Headteacher

Sherford Vale School

RECRUITMENT PACK

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succeed beliefs sharing vision best practice stronger together honesty transparency experience We care passionately about our children learn integrity opportunity flourish every child challenge values matters

Dear Applicant

Phil Marsh
Chair of Local Governing Body

Thank you for considering making an application for the position of Headteacher at Sherford Vale School. Our school is a unique and special place located in a brand new community in the South Hams. It opened in 2018 with just 60 children. Today it has over 200 and numbers continue to rise with our Nursery already full for September 2021.

Sherford has all the facilities that you would expect of a modern primary school including seven classrooms, hall, studio, practical room and Nursery all located within extensive grounds. The outside MUGA and sports fields complement the state of the art facilities. Ultimately, what matters is the children's learning and the experiences they have. Our aim is for Sherford Vale School to be an exciting and dynamic school to learn and play, where both children and staff thrive; a school that the children proudly say 'That's my school'!

We are committed to excellence in every aspect of what we do. We invest effectively in continuous professional development with impact on learning. The WeST values and ethos permeate all areas of our work. We provide a safe and happy learning environment, at the heart of the community, where our children, staff and parents are equally valued. It is important to us that children leave our school feeling happy, inspired and empowered.

Our Local Governing Body reflects these values and aspirations. We are fortunate to be part of the Westcountry Schools Trust that brings real collective strength and an ethos of 'Stronger together...every child in a great school'.

If you feel you have the passion, drive, skills, experience and commitment to ensure that all children achieve their full potential we would be delighted to receive your application. The post will provide exciting opportunities to the right candidate.

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Welcome

Iain Grafton MBE
Chair of the Board of Trustees
Westcountry Schools Trust

Thank you for considering the submission of your application for the vacancy for the post of Headteacher at Sherford Vale School.

Sherford Vale is part of Westcountry Schools Trust. WeST is a bright, vibrant and thriving cross-phase Multi Academy Trust of around 14,000 children. As a consequence of our previous Headteacher seeking new challenges the Trustees now seek to appoint a senior leader to the post of Headteacher who will embrace our ethos, vision and values and lead the school to excellence and beyond.

Please find enclosed a range of information that will assist you in the preparation of your application. Safe, socially distanced visits to Sherford Vale in support of research are welcome and can be facilitated by our Director of Primary School Improvement, Richard Light, who will be pleased to answer any questions you may have.

Please contact Heather Greaves via e-mail (hgreaves@westst.org.uk) or phone (01752 891754 Ext 1442) to arrange your visit.

Once again, thank you for your interest in Sherford Vale and its vacancy for the post of Headteacher, where the contribution made by the successful applicant will be part of the Westcountry Schools Trust ethos of being 'Stronger together, with every child in a great school'.

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From the Trust

Rob Haring
Chief Executive Officer
Westcountry Schools Trust

Welcome to **Westcountry Schools Trust** (WeST) and thank you for your interest in the post of Headteacher at Sherford Vale School. The school is unique within the WeST family of schools as being a brand new school serving a newly forming community. As such the school is very outward facing, forming new relationships with local partners and agencies and being very much at the heart of this emerging community. The school is a one-form entry school but in time will expand to become two-form entry as more housing is built. It will form one of three primary schools and two secondary schools serving the new development of Sherford.

Westcountry Schools Trust (WeST) is a cross-phase family of 22 local schools that will become 24 in September 2021. We share a commitment to improving the lives of young people in our community. Whilst the educational landscape has changed significantly in recent years WeST have always kept abreast of developments and responded in a fashion that ensures our children always receive a first-class education. This does not mean that we jump to the tune of the latest 'fad' or initiative, but filter through what we believe will improve and enrich the experience our young people enjoy.

Collaborative working with other schools in our MAT offers many benefits for children and staff; sharing best practice in teaching and learning, curriculum collaboration, extra-curricular opportunities, staff development, finance and human resources, legal services, school improvement structures and governance arrangements. We also believe that by working together we can make our money go further and keep school funding focussed on teaching and learning.

