

Headteacher Candidate Pack





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Welcome from the Chair of Governors



Dear Applicant

Thank you for your interest in becoming the new Headteacher of Chalton Lower School. We are looking for the right person to continue to lead our small village school, who shares our values of being a kind, caring and helpful community, where we work hard to do our best.

Chalton Lower School prides itself on being a very friendly, small school where all years are encouraged to help each other. Our school is situated in the village of Chalton and we welcome children from the nearby areas.

We have a very committed teaching staff and a Governing Body who are very supportive in moving the school forward. We are very proud of the resources and facilities that the school is able to provide for the children and their learning.

We have maintained our Ofsted "Good" rating, and are working with Staff to achieve "Outstanding".

Jon Chapman (Chair of Governors)

About our School



Let's start with a virtual tour of our school [Virtual Tour](#) and our Website [Chalton Lower Shool Website](#)

Chalton lower school has three mixed year classes. At present we have around 68 children at the school with a maximum class size of 30 children from reception up to year four.

Our school is situated in the small village of Chalton with easy access to the M1 junction 12. We have a good relationship with the Parish Council and make good use of the Village Hall for plays and discos.

The school focuses on a different value every month over a two year period.

The children reflect on the value, consider what it will look like during assemblies and through their lessons, and will endeavour to display the value in their daily life at home and school.

The values are:-

Unity, Quality, Peace, Happiness, Hope, Patience, Care, Humility, Simplicity, Co-operation, Freedom, Respect, Responsibility, Tolerance, Thoughtfulness, Friendship, Love, Courage, Appreciation, Honesty, Understanding, Trust

About our School



Staffing structure :

Headteacher - Full Time

EYFS Teacher - Full Time

EYFS TA - Part Time

Year 1 and 2 Teacher - Full Time

Year 1 and 2 TA - Full Time

Year 3 and 4 Teacher - Full Time

Year 3 and 4 TA - Full Time

Office Manager - Full Time

Mid-day Supervisors & Lunch Time Assistant

Mission Statement

Working together to be the best we can.



Our Ethos – Aims – Values



Our aims are based on the premise that all pupils will be given equal opportunity in their education whatever their ability, belief, Special Educational Need [SEN], gender and sexual orientation.

Chalton Lower School is committed to promoting racial equality and harmony. It expects everyone, who is part of, or who visits this school, to support the commitment both in the way they act and in the words they use.

The school's Behaviour Management Policy sets out the expectations for both the staff and pupils in regard to standards of behaviour.

We aim to develop:

- A kind, caring, helpful school
- To be healthy and keep fit
- Have the opportunity to talk
- Fun, exciting and interesting lessons
- Everybody listens to each other
- Use Values Education all the time
- The School Council will help make decisions
- Work hard – to do our best
- Everyone is valued
- To develop confidence, high esteem, a can do attitude and a sense of independence.

(The children helped to write the first nine statements.)

A few Activities

Toy Appeal – Christmas 2021

Luton Town Community Trust worked with some children before Christmas to raise awareness of those in need.

The children ran a toy appeal for the Luton and Dunstable Hospital who were delighted to receive so many lovely donations from our families.



Anti-Bullying week November 2021

The children enjoyed being different by wearing bright, odd socks for the day!



A few Activities

Remembrance Day 11th November 2021.

[Remembrance Day Video](#)

World War 2 Day!

[World War 2 Day Video](#)



Roman Day 18th May 2021

[Roman Day Video](#)

The Lambs come to visit



Key Facts and Statistics



Type of school: Maintained Co-educational

Age range: EYFS to Year 4

Year the school was established: 1894

Ofsted Rating: Good

Number on roll: 68

% of children with SEND 7%

% of children in receipt of Pupil Premium 8%

% of children on Free School Meals 8%

% of Children with English as an additional language 6%

Our New Headteacher



- Will have excellent interpersonal and communication skills.
- Will have a regular teaching commitment and cover supply and PPA.
- Will be passionate about their role and will keep up to date with teaching and assessment procedures.
- Will want to take the lead in a small school where they will offer help and support to all Staff.
- Will help and encourage distributive leadership across the school.
- Will maintain good relationships with parents and carers.
- Will be confident in all aspects of running a small school.
- Will be passionate in motivating the children to be the best that they can.

What we can offer



- Kind, friendly and caring children, in a school where our values reflect this.
- A dedicated team of staff and a committed Governing Body.
- A well-resourced school within a village setting, with good sized grounds and a nature reserve.
- Support from your Governing Body for any professional development.
- The opportunity to help grow the school and achieve our goal of becoming an “Outstanding” school.
- Part of the Harlington Cluster.

Job Description



Main Purpose of Role

Overall responsibility for providing leadership for the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching and learning in line with statutory requirements.

