



Churchfield Church School

Headteacher Recruitment Pack





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Letter from the Chair of Governors

Dear Applicant,

Thank you for showing an interest in the exciting post that we have to offer.

I am sure that you will learn a lot about our aspiring school from the information contained and particularly from the website links. However, you are warmly welcome to arrange a visit to truly experience the ethos of our school and meet our staff and children.

The post is available due to our current Headteacher retiring from post. The Governors and the officers from the Bath and Wells Multi-Academy Trust are keen to appoint an exceptional Headteacher to build on our foundations, tackle our challenges, ensure that our pupils flourish and lead our journey to improvement through a relentless focus on attaining the highest possible personal and academic standards throughout the school.

We are all looking forward to establishing a positive and enjoyable relationship with the new Headteacher and working in partnership to achieve the best for all in our care.

I hope you will find all that you need in the following pack but please do not hesitate to contact the school for any further information if needed.

Thank you once again for your time and interest.

Yours sincerely

[Alison Murkin](#)

Chair of Governors



Message from the Trust Chair of the Board of Trustees

Dear Applicant,

Thank you for your interest in the post at Bath & Wells Multi Academy Trust (Trust).

The Trust was established in 2012 with four schools, all of which needed sponsored academy conversion following inadequate Ofsted judgements. As of April 2018, the Trust has increased to 30 schools, with in excess of 7,800 pupils; of these only 2, recent joiners, are in Special Measures and 4 Require Improvement, a radical transformation.

The Trust is at a key point in its development, with a clear vision and strategic plan and is continuing to expand in size with 3 more set to join in the Autumn of 2019. Good and Outstanding schools are keen to join us and work within the supportive but aspirational Christian environment that we are developing. This offers enormous opportunities and significant change to oversee.

Our leaders share our vision of the Trust as an outstanding provider of education, but education that is not only excellent academically, but also offers every child the opportunity to develop as an individual in mind, body and spirit. The Trust works in partnership with the Diocesan Education Department.

As part of the teaching team, you will be bringing your educational expertise and experience to this role with an approach rooted in excellence, best able to meet the needs of every child within the Trust.

The candidate appointed will play a pivotal part in the development of the Trust both as an outstanding educational provider and delivering its Christian mission to ensure that we provide the opportunity for every child and member of staff to experience 'Life in all its Fullness'. We look forward to receiving your application.

Yours sincerely

[Nigel Daniel](#)

Nigel Daniel
Chair of the Board of Trustees
Bath & Wells Multi Academy Trust



What people say about our school...

The town of Highbridge has a close connection with its neighbouring town of Burnham-on-Sea and share a Town Council. The area has a vibrant community life with lots on offer for children and adults in our Community Centres. The music festival, folk festival, food festivals and carnival all play a significant part in the life of these towns. The local community magazine "Local Reach" is packed full of activities and events. The local website www.burnham-on-sea.com which includes the Highbridge area is also a great source of information.

Highbridge has grown in recent years with lots of new housing for an increasing number of young families in rented accommodation. Around

500 new dwellings have been built in the past five years. This has put considerable pressure on school places. However, Highbridge remains a relatively static community with perhaps four generations still living in the area. We have a number of young Uncles and Aunties in school!

The area is in the top 10% of the most deprived areas across the UK. The town having a much higher than average number of people who are unemployed and those whose circumstances mean they depend on universal credit. 39% of pupils are in receipt of pupil premium funding. In the 2011 census 36% of people of working age had no formal qualifications and 22% of children were found to be living in poverty. There has been a lot of work in recent years to gain the confidence of parents to engage with school strengthening the home school link and a recent pop-up-café on Friday mornings, supported by our local church, has helped to reinforce those links.

Highbridge is in a tourist area and is surrounded by stunning countryside and coastal areas. The local Apex Park features a lake, play areas and a popular skate park alongside a protected nature reserve, providing families and children with a pleasant place to spend time.

What Highbridge may lack in affluence it certainly makes up for in community spirit and a strong neighbourhood.