We now seek to appoint a Headteacher for Sherford Vale School who will work in partnership with the Deputy Headteacher and Director of Primary School Improvement in providing leadership of the school and developing the quality of education. There are many opportunities to collaborate with others and to work in full partnership with others across the Trust.

Stronger together
. . . every child in
a great school

As the Headteacher of Sherford Vale School, with your vision and enthusiasm, you will help drive the development and delivery of a motivating and engaging curriculum and continually develop the quality of teaching and learning. Whilst we have got off to a great start a key element of your work would be the continued development of teaching and learning coupled with an outstanding curriculum linked to the core values.

For the right individual, this is a rare and exceptional opportunity. I recognise the time consuming nature of the application process but believe that the right candidate will see that Sherford Vale, with its fabulous staff and children, has the potential to become one of the best schools in the country.

We welcome your application.

Aims and Vision

Aims

We are passionate that every child who attends Sherford Vale School will become the best that they can be and that staff will have the highest of expectations. We will offer a broad, rich, vibrant and balanced curriculum with many opportunities for enrichment within and beyond the classroom, which will help discover and harness individual talents. This enables children to reach their greatest potential and develop a lifelong love of learning. The pursuit of academic excellence will be a goal for every child alongside developing personal confidence and encouraging risk taking. Sustainability is at the heart of the Sherford Community and we aim to make excellent use of the outdoor woodland and wildlife habitats within the school grounds and the town. Teachers will provide a stable, secure and disciplined environment where academic, creative, personal and social potential can be achieved by every child and a love of learning can be harnessed.

We hope that Sherford Vale will be the school at the heart of the community and a school that our children are proud to say "**That's my School!**".

We aim to help our children, with the cooperation of their parents, to:

- Develop into happy and confident individuals with a life-long love of learning
- Achieve the highest possible standards, where children are proud of their personal achievements
- Develop lively, enquiring minds through knowledge and understanding
- Act responsibly and display initiative whilst being considerate to themselves and others
- Value and understand a range of religious, cultural and moral beliefs and develop a respect for the views of others
- Appreciate achievements and the aspirations of themselves and others
- Understand something of the world in which we live with regard for our mutual dependence on others as individuals, groups and nations
- Find a sense of belonging and feel safe.

We will do this by providing:

- A broad, rich and vivid curriculum promoting equal opportunities and high standards
- A curriculum which helps children retain knowledge and provide them with the skills to apply this knowledge
- Enhance vocabulary, build curiosity and engage children to learn
- A stable, secure, disciplined and supportive environment with clear expectations for good behaviour and a culture of mutual respect
- Strong links between home, school and the local community and beyond, develop friendships and a sense of shared responsibility
- Whole school and individual staff development to promote the highest standard of teaching and learning
- A forward looking innovative school setting with a relentless drive for excellence.

We also aim to:

- Contribute to raising national standards in education through sharing good practice with other schools and developing leaders for the future
- Play an active role in the importance of our family of Trust schools
- Take a leading role in national initiatives.

Vision

We believe that by working together our children will be afforded improved life chances through academic success and positive relationships.

Values

Our vision is supported through our deeply held values:

- We care passionately about our children and want them to succeed regardless of background or starting point.
- Relationships are the life-blood of our school. Trust is a key value of our school. We will work collaboratively with honesty and transparency.
- Teaching and learning is our core purpose.
- We believe in high-quality professional development to constantly improve staff.
- We aim to be the school of choice - acting with integrity and providing a rewarding career pathway that is carefully scaffolded.

Key Principles

Sherford is a school that consists of two major parts: people and culture. We believe for our school to be great we need great people and a great culture.
We know that to be great and deliver the blend of education in which we believe, we need to be resolute and uncompromising in our approach.
When we make decision they we always be based on the best evidence possible and focused on making sure the 'main thing is the main thing'.
At Sherford we are determined to recruit, develop and retain the best possible staff. We want our staff to hold a passion and enjoyment for what they do and the difference they make.

