

St. Luke's
PRIMARY SCHOOL

Headteacher Recruitment Pack



The future is not a place we are going to but one we are creating

St. Luke's Primary - A Thinking School and Research Based Learning Community

Contents

- Welcome from the Chair of Governors
- St. Luke's Primary School Headteacher advertisement
- Job description
- Person specification
- Message from the children
- Key information about our school



Welcome from the Chair of Governors

Dear Applicant,

Thank you for showing an interest in applying for the role of Head Teacher at St. Luke's Primary School. The Full Governing Body is very proud of the staff and children at our three-form entry, community school which sits in the heart of the vibrant city of Brighton and Hove. We hope you will find this information pack a useful introduction and that you will proceed in applying for the post.

St Luke's has been on a journey over many years working collaboratively to re-shape the way we learn together. As a school we embrace change and constantly strive to support our young people's growth to be global citizens. We are a true learning community where everyone's views are valued and we celebrate learning together. We welcome new ideas and would love to hear your vision.

The Governing Body share your passion for education and foster a constructive, open, working relationship with the Head Teacher. If successful, you will find yourself with a team of dedicated and experienced professionals ready to support you to do what is best for the community.

We welcome you to visit our school so that you can get a better understanding of some of our ideas and see if this is the post for you. We believe this is a golden opportunity and welcome your application.

Please email us if you'd like to know more about the school. Our business manager, Marita Murphy (maritamurphy@stlukes.brighton-hove.sch.uk) will manage all correspondence and we will happily discuss any questions you may have by email or phone.

Yours faithfully,

Rosie Styman and Justine Stephens





Headteacher Appointment

Salary: L24b - L30 (£74,295 - £86,061) plus a competitive and attractive relocation package, subject to individual circumstance.

Start Date: April 2022

Contract: Permanent

St Luke's Primary is a three form entry community school, which sits in the heart of an active, diverse and vibrant neighbourhood within the city of Brighton and Hove. St Luke's is over subscribed with an education philosophy and inclusive practices popular with parents. It has been judged 'outstanding' twice (2010/2013).

Due to the early retirement of the Headteacher, St Luke's is looking to recruit an innovative, collaborative and outward-facing leader with the skills and vision to drive continuous improvement. This is an opportunity for an existing headteacher who shares the vision of inclusivity, strong relationships, intelligent practice, and high expectations for all.

So, what is our vision?

Always inspired by academic research, we have worked collaboratively over several years to shape the way we learn together as a Learning Community. Relationships are key and at the heart of our school community.

Our pupils have voice and agency; learn to learn and become citizens together and to take responsibility for everyone's progress.

Talk and enquiry sit at the heart of our Learning Community and we are currently exploring and building our dialogic practice which is strongly bound with our whole school Philosophy for Children and thinking skills curriculum.

Just like the children, our staff take risks, embrace new ideas and research and explore new pedagogy. To facilitate this we collaborate through a professional development and coaching model.

St Luke's has a strong local reputation for its inclusive practice and SEND provision but we don't easily call ourselves 'inclusive'. To be truly inclusive is something towards which we strive with whole staff and community commitment.

If you offer leadership which inspires and motivates others towards excellence and which will ensure the very best education for our children, then we would love to hear from you.

Visits to the school during the weeks commencing 18th October and 1st November are warmly welcomed and can be arranged by calling the Admin Manager, Lisa Miller: 01273 675080 or: lisamiller@stlukes.brighton-hove.sch.uk

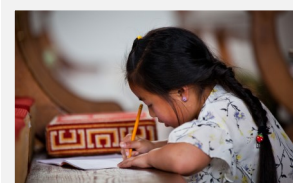
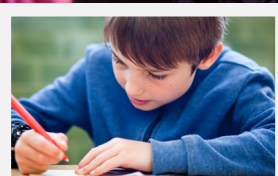
Closing date: Monday 8th November

Interviews: 22nd and 23rd November

Completed application forms should be emailed to the School Business Manager, Marita Murphy: maritamurphy@stlukes.brighton-hove.sch.uk

At St Luke's we are committed to safer recruitment practices and to safeguarding and promoting the welfare of all children. We require all staff and volunteers to share this commitment. This post is subject to an Enhanced Disclosure and Barring Service check. We positively welcome applicants from all sectors of the community.

