



Headteacher
Recruitment Pack
October 2021



Contents

1. Letter from Chair of Governors
2. School Information
3. Job Description
4. Person Specification
5. Letter from the current Headteacher



1. Letter from the Chair of Governors



Dear Candidate,

Thank you for your interest in working at Camestone School. Our current headteacher is moving on to new challenges after 12 years of headship at Camestone so we are looking forward to welcoming a new headteacher who can take us on the next part of our journey.

I have been a governor at Camestone for eight years, and appointed as chair for seven. During that time, I have seen the school grow in all aspects, but in particular in developing strong relationships with parents and families. Camestone is a child-centred school; staff know their individual pupils and their families extremely well and we prioritise pupil well-being as an approach to enabling progress in learning and development. We have a rich and exciting curriculum and offer a broad range of wider opportunities. We are always reflective and seeking to develop our practice.

Camestone completed the process of moving from a lower school to a primary school in 2018. We strengthened the leadership structure in anticipation of this change so we can offer you a dedicated and supportive senior leadership team, including a deputy headteacher and assistant headteacher, for our 2 form entry primary school. Over recent years, we have taken opportunities to appoint new teachers to the profession, ensuring we have a balance of skills and experience amongst the staff. Our staff team are central to our school and work enthusiastically and collaboratively to support our school development. In recent years, our staff have actively participated in LA led projects, for example, an Early Years 'Maths Sense' project led by Karen Wilding (Maths Consultant) and an enquiry based project to develop support for vulnerable pupils across the school.

Careful and resourceful budgeting has ensured we are in a strong financial position and have been able to invest in teaching and learning opportunities that enable our pupils to thrive in a well maintained learning environment. Our school building has been carefully developed to ensure additional learning spaces are available outside the classrooms, and we have extensive and well-maintained grounds.

We consistently have high numbers of applications for pupil places, and currently have 411 children on roll. A local 'wrap around' provision use our premises to provide before and after school clubs on site, and this is a valued part of our offer to children and families.

You will be supported by a committed governing body who have a wide range of expertise from their professional lives, as well as an excellent knowledge of the local community. The governing body currently meets as a full governing body twice a term and the chair and vice chair will be available to support you in your transition to our school. The school has a positive working relationship with the Local Authority as well as other local schools and you will be welcomed and supported by this community.

We have consistently received positive Ofsted reports and our most recent report (April 2017) stated that:

- Camestone is a 'Good' school.
- The school is well led. The headteacher, other school leaders and governors share a determination to see the school continue to improve.
- Standards from Reception to Year 4 are rising because of improvements in tasks given to pupils and how they are taught.

- Skilled subject leaders drive improvements in the quality of teaching and pupils learning.
- The quality of teaching is good. Teachers and teaching assistants form an effective team.
- Regular and thorough checks of pupils progress ensure that any falling behind are quickly spotted and changes made so they catch up.
- Camestone is inclusive; everyone is treated fairly and equally.
- Pupils personal development is strong. They enjoy working together and helping one another. The school promotes their happiness, self-esteem and mental health effectively.
- Pupils behaviour is good. They respond positively to the key values and golden rules that permeate every aspect of school life. They say they feel happy and safe at school. Parents agree.

We hope you have been able to visit the school website at <https://camestoneschool.co.uk/> for more information and to get a sense of the school. We welcome informal visits to the school subject to Covid risk assessment and myself or the Vice Chair of Governors will be happy to show you around.

If you have any questions about the role prior to application, please do contact me via the school office:

office@camestoneschool.co.uk

I look forward to meeting you.



Julia Surman
Chair of Governors

2. School Information

Camestone School is a vibrant, two form entry school situated in the town of Kempston which is approximately 3 miles South West of Bedford. Kempston is a small friendly town with good amenities. Many of our families maintain close links with the school and indeed quite a number of our parents are former Camestone pupils. We believe in a strong relationship between home and school and that working together with families is the best way to ensure success for the children.

Camestone is a happy, lively, diverse community where everyone is expected to work hard, try their best and achieve their full potential. Our Ofsted report described Camestone as having a real 'buzz' of purposeful learning and fun in learning. Pupils behave well and are courteous, cooperative and respectful. An emphasis on values and well-being underpins our ethos and we have well established programmes for supporting these.

Camestone is a spacious, well-maintained school which was built in 1977. It has been added to over the years, a Foundation Stage extension in 2005 and a four classroom block for the transition to primary in 2017. The school grounds include a large playing field, an all-weather pitch, a trim trail, a quiet area with picnic benches, and an environmental garden.



3. Job Description

Camestone School Headteacher Job Description



Core Purpose

The Headteacher will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the governing body (including its annual budget) and the instrument and articles of governance of the school.