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Improvement Model

Introduction to WeST Primary School Improvement Model

The WeST school improvement model fully recognises that schools in the trust are on a wide range of trajectories in terms of school improvement, experiences and outcomes. The WeST school improvement team has expanded capacity considerably over the last year. Lead Practitioners for English, RE, MfL, TLA and humanities work across all schools providing clear curriculum and subject specific pedagogical guidance and support from 2-19. The Director of Inclusion supports the work of all schools in matters relating to safeguarding, attendance and exclusion, SEND and vulnerable pupils. The experienced data analyst provides insightful and detailed analysis and reports for Directors, the CEO and Trust board on a range of performance metrics. This means we can spot decline early through a thorough risk assessment approach and intervene where necessary.

WeST uses a risk assessment process that identifies and tracks the phase of development each school is in. This risk assessment is completed termly by DPSI and hub leaders in conjunction with headteachers, senior leaders and governors. It is then discussed and verified by the Education Directorate team. For each school the model for improvement will be bespoke to the needs of the individual school.

WeST conducts an annual Quality Assurance Review (QAR) in each school which is followed by a written report. Reviews are personalised to the school's school improvement journey and Ofsted timeline. An annual risk assessment is completed by each school and forms part of this annual review along with the self-evaluation and school improvement plan. The outcome of this assessment will lead to an agreement regarding how to support the school needs and what the desired impact of this will be.

Hub Model

Each school works within a smaller group of schools known as a 'Hub' and this is where a great deal of school to school support takes place. Hubs are groups of schools that are geographically linked. Each hub will provide school to school support and networking that is necessary for standards to improve in a sustained way. Appointed Hub leaders meet regularly with the DPSI to signpost examples of good practice and contribute to the discussion regarding targeted support where it is needed. Sherford Vale is in the Plymstock Hub of schools under the guidance of Susie Evans as Hub Leader.

There are three levels of school improvement.

We aim to help our children, with the cooperation of their parents, to:

The Core Programme for all schools ensures all schools are both 'givers and receivers' of support and provides a holistic overview of pro-vision from the school improvement team. Integral to this is hub working, subject networks and professional learning teams. The hub leaders work in partnership with the DPSI to ensure each school has access to what it needs.

The Development Programme for schools who may have specific, defined areas for development and where additional support may be required to support this beyond the core programme of work. The DPSI, in liaison with the hub leader, will identify where support can be gained from within and between hubs and/or from external providers. An example may be a specific piece of work on provision for special educational needs where someone is new to post.

Targeted Support Programme for schools who may need very specific support or who are vulnerable to a change in Ofsted grade. Schools will work directly with the DPSI in addition to the hub, to ensure the correct support is in place to help the school improve. An ex-ample may be a school with limited leadership capacity beyond the Head-teacher or a school that needs to rapidly develop its curriculum. All schools joining the trust will receive targeted support initially.

Improvement Model

Also provided:

Subject Networks link together subject leaders and interested teachers across WeST to develop practice and offer support. Each network is led by a teacher within the trust who has been seconded to this role for a defined number of days each year. These leads can be deployed by the DPSI. Network groups meet monthly and include aspects such as English, maths and foundation subjects.

Professional Networks link together colleagues from EYFS, Deputy Heads, SENCos and address emerging priorities such as the curriculum framework in 2020/21. These groups focus on first-hand experience and research evidenced practice. Their core purpose is to improve the skills and knowledge of the members through collaborative study and enquiry, expertise exchange and professional dialogue. The leaders from these networks work closely with the DPSI to ensure the focus aligns with WeST and National priorities.

Data Analyst. The trust has a data analyst who forensically examines statutory data and supports assessment processes across the trust schools. Key trends and areas for development are identified for each school; hub and trust wide group and these are agreed with the DPSI and Hub leaders. All schools use 'Pira and Puma' tests three times a year to gain standardised scores. The outcomes of these assessments are recorded on iTrack our tracking system.