The Parents

Why our parents are proud of our school:

- "The care and dedication of the staff"
- "My children are very happy. They always want to go to school even at the weekend"
- "My son found going to nursery something of a challenge. However, now in Reception, he is eager to go to school every day and really enjoys himself"
- "I have complete faith in the teachers' ability to further my child's development"
- "It is a very caring school and I always feel that I am listened to"
- "The communication between me and the school is very good. I am confident that they are putting actions in place to support my child"
- "My child is very happy at school and enjoys the extra activities on offer"
- "My daughter quickly made lots of friends at school"
- "We are invited into school to share our children's success"



The Staff

Churchfield School is the sort of place that gets under your skin very quickly; once you are here it becomes difficult to imagine yourself somewhere else, and equally hard not to feel that you have been here a long time! Why is this? In short, it is the people and most importantly the children who make our school such a special place to be part of. Churchfield is the kind of place that *needs* people who feel needed when they first arrive and are ready to embrace this challenge fully and willingly.

Our children are lively, interested and genuinely 'up for it' when it comes to a challenge, whether that is overcoming obstacles in their learning or facing difficulties in their daily lives, whether it is making the best of a sports event on a cold, rainy day (win or lose!) or taking part in a music competition, the overwhelming sense you get is that they have the belief that they can do it and do it *well*.

This sense of self-belief and confidence is also strong in the staff and wider community – it seems to permeate the life of the school and all those who are part of it, making each day rewarding and providing moments to treasure when what seemed impossible yesterday happens today.

Is Churchfield an easy school to work in? No, of course not; if you are looking for a leafy suburban school without real challenge, this may not be the place for you. However, if what you want is somewhere that you can make a difference every day, where you can be part of a team of people who are dedicated to helping wonderful children achieve wonderful things, where you can go home fulfilled and happy (albeit tired), then you may well be the right person for us. Did you feel *needed* when you first arrived? Are you going to let Churchfield get under your skin? If you are ready to embrace that, then you are ready for Churchfield.

The Children

Our new Headteacher needs to be:

- ☺ "Not too strict, but patient with all adults and staff"
- ☺ "Kind and friendly, their assemblies should be interesting and informative"
- ☺ "Respectful and brave"
- ☺ "Clear about the rules, but be confident enough to take risks"
- ☺ "Caring and have a fantastic sense of humour because they are responsible for everything"
- ☺ "Enthusiastic about learning and the way that we learn"
- ☺ Our new Headteacher must give 100% in everything that they do.





Our mission statement, aims and values

Our mission statement:

Learn to love, love to learn

Our **Mission** is to be a school that has children at the heart of all it does.

A school that is

Committed to helping individuals learn and develop,
within a supportive, caring environment where all are respected and valued

Our vision is to become a highly successful all through primary school, within the Diocese of Bath and Wells Multi Academy Trust, which meets the needs of the community we serve. A 'first choice' school that the children, parents, staff and community are proud.

Our aim is that:

Every child makes good progress throughout their school life at Churchfield, so that they are;

- o ***Reading by 6.***
- o ***At least at National Average in English and Mathematics by age 7.***
- o ***Exceeding National Average in English and Mathematics by age 11.***
- o ***Knowing, understanding and demonstrating the core values of Perseverance, Respect, Acceptance and friendship, Independence, Selflessness and Empathy and compassion, consistently during their time with us.***

Useful links

To read our school prospectus, latest Ofsted report, school policies and class pages:

www.churchfieldbwmat.org

Bath and Wells Multi Academy Trust:

www.bathwellsmat.org

St John's Church:

www.stjohnshighbridge.org



The Application Process

School Visit

We warmly welcome potential applicants to visit the school. Please contact Faye Coombes, Office Manager on 01278 782743 or via Faye.Coombes@Churchfield.BWMAT.org.

Applications

For further information, please contact Tom Haygarth on 01233 510 149 or email tom.haygarth@futures.co.uk

Please return completed applications, with a covering letter of no more than two pages to churchfieldchurchschool@futures.co.uk

Closing date: **Sunday 12th January 2020**

Interview date: **Thursday 27th and Friday 28th January 2020**

This post will commence in **April 2020 or September 2020**

Shortlisting

To ensure the fairness of the selection process, shortlisting will be based upon the 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.