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St. Luke's Primary School

Job Description: Headteacher

Main Purposes of the Job

To provide professional leadership for the school which secures its success and improvement, ensuring high quality education which inspires and motivates its pupils and improves standards of learning and achievement. To work with and through others to secure the commitment of the wider community to the school.

To carry out the duties set out in Part IX of the School Teachers' Pay and Conditions Document.

Main tasks

School culture

- ◆ lead a welcoming and caring learning community where the strengths of all are nurtured and everyone has a voice
- ◆ promote a collaborative learning culture
- ◆ place the school at the heart of the local community
- ◆ establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- ◆ challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame and underpin a self-improving school system
- ◆ promote a culture of innovation and creativity which reflects a progressive approach to education
- ◆ create a culture where pupils experience a positive and enriching school life
- ◆ uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- ◆ promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ◆ ensure a culture of high staff professionalism
- ◆ ensure high quality equality, diversity and inclusion practice throughout the school

Learning

Ensure teaching and learning approaches, within a learning community, which:

- ◆ create children who are confident, independent and empathetic learners
- ◆ promote child agency and collaboration in learning
- ◆ have metacognition at their core
- ◆ enable children to become healthy, self-aware, socially responsible and positive individuals
- ◆ enable children to understand the global contexts of their lives and how they can contribute to sustainable growth
- ◆ create children who are enquiring, willing to take risks, to seek out challenges, set aspirational targets and who will be fully equipped for a rapidly changing world

Teaching

- ◆ 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
- ◆ ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ◆ ensure effective use is made of formative assessment
- ◆ ensure all policies are up-to-date, relevant and that a rolling programme of review is in place

Curriculum and assessment

- ◆ ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values to be taught progressively •
- ◆ sustain and develop an assessment system which clearly measures the impact of the curriculum implementation
- ◆ further develop a curriculum which is inclusive, reflects the community in all its diversity, often enquiry based and which is creative, inspiring and co-constructed
- ◆ nourish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ◆ ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading

Relationships and well-being

- ◆ sustain high expectations of behaviour for all pupils, built upon relationships and routines, which are understood clearly by all staff and pupils
- ◆ ensure consistent, fair and respectful approaches to fostering caring relationships
- ◆ ensure that adults within the school model and teach the behaviour of a good citizen
- ◆ ensure a culture and systems which support staff/pupil/parent/carer well-being and promote mental health
- ◆ ensure the effective, ongoing development of the PSHE curriculum to support positive relationships and well being

Additional and special educational needs and disabilities

- ◆ ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- ◆ sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ◆ ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ◆ ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

- ◆ ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- ◆ ensure professional development has coaching and research at its heart
- ◆ 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

- ◆ 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

Organisational management

- ◆ ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- ◆ prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ◆ set the budget annually with the School Business Manager and ensure it is a balanced budget that meets the needs of the School Improvement Plan
- ◆ monitor the budget regularly with the School Business Manager and report regularly to the governors
- ◆ ensure value for money in budget decisions
- ◆ ensure staff are deployed and managed well with due attention paid to workload
- ◆ ensure there is an effective, strong and sustainable staffing structure in place that meets the needs of the school
- ◆ oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ◆ ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

- ◆ ensure a collaborative approach to school improvement which draws on the expertise and knowledge of all the community
- ◆ 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
- ◆ use evidence-informed and research based strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ◆ ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- ◆ ensure effective monitoring strategies to assess impact of initiatives

