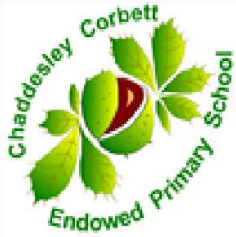




Chaddesley Corbett Endowed Primary School

Headteacher Recruitment Pack

January 2023



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WELCOME

Dear Applicant

Firstly, a very warm welcome to Chaddesley Corbett Endowed Primary School and thank you for your interest in our Headteacher vacancy, which has arisen following the promotion of our current Headteacher after 8 very successful years. As a Governing Board we are looking to appoint an inspirational new Headteacher with a proven record of highly effective leadership, with the aim of delivering the best that we can for our young people. We are looking for a Headteacher who is able to build on all we have achieved and be ambitious, aspirational and excited about the school's continued journey of excellence.

We are a happy and popular one-form entry primary school with pre-school facilities for children from 2 years, and have an enhanced mainstream autism base, the ARC, that caters for up to ten children. We are based in the picturesque village of Chaddesley Corbett, in an attractive modern building with extensive facilities, set in stunning grounds.

We hope that, by reading this information pack, and by considering how your own skills match those needed to meet this fulfilling role, you will feel inspired to apply for the post of Headteacher at our school. The governors and trustees are looking to appoint an exceptional leader with the vision and skill to continue the journey towards our realistic ambition to be 'Outstanding'. If you believe you can lead our school into the future and have the right combination of experience, skills and attitudes to really drive continuous improvement, then this is a really exciting opportunity and we look forward to receiving your application and meeting you.

Visits to the school are very welcome, please do feel free to contact me and we shall be very happy to show you round our unique school. Meeting the staff and the children will, I am sure, give you a clearer picture of the opportunity that this role offers.

For further information or to arrange a visit, you can contact me by email:

gg.cceps@gmail.com

Once again, thank you for your interest in the role and we look forward to receiving your application. With kind regards,

Gill Griffiths, Chair of Governors



The Role

Head Teacher – Chaddesley Corbett Endowed Primary School

Required for April 2023 (September 2023 for an exceptional candidate)

NOR: 212 (Group 2)

Contract type: Permanent

Leadership Points 15 - 21 (£62,561-£72,483 FTE per annum)

The Governing Board are seeking to appoint a new Headteacher due to the promotion of the current Head to a larger school, following 8 years of successful school improvement here.

This is an outstanding opportunity for a first time or experienced Headteacher to lead a very successful one form entry primary school set in a beautiful rural Worcestershire village location with good access to motorway links.

CCEPS is a VA maintained school with good collaborative links with four other local primaries. It is at the heart of the village community and has recently opened a specialist enhanced autism resource centre for 10 pupils in a newly built facility on site. The school's main suite of purpose built, eco designed learning spaces incorporates buildings for nursery and wraparound/holiday provision, and are all set in 14 acres of well-developed outdoor learning arenas. This affords children maximum opportunity for outdoor learning, including Forest School, sensory gardens, horticulture areas, cooking areas, adventure playground space and extensive grass and hard play areas. The school holds awards including Wellbeing (WAS – NCB/Optimus), Science (PQSM) and the Eco Schools Award, and is recognised for its work and expertise in mental health.

Governors seek to appoint an outstanding candidate to lead the school in the next phase of its development, who will deliver our school vision and embody its values. Applications are welcome from teachers with a proven record of excellent classroom practice and who demonstrate outstanding leadership and management skills.

Closing date for applications: 12 noon on Monday 30th January 2023

Interviews to be held on: Monday 13th and Tuesday 14th February

CCEPS is committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. All appointments are subject to safer recruitment procedures and pre-employment background checks, including satisfactory references, medical, Enhanced DBS with children's barred list clearance, online and social media checks and completion of relevant safeguarding training including Safeguarding Children in Education.