The shortlisting of candidates for interview will commence on: 13th January 2020.

If you are invited to interview, we will notify you by email and your referees will then be sent a reference request.

Interviews

Interviews will take place at Churchfield Church School. Further details regarding the selection process will be communicated at the time applicants are invited for interview. The appointment will be subject to satisfactory pre-employment checks.

The interviews will take place on: **Thursday 27th and Friday 28th January 2020.**



Applicant Privacy Notice

Data controller: Bath and Wells Multi Academy Trust, The Old Deanery, Cathedral Green, Wells, Somerset, BA5 2UG

Data protection officer: I West – Audit West, BaNES, Guildhall, High Street, Bath, BA1 5AW

As part of any recruitment process, the Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.

What information does the Trust collect?

The Trust collects a range of information about you. This includes:

Your name, address and contact details, including email address and telephone number;

Details of your qualifications, skills, experience and employment history;

Information about your current level of remuneration, including benefit entitlements;

Whether or not you have a disability for which the Trust needs to make reasonable adjustments during the recruitment process;

Information about your entitlement to work in the UK; and

Equal opportunities monitoring information, including information about your ethnic origin, sexual orientation, health, and religion or belief.

Information obtained during the interview process

The Trust collects this information in a variety of ways. For example, data might be contained in application forms, CVs, obtained from your passport or other identity documents, or collected through interviews or other forms of assessment.

The Trust will also collect personal data about you from third parties, such as references supplied by former employers, information from employment background check providers and information from criminal records checks. The Trust will seek information from third parties as appropriate throughout the recruitment process and will inform you that it is doing so.

Data will be stored in a range of different places, including on your application record, on IT systems (including email).

Why does the Trust process personal data?

The Trust needs to process data to take steps at your request prior to entering into a contract with you. It also needs to process your data to enter into a contract with you.

In some cases, the Trust needs to process data to ensure that it is complying with its legal obligations. For example, it is required to check a successful applicant's eligibility to work in the UK before employment starts.



The Trust has a legitimate interest in processing personal data during the recruitment process and for keeping records of the process. Processing data from job applicants allows the Trust to manage the recruitment process, assess and confirm a candidate's suitability for employment and decide to whom to offer a job. The Trust may also need to process data from job applicants to respond to and defend against legal claims.

Where the Trust relies on legitimate interests as a reason for processing data, it has considered whether or not those interests are overridden by the rights and freedoms of employees or workers and has concluded that they are not.

The Trust processes health information if it needs to make reasonable adjustments to the recruitment process for candidates who have a disability. This is to carry out its obligations and exercise specific rights in relation to employment.

Where the Trust processes other special categories of data, such as information about ethnic origin, sexual orientation, health or religion or belief, this is for equal opportunities monitoring purposes. For most roles, the Trust has a responsibility to seek information about criminal convictions and offences. In addition to these checks' information will also be sought in respect to Safeguarding and the suitability to work with children. Where the Trust seeks this information, it does so because it is necessary for it to carry out its obligations and exercise specific rights in relation to employment.

If your application is unsuccessful, the Trust will keep your personal data on file for six months.

Who has access to data?

Your information will be shared internally for the purposes of the recruitment exercise. This includes members of the HR and recruitment team, interviewers involved in the recruitment process, school office staff and school leadership and IT staff if access to the data is necessary for the performance of their roles.

The Trust will share your data with third parties, as appropriate throughout the recruitment process. The Trust will then share your data with former employers to obtain references for you, employment background check providers to obtain necessary background checks and the Disclosure and Barring Service to obtain necessary criminal records checks.

Your data may be transferred outside the European Economic Area (EEA) to support right to work checks, where this occurs Trust will ensure compliance with data protection law is maintained.

How does the Trust protect data?

The Trust takes the security of your data seriously. It has internal policies and controls in place to ensure that your data is not lost, accidentally destroyed, misused or disclosed, and is not accessed except by our employees in the proper performance of their duties. The Trust has a specific data protection policy and Freedom of information policy



For how long does the Trust keep data?