This job description reflects the national standards of excellence for Headteachers 2015

The appointment is subject to the current conditions of employment of Headteachers, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

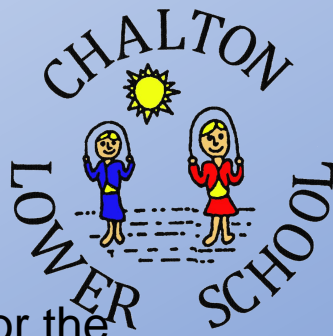
The Duties and Responsibilities

The *National Standards of Excellence for Headteachers* are set out in four domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's Headteachers; some of these have been expanded to give a more comprehensive description of the role at Chalton Lower School.

Job Description



Domain One - Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Develop and drive pupil, parent and stakeholder engagement with the wider community and empowering all to play an active part in growing a collaborative social mindset.
4. Lead by example - with integrity, creativity, resilience and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
6. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils to excel.
8. Ability to engage and motivate staff to deliver exceptional outcomes for children and authentically live by the school's values.

Job Description



Domain Two - Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Foster a culture of wellbeing and resilience to support the challenge of rapidly evolving and disparate pupil needs.
8. Maintain and further empower a 'whole child' approach to learning.

Job Description



Domain Three - Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Engage and provide direction as a member of the leadership team within onsite, not-for-profit facility providing pre-Nursery and wrap-around care. Provide educational knowledge and skill to other leadership team. Act as Ofsted nominated person

Job Description



Domain Four - The Self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievement for all pupils.
2. Demonstrable ability to support and further develop an existing high level of parental engagement and participation in school life.
3. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
4. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
5. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
6. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
7. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Personal Specifications and Personal Statement



A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 7** of the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Personal Specifications and Personal Statement



Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Qualifications, Knowledge and Experience				
Qualified Teacher Status	E	✓		
Degree or Equivalent	E	✓		
Commitment to and experience of working with Early Years Foundation Stage / KS1 and KS2 pupils and staff	E	✓		
Recent successful leadership experience in a School	E	✓		
Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting	E	✓		
Professional Development				
Evidence of appropriate and recent professional career development for the role of Headteacher	E	✓		
Evidence of recent leadership and management operational training and development	E	✓		
Senco Experience	D	✓		
Has successfully undertaken approved safer recruitment training	D	✓		18

Personal Specifications and Personal Statement



Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Leadership Skills				
Ability to articulate a clear vision for the future	E		✓	
Proven record of inspiring, enabling and motivating others to succeed	E	✓	✓	✓
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	✓	✓	✓
Demonstrates excellent communication skills, including written and verbal communication	E	✓	✓	
Ability to build effective relationships with staff, parents, governors and other stakeholders	E	✓	✓	
Whole School Leadership and Management Experience				
Have taken an active involvement in effective school self-evaluation and development planning	E	✓	✓	
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	✓	✓	
Experience of leading change effectively and successfully	D	✓	✓	
Able to listen and engage with stakeholders, including parents in a range of ways on a daily basis or as a lead on specific projects	E	✓	✓	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil outcomes	D	✓	✓	
Have had responsibility for whole school policy development and implementation	D	✓	✓	
Experience of working with stakeholders including governors, school improvement partners and external agencies / companies	E	✓	✓	19

Personal Specifications and Personal Statement



Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Whole School Leadership and Management Experience Cont..../				
Absolute commitment to safeguarding, promoting health and safety and the welfare of children	E	✓	✓	✓
Absolute commitment to inclusion, along with the knowledge and experience of working with children with SEN (e.g. autism) across the primary and nursery phases	E	✓	✓	✓
An ability to understand the needs of children with challenging behaviours and develop strategies to successfully manage this	E	✓	✓	✓
Successful track record of developing the performance of staff through effective performance management	E	✓	✓	
Personal Qualities				
A genuine passion for educating young children, coupled with the ability and enthusiasm to see every child fulfil their potential	E		✓	✓
Leads by example with integrity and demonstrates resilience	E	✓	✓	✓
Visible, approachable, empathetic and enjoys engaging and inspiring children, staff, parents and the wider community	E	✓	✓	✓
Adaptable leadership style, being 'hands on' when required balanced with knowing when to delegate	E		✓	✓
Demonstrates a capacity for sustained hard work with energy and enthusiasm	E		✓	✓
Able to take a dynamic approach to the changing needs of the school population	E		✓	✓



Completing your application

Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your responses, it is really important you address each of the requirements in the person specification.

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Covering Letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.

Important Dates and Information



Pay Range	£47,735 - £55,338 (negotiable depending on experience)
Start Date	1 st September 2022
Closing Date	28 th February 2022 (Noon)
Shortlisting Date	9 th March 2022
Interview Date	22 nd & 23 rd March 2022
Visits to the school	To arrange a visit to the school please contact Helen Chapman at chalton@chaltonlower.co.uk or 01525 872354.
Send your completed application form to	chalton@chaltonlower.co.uk

Chalton Lower School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2019).