CCEPS is also committed to achieving a diverse and inclusive workplace and strongly encourages suitably qualified applicants from a wide range of backgrounds irrespective of personal characteristics. We welcome applicants from all backgrounds and communities, in particular those that are currently under-represented in our workforce; we are respectful of all individuals' race, age, religion, gender identity, sexual orientation, caring responsibilities, disabilities and cultural background.



Vision and Values

Our mission statement reflects our school's core purpose, identity and values – who we are, what our purpose is. Our vision statement is where we want to be, our aspirations for the future.

Mission

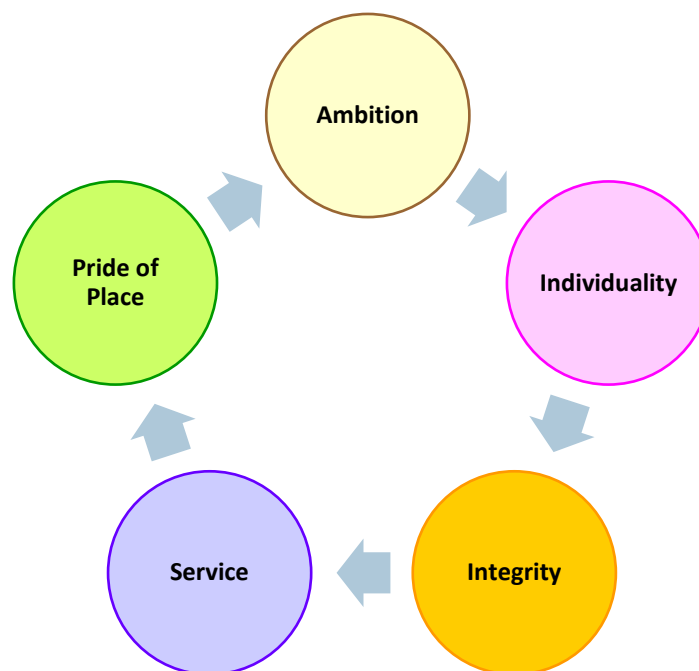
A school with excellent practice, equality, well-being and learning success at its heart.

Vision

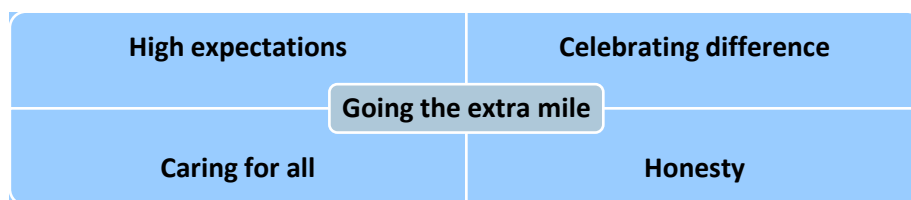
By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position within the community.

Values

There are five values which underpin all school and individual endeavours:



The five drivers of success in achieving our vision are:





School Information

Chaddesley Corbett Endowed Primary School

Nethercroft Meadow
Lower Chaddesley
Kidderminster
Worcestershire
DY10 4QN

Tel: 01562 777312

office@chaddesleycorbett.worcs.sch.uk

www.ccschool.co.uk

The school is a voluntary aided community primary school with attached nursery/pre-school provision. It is endowed by the Chaddesley Corbett Educational Foundation Trust and forms part of Worcestershire County Council's educational provision. The school offers a rural learning environment to children between the ages of 5-11 in its main school and between 2-5 in its pre-school nursery. Its nominal roll is 210 and there are currently 205 pupils in Reception – Year 6. CCEPS is sited on a large open rural site and is of modern design (opened in 2012) with many eco-friendly aspects. It offers specialist resources internally for music, sports, and technology (including food technology) and externally has outstanding facilities for outdoor learning, including Forest School, sensory gardens, horticulture areas, ecology ponds, cooking areas, adventure playground space and extensive grass and hard play areas. The school holds awards including Wellbeing (WAS – NCB/Optimus), Science (PQSM) and the Eco Schools Award, and is recognised for its work and expertise in mental health. The entire school is fully accessible and has a specialist suite for the use of disabled students/staff. The school attracts children from Kidderminster to Bromsgrove, with varying numbers of children drawn from the parish of Chaddesley Corbett each year. Before and after school care is offered to all from 7.30am to 6.00pm, as well as holiday provision throughout the year. In 2021 the school was successful in its bid to develop its SEND resources through the creation of an enhanced mainstream autism base (the ARC), which caters for up to ten pupils. Building work commenced in October 2021 and the ARC welcomed its first pupils in the summer term of 2022. There are currently 7 pupils on roll in the ARC.