If your application for employment is unsuccessful, the Trust will hold your data on file for six months after the end of the relevant recruitment process. At the end of that period, your data is deleted or destroyed.

If your application for employment is successful, personal data gathered during the recruitment process will be transferred to your personnel file and retained during your employment. The periods for which your data will be held are detailed in the Trust records retention document.

Your rights

As a data subject, you have a number of rights. You can:

- Access and obtain a copy of your data on request;
- Require the Trust to change incorrect or incomplete data;
- Require the Trust to delete or stop processing your data, for example where the data is no longer necessary for the purposes of processing;
- Object to the processing of your data where the Trust is relying on its legitimate interests as the legal ground for processing; and
- Ask the Trust to stop processing data for a period if data is inaccurate or there is a dispute about whether or not your interests override the Trust's legitimate grounds for processing data.

If you would like to exercise any of these rights, please contact the Headteacher of the school or Trust HR department. You can make a subject access request in writing including via e-mail.

If you believe that the Trust has not complied with your data protection rights, you can complain to the Information Commissioner.

What if you do not provide personal data?

You are under no statutory or contractual obligation to provide data to the Trust during the recruitment process. However, if you do not provide the information, the Trust may not be able to process your application properly or at all.

You are under no obligation to provide information for equal opportunities monitoring purposes and there are no consequences for your application if you choose not to provide such information.

Automated decision-making

Recruitment processes are not based solely on automated decision-making.



Bath and Wells Multi Academy Trust Mission, Aim and Objectives

Mission Statement: John 10:10
'That they may have life, life in all its fullness'

The Bath & Wells Multi Academy Trust's mission is to provide an education which is life-enhancing for every child.

We promise an experience which is lovingly inclusive and inspired.

Aim

To ensure that every school within the Trust provides an outstanding education for every child, enhanced by its distinctively Christian ethos.

Objectives

- That every school in the Trust is able to progress to SIAMS and Ofsted 'Outstanding' and to remain outstanding
- To provide outstanding leadership at every level of the Trust
- To ensure high quality teaching and high-quality learning environments for all
- To provide high quality governance at every level
- That the distinctively Christian ethos underpins all the work of the Trust and every aspect of curriculum delivery





Our Ethos and Values



Church schools are integral to the ministry and mission of the Church and can offer a genuine witness to the incarnation and the creative, redemptive and transforming purposes of God. They do this by loving and valuing all humanity equally, and the quality of the community life and concern for individuals. Church schools are called to bring fullness of life to their pupils, whatever the beliefs of the children and young people or their families.

Each school within the Trust is unique and distinctive and we are committed to celebrating the local context and purpose of each school. Our vision is for all of our schools to become highly successful and meet the needs of the community which they serve. Our vision is for all of our schools to be something in which children, parents, staff and the community can take pride.

In May our schools come together at Wells cathedral for a 'Together in Voice, Together in Faith, Life in All Its Fullness', where children from all of our schools came together for an evening performance of singing, thoughtful readings and prayers. To listen to one of the children's songs please click on the below link:

<https://drive.google.com/file/d/0B-8x22DIBpBhVWVhFSzI4eFBpZ2M/view?usp=sharing>



We are bound by a number of guiding principles:

- To promote an educational community based on love and inclusivity, providing a beacon of hope where all can flourish
- To foster, maintain and celebrate Christian distinctiveness in our schools
- To ensure that our academies are centres of excellence with a focus on the nurture of all their members
- To promote mutual support, encouragement and benefit between all our academies
- To develop future and aspirational thinking based on our educational heritage and to make use of the latest research in pedagogy and child development
- To support the nurture and respect of God's creation with a close focus on the sustainability agenda
- Each child is a unique human being and worth the highest possible standards of education and care and the closest attention to what will enable them to flourish



- We must ensure that 'every child and young person has a life enhancing encounter with the Christian faith'
- To recognise those who often remain invisible, through ethnic or cultural disadvantage, or through disability or poverty
- Church schools have a particular vocation to the poor, to enable them through education to change their lives

The purpose of the Trust is to secure the rapid and sustained improvement of all its academies. The Trust will enable schools to work together, share expertise and maximise resources. Our vision is for a family of Bath & Wells academies that offers a great learning experience for every child.



