

# Letter from the Chair Of Governors - March 2019

Budehaven  
Community  
School

HEADTEACHER  
RECRUITMENT

Information for applicants

Dear Applicant,

Thank you for your interest in the post of Headteacher at Budehaven Community School.

Our whole school community has worked together to develop 'The Budehaven Way' which states **"We are ambitious – we dream big and give of our best"**. This is what we expect of our next Headteacher.

The school has been on a rapid journey of improvement resulting in the school being judged as 'Good' by Ofsted in February 2017. The leadership, staff and the Governors have worked purposely and effectively to ensure the sustainability of this improvement. We are seeking to appoint a senior leader with a clear vision of how to build on this success.

Developing resilient and mentally healthy young people is important to us. Budehaven is one of the few schools in the country to have an Integrated Health Centre, The Haven, which along with our strong pastoral team is a great asset to the school. Through this facility, we have built close links with other agencies who support our local families and children. Our school is actively involved in partnerships with local primary schools, neighbouring secondary schools, local MATs and universities. We also collaborate with school improvement teams both locally and nationally and we are a member of the Dartmoor Teaching School Alliance.

The central role that Budehaven plays in our rural and coastal community makes it an exciting place to work. The comprehensive and inclusive nature of our student intake challenges us to provide an aspirational and rounded education for **all** pupils with a wide range of experiences and abilities.

As is the case with most schools at this time, Budehaven faces some financial challenges. Our new Headteacher will work closely with Governors to strategically manage our resources as we remain dedicated to providing a positive experience for pupils that promotes the development of talents while maintaining high academic standards.

So, if you are passionate about enabling pupils to achieve their potential in all areas, making a positive difference to the lives of our pupils and their families, and if you relish the challenge of leading our school, we eagerly await your application.

For more information on our school please see the accompanying information booklet.

Yours sincerely,

*Laura J. Mead.*

Laura Mead  
Chair of Governors



# How to apply - Guidance Notes

Please read the guidance notes before completing your application.

## Job and Person Specification

- Please read the job description and person specification thoroughly. The essential criteria are the minimum level of skills, knowledge and experience required for the role and are of equal importance. The desirable criteria are those that will enable the successful candidate to perform the job more effectively and will be used for shortlisting purposes if several candidates have all the essential criteria.
- The shortlisting panel will be looking for evidence in your application which shows that you meet the criteria.

## Prior to applying

- If you have any questions about any aspect of the application process or you would like to arrange an informal visit, please contact Clare Brown, Clerk to the Governors, on **01288 353271** or email: **clare.brown@budehaven.cornwall.sch.uk**

## Application Form

Please ensure you complete all sections of the online application form. Please note that CVs will not be accepted.

The school is committed to safeguarding all young people and children and requires candidates to explain all gaps in their career history. Budehaven Community School reserves the right to reject incomplete application forms. Any inconsistencies or anomalies will be explored at, or prior to, interview.

Providing false information as part of your application may lead to a withdrawal of any conditional offer of employment, or disciplinary procedures potentially leading to dismissal without notice if you have already been appointed.

## Key Dates

- **Closing date for applications:** Noon on Monday March 25th
- Applications should be submitted by email to **clare.brown@budehaven.cornwall.sch.uk**
- Please also note that any applications received after 12 noon on Monday 25th March 2019 cannot be considered.
- **Shortlisting:** Tuesday March 26th
- **Interviews:** Day One Wednesday April 3rd (successful candidates from Day One will be invited to attend Day Two) and Day Two Thursday April 4th

Should you decide to apply, please confirm your availability for these dates when submitting your application.

References will only be taken up for shortlisted candidates who will be notified beforehand. Please contact each of your named referees to inform them that, if you are shortlisted, we will request a reference prior to interview.

## The Recruitment Process

- Budehaven Community School is committed to provide a fair and equitable recruitment process.
- The selection panel will consist of at least three people who will shortlist and interview.
- At least one panel member will be trained in Safer Recruitment.
- The panel will shortlist based solely on the information you have provided in your application.
- Successful applicants will be called for interview and other selection activities.
- Details of the format of the interview day will be sent to you in advance.
- References will be sought from two sources. One referee must be your current or most recent employer; and if your current role does not involve working with children, the second reference must be the name of a previous employer where the role involved working with children (where applicable). Referees will be asked about any child protection concerns.
- On the day of interview you will be asked to provide proof of your relevant qualifications and photographic identification.
- Applicants who have not been shortlisted will be informed by email.
- Candidates who have not been successful at interview will be contacted personally.

## Safer Recruitment

- Safer recruitment practices are implemented to protect students within Budehaven Community School
- Although the 'Convictions' section of the application form will not be used for shortlisting purposes, it will be made available to the interview panel at interview stage. If you fail to disclose a conviction on your application form, and the DBS information confirms that you do have a conviction/ prosecution pending, this may lead to a withdrawal of any conditional offer of employment, or disciplinary procedures potentially leading to dismissal without notice if you have already been appointed.
- Enhanced DBS checks will be carried out for the successful candidate
- A criminal record will not automatically prevent you from getting the job. However, where DBS certificates show a conviction(s), and following further discussions with you about the conviction(s) a decision will be made in relation to your suitability to be employed, taking into account nature, seriousness and relevance of the offence; how long ago it occurred, if it was a one-off or part of a history; circumstances of it being committed; country of conviction; decriminalisation and remorse.