An Endowed school

The endowment body is the Chaddesley Corbett Educational Foundation – a local charitable trust. Each year the Trust makes grants to the school to ‘top up’ the school’s budget and to help enhance the provision. The eleven trustees who run the Chaddesley Corbett Educational Foundation are all local residents, many of whom are former pupils of the school or who have had children educated in the school. They have varied professional expertise or experience – law, property management, financial investment, teaching, music, community leadership, agriculture and parenting. They all give up their time willingly and are committed to the future success of the school and see themselves as equal partners with the pupils, teachers and parents in the wider school community. As an endowed school, the Trust appoints the majority of the school’s governing body (the Foundation Governors).

Up until 2008 the village school was a First School – taking pupils up to Year 4 and a capacity for 168 pupils. The County Council decided it should become a primary school with up to 210 pupils, but there was not room on the existing school site in the village next to the church. So it was decided to build a new school on the edge of the village. The design and budget for building new schools is normally set and managed by the County Council and the government – at the time £2,900,000. But as an endowed school the Trust was able to add to that – by buying the land needed and adding an extra £600,000 into the pot. The current school was opened in 2012. We have classrooms that are a bit bigger than ‘standard’, the hall is bigger and higher, we have a D&T, music, break-out and changing rooms, and our outside space is much bigger than normal. The nursery, which on the old site operated in a wooden hut run by a separate local charity, was brought under the control of the school and it too had purpose built new accommodation. A few years ago, the County Council wanted to expand nursery provision to take younger children. The Trust committed an extra £60,000 and was able to get a government grant of £180,000 to build more new buildings. As a result, our buildings and outdoor space are amongst the best in the county.



The ARC



The ARC has been designed and built based on information drawn from research and evidence based practice, to inform the best possible learning environment for a child with Autism.

The ARS has a family centred approach and provides a welcoming and nurturing environment where children and their families are always welcome.

The winding, sensory pathway, leads up to the main entrance of the ARC passing our 'Sensory Sanctuary' willow sculpture. The building consists of a purpose built, Autism friendly classroom with a curved wall, identified Autism friendly colours and neutral furniture to support individual children with their learning styles and aid self-regulation. A family room is available within the main building in addition to a multi-purpose meeting room, spacious corridor, two bathrooms and kitchen-all of which continue with the philosophy underpinning the research around colour and space. The ongoing development of our Sensory Studio has been informed by specialist advisors to promote co-creation, co-construction and co-production, whilst modelling and developing independence to self-regulate and respond to sensory processing difficulties. The ARC offers a responsive learning environment, and ongoing developments will be led by an embedded process of Inquiry.

Curriculum

At Chaddesley Corbett we consider the extent to which we are equipping pupils with the knowledge and cultural capital they need to succeed in life. Central to this are the key academic, personal and vocational skills which prepare them for the next stage of their lives. It is also important that we invest in their cultural capital – our core values and the essential knowledge that our children need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

We offer a rich curriculum that meets the needs of all our learners. This is achieved by excellent quality; systematic and rigorous teaching in reading, writing and mathematics, so every child has access to learning and can consolidate basic skills quickly. By underpinning the whole learning experience with a rich, engaging 'gold standard' curriculum, which encompasses new technologies, children will apply their knowledge, skills and understanding, as well as grow morally and spiritually. This will extend their understanding and explore their wider capacity to think and create, empowering them with skills to be life-long learners, have belief in their self-worth and to contribute and thrive in an ever changing society.