Working in partnership

- ◆ forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- ◆ commit to work successfully with other schools and organisations in a climate of mutual challenge and support
- ◆ establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- ◆ understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- ◆ ensure systems enable governors to carry out their statutory responsibilities effectively
- ◆ establish and sustain professional working relationships with those responsible for governance
- ◆ ensure that staff know and understand their professional responsibilities and are held to account
- ◆ ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- ◆ provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning, high standards of pupil achievement and good value for money
- ◆ maintain an organisation in which everyone works collaboratively, shares knowledge and understanding and accepts collective accountability for the success of the school
- ◆ ensure individual staff accountabilities are clearly defined, understood and agreed and are regularly reviewed and evaluated
- ◆ present the school's aims, performance and goals in a manner appropriate to a range of audiences including governors, pupils, parents, the Local Authority, the local community and OFSTED to enable them to play their part collaboratively and effectively
- ◆ ensure that parents and pupils are well-informed about the curriculum, attainment and progress, and about the contribution they can make to the school's success

Parents/carers

- ◆ ensure parents/carers are included as partners in their child's education
- ◆ be a strong visible presence for parents and carers and within wider community
- ◆ attend PCTA meetings/events as appropriate
- ◆ ensure the very best communication systems are in place between school and home

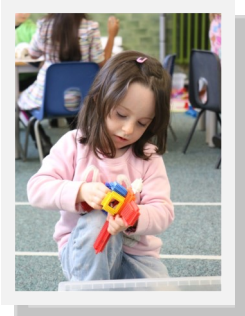


Person Specification for the post of Headteacher

Please enclose a supporting letter with your application form (**no longer than 4 sides of A4 – font 12**) addressing the criteria **as laid out in this specification**.

Essential Criteria		When / how identified
Qualifications and Experience		Application Form / Certificates / Interview Process/Other
1.1	Graduate level qualification or equivalent and QTS	C
1.2	Safeguarding, child protection and safer recruitment training qualifications and experience	C/AF
1.3	Significant experience as a headteacher in a primary school with a demonstrable track record of impact in improving pupil outcomes across the attainment range	AF/I
1.4	Experience of working in a large school in a senior leadership role	AF/I
1.5	Experience of work with external partners and other agencies	AF/I
Knowledge and Skills You must ...		
2.1	Be a strong and effective leader who ... <ul style="list-style-type: none"> ◆ Is able to grow a collaborative culture of innovation and creativity where staff feel able to take risks, self-reflect and share ownership in developments ◆ Builds a vision through well-evidenced research in the best interests of achieving excellence ◆ Actively drives the strategic vision, direction and whole school development to achieve high standards of learning and outcomes for all children ◆ Ensures the school vision, values and ethos are realised in practice ◆ Listens carefully to children and ensures pupil voice is at the centre of decisionmaking ◆ Is able to build and maintain strong, positive relationships throughout the community and prioritise wellbeing as key to a successful school ◆ Demonstrative experience of building and maintaining a positive relationship with the governing body ◆ Places inclusion and equal opportunities at the heart of planning and decision making ◆ Uses data analysis to support school improvement and decision making ◆ Demonstrates experience of embedding structures, systems and processes that enable robust self-evaluation and effectiveness ◆ Can delegate and distribute leadership effectively ◆ Has wide knowledge of current educational climate, policies and research ◆ Has a strong interest and commitment to their own professional development 	AF/I/O
2.2	Have in-depth knowledge of the Early Years and National Curriculum and be committed to ensuring they are delivered in an exciting, creative and cross-curricular way by ... <ul style="list-style-type: none"> ◆ Being able to design a well-constructed, enquiry-based curriculum which is strong in moral purpose and relevant to the times in which we live, challenging children to explore important questions ◆ Ensuring the curriculum is coherent, progressive and that assessment ensures a clear understanding of impact in terms of progress ◆ Understanding the wider curriculum beyond school (eg racial literacy; climate change) and the importance of engaging children in global issues ◆ Understanding the importance of implementing whole school, agreed approaches and policies ◆ Involving children in decisions about curriculum content, design and delivery ◆ Designing an effective curriculum leadership framework 	AF/I
2.3	Be able to inspire and lead learning and teaching practice development throughout the school by ... <ul style="list-style-type: none"> ◆ Demonstrating understanding of the ways in which children learn best and which teaching approaches or classroom organisation techniques support these ◆ Recognising the best in educational research and using this as a basis to drive collaborative pedagogical development 	AF/I/O