We seek to ensure the best possible educational outcome for every child. The Trust believes that every child has the right to a good education and this will be achieved within a distinctively Christian context, valuing each child as an individual and enabling them to discover and develop their God given gifts.

As academies within the Trust grow and develop, they will be expected and required to share their journey, skills and expertise with other Bath & Wells academies. The Trust will encourage and nurture the dissemination of good practice, fostering a self-sustaining culture of aspiration for educational excellence across all schools.



Working and Living in Bath and Somerset

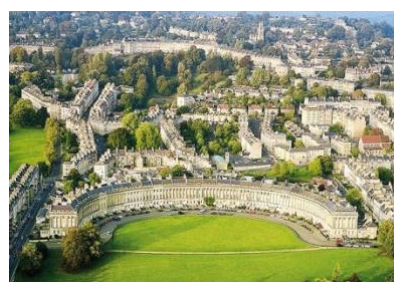
The Bath & Wells Multi Academy Trust works within the parameters of the Diocese of Bath & Wells, which is nearly coterminous with the traditional county of Somerset. It is a diverse region with:

- An extensive coastline along the Bristol Channel, often referred to as Somerset Coast
- Three Areas of Outstanding Natural Beauty – the Blackdown, Quantock and Mendip Hills
- A large part of the Exmoor National Park
- The wetlands of the Somerset Levels

Apart from the M5 from Bristol to Taunton, the county has no significant dual carriageways. The main A roads are radial routes from Bristol (A37, A38), and E-W crossings (A30, A303 in the south and A39, A361 across the centre). The main rail links are the London Paddington main line to the West Country through Taunton, and routes to London from Bath or Castle Cary. There is a significant but slower line that runs to London through the south of the diocese. Bristol Airport lies in the north of the diocese.

Bath has a distinct identity from much of the rest of the diocese, and the proximity of Bristol exerts a powerful influence on commuting and employment patterns.

The population of just over 909,000 has grown by 6.7% since faster than the national average, and is projected to grow to million by 2021. This is almost entirely through internal migration parts of the UK, and nearly all the increase in population in the years is accounted higher proportion of adults over 40 than the average, and 20% fewer in their 20s-40s.



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The main centres of population fall into three main clusters:

- In the north around Bath and the Bristol commuter belt - Keynsham, Portishead, Nailsea, Clevedon
- The A38/M5 corridor in the west - Weston-Super-Mare, Bridgwater, Taunton and Wellington (now mostly concurrent with the M5)
- Along the A30 and A303 in the south of the diocese - Yeovil, Chard, Crewkerne and Ilminster.

Other significant towns are Frome in the east; and Wells, Glastonbury and Street in central Somerset.

Between them, Bath, Weston, Taunton and Yeovil account for nearly 1/3 of the population of the diocese.



Church schools are a significant activity of the diocese. 36,000 children attend Church of England schools or academies. 50% of primary aged children attend a Church of England school.

There are six Church of England secondary schools and three middle schools. State schooling in the diocese is provided by three Local Education Authorities: Bath and North-East Somerset (BANES), North Somerset, and the larger Somerset County Council.

Bath and Wells is overwhelmingly 'White British' (95%), with significantly lower rates of ethnic diversity and international immigration than England as a whole, even though these are slowly rising. BANES is closer to the national profile (83% 'White British', 8% black, Asian or mixed race), but still below average. 'White other' is the only other ethnic group to register above 2%, with pockets of European immigration in some urban centres.

In the 2011 census, 64% of Somerset people put their religion as 'Christian', significantly higher than the national average, but still a drop of 11% over the decade. Over the last 10 years the number specifying 'no religion' has doubled to 250,000. Other religious groupings are small: at 3,500 the Muslim population is the next highest, followed by Buddhists and Pagans.