Our model utilises the phases of school improvement identified by the Department for Education. The four phases of school improvement are:

1. Stabilise **2.** Repair **3.** Improve **4.** Sustain

As Headteacher at Sherford Vale, your direct line manager will be Richard Light, Director of Primary School Improvement. Richard started with WeST in September 2020. Prior to that, he was one of Her Majesty's Inspectors from 2012. He is a qualified teacher with a Masters in Education from Exeter University. Before joining Ofsted, Richard was a headteacher for 12 years. During this period he also worked as a School Improvement Partner, a Local Leader of Education and a Research Associate for The National College of School Leadership. Richard completed his Ofsted inspection training in 2005. He leads and teams on early years, primary and secondary school and survey visits for mathematics. Richard also conducts regular S8 monitoring visits of schools in special measures or those that require improvement. In 2018 Richard became a Senior, HMI and held overall responsibility for ITE and FES in the South West. As part of that role Richard linked locally with training provider networks, employer and provider association groups. He is passionate about school Improvement, subject disciplines, networking and pedagogy. Curriculum is at the heart of his developmental work with WeST. He brings a wealth of experience and system leadership to the Trust and for the benefit of over fourteen thousand children and young people across West Schools.

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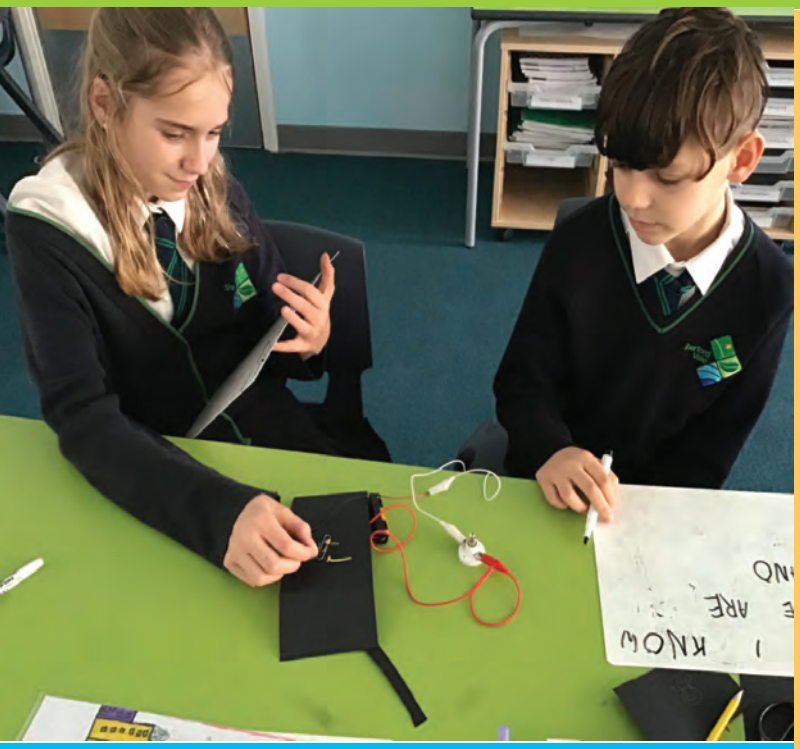
Why Work for The Trust



WeST is a close-knit family of schools with a common mission of giving children the best start to life. . . with a vibrant staff community who care passionately about each other and what they do.

WeST Staff are curious and always seek to learn. WeST values high quality professional development and ensures that all staff have access to a carefully supported programme. . . offering career opportunities.

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Advertisement

Headteacher at Sherford Vale School

Required from September 2021 or earlier

The Westcountry Schools Trust (WeST) is seeking to appoint an exceptional individual with vision, energy and inspirational leadership to the position of Headteacher at Sherford Vale School.

Westcountry Schools Trust is a tight-knit family of schools based around natural geographical proximity in the South West. We have been working across multiple schools since 2011 but WeST was formed as it is today in 2017 through a significant spurt of growth. The WeST family consists of 22 schools, of which 7 are secondary and 15 primary. We are ambitious and hold high expectations for the children in our care. We strive consistently to perform in the top 20% nationally.

WeST believes in promoting and supporting an appropriate balance between strong alignment and independence with schools. It is important for all our schools to maintain their own identity and celebrate their unique qualities. However, we believe that working collaboratively we will enable our children and staff to access the best resources and learning opportunities. We aim to identify the strengths of our collective practice and share them effectively across our schools such that all our children benefit from our professional expertise.