	<ul style="list-style-type: none"> ◆ Understanding the key roles of high quality feedback; metacognition and pupil agency within children's learning ◆ Understanding barriers to learning and how to overcome them (eg for disadvantaged pupils) 	
2.4	Have experience of monitoring the work of the school and using the outcomes to improve provision and standards through: <ul style="list-style-type: none"> ◆ Regular and rigorous monitoring of the quality of teaching and learning and its impact on pupil progress ◆ Analysing the impact of new practices, support and interventions 	AF/I
2.5	Know which strategies will ensure standards are maintained and improved by: <ul style="list-style-type: none"> ◆ Developing strong, mutually respectful relationships between all members of the community as central to a calm and purposeful atmosphere within the school and playgrounds ◆ Creating systems to regularly monitor pupil progress, attitudes to learning and well-being so positive trends are maintained and attainment gaps are targeted particularly for vulnerable groups 	AF/I/O
2.6	Be committed to providing a safe environment for pupils by: <ul style="list-style-type: none"> ◆ Ensuring the environment is cared-for, stimulating and well maintained ◆ Ensuring everyone is regularly trained to understand the importance of safeguarding and that a strong safeguarding culture permeates the school 	AF/I/O
2.7	Oversee the professional development and well-being of staff through: <ul style="list-style-type: none"> ◆ An ability to inspire, coach and empower staff by establishing and sustaining high quality training built on an evidence-informed understanding of professional development ◆ A commitment to developing clear structures to support and maintain positive staff well-being ◆ Establishing effective communication systems across the school ◆ Providing high quality induction and support to new staff including NQTs 	AF/I/O
2.8	Be committed to and have experience of communicating with and working in partnership with a variety of stakeholders, including: <ul style="list-style-type: none"> ◆ Children ◆ Parents/carers, including PCTA ◆ Governors ◆ LA/Cluster/partnership groups ◆ Feeder schools 	AF/I/O
2.9	Be able to manage the school efficiently and effectively, including HR, finance and accommodation with ... <ul style="list-style-type: none"> ◆ Knowledge of strategic financial planning, budgetary management and principles of best value ◆ An ability to take an innovative approach to generating additional income for the school 	AF/I/O
Personal Attributes We are looking for someone who ...		
3.1	Acts as a role model who is hands-on and highly visible, demonstrating personal impact and presence	AF/I
3.2	Operates with integrity, respect for others and authenticity	AF/I
3.3	Shows impressive organisational and interpersonal skills and a flexible management style	AF/I/O
3.4	Thinks creatively to anticipate and solve problems	AF/I
3.5	Communicates effectively, both orally and in writing, and can build relationships with a wide range of audiences	AF/I/O
3.6	Remains calm and resilient under pressure	AF/I
3.7	Brings a good sense of humour to the role!	ALL
4. Desirable Criteria		When / how identified
4.1	Breadth and depth of teaching and leadership experience in more than one school setting	AF/I
4.2	Experience of engaging in educational research to drive school improvement (school-based action research or use of research)	AF/I
4.3	Experience of P4C (Philosophy for Children)	AF/I



We asked the children what they would like the new headteacher to be like!

Key information about our school

Our school website (<http://www.stlukes.brighton-hove.sch.uk>) contains a wealth of information that you will find useful including:

- ◆ Our vision
- ◆ Our prospectus
- ◆ Our learning philosophy guide for parents/carers
- ◆ Equalities and inclusion
- ◆ Information about the curriculum
- ◆ A range of key policies
- ◆ Information about extra-curricular activities/clubs
- ◆ Pupil outcomes data
- ◆ Ofsted Inspection Report 2013/14
- ◆ Information on use of grants (disadvantaged funding, Sports Premium)