The Headteacher, working with the governing body, senior leadership team and school staff, will provide overall strategic leadership for the school.

The headteacher will:

- lead, develop and support the direction, vision, values and priorities of the school
- develop, implement and evaluate the school's policies, practices and procedures
- lead and manage teaching and learning throughout the school
- ensure accurate school self-evaluation to inform school improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school

The job description should be read in conjunction with the person specification and the contractual requirements and responsibilities of Head Teachers set out in the School Teachers' Pay and Conditions Document.

Principle accountabilities:

Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- operating safe recruitment practices
- operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
- operating clear whistleblowing procedures
- sharing information with other professionals
- taking responsibility as the designated professional lead for Safeguarding
- ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- establishing, operating and monitoring clear policies to deal with allegations against people who work with children

Qualities and Knowledge

- hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve
- demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community

- lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them
- sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development
- work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context
- communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel

Pupils and Staff

- demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes
- secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being
- establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- hold all staff to account for their professional conduct and practice
- lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments

Curriculum Management

- Ensure the successful implementation of the National Curriculum and Early Years Foundation Stage
- Establish and ensure implementation of a diverse, flexible curriculum which will result in a high quality and personalised learning experience for pupils of all abilities and backgrounds
- Ensure the curriculum provides for the intellectual, spiritual, moral, cultural, physical, social and emotional wellbeing of all pupils
- Ensure the curriculum enables a smooth transition for pupils between relevant stages of their education
- Facilitate and initiate new ideas and encourage development in the curriculum and methodology
- Ensure creativity, continuous improvement and the use of appropriate technologies to achieve excellence, equipping pupils well for their next stage of education.

Systems and Process

- ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity

- provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society
- establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice
- welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the head teacher to account for pupil, staff and financial performance
- exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability
- continue to develop distributed leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers
- consult and communicate with the governing body, staff, pupils, parents and carers
- lead, manage and be responsible for safeguarding and promoting the welfare of children

The self-improving school system

- create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- participate in arrangements for further training and professional development and appraisal and review of their own performance

The above list of duties and responsibilities is not exhaustive, but provides an indication of the main aspects of the role.

4. Person Specification



We are seeking a headteacher who promotes a positive and supportive ethos for children and staff where all are valued, encouraged & challenged to achieve the best they can.

	Essential	Desirable	Evidence
1. Qualifications & Training	<ul style="list-style-type: none"> • Good Degree or equivalent. • Qualified Teacher status. • Evidence of continued professional development. 	<ul style="list-style-type: none"> • Safer recruitment training. • NPQH if not an existing Head Teacher, or willingness to gain the qualification. 	Application form
2. Skills	<ul style="list-style-type: none"> • Proven leadership skills. • Ability to plan, prioritise and delegate effectively. • Excellent communication and interpersonal skills with both children and adults. • Strong ICT skills. 	<ul style="list-style-type: none"> • Experience of building effective relationships with partner organisations e.g. pre-schools and other academies/schools in the area 	Application form Interview process References
3. Experience & Knowledge	<ul style="list-style-type: none"> • Experience as a successfully serving Head, Deputy Head or Senior Leader in the primary sector. • Substantial teaching experience within EYFS, KS1 or KS2. • Experience of target setting and assessment. • Curriculum leader in one or more subjects. • Working and having impact in a leadership role. • Experience of managing a project through to successful conclusion. 	<ul style="list-style-type: none"> • Experience of working in two or more schools. • Teaching experience in more than one of EYFS, KS1 and KS2. • Secure understanding of the curriculum and pedagogy within EYFS, KS1 and KS2. • Experience of being SENDCO or teaching and planning for children with SEND. • Leadership role in a school that was recently recognised as either good or outstanding by OFSTED. 	Application Interview process References
4. Personal Qualities	<ul style="list-style-type: none"> • Ability to lead, inspire and motivate. • Recognises and celebrates success in all its forms. • Personal resilience and strength of character. • Fun, motivated, compassionate and professional leadership style. 	<ul style="list-style-type: none"> • Experience of effective working with external stakeholders to the benefit of the school. • Maintains and uses personal networks. 	Application Interview process

			References
5. Strategic Direction & Development of School	<ul style="list-style-type: none"> • Leads by example, to ensure that staff have the necessary skills and knowledge to promote equality, respect and diversity. • Active engagement and appreciation of the role parents, carers and families play in helping children succeed. • Nurturing approach to supporting children in difficult circumstances. • Coherent approach to teaching and learning which promotes high achievement for all. 	<ul style="list-style-type: none"> • Determination to overcome barriers to effective inclusion to the benefit of all pupils. 	Application Interview process References
6. Shaping the Future	<ul style="list-style-type: none"> • Ability to develop and effectively communicate a shared vision for the school. • Experience of strategic thinking and planning to implement the vision and continued school improvement. • Has the insight needed to make the school an acknowledged centre of excellence in teaching and learning. 	<ul style="list-style-type: none"> • Demonstrates understanding of the local context. • Experience of collaborative working as part of educational networks. 	Application Interview process References
7. Leading Teaching & Learning	<ul style="list-style-type: none"> • Commitment to developing flexible and effective approaches to learning and teaching that will maintain and improve already high standards. • Clearly expressed understanding of how children learn and how their needs are met within an enjoyable environment. • Experience of implementing a creative, diverse, relevant and inclusive curriculum. • Able to identify and demonstrate the characteristics of outstanding lessons. • Experience of setting high expectations for achievement, attendance and behaviour. • Knowledge and understanding of recent policy changes in EYFS, KS1 and KS2. 	<ul style="list-style-type: none"> • Experience of strategic planning and resource allocation based on learning needs. • Experience of leading effective moderation practice. • Knowledge and understanding of OFSTED criteria and teachers standards. • Experience of observation and feeding back to improve practice. • Experience of developing others in their careers. 	Application Interview process References

8. Developing self and working with others	<ul style="list-style-type: none"> • Passion for continuous professional development • Ability to maintain a work-life balance. • Ability to maintain and develop effective relationships and teamwork. • High level of self-awareness. 	<ul style="list-style-type: none"> • Experiences of liaison with other schools, community groups, learning networks and the local authority. • Experience of coaching and mentoring for school improvement. 	Application Interview process References
9. Managing the organisation	<ul style="list-style-type: none"> • Experience of establishing clear policies and practice through the school. • Using effective teacher appraisal to maximise opportunities for learners. • Ability to use ICT as a management tool. • Experience of line management responsibilities. • Experience of budget planning. 	<ul style="list-style-type: none"> • Knowledge of legal requirements relating to schools. • Experience of day to day operational management areas (e.g. buildings, H&S). 	Application Interview process References
10. Accountability	<ul style="list-style-type: none"> • Ability to undertake school self-evaluation. • Experience of analysing data to present a clear account of the school's performance. • Demonstrate an understanding of educational issues at a local & national level and anticipate trends. • Experience of preparing reports to enable others to fulfil their responsibilities. • Experience of sound financial controls and budget management. • Understanding of effective risk management. 	<ul style="list-style-type: none"> • Experience of working with a governing body. • Knowledge and understanding of teacher appraisal process and its use to improve school standards. • Experience of working on school self evaluation and School Improvement Planning. • Experience of working with an external advisor to improve standards. 	Application Interview Process References
11. Strengthening the Community Links	<ul style="list-style-type: none"> • Drive to work effectively with other schools, stakeholders, parents and carers. • Engage in a dialogue which builds partnerships & community consensus on values, beliefs & shared responsibilities. 	<ul style="list-style-type: none"> • Ability to take on leadership within and across the community, engaging in collaborative efforts and contributing to leadership in the wider educational system. 	Application Interview Process References

12. Safeguarding & Equal Opportunities	<ul style="list-style-type: none"> • Have due regard for safeguarding and promoting the welfare of children and young people & follow the child protection procedures adopted by the LA. • To actively promote, implement & monitor equal opportunities across all aspects of the school. • To value all members of the school community. 	<ul style="list-style-type: none"> • Experience as a designated safeguarding lead 	Application Interview
13. General	<ul style="list-style-type: none"> • Good quality application which addresses the person specification. • Letter which conveys why the applicant is applying for the post. • Fully supportive references. • Full DBS clearance. 		Application Interview Process References

5. Letter from the current Headteacher



Dear Prospective Applicant,

It is my great pleasure to write a few words about my time at Camestone School and to give you my reflection on what it is like to be part of the Camestone community. Over the last 12 years I have had the privilege of working alongside dedicated staff and inspirational teachers who care deeply about each and every child.

During my time at Camestone it has been a period of growth and change and I have learnt much as a leader. I have always enjoyed coming to work and it has been a privilege to see all pupils grow, develop, achieve their potential and become thoughtful caring individuals. The school is well thought of in the community and beyond and the school has grown from strength to strength.

I have always been well supported by the Governing Body and the Chair of Governors. All the governors work tirelessly to help the school to be forward thinking and to ensure that every child flourishes.

I know that the new Headteacher will receive a very warm welcome from the children, staff and community. Camestone is a very special place and I strongly encourage you to visit the school.

Yours sincerely,

A handwritten signature in black ink that reads 'Paul Stanyard'.

Paul Stanyard
Headteacher