## Data Protection

If you are successful, your application information will be held on your personal file. Application information from unsuccessful candidates will be destroyed after 12 months except in case of a dispute.

## Equal Opportunities

Budehaven Community School is committed to equality of opportunity and warmly welcomes applications from all sectors of the diverse community. Our recruitment policies, procedures and practices enable all applicants to be considered on merit and ability to do the job. We will make reasonable adjustments, in line with the Disability Discrimination Act, for disabled applicants if these are needed.

<b>Grade:</b>	Leadership L28 to L35
<b>Responsible to:</b>	The Governing Body
<b>Purpose of Job:</b>	The core purpose of the Headteacher is to provide professional, strategic and tactical leadership and management of the school in line with the vision of the Governing Body, thus promoting a secure foundation from which to achieve high standards in all aspects of the school's work.

*The Headteacher will carry out his or her professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers, as set out in the current School Teachers' Pay and Conditions Document.*

*The Headteacher will be responsible to the Governing Body for meeting all the requirements of the post and will be accountable for the efficiency and effectiveness of the school to the Governing Body and others, including students, parents and the wider local community.*

*The Headteacher's job description is subject to annual review.*

## Improving the Life Chances of Our Young People

- Ensure the provision of a complete and coherent knowledge rich curriculum to create opportunities for all students.
- Actively engage with our partners in education and the wider community, to enable opportunities for enriching and extending learning experiences.
- Provide young people with the skills and pathways needed to continue their learning beyond the age of 16 according to their individual abilities, aptitudes and ambitions.
- Ensure that the learning needs of each individual student are met.
- Inspire and encourage students to take responsibility for their own learning in a caring environment which fosters and values success of all kinds.
- Enable students to achieve excellence in all that they do.
- Ensure that students' self-esteem develops, so that each becomes a successful learner.
- Ensure the development of respect for self and others by cultivating students' moral values, cultural awareness and spiritual qualities.
- Build upon students' prior achievements and help them to be successful at school and beyond, in an ever changing society.
- Encourage students to take part in a wide range of activities, within the school and in the wider community.
- Work in partnership with parents and other members of the community in the education of our students.

## Shaping the Future – Strategic Direction and Development of the school

- Work with Governing Body to ensure that the strategic planning process takes account of the diversity, values and experience of the school.
- Ensure that the vision for the school is clearly articulated, shared and effectively acted upon by all.
- Work within the school community to translate the vision into agreed objectives and plans to promote and sustain improvement.
- Explore and exploit existing and potential partnerships to help shape the future of education and secure a 21st century dimension to the curriculum.
- Maintain the commitment to and actively pursue appropriate opportunities for excellence.

## Leading the quality of teaching and learning

- Ensure that learning is at the centre of strategic planning and resource management.
- Work with Governing Body and Senior Leaders to raise the quality of learning and teaching, ensuring a consistent and continuous school wide focus on student achievement, using data and benchmarks to monitor progress in every student's learning.
- Maintain a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Monitor, review and evaluate classroom practice and promote improvement strategies, challenging under-performance at all levels and ensure effective correction and follow up.
- Acknowledge excellence across the school.
- Value and respect all students and celebrate achievement across the whole school.

## Developing Self and Working with Others

- Develop effective relationships and communication with all groups of staff, underpinning a professional learning community, to enable everyone in the school to achieve or exceed their potential.
- Foster an open, fair, equitable culture and manage conflict.
- Develop, empower and sustain individuals and teams, evaluating performance and celebrating individual and team achievement.
- Maintain effective strategies and procedures for staff induction, professional development and performance review.
- Proactively participate in arrangements for Headteacher performance management.
- Consolidate and build upon the established, successful and unique vision and ethos of the school.
- Promote, develop and formalise existing partnerships, especially with our primary partner schools.
- Accept, and use imaginatively, support from others.
- Value and respect all staff and celebrate achievement across the whole school.
- Work with Governors and senior colleagues to recruit staff of the highest quality available.
- Deploy and develop all staff effectively in order to improve the quality of education provided.
- Advise the governing board and implement decisions in relation to staffing.
- To advise the governing board on the adoption of effective procedures to deal with the competence and capacity of staff.

## Managing the Organisation

- Ensure effective organisational structures that reflect the school's priorities and values and enable the management systems and processes to work in line with legal requirements.
- To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:
- Manage, monitor, evaluate and review the range, quality, quantity and use of all available resources in order to improve the quality of education and prospects for student achievement, ensuring efficiency and securing value for money.
- Advise the Governing Body and implement decisions in relation to all aspects of the school.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school, its buildings and facilities.
- To allocate, control and account for those financial and material resources of the school which are delegated to the Headteacher by effectively managing the school budget and material resources .
- Advise Governing Body appropriately on priorities for expenditure and the allocation of funds to ensure effective administration and control..
- Working with the Business Manager to manage, plan and organise buildings, facilities and grounds to ensure that they support curriculum requirements and health & safety legislation.
- Working with the Business Manager to arrange the security, safety and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is appropriately referred.
- Promote the school through the effective use of publicity, liaison with local influencers and opinion formers and our current and potential business partners.