Children are encouraged to become leaders in a variety of areas across school life, providing them with the skills to communicate cohesively and views to be captured. Their confidence to present ideas is promoted and children are given opportunities to develop presentation skills in a variety of situations. Opportunities for developing the skills of debate and sharing opinions are also used throughout the curriculum supporting the ability to become team workers. Relationships between all stake holders are important to Chaddesley Corbett School. Safety and security is promoted in a nurturing environment. We endorse mental well-being through the support and understanding we offer, which in turn helps to develop resilience and an ability to persevere through challenges. Trust in others that they will do their best, meet needs and, support and not harm, will ensure children of Chaddesley Corbett will grow and acquire skills and knowledge through safe relationships built on mutual trust, and become the best they can be. An outstanding outdoor environment ensures that as children learn outside they practise using concrete experiences and become effective participators. This makes certain that a deeper understanding of all curriculum areas takes place and outdoor skills are fostered. Trained forest school leaders support children and staff to take risks in a managed and controlled manner. This style of learning will also promote mental wealth and an ability to self-manage. Learning how to regulate emotions, reactions and responses in this non-threatening environment enables children to show resilience and determination to succeed, even when things become tough.



Staffing

The current staffing is as follows:

Headteacher; Deputy Headteacher (&SENDCo); KS2 Phase Lead Manager (TLR2); KS1 & Early Years Phase Lead Manager (TLR2); ARC Leader (TLR2); 6 FTE class teachers; P/T PPA & interventions teacher; HLTA; Learning Assistants based in Early Years, KS1 and KS2 and the ARC; Pastoral Care Manager; School Business Manager; Finance Administrator; School Secretary; Site Manager; Wraparound and After School Club assistants; Cleaning staff; Lunchtime Supervisors.

Collaboration

The school is part of a group of five local maintained primary schools who work closely together. Their aim is to improve the outcomes in the key areas of teaching and learning, behaviour and well-being and achievement through:

Collaboration - the sharing of expertise, good practice, knowledge and data

Increased capacity (shared common policies and resources)

Better opportunities for high quality professional development

Shared quality assurance - peer reviews, moderation

Improved economies of scale

Standards

Latest statutory test results (2022), the first since the pandemic, include:

Reception: GLD: 50% **Year 1:** Phonics 83%

Year 2:

Reading: 81% expected, 32% greater depth

Writing: 73% expected, 21% greater depth

Maths: 81% expected, 25% greater depth

Year 6

Reading: 73% expected, 27% greater depth

Writing: 77% expected, 18% greater depth

Maths: 73% expected, 27% greater depth

Combined Reading, Writing & Maths: 64%



Ofsted

Our latest Ofsted report, in October 2019, judged the school to be Good. You can read the report here:

[Ofsted Report](#)

Governing Board

The school has a very committed Governing Board consisting of:

- 7 Foundation Governors
- 2 Parent Governors
- 1 Local Authority Governor
- 1 Headteacher Governor
- 1 Staff Governor
- 2 Associate Governors

There are usually five full Governing Board meetings a year. In addition, there are sub committees where much of the work is completed. Currently there are three sub committees: Resources committee; Teaching & Learning committee; Pay Committee.

PTFA

The school has an active and supportive PTFA that raises funds to enhance the provision for our children. The latest purchase with PTFA support has been the installation of an outdoor gym.

Budget

The total delegated budget for 2022 -2023 was £1.3 million. The school was able to set a balanced budget.

For more information and images of our school please click on the links below:

[Virtual Tour](#)

[Website](#)

[Aerial View](#)





JOB DESCRIPTION - HEADTEACHER

Statutory

1. To fulfil all the requirements and duties as set out in the current School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher (para 43-47 and 52).
2. To work within the National Standards for Headteachers (2020) as published by the DfE.
3. To seek to achieve any performance criteria, objectives or targets agreed with or set by the Governing Board in accordance with the requirements set out in the agreed School Teachers' Pay and Conditions Document.
4. To promote and safeguard the welfare of all children and young people within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.
5. To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights.