Local sport and leisure ranges from the all-conquering (Paul Nicholls' stable in Ditchet) to the successful (Somerset CCC, Yeovil Town FC and Bath Rugby), with a thriving local club scene in many sports. There are three local racecourses at Wincanton, Bath and Taunton.

The diocese is rich in cultural opportunities - with literature and music festivals in the well-known centres such as Bath and Wells, as well as in the smaller towns and communities.

The Glastonbury Festival draws 180,000 visitors each year and Somerset's autumn cycle of carnivals is the biggest of its kind in Europe.





Job Description

Bath & Wells Multi Academy Trust	
Job Title:	Headteacher and Designated Safeguarding Lead (School & Nursery)
Location:	Churchfield Church School
Salary Range:	L25-30 Relocation allowance negotiable
Reports To:	Regional Director of Learning & Achievement (RDLA)
Full/Part time:	Full Time

The Aim of The Bath & Wells Multi Academy Trust:

To ensure that every school within the Trust provides an outstanding education for every child, rooted in its distinctively Christian ethos.

Bath & Wells Multi Academy Trust Mission Statement: John 10:10 'That they may have life, life in all its fullness'

The Bath & Wells Multi Academy Trust's mission is to provide an education which is life-enhancing for every child. We promise an experience which is lovingly inclusive to all pupils.

Job Purpose

The core purpose of the Headteacher is to provide high quality professional leadership and management for the school.

With the Local Governing Board and the Trust Leadership Team, 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 also seeks to secure the commitment of the wider community to the school by developing and maintaining appropriate networks and relationships and, in particular, those that promote the school's Christian ethos.

The Headteacher is accountable to the Local Governing Board and BWMAT Directors for ensuring the educational success of the school (which includes a nursery) within the overall framework of the BWMAT strategic plan as well as the school's strategic plans. They are responsible for the quality of teaching and learning, the internal organisation, management of the school and for leading and managing staff. They should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in all areas of the school's and wider organisations work.

You will be the DSL for the school and will have the legal responsibility for dealing with the Safeguarding issues as described in the main duties and responsibilities.

Main Responsibilities and Duties

The Headteacher shall carry out his/her professional duties in accordance with the most up to date School Teachers' Pay and Conditions Document (STPCD), National Standards of Excellence for Headteachers and the Burgundy Book, as amended or modified by the Bath & Wells Multi Academy Trust (hereafter referred to as the Trust).



The following duties are to be carried out in consultation with as appropriate, the Local Governing Board, the Trust's Board of Directors, Trust Executive Leadership Team and Central Team, the Diocese of Bath and Wells Officers, the staff and parents.

Strategic Direction and Development

- Develop a strategic view for the school within its Church community, identifying and determining its philosophy, overall aims and targets.
- Create and develop a strategic plan for the school, which is underpinned by sound financial planning and management, identifies priorities and targets aimed at raising achievement and is critical to sustaining school improvement.
- Consult, develop, implement, monitor, review and evaluate policies for the delivery of the overall aims and objectives, ensuring these take account of national and global trends, local and school data, and inspection and research findings.
- Create an ethos which provides a collaborative educational vision of excellence and direction which secures effective teaching and successful learning and achievement for pupils including sustained improvement in their spiritual, moral, cultural, mental and physical development.
- Ensure the commitment of all those involved in the school to its vision, aims and objectives.
- Ensure that the management and organisation of the school supports its vision and aims and objectives.

Learning and Teaching

- Determine, organise and implement a diverse, flexible appropriate curriculum for the school and implement an effective assessment framework.
- Create and maintain an environment and code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline.
- Secure and sustain effective teaching and learning throughout the school by monitoring and evaluating the standards of learning and teaching, ensuring that appropriate standards of professional performance are established and maintained and that underperformance at all levels is challenged and addressed.
- Assess, monitor and evaluate the curriculum in order to identify and act upon areas for improvement and to develop a personalised learning culture within the school which promotes independent learning.
- Produce and revise, as appropriate, a School Development Plan (SDP) relevant to the needs of the school, the development of the pupils and within the potential resources available to the school.
- Monitor and evaluate the quality of learning and teaching in the school, including those pupils with special educational needs, using data to support and implement strategies for ensuring inclusion, diversity and access.
- Develop and maintain effective partnerships with parents, carers, the community, other schools, clergy and the local worshipping communities. Extend pupils' learning experiences, their achievement and personal development, by creating effective links with business and industry, and promote outdoor learning through trips, residential visits and related opportunities.
- Participate, to such an extent as may be appropriate, and in consultation with the Trust



Executive Leadership Team and the schools Local Governing Board, in the teaching of pupils in the school, including the provision of cover for absent teachers.

