to the whole school community |  |  |  |  | Essential |

|  |  |  |
| --- | --- | --- |
| **Personal Skills and Attributes** | **SCORE** | **Essential or Desirable** |
| **0** | **1** | **2** | **3** |
| Capability to inspire, challenge, motivate and empower teams and individuals to achieve |  |  |  |  | Essential |
| Demonstrates personal enthusiasm and commitment to leadership aimed at making a positive differences to children and young people |  |  |  |  | Essential |
| Build and maintain quality relationships through interpersonal skills and effective communication |  |  |  |  | Essential |
| Meets Stockport Council’s standards of attendance |  |  |  |  | Essential |

The candidate will be assessed throughout the whole selection process using the criteria above