Within this framework the Governing Board wish a particular emphasis to be placed upon the following:

- To further develop and extend partnership working, through co-operation and collaboration, ensuring the school is rooted in its local community and has excellent relationships with all stakeholders
- To further develop a happy and successful school by ensuring the highest possible quality, depth and breadth of education, range of opportunities and standards of attainment for all children
- To work with governors and trustees to realise the strong and widely shared vision for the school's future and strategic direction which reflects the values and ethos of the school
- To develop and manage the school efficiently and effectively, building on its strengths of inclusivity and support of individual needs, maintaining a culture of innovation to sustain prolonged developments and improvements across every aspect of the school
- To prioritise, promote, and support the well-being of children and staff
- To lead by example with integrity, creativity, resilience, and clarity, drawing on their own understanding, experience, capabilities, expertise and skills, and that of those around them
- The Headteacher will be required to promote and safeguard the welfare of children and young people in the school and to become the Designated Safeguarding Lead (DSL) for the school
- The Headteacher will be responsible for the supervision of all staff employed in the school

Main purpose

The headteacher will:

- Formulate the aims and objectives of the school and provide overall strategic leadership
- Establish policies for achieving these aims and objectives
- Manage staff and resources to that end
- Monitor progress towards the achievement of the school's aims and objectives

- Lead by example and model best practice regarding professional conduct, workload and personal development, and be a role model for all in our community

Qualities and knowledge:

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Communicate the school's vision compellingly and drive strategic leadership
- Seek training and continuing professional development to meet own needs

Pupils and staff:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice

Systems and processes:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Welcome and work with the governing board as appropriate, providing the information it needs to govern effectively
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

The self-improving school system:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

Please note that this is illustrative of the general nature and level of responsibility of the role and not a comprehensive list of all tasks that the headteacher will carry out. This job description may be amended at any time, after discussion with the Headteacher, but in any case will be reviewed annually when key tasks related to the school's priorities will be determined.



PERSON SPECIFICATION - HEADTEACHER

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Good honours degree (A) <input checked="" type="checkbox"/> Qualified Teacher Status (A) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Further professional qualifications e.g. Master's degree (A) <input checked="" type="checkbox"/> Other leadership qualifications e.g. NPQH or NPQSL (A)
Experience	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> An excellent teacher with recent teaching experience across the primary age range (A, R) <input checked="" type="checkbox"/> Significant strategic leadership experience at senior leadership level (A) <input checked="" type="checkbox"/> Community involvement (A, I) <input checked="" type="checkbox"/> Understanding of effective identification of and provision for pupils with SEND (A, I) <input checked="" type="checkbox"/> Working knowledge of strategies appropriate to meet the needs of pupils with Autism (A, I) <input checked="" type="checkbox"/> Experience to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential, and evaluate the mental, physical and emotional wellbeing of all pupils for successful learning(A, I) <input checked="" type="checkbox"/> To be committed to and have an in-depth knowledge of Safeguarding both in the school and the wider community (A, I) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of leading collaborative curriculum initiatives across a number of schools (A) <input checked="" type="checkbox"/> Teaching experience in all phases: EYFS, KS1 and KS2 (A) <input checked="" type="checkbox"/> Evidence of involvement in the promotion of metacognitive practices within schools and positive mental health strategies for both staff and pupils (A) <input checked="" type="checkbox"/> Commitment to outdoor learning (A) <input checked="" type="checkbox"/> Evidence of involvement in external research projects focused on the improvement of both pedagogy and learning within schools (A) <input checked="" type="checkbox"/> DSL experience or training (A)
Professional Development	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of recent CPD relevant to leadership, management and current educational issues (A) 	
Leadership and Management Skills	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Good written & oral communication skills (A, I, P) <input checked="" type="checkbox"/> Proven organisational ability (A, I, P) <input checked="" type="checkbox"/> Experience in the effective use of management information systems (A) <input checked="" type="checkbox"/> Ability to establish, develop, delegate, motivate and lead a strong Management Team (A, I) <input checked="" type="checkbox"/> Experience of Strategic planning, resource and budget management (A, I) <input checked="" type="checkbox"/> Proven track record of managing successful school evaluation and improvement (A, I) <input checked="" type="checkbox"/> Proven ability to create a vision and develop an ethos that meets, or exceeds the aspirations of pupils, parents, staff and governors (A, I) 	

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Experience of Self-evaluation including analysis of performance data to inform planning leading to whole school development and change (A, I) <input checked="" type="checkbox"/> Ability in ICT skills for teaching, administration and management (A, I) <input checked="" type="checkbox"/> Mentoring and coaching skills (A, I) <input checked="" type="checkbox"/> Experience of working closely with governors and the governing board to help drive the values of the school and pursue improvement (A, I) <input checked="" type="checkbox"/> A commitment to a child centred approach, within an equitable and inclusive school in which the academic and personal welfare of each pupil is paramount (A, I) <input checked="" type="checkbox"/> Proven experience of positive behaviour management and developing a pupil focussed, inclusive and effective learning environment behaviour and attendance are outstanding (A, I) <input checked="" type="checkbox"/> Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet all pupils' needs and ambitions (A, I) <input checked="" type="checkbox"/> Proven experience and understanding of the analysis of attainment and achievement data along with the implementation of effective assessment procedures and systems in order that all pupils achieve ambitious targets (A, I) 	
<p>Personal Characteristics</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Innovation, creativity and critical reflective thinking in the development of a 21st Century School (A, I) <input checked="" type="checkbox"/> To be a high profile, visible role model with a professional approach that demands excellence, confidence, trust and the respect of the entire school and wider community (A, I, P, R) <input checked="" type="checkbox"/> To be astute and perceptive with strong analytical skills and the ability to use sound judgment in order to anticipate and resolve conflict imaginatively (A, I) <input checked="" type="checkbox"/> To be articulate and approachable with excellent interpersonal skills (A, I) <input checked="" type="checkbox"/> Initiative, resilience, honesty and integrity (A, R) <input checked="" type="checkbox"/> Commitment to inclusion (A, I) <input checked="" type="checkbox"/> Ability to inspire, motivate and gain the respect of pupils, staff, parents and governors (A, I, P, R) <input checked="" type="checkbox"/> Ability to work hard and under pressure (A, I, P) <input checked="" type="checkbox"/> A positive approach (A, I, P, R) 	

These will be assessed, as indicated, through one or more of the following:

A - Application form and supporting statement; I - Interview; P - Presentation; R - References



How to apply

To apply please email your completed application form to our Clerk to the Governors, Karen Martin, at:

KMartin@blackpeartrust.org

By **12 noon on Monday 30th January 2023**

You will be selected for interview entirely on the contents of your application form, The Job Description and Person Specification detail the knowledge, experience, skills, and behaviours we are looking for in our new Headteacher, so please read these carefully before you complete your form. Your supporting statement should provide concise and specific examples to demonstrate your achievements and skills addressing the specific criteria as set out in the person specification.

Visits to the school are very welcome, please contact the Chair of Governors, Gill Griffiths, to arrange a visit on: gg.cceps@gmail.com

Shortlisting: will take place on Wednesday 1st February

Candidates are advised that references will be taken up prior to interviews. Could you ensure that you provide a correct email address for your referees and that they are aware of the need to respond promptly to a request.

Interviews: are planned for Monday 13th and Tuesday 14th February

All candidates invited to interview must bring the following **original** documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post i.e. degree certificate, QTS certificate

We are committed to supporting all employees to maintain a healthy and rewarding work / life balance; our Flexible Working policy outlines our commitment.

CCEPS is committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. All appointments are subject to safer recruitment procedures and pre-employment background checks, including satisfactory references, medical, Enhanced DBS with children's barred list clearance, online and social media checks and completion of relevant safeguarding training including Safeguarding Children in Education.

From a GDPR perspective, the information you have provided will be stored on our secure database and will only be used to process your application. It will not be passed to any other organisation.