Leading, Managing and Deploying Staff

- In consultation with the Local Governing Board and the Trust Leadership Team, take the lead role in the selection and recruitment of the teaching and support staff in seeking to ensure the best available people are appointed.
- Manage the arrangements for the deployment and effective allocation of work to and supervision of all teaching and support staff in the school, to maximise their skills and contribution to the improvement of the quality of the education provided and the standards achieved.
- In accordance with Trust policies implement and sustain effective systems for the effective induction of staff and the management of staff performance, participating in arrangements for the appraisal of own performance and the appraisal and performance management of teaching and support staff as appropriate.
- Lead professional development of the staff by example, ensuring that all staff have access to advice, training and development opportunities appropriate to their needs, including needs identified through performance management systems in accordance with the policies of the Local Governing Board, the School Development Plan and the Trust, as appropriate.
- Ensure that teachers at the school receive information they need in order to carry out their professional duties.
- Ensure that professional duties and conditions of employment as set out in local and national conditions of service, as modified by the Trust, for Headteachers, teachers and support staff are fulfilled.
- Develop and maintain a decision-making structure providing opportunities for staff participation and establish channels of communication including the use of formal procedures to solve problems and resolve conflict.
- Foster and maintain relationships with organisations representing teachers and support staff.

Deployment of Resources

- In consultation with the Local Governing Board and Trust Central Team, set appropriate priorities for expenditure, allocate funds and ensure effective administration and management of all resources including staff.
- Ensure the sound financial management of the school in accordance with Trust requirements and any overarching regulations
- Make arrangements for the security and effective supervision of the school buildings and their contents and of the school grounds ensuring that such resources are managed to meet the needs of the curriculum and to comply with all relevant Health and Safety Regulations.
- 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.

Accountability



- Be accountable for the efficiency and effectiveness of the school to the Local Governing Board, Trust Directors, and the Diocese of Bath and Wells.
- Fulfil the tenets of the Trust Deed.
- Foster and maintain good community relations by implementing Diocesan policy and liaising with Diocesan officers.
- Comply appropriately with the requirements of the Local Governing Board and the Trust in respect of the strategic management and direction of the school.
- Present a coherent, understandable and accurate account of the school's performance in a form appropriate to a range of audiences including directors, governors, parents and carers, maintaining and providing adequate and appropriate records, statistical data and returns.

Supporting the work of the Trust

- Develop and maintain the Christian ethos of the academy so that it is intrinsic and permeates all aspects of the academy's life and curriculum.
- Embed the Christian ethos in all aspects of academy life.
- Develop strong working relationships with Trust colleagues and contribute to collaborative working across schools.
- Participate in Trust activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the school and the wider organisation in a local and national context.

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff, from the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The DSL need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the designated safeguarding lead. This responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s safeguarding policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure that all deputy safeguarding leads are trained to the same level
- ensure that all deputy safeguarding leads are equipped to undertake any activities delegated to them and that they have a good understanding of any cases or concerns



- ensure the school's safeguarding policies are known, understood and used appropriately;
- ensure the school's safeguarding policy is updated annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- ensure that all staff attend Basic Awareness training and then an annual safeguarding update training session each academic year
- ensure that all staff receive regular safeguarding cpd to consolidate and update knowledge
- link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

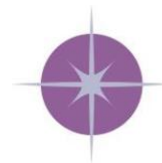
Supervision and Management

You will be managed by the RDLA and will have regular of meetings.

You will carry out the performance and appraisal cycle including Personal Development Plans with employees in the school.

