

MILLBROOK INFANT SCHOOL

Headteacher candidate application pack



A letter from the Chair of Governors

Dear Headteacher applicant

Thank you for your interest in the post of Headteacher at Millbrook Infant School. I am very pleased that you are considering applying to lead our happy, successful school.

I believe this candidate pack and our website should give you a good overview of the scope of the role and the opportunities it presents.

The current Headteacher is looking forward to taking well-earned retirement at the end of the Autumn term and whilst we are very sorry to lose her, we are keen to welcome a new Headteacher who can bring their own energy and commitment to the school.

Much of what happens in this school is already excellent and should be valued and maintained as a strong foundation, but education will always bring challenges and changes.

We are incredibly proud of the successes and opportunities the school offers and have listed some below;

A letter from the Chair of Governors cont...

- Pupil behaviour is exemplary with visitors regularly offering positive comments and feedback
- Pupil outcomes are consistently above national averages - areas for improvement, such as year 1 phonics results were clearly identified and rapidly addressed
- Staff and leadership have worked hard to ensure curriculum development, including intent, implementation and impact statements are robust and fit for purpose under the revised Ofsted framework
- Teaching staff turnover is low and the majority of our staff have been here for many years and have a wealth of experience and knowledge
- The leadership team consists of a Deputy Head and School Business Manager with masses of experience and enthusiasm and two excellent teacher practitioners - the team look forward to working supportively with the new post holder
- The school is supported by a dedicated Governing Board and currently a few parent volunteers, we are hoping to expand the volunteer numbers post Covid-19
- The last Ofsted visit was over 14 years ago and with the changes to exemption for outstanding schools we anticipate a visit in the near future
- We are part of one of the largest infant/junior school pairings in the local authority bringing the opportunity for two separate and distinct schools to work closely together for the benefit of our families and community
- The school has experienced a falling role due to the primary expansion and slowing in house building in the local area, which we are keen to halt and reverse

A letter from the Chair of Governors cont...

If you believe as we do, that 'all can achieve', we warmly encourage you to visit us and see pupils and staff at work. Please contact Karen Cox on 01536 483714 to make an appointment.

Should you like what you see and believe you have the qualities to lead our capable team to continued success, I look forward to receiving your application. The deadline is 29th November 2021.

Yours sincerely



Mrs Maralyn McLennan
Chair of Governors



About the school and grounds

Set in spacious and attractive grounds, the school has been at the heart of the Ise Lodge community for 50 years. Over time the building has evolved and expanded and can accommodate four forms of entry. We have a spacious library, a computing suite, a large shared area for our reception classes and generous covered outdoor areas. There are two well equipped playgrounds and a fully enclosed field area which offer great potential for the right candidate to further develop outdoor learning. The school is landlord to a thriving independent nursery located at the rear of the site.



Headteacher Job Description

Job Title	Headteacher
ISR	2
Salary range	LD16 to LD20
Contract type	Full time, permanent
Reports to	Governing Board

This job description is subject to the general conditions of service and overriding requirements for a Headteacher as set out in the School Teachers' Pay and Conditions Document.

Main purpose

The Headteacher will be the strategic lead professional at the school and will:

- Take the lead role on working with the Governing Body to further develop the aims and objectives of the school to meet the school's vision
- Develop improvement plans based on the vision to ensure "all can achieve"
- Establish policies for achieving these aims and objectives
- Manage staff and resources to that end
- Monitor progress towards the achievement of the school's aims and objectives, setting high expectations for achievements
- Lead by example and model best practice regarding professional conduct; hold all staff to account for their professional conduct and practice;
- Develop and sustain effective relationships with the Governing Body, in particular to ensure effective governance of the school;
- Build, develop and maintain effective relationships with parents/carers and all members of the school and wider community to enhance the education of all pupils;

Headteacher Job Description cont...

- Carry out duties in line with the Headteachers' Standards published by the DfE in 2020 summarised below:

Section 1: Ethics and professional conduct

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



Section 2: Headteachers' standards

1. School culture

Headteachers:

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

2. Teaching

Headteachers:

- 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

Headteacher Job Description cont...

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish 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, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- 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
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behavior
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and 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

6. Professional development

Headteachers:

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

7. Organisational management

Headteachers:

- 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
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- 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
- 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
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school 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

10. Governance and accountability

Headteachers:

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

Other areas of responsibility

To take responsibility for the Designated Safeguarding Lead role, or appoint a suitable member of staff to fulfil this role.

Develop effective partnership working arrangements with other education providers in the immediate vicinity, including nursery and pre-school settings, with special emphasis on partnership working with Millbrook Junior School.

The Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Notes:

This job description may be amended at any time in consultation with the postholder.

Person specification

Qualifications	Essential/desirable	Tested
<ul style="list-style-type: none"> Qualified teacher status National professional qualification for headship (NPQH) 	E D	AF AF
Experience	Essential /desirable	Tested
<ul style="list-style-type: none"> A proven track record in successful leadership and management of a primary school setting Teaching experience within the primary phase - minimum 5 years Involvement in school self-evaluation and development planning Demonstrable experience of successful line management and staff development Experience of an Ofsted inspection 	E E E E D	AF/I/R AF/I/R AF/I AF/I AF/I
Skills and knowledge	Essential /desirable	Tested
<ul style="list-style-type: none"> Understanding of high-quality teaching, and the ability to model this for others and support others to improve Data analysis skills, and the ability to use data to set targets and identify weaknesses Understanding of school finances and financial management Effective communication and interpersonal skills Ability to communicate a vision and inspire others Ability to build effective working relationships 	D E D E E E	AF/I AF/I AF/I AF/I/R AF/I/R AF/I/R
Personal qualities	Essential /desirable	Tested
<ul style="list-style-type: none"> A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality 	E E E E	AF/I/R AF/I AF/I/R AF/I/R

Our vision...

All can achieve

Our aims...

We will achieve a happy safe environment where all feel valued

We will make teaching and learning fun and exciting for all

We will always try to do our best

We will develop strong partnerships with parents, carers and the community

We will encourage independence so that we all contribute to the world we live in

We will ensure all have a voice that is heard

Our values...

Kindness

Honesty

Respect

Safety

Determination

Independence



What do our children want from their new Headteacher?

Ava said "Someone who comes round to the classrooms to see how the children are getting on."

Reef said "Kind, helps keep us healthy when we go to tea party or top table lunch."

Skye said "Someone who is fun."

Taro said "Shows respect; does assemblies that tell you lots of things."

Charlie said "Makes assemblies fun so we can learn lots."

Sophie said "Be kind, keep us safe and listens to us."

Mya said "Reads great stories; is respectful and takes turns and takes care of our things; checks to make sure you are learning OK."

Freddie said "Talks to the children to find out about us; tells us where they worked before."

Leia said "Help us if we have lost something or forgotten something; be kind - have fun being with the children at playtimes; make sure we have some calm time in assemblies; make sure we still have top table lunch."

Jacob said "Be at the gate to say good morning to everyone; make sure after school clubs are fun; not be bossy!"

Chloe said "Be nice to us and make sure we don't fall over or get hurt."

Bella said "Be smiling every day on the gate when we come in."



What do parents think of our school?

"Both of my daughters go to millbrook infant school and I cannot recommend the school and staff working in there enough. Every one is very helpful and nice and girls love coming to school every day. Ladies in the offices are always accommodating and helpful and nothing is ever too much of a problem. Thank you for being fantastic!"

"Both my children have enjoyed their time and progressed well at millbrook infants. Any issues have been dealt with and feedback given. All the staff are very friendly and welcoming and are always smiling for the children despite the very hard year that everyone has had to deal with."

"I just want to say that Millbrook Infants, the fantastic reception team, Mrs Kelly and her wonderful teaching staff have paved the way for a good education and (hopefully!) bright future for my children. I honestly will be sad they no longer attend, and am so grateful for the care and communication you have given over the years. I shall be writing to Ofsted to echo my thoughts. Thank you for everything you do."

Parent survey responses – July 2021



What our staff would like from a new Headteacher

A love of children and passion for the job

Willingness to engage with parents/carers

Commitment to whole staff development

Commitment to ensure governors have suitable training to allow them to fulfil their strategic role of giving both support and challenge to the school

Commitment to well being of staff

Willingness to listen to the views of others

Good communication skills

Ability to ensure good teaching and support continuous school improvement

Challenge under performance and poor behaviour

Ability to motivate others

Ability to coach and mentor others

How staff want the school to look and feel



The application process

Visits can be booked by calling Karen Cox, our friendly and helpful administrator, on 01536 483714

Please download the relevant forms from the links below

The closing date for applications is 5pm on Monday 29th November

[Application form](#)

Completed forms should be sent for the attention of the Chair of Governors, to bursar@millbrook-inf.northants-ecl.gov.uk

[Privacy notice](#)

[Safeguarding and child protection policy](#)

[Disclosure of criminal convictions form](#)

[Recruitment and selection equality monitoring](#)

Interviews will be held on 9th & 10th December

Before you go why not take a few minutes to watch our short video and see the school in action [Millbrook Infant School Welcome video](#)

www.millbrook-inf.northants.sch.uk



Thank you for your interest, we look forward to hearing from you