## Securing Accountability

- Report on the discharge of the Headteacher's function and the affairs of the school.
- Work as an active member of the Full Governing Body.
- Fulfil the wider accountabilities in relation to students, parents, carers, the Local Authority and other relevant groups.
- Provide information, objective advice, guidance and support to the Governing Body, to enable it to meet its responsibilities for securing effective teaching and learning, improved standards of achievement, efficiency and value for money.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, Governing Body, the Local Authority, the local community and Ofsted.
- To report to the Governors annually on the performance management of teachers at the school in relation to the School Teachers Pay and Conditions Document .
- To liaise and co-operate with local authority officers and support services in the evaluation, monitoring and inspection of the school according to such arrangements as may be required by or agreed with the local authority .
- Maintain and develop an organisation, based on rigorous self and external evaluation, in which all Governors and staff recognise that they are accountable for the success of the school..
- Report annually to Governing Body on the performance management of teachers at the school in relation to the School Teachers' Pay and Conditions document.
- Ensure that students and parents are well informed about the curriculum, attainment and progress and about the contribution they can make in support of the school.

## Strengthening Community

- Build a school culture and curriculum which takes account of the richness, diversity and needs of the school's community.
- Promote effective links with the local community and continue development of close liaison with partner schools.
- Seek opportunities to invite parents and carers, community figures, business and other organisations into the school to enhance and enrich the school and emphasise its value to the wider community.
- Contribute to the development of the education system, including sharing effective practice, working in partnership with other local schools and colleges and promoting innovation.
- Ensure a wide range of community based learning experiences.
- Develop the school's dimension to meet the needs of the community by providing for the academic, social, health, moral, emotional, spiritual and cultural well-being for parents and their families.
- Co-operate and work with relevant agencies to protect young people.
- Listen to, reflect and act on community feedback.



Training and Qualifications	Essential/ Desirable	Evidence Application/ Interview/ Reference
Qualified teacher status	E	A
Honours degree or equivalent	E	A
Professional Awards towards leadership (e.g. NPQH)	D	A
Higher Degree	D	A
Recent participation in a range of relevant in-service training	E	A
Leadership Experience		
Successful recent experience of senior whole school leadership	E	A
Effective engagement with learners and others in the local community, including parents, carers, employers and local services.	E	A/I
Experience of developing whole school strategies to improve outcomes for all, including disadvantaged and other vulnerable groups	E	A/I
Proven track record of using assessment and data to understand, manage and lead school improvement	E	A/I
Experience of defining and implementing sound principles and practices of performance management for all staff.	E	A/I
Evidence of improving outcomes through collaboration with other schools/ academies and school improvement agencies	D	A/I
Experience of managing a school budget and developing financial strategies	D	A/I
Professional Skills and Qualities		
Have a clear and ambitious vision for providing high-quality, inclusive education	E	A/I
Set high standards and expectations and inspire others to achieve them	E	A/I
Experience of raising achievement through improving teaching and learning.	E	A/I
Experience of designing and implementing an ambitious and inclusive curriculum (academic, creative and vocational)	D	A/I
Committed to giving all learners the knowledge and cultural capital needed to go on to destinations that meet their interests and aspirations	E	A/I
Experience of creating an environment that allows learners to develop their character, including their resilience, confidence and good mental and physical health	E	I

<b>Professional Skills and Qualities (Continued)</b>	<b>Essential/ Desirable</b>	<b>Evidence Application/ Interview/ Reference</b>
Have high expectations for learners' behaviour, conduct and attendance	E	I/R
Maintain relationships among learners and staff to reflect a positive and respectful culture	E	I
Build positive relationships with staff and is committed to their professional development and well being	E	I
Able to work with Governors to translate vision into agreed objectives, measures, operational plans and policies	E	I
Uphold a strong culture of safeguarding where members of the school community feel safe and do not tolerate bullying or discrimination	E	I
Ability to raise standards through motivating supporting and challenging colleagues.	E	I
<b>Professional Knowledge</b>		
Thorough knowledge of safeguarding of children and child protection	E	A/I
Knowledge of Human Resources practice and recruitment relating to effective school management	D	I
Knowledge of national policies, priorities and statutory frameworks	E	I
Knowledge of and commitment to equal opportunities and diversity	E	I
Knowledge of current issues and research in education locally, nationally and internationally.	E	I
<b>Personal Qualities</b>		
Passionate about education including the development of the 'whole child'.	E	I/R
Ability to communicate a vision confidently, clearly and passionately to lead and inspire others	E	I
Reflective, resilient and decisive	E	R
Able to reach and justify difficult decisions	E	I/R
Able to challenge and motivate underachievers	E	R
Able to work under pressure	E	R
Able to lead and motivate others	E	R
Able to build trust and confidence in self and others	E	R