The headteacher will have overall responsibility for the organisation, management and conduct of the school. You will provide leadership and assist with the delivery of the WeST strategic direction to ensure the achievement of the highest possible standards of education at Sherford Vale Primary School. The role will require collaboration within and beyond Westcountry Schools Trust and a close working relationship with the Hub Leader and Director of Primary School Improvement (DPSI). The Headteacher is accountable to the Local Governing Board and to the DPSI on behalf of Westcountry Schools Trust.

The successful applicant must have a proven track record of success in improving standards. If having read the job description and person specification, you believe you have the skills and attributes to successfully take on this exciting new role and make a real difference to the outcomes for the children at Sherford, then we warmly welcome your application.

The closing date is 12:00pm on Monday 22 March 2021
Interviews will be held 29 and 30 March 2021

For an information conversation or to book a tour of the school please contact us by emailing **HGreaves@Weststt.org.uk**

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. An enhanced DBD disclosure is required for this post.

Job Description

Job title: **Headteacher of Sherford Vale School**

Salary range: **L16 to L22**

Responsible to: **Westcountry Schools Trust**

Application deadline: **12:00pm on Monday 22 March 2021**

Interview date: **29 and 30 March 2021**

Start date: **September 2021 or earlier**

Main purpose of the job

The Headteacher will have overall responsibility for the organisation, management and conduct of the school, providing leadership and assisting with the delivery of the WeST strategic direction to ensure the achievement of the highest possible standards of education at Sherford Vale Primary School. The role will require collaboration within and beyond Westcountry Schools Trust and a close working relationship with the Hub Leader and Director of Primary School Improvement (DPSI). The Headteacher will be accountable to the Governing Board and to the DPSI on behalf of Westcountry Schools Trust.

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. This job description is based on the National Standards for Headteachers together with the particular requirements for managing Sherford Vale Primary School in a successful collaboration with Westcountry Schools Trust.

Ethics and Professional Conduct

1. Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

As leaders of their school community and profession, headteachers:

- Serve in the best interests of the school's pupils
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- Uphold their obligation to give account and accept responsibility
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- Take responsibility for their own continued professional development, engaging critically with educational research
- Make a positive contribution to the wider education system.

2. Headteachers' Standards

1. School culture

1.1 Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community

1.2 Create a culture where pupils experience a positive and enriching school life

1.3 Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life

1.4 Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment

1.5 Ensure a culture of high staff professionalism.

2. Teaching

2.1 Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn

2.2 Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains

2.3 Ensure effective use is made of formative assessment.

3. Curriculum and assessment

3.1 Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught

3.2 Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities

3.3 Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading

3.4 Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour

4.1 Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils

4.2 Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy

4.3 Implement consistent, fair and respectful approaches to managing behaviour

4.4 Ensure that adults within the school model and teach the behaviour of a good citizen.

5. Additional and special educational needs and disabilities

5.1 Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities

5.2 Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively

5.3 Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs[footnote 9] and special educational needs and disabilities of pupils, providing support and adaptation where appropriate