Key Contacts and Relationships

- Central Senior Leadership Team
- Central Team
- School's Local Governing Board
- BWMAT's Board of Directors
- The Diocese of Bath and Wells
- Headteachers of local secondary schools



- Headteachers of local primary and special schools, particularly those primary schools that are members of the BWMAT
- Early Years providers
- Other services and agencies for children including social care, health care and the police

Working Environment

The majority of the work will take place in the school environment, there will also be some work undertaken off of the school site, including educational visits.



PERSON SPECIFICATION

Job Title:	Headteacher
Location:	Churchfield Church School

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified teacher status • Recent safeguarding training • Recent experience in senior management within a school • Experience in teaching EYFS/KS1/KS2 • Proven track record of successful collaborative and inspirational leadership, and delivery of learning • Experience in ensuring ambitious standards for all pupils • Experienced in managing others and holding staff to account • Experience of improving school outcomes • Experienced in ensuring a collaborative approach where staff views are shared in bringing about improvement • Experienced in developing rigorous systems for measuring and managing performance • Experience in monitoring and improving the quality of teaching and learning • Experienced in analysing performance data to inform personalised target setting • Demonstrable experience in translating local and national policy into a school context • Experienced in creating, retaining and deploying effective staffing structures • Experience of developing good working relationships with all stakeholders • Evidence of continuous professional development • Experienced in motivating, challenging, inspiring and empowering teams and individuals to achieve high performance 	<ul style="list-style-type: none"> • NPQH • Diocesan pre-headship training • Experience of working in more than one other school • Experienced in managing a variety of curriculum areas • Substantial leadership experience in more than one setting • Experienced in contributing to collaborative activities with partner schools • Experience of improving school OFSTED grade from Inadequate/ RI to good/outstanding • Experience of overseeing a nursery or EYFS • DSL trained or willing to undertake training upon appointment
Knowledge	<ul style="list-style-type: none"> • Knowledge of effective primary practices and effective assessment tools • Knowledge of efficient school governance and able to effectively support the school's local governing body • Knowledge of best practice / entrepreneurial approaches to school 	<ul style="list-style-type: none"> • Understanding of community based learning



	<p>improvement, leadership and governance</p> <ul style="list-style-type: none"> • Up to date knowledge of education, pedagogy, effective classroom management strategies, OFSTED requirements and school systems locally, nationally and globally 	
Skills and Abilities	<ul style="list-style-type: none"> • Ability to instil a strong sense of accountability in staff • Ability to articulate clear values and moral purpose • Ability to lead by example, with integrity, creativity, resilience and clarity • Ability to work with political and financial astuteness, with clear principles centred on the school's vision • Ability to compellingly communicate the school's vision and drive the strategic leadership, with a proven record of implementing strategies • Ability to ensure excellent teaching through an analytical understanding and knowledge of the core features of a successful classroom • Ability to establish an "open classroom" culture and sharing of best practice • Skilled in creating an environment where staff and pupils are motivated, supported and able to develop • Ability to positively support the development and training of staff • Ability to oversee and ensure a safe and well-ordered environment, ensuring excellent and fully compliant safeguarding practices • Ability to effectively exercise curriculum led financial planning • Ability to work collegiately with other schools and organisations, championing best practice Outdoor learning • Ability to effectively challenge, inspire and influence others where appropriate • Ability to manage own workload and that of others • Ability to authentically promote the Christian ethos of the school • Ability to lead, manage and successfully implement change • Excellent organisational skills 	



	<ul style="list-style-type: none"> • Excellent problem-solving skills 	
Work-related Personal Requirements	<ul style="list-style-type: none"> • Committed to providing world class education for pupils • Enthusiastic about outdoor learning • Reflective, positive attitude and self-critical • Excellent interpersonal and communication skills at all levels • Caring and respectful • Sympathetic to the Christian faith • Committed to supporting the aims of the wider Trust • Enthusiasm to participate in collaborative activities with other schools across the Trust and local community activities. 	

I agreed that I have read the job description which is fair and accurate statement of the requirement of the position:

Job Holder: Date:

Line Manager: Date: