

MULLION PRIMARY SCHOOL

HEADTEACHER RECRUITMENT PACK

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| **Letter from the Chair of the Local Governing Board** |

Dear Applicant,

On behalf of the Local Governing Board, I would like to thank you for expressing an interest in the position of headteacher at Mullion Primary School.

We are looking for an enthusiastic, motivated headteacher who will inspire a love of learning in our children. They must be understanding and caring, with the skills to drive our school forward and lead our new yet already successful curriculum to greater achievements by developing a ‘can do’ approach in our ever enthusiastic children.

Mullion Primary School is a very popular school, where children come together to create a fun thriving environment. The village community is at the heart of the school and we have an excellent relationship with community organisations that present fantastic opportunities for our children. The new headteacher must be willing to embrace this as the school is important to the whole village community.

We are very lucky to have a great team of dedicated and effective staff who are ever striving for success for each individual child, and hold the core values of the school at the heart of their work. It is important to us as governors that the new headteacher can work alongside us and communicate with us to ensure they feel supported and rewarded, whilst also being a decisive leader.

We have just joined the highly successful Truro and Penwith Academy Trust, who provide excellent guidance and opportunities for professional development. We want to build on the new support and positivity that have been evident throughout the Trust and for the new headteacher to draw on the opportunities presented.

I hope you find this information helpful. We very much look forward to receiving your application.

Yours sincerely,

**Rebecca Pascoe**

**Chair of Local Governing Board**

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| **A welcome note from the Chair of the Local Governing Body** |

Thank you for your interest in this opportunity to join the Truro and Penwith Academy Trust.

We are proud of our Academy Trust and what has been achieved since it was established in early 2014. During a sustained period of growth, the Trust has expanded and now includes twenty-nine schools with Trewirgie Infant School having joined us in the Summer of 2021. The Trust encompasses provision across the nursery, primary and secondary phases of education with schools grouped into 3 main clusters.

In January 2019, the Trust was highly praised in a summary evaluation visit by Ofsted. The findings confirmed that the Trust is one that schools want to join. It was acknowledged that there is high quality support with the Trust for schools and that Headteachers feel supported and empowered.

The Trust is innovative and dynamic and works in partnership with the One Cornwall Teaching Hub and its associates to provide bespoke school support and effective improvement activities. Staff receive high quality development opportunities and schools in the Trust benefit from the considerable expertise of Truro and Penwith College which can help to identify cost effective and local solutions as well as supporting excellent leadership and governance.

Central to everything that is done in the Trust are the pupils and students. We firmly believe in equality and the importance of encouraging and helping every one of our children and young people to achieve their full potential. Our key focus is on improving learning and teaching for all.

We recognise and encourage the local distinctiveness and the individuality of schools and hope to inspire them to become beacons of hope and aspiration in the communities they serve.

The Trust is looking for an exceptional candidate with vision, energy and determination, who is able to work with committed and supportive colleagues to build on this success and seize opportunities to further develop the Trust and deliver first class education in Cornwall.

If you have the ambition and qualities to take on this challenging role we look forward to receiving your application.

**Anita Firth**

**Chair of the Board of Trustees**

**Truro and Penwith Academy Trust**

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| **Welcome to Our School** |

This information pack will provide you with an insight into our school and offer some practical information which will be of use to you as a prospective member of our school community.

Mullion Community Primary School is situated on the Lizard peninsula. We put the children at the centre of what we do at Mullion Community Primary School by aiming to instil in our children a love of learning and develop a ‘can do' approach that enables them to grow ambition.  Our children develop an understanding of themselves as individuals, with their own talents and characters, as well as value the people and world around them. We are committed to preparing our children for the next stage on their journey so that they are able to grasp all and any opportunities for their future.

Our School enjoys working collaboratively and will continue to do so as a new addition to our partner schools within Truro and Penwith Academy Trust.

We welcome visitors as this is the best way to see our school, experience our purposeful and exciting curriculum and meet our motivated and engaged children.



Children sitting at a table

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A picture containing person, child, indoor, child

Description automatically generated

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| **General Background** |
| Mullion Community Primary School is located in the small village of Mullion on the Lizard Peninsula.  The school caters for children between the ages of 4 - 11.  Currently we have 157 pupils on roll and offer a rich & diverse curriculum, as well as a well-developed programme of extracurricular and after-school activities. We have an inclusive ethos and embrace diversity. In January 2023 we joined Truro and Penwith Academy Trust and have embraced the early stages of this. Our school also enjoys working collaboratively with our hub schools as well as having excellent links with the local Pre-School, Flying Gulls which is based on site. |

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| **Class Organisation** |
| The school currently has 157 children on roll across six classes.  The class structure for this academic year is: EYFS/Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6. |

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| **Staff Organisation** |
| EYFS / Year 1: Mrs Higgins  Year 2: Miss Warwick  Year 3 Mrs Rigby and Miss Hayhurst (Assistant Headteacher)  Year 4: Miss Jones and Miss Wells  Year 5: Miss Thomas  Year 6: Mrs Savage and Mrs Brown  In addition to class teachers, there is a Headteacher, an assistant head, 3 full time teachers and 6 part time teachers. We have a team of 11 skilled and dedicated support staff who are a key part of our teaching and learning team. Our newly appointed SENDCO, Jo Moseley, is with us for a day and a half each week and our SEN/ pastoral support teaching assistant is key to pupil and family support.  We are strongly committed to staff development and learning and are committed to all staff growing professionally. |

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| **Our Curriculum** |
| The School’s mission statement and aims have been reimagined this year and the curriculum is underpinned by four key aims:   * Every child a reader * A love of learning and being curious * Learning behaviour for success * Being good citizens   Our curriculum is well-established and embeds a school wide pedagogy for teaching and learning. The children are taught an ambitious curriculum through subject-specific lessons where pupils learn the skills needed to secure and deepen their learning. First-hand experiences are key to the children’s learning and we aim to use our incredible local environment to enhance learning. Pupils are taught to learn more, do more and remember more through our approach to teaching and learning. This is supported by a reading-rich curriculum where pupils explore through fiction and non-fiction texts that are closely connected to the context of learning. |

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| **Safeguarding** |
| TPAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff, workers, volunteers, governors and trustees to share this commitment.  Shortlisted candidates will be required to complete a Safeguarding Self-Declaration Form as part of their application. We will also carry out online searches as part of our due diligence on the shortlisted candidates, as updated in the Keeping Children Safe in Education recommendations. This may help identify any incidents or issues that have happened, and are publicly available online, which the School or Trust might want to explore with the candidate at interview.  Successful candidates will be required to complete a Disclosure and Barring Service (DBS) application and Health Assessment form as part of their pre-employment administration. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. |

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| **Finance** |
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**Job Description**

**HEADTEACHER: Mullion Primary School**

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| **Job Title:** | Headteacher |
| **Salary Range:** | Leadership Pay L8-14 |
| **Location:** | Mullion Primary School |
| **Responsible to:** | CEO of TPAT |
| **Direct Supervisory Responsibility for:** | Senior Leadership Team, Teaching Staff, Support Staff |

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| **Shaping the Future:** |
| The Headteacher will be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders’ beliefs and values. |

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| **Strategic Direction and Development of the School:** |
| To work with the Governing Body to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context:   1. To formulate overall aims and objectives for the school policies for their implementation. 2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life. 3. To develop with staff, pupils, parents and governors policies relevant to the needs of the school 4. To implement the LGB’s policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability and special educational needs. 5. Secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers’ effectiveness and securing school improvement 6. To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school 7. To ensure that the management, finance, organisation and administration of the school support its vision and aims 8. To ensure that policies and practices take account of government legislation, national, local and school data and inspection research findings 9. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary 10. To arrange for a deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher’s functions at any time when absent from school. |
| **Leading and Teaching** | |
| To work with the staff and governing body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils’ achievement, using benchmarks and setting targets for improvement.  To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe & healthy school environment   1. To ensure a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning | |
| 1. To ensure that learning is at the centre of strategic planning and resource management 2. To establish creative, responsive and effective approaches to learning and teaching 3. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning 4. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community 5. To be able to implement strategies which secure high standards of behaviour and attendance 6. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework 7. To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils 8. To monitor evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken. 9. To fulfil the Headteacher’s duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education 10. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act. | |
| **Leading and Managing Staff** | |
| To lead, motivate, support, challenge and develop staff to secure improvement:   1. To participate in the selection and appointment of teaching and non-teaching staff of the school 2. To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils 3. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance 4. To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils’ achievement 5. To assess whether a teacher at the school who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school 6. To participate in arrangements for Headteacher performance management 7. To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status, the Career Entry Profile and standards for induction. | |