5.4 Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional development

6.1 Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs

6.2 Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development

6.3 Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

7. Organisational management

7.1 Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care

7.2 Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds

7.3 Ensure staff are deployed and managed well with due attention paid to workload

7.4 Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently

7.5 Ensure rigorous approaches to identifying, managing and mitigating risk.

8. Organisational management

8.1 Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement

8.2 Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context

8.3 Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

9. Working in partnership

9.1 Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community

9.2 Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support

9.3 Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

10. Governance and accountability

10.1 Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility

10.2 Establish and sustain professional working relationship with those responsible for governance

10.3 Ensure that staff know and understand their professional responsibilities and are held to account

10.4 Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Person Specification

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
Qualifications			
Qualified Teacher Status	E	✔	
National Professional Qualification for Headship (NPQH) or working towards.	E	✔	
Proven commitment to professional development.	E	✔	✔
Proven experience of successful school improvement initiatives.	E	✔	✔
Experience			
Headteacher, acting headteacher or other equivalent and relevant wider school experience.	E	✔	
Leading and teaching across the full primary age range.	E	✔	✔
Leading school improvement and raising standards.	E	✔	✔
Developing and implementing a focused school improvement plan.	E	✔	✔
Adapting and improving the school curriculum.	E	✔	✔
Accurate self-evaluation of the impact of initiatives and school improvement.	E	✔	✔
Strategic direction and development of the school			
Ability to implement whole school policies and procedures to affect rapid and sustained school improvement.	E	✔	✔
Experience of using a range of information and evidence to raise pupil achievement, improve teaching and the curriculum.	E	✔	✔
Experience of developing and successfully delivering inclusive practice to ensure equal opportunities for all.	E	✔	✔
Ability to identify realistic and challenging targets for improvement.	E	✔	✔
Ability to ensure that those involved in delivery are confident to do so.	E	✔	✔
Support the school fully in raising achievement and attainment through implementing and supporting changes.	E	✔	✔
Professional knowledge, understanding and skills			
Proven ability as an excellent classroom teacher (as a member of staff).	E	✔	✔
Deep subject and disciplinary knowledge to drive standards.	E	✔	✔
Working effectively in a team.	E	✔	✔
Illustration of how knowledge and concepts are structured to lead to subsequent learning.	E	✔	✔
Knowledge of working memory, recall, practice and scaffolding.	E	✔	✔

	Essential or Desirable	Application Form	Interview (or other selection activity)
Specific knowledge, understanding and skills			
What constitutes quality and high standards in learning and teaching and curriculum design.	E	✔	✔
Inclusion and strategies for engaging all learners especially disadvantaged and those who have special educational needs.	E	✔	✔
What constitutes appropriate and successful relationships with children.	E	✔	✔
Child protection and effective safeguarding in a primary school.	E	✔	✔
Effective organizational skills.	E	✔	✔
Ability to work well with parents and carers.	E	✔	✔
Deep understanding of Early Years provision.	E	✔	✔
Curriculum			
Understanding of content choices, sequences and subject specific approaches.	E	✔	✔
Development of a whole school curriculum offer.	E	✔	✔
How the curriculum supports the ethos and values of a school.	E	✔	✔
Professional Values			
High expectations of everyone. Passion for all to succeed.	E	✔	✔
Learning should be fun.	E	✔	✔
Commitment to personal learning and development.	E	✔	✔
Collaboration, honesty and transparency.	E	✔	✔
Relationships are key.	E	✔	✔
Commitment to the personal welfare and safeguarding of children.	E	✔	✔
Support for an enriched curriculum through out of hours learning and educational visits.	E	✔	✔
Personal Qualities The listed personal qualities are deemed absolutely vital.			
Take a lead role in focussing on the things that matter.	E	✔	✔
Continually develop self and team.	E	✔	✔
Come to work each day to do personal best.	E	✔	✔
Take a lead role and be totally committed to developing teams.	E	✔	✔
Be honest and open.	E	✔	✔
Take a lead role in getting things done.	E	✔	✔
Have moral courage, take responsibility, ownership and lead school initiatives.	E	✔	✔
Be and effective role model; embody and uphold the highest professional standards.	E	✔	✔
Value and acknowledge the contributions of others.	E	✔	✔
Play a key part and lead role in treating people with dignity and respect.	E	✔	✔
Be visible and accessible at all times.	E	✔	✔
Take responsibility when things go wrong.	E	✔	✔
Be open and consultative.	E	✔	✔
Take a lead role in creating and maintaining a positive work climate.	E	✔	✔
Play a lead role in contributing to the wider community developments of the school.	E	✔	✔
Fully embrace the aims and values of the school and Trust.	E	✔	✔
Excellent communication and interpersonal skills.	E	✔	✔

Additional Information

Supporting our new Head

It is extremely important to us that we give you all the support you will need for the most effective possible start to your Headship. As part of that process we will offer an appropriate and thoughtful induction process appropriate to your needs.

That could include arranging for:

- A mentor to support you during your induction and beyond
- Support for appropriate Continued Professional Development
- An introductory meeting with Chair of Governors and key committee member
- Full support from experienced and dedicated HR, finance and estates management teams
- The benefit of working with a group of successful leaders within your local hub of schools and the wider Westcountry Schools Trust.

Recruitment and Selection

Our selection process is based on best practice in selecting the best candidate for the job; ensuring equality of opportunity for all applicants.

Equal opportunities

In fulfilling its aims and objectives, Westcountry Schools Trust actively seeks to achieve equality of opportunity and treatment for all members of the school community.

We will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school works actively to promote equality and foster positive attitudes. WeST is committed to combatting all forms of discrimination by implementing positive policies and practices in compliance with the Equality Act 2010.

Procedures

All appointments are subject to pre-employment checks. That means:

- Your identity will be confirmed by sight of original, official documents such as a Birth Certificate, Passport etc in line with the Asylum and Immigration Act 1996
- Original documents relating to all the qualifications you have listed on your application form must be supplied
- Your employment history will be thoroughly examined and clarification will be sought where there are gaps or other discrepancies arising from information provided either by you as the candidate or your referee
- References will be used to check dates of employment and your relevant experience. **A minimum of two written references will be taken up and these references will be requested before the interview.** References should cover the last 3-5 years' work history, as a minimum
- The identity of referees and information relating to disclosures will be verified

- You will be required to provide details of any relevant unspent or spent convictions in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986
- A Disclosure and Barring Service (DBS) check will be requested. This check will be cross referenced against the Protection of Vulnerable Adults list (PoVA), the Protection of Children Act (PoCA) list and List 99. These lists contain details of people deemed unsuitable to work with children or vulnerable adults. Please note that it is an offence to apply, offer or accept to do any work with children (paid or unpaid) if disqualified from working with children.

Applicants will be challenged where inconsistencies exist. Please be aware that a firm offer of appointment will only be made after receipt and verification of all satisfactory checks.

Westcountry Schools Trust and Sherfod Vale Primary School will carry out these checks and should you fail these checks, our offer of employment will be withdrawn.

The school is required to follow the DBS code of practice. An enhanced disclosure will be applied for. An enhanced disclosure will include non-conviction information from local police records if it is thought to be relevant to the position being applied for.

All offers of employment are subject to obtaining medical clearance and should you be successful, you will be required to complete a Health History form, which will be sent to you. Should you not be declared medically fit to carry out the required duties, our offer of employment will be withdrawn.

The preferred candidate will be sent an offer letter. This will set out the following points:

- The job title and the offer of that job
- Any conditions (pre or post) that apply to the offer i.e. medical clearance, DBS clearance satisfactory police check, recognition of qualified teacher status by the Department for Education etc
- The terms of the offer – salary, hours, pension arrangements, holiday entitlement, place of employment etc
- The date of starting
- What action the candidate needs to take, e.g. returning a signed acceptance of the offer, pre-employment forms to be completed.

The new Headteacher will be provided with a contract of employment within two months of starting work.

Salaries

The salary range offered for the post of Headteacher will be **L16 to L22.**

Pay structures in the school are set in accordance with Westcountry Schools Trust's Pay Policy and the School Teacher's Pay and Conditions. Pay will be reviewed regularly.

Annual leave

As we are a school, we cannot operate effectively if staff are not in during term time. It is therefore a condition of employment that you will work 195 days during term time only and leave must be taken during school closure periods, i.e. Christmas, Easter, summer and half terms.

Pension scheme

All staff qualifies to join a pension scheme (Teacher Pensions or Local Government Pension Scheme for support staff). You will be provided information about the scheme relevant to your post. If you decide not to join the scheme, please complete the form immediately as you will automatically pay pension contributions unless you have stated a preference not to.

How to apply

If you believe you have the skills and attributes to successfully take on this exciting new role and make a real difference to the outcomes for our young people, then we warmly welcome your application.
Application is via a letter of no more than two sides of A4 in addition to a completed application form.

Applications should be sent to admin@sherfordvaleschool.co.uk no later than

12:00pm on Monday 22 March 2021

Interview Days

29 and 30 March 2021

For an informal conversation or to book a tour of the school please contact Heather Greaves by emailing HGreaves@westst.org.uk

If you would like to discuss the post in confidence with the Director of School Improvement please call:
Heather Greaves, on 01752891754 Ext 1442
or email at HGreaves@westst.org.uk to arrange a convenient time.

Westcountry Schools Trust is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form. Relevant pre-employment checks may also include considering information shared within the public domain.