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| **Efficient and Effective Deployment of Staff and Resources** |
| To deploy people and resources efficiently and effectively to meet specific objectives in line with the school’s strategic plan and financial context:   1. To allocate, control and account for those financial and material resources of the school which are delegated to the Headteacher by effectively managing the school budget and material resources 2. To work with governors and senior colleagues to recruit staff of the highest quality available 3. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided 4. To advise the Trust and governing body and implement decisions in relation to staffing 5. To advise the governing body on the adoption of effective procedures to deal with the competence and capacity of staff 6. To advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control 7. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations 8. To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the local authority 9. To undertake responsibilities as defined in the LA’s Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty 10. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity 11. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils’ achievements, ensure efficiency and secure value for money 12. To ensure that staff are encouraged to attend INSET which increases their knowledge and understanding of their roles and responsibilities. |
| **Accountability** |
| To be accountable for the efficiency and effectiveness of the school to the local authority, governors, pupils, parents, staff, local employers and the community:   1. To liaise and co-operate with education officers and support services in the evaluation, monitoring and inspection of the school according to such arrangements as may be required by or agreed with the local authority 2. To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money 3. To report to the governing body on the discharge of the Headteacher’s functions and the affairs of the school 4. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school 5. To present a coherent and accurate account of the school’s performance in a form appropriate to a range of audiences, including parents, the Trust, local governors, the local community, OfSTED and others, to enable them to play their part effectively 6. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school’s targets for improvement 7. To report to the governors annually on the performance management of teachers at the school in relation to the Trust policy based on the School Teachers Pay and Conditions Document 8. To provide information about the work and performance of staff where it is relevant to their future employment. |
| **Strengthening Community** | |
| 1. To be able to build a school culture and curriculum which takes account of the richness and diversity of the school’s communities 2. To creates and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment 3. To ensure learning experiences for pupils are linked into and integrated with the wider community 4. To ensure a range of community-based learning experiences 5. To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families 6. To seek opportunities to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community 7. To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives 8. To co-operate and work with relevant agencies to protect children 9. To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary & secondary schools. 10. To ensure that the school offers appropriate extended services. | |
| **Pupil Care** | |
| 1. To ensure that provision in the school enables all pupils to receive their entitlement 2. To arrange for effective induction of pupils entering school and transferring to secondary school 3. To determine, organize and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care and guidance 4. To determine and arrange means to promote among pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school 5. To handle individual disciplinary cases, including power to exclude pupils in accordance with provisions of the latest legislation. | |
| |  | | --- | | **Special Conditions related to the post** | | ***Safeguarding statement:***  Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:   * Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information * Receipt of two satisfactory employer references one of which must be from your current or most recent employer * Satisfactory verification of relevant qualifications * Satisfactory health check     All new employees will be required to undertake mandatory training required by the Trust. | | | |

**Headteacher Person Specification**

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| **FACTORS** | **KEY** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| **Qualification/ Training** | * Honours Degree or equivalent and Qualified Teacher Status | * Knowledge/training in models for outstanding learning and teaching * Evidence of recent professional development, at senior leadership level * Experience of being a Designated Safeguarding Officer and recently trained to Tier 3. | * A higher qualification in leadership and/or education. * Approved “Safer Recruitment” training. * NPQH (if not already a Headteacher prior to 1st April 2004). * Safeguarding ‘Train the Trainer’ training. | Application Form |
| ***Professional Experience*** | * Senior leader with a proven record in raising standards by setting challenging targets * Senior leader with experience of inspiring learners to attain high levels of achievement, behaviour and attendance * Successful senior leadership and management experience | * Ability in developing excellent working relationships with all staff and other stakeholders * Experience of clear systems and protocols for the performance management of staff * Ability in using assessment data effectively to provide action plans to improve whole school performance * Show understanding of budgeting and financial control * Leadership experience across the primary age range * Leadership in the principles of outstanding learning and teaching with wide experience of classroom observation and feedback | * Evidence of leading on curriculum design, development, implementation and management. * Sound knowledge of current educational thinking and educational developments. | Application Form supported by a portfolio of evidence demonstrating success/    Selection Procedure  Interview |
| **FACTORS** | **KEY** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| ***Professional Skills*** | * Successful management of change from inception to completion * An inspirational leader with drive, foresight and energy * High quality classroom practitioner | * Outstanding all-round communication, advocacy and presentation skills * Skills, experience and ability to model and promote high quality learning and teaching to meet the needs of all learners * Ability to forge positive relationships with pupils, staff, governors, parents, the local community and other schools, particularly those within the multi-academy trust * Ability to recruit, deploy, develop and motivate staff | * Excellent ICT skills and accustomed to promoting new technologies/other innovative methods to enhance learning * Outstanding analytical skills | Application Form supported by a portfolio of evidence demonstrating success  Selection Procedure  Interview |
| ***Personal Qualities*** | * A dynamic, committed leader * Proven ability of developing successful teams, serving the needs of pupils and colleagues | * Able to foster a collaborative environment, which thrives on trust and respect and has a strong commitment to equality and diversity * An inspirational role model with the ability to lead by example * Anticipates changing circumstances and acts proactively to meet the challenge. * Personal integrity and honesty |  | Interview |

**The black - “Essential” criteria will be those that any shortlisted applicant will be expected to meet but the red - “Key” criteria will be those that enable the Selection Panel to identify those applicants who have the special areas of expertise pertinent to this post at this time.**

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| **Application Information** |
| We hope that you find this pack provides all of the information that you need in order to consider your application for the post. Should you have any questions or matters you would like to discuss informally, or to arrange a visit, please contact:   |  |  | | --- | --- | | Contact Name: Davina Morgans, School Secretary |  | | Contact Email Address: secretary@mullion-ji.cornwall.sch.uk |  | | Contact Telephone Number: 01326 240585 |  |   Please note that CVs will not be accepted.  Application packs can be downloaded from:   |  |  | | --- | --- | | Closing Date: 21st March 2023 |  |   Completed applications must be returned to the email address above and be received by 12 Midnight on the closing date provided.   |  |  | | --- | --- | | Interview Date: 30th March 2023 |  |   To ensure the fairness of the selection process, shortlisting will be based upon information which you provide in your application, and assumptions will not be made about your experience or skills. We will look for demonstrable evidence that you meet the criteria set out in the person specification.  If we have not contacted you within 14 days of the closing date, it is unlikely that you have been shortlisted on this occasion. Many thanks for your interest in this post. |