



**ST MARY'S CE (AIDED) PRIMARY SCHOOL,
EAST GRINSTEAD, WEST SUSSEX**



INFORMATION PACK ABOUT THE POST OF HEADTEACHER.

Closing date for applications: Tuesday 6th May 2014
Interview dates: Wednesday 21st & Thursday 22nd May 2014



ST MARY'S CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL,
WINDMILL LANE, EAST GRINSTEAD,
WEST SUSSEX
RH19 2DS



Acting Headteachers: Mrs Paula Bliss and Mrs Frances Taylor

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March 2014

Dear Applicant,

**Post of Headteacher: St Mary's CE (Aided) Primary School,
East Grinstead**

Thank you for the interest you have expressed in the above post. The governors wish to confirm that they are recruiting a Headteacher for September 2014. I am pleased to inform you that an information pack is available from Recruitment Services (jobs@westsussex.gov.uk ref:16167 or tel. 01243 642140). The pack includes:

- Specific details of the post and school
- Job Description
- Person Specification
- Information on the Diocese
- The school's Child Protection Policy
- Application form
- Highlights Ofsted Report March 2013

The School Prospectus and School Development Plan are available on the school website.

If you would prefer a hard copy please contact the school office.

The governors wish to appoint a headteacher who is a strong and inspirational leader and we will expect you to support the unique Christian ethos of St Mary's. We are offering you the opportunity to take this fully inclusive school from good to beyond good. The whole school community is committed to the Christian ethos and the one school rule 'Respect'. The experienced school staff delivers a creative learning experience to our friendly and enthusiastic children. We are most fortunate to have supportive families and a good relationship with members of the St Mary's Church congregation.

In your letter of application, please address the person specification and provide **evidence of impact** from your current/past experience by making reference, where appropriate, to what you have learned about the school under these headings: Shaping the Future; Leading Teaching and Learning; Developing Self and Working with Others; Managing the School; Securing Accountability;

Strengthening Community. We would also welcome a sense of your vision for the school.

Your letter should be no more than two sides of A4 when typed (minimum font size 11).

We encourage applicants to visit the school. Please contact the school office to make an appointment.

The closing date for applications is Tuesday 6th May 2014 at noon, and interviews will be held on Wednesday 21st and Thursday 22nd May 2014. We will contact you after shortlisting, which is scheduled for 15th May.

Please send your completed application to Recruitment Services, Employment Services, West Sussex Capita Partnership, The Grange, County Hall, Chichester, West Sussex PO19 1RG

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. There will be a need for the successful applicant to undertake a criminal record check via the Disclosure and Barring Service.

References which should be from your Chair of Governors and Headteacher, with one from your Parish Priest if appropriate, may be sought as soon as applications are received. All applications will, of course, be treated with the strictest confidence.

If you are shortlisted for interview, we will let you know by Friday 16th May. Interviews will take place in East Grinstead. The interview process will be designed to ensure that we can work together effectively and will include a presentation, meeting with children and a formal interview. You will be asked to lead an act of worship. Other activities will help the panel determine your ability to meet the school's specific needs and you will be able to meet with the staff team. We will make sure you are comfortable and sustained during the interview days; so please let us know if you have any special dietary needs.

Please take time to look at the back cover of the pack. The St Mary's School Prayer was created from ideas submitted by the pupils and was introduced in the school year starting September 2012.

I look forward to receiving your application.

Yours sincerely,

Gillian Santi
Chair of Governors



Dear Applicant,

All of us at St. Mary's are excited about the prospect of welcoming a new Headteacher for our school. We also hope that when you have read the enclosed information you will also be excited about the prospect of taking on this important and rewarding responsibility.

When you visit our school you will see how close it is to St. Mary's Church building and a short distance from the church hall. The church building provides an easily accessible venue for collective worship and a rich resource for helping deliver the R.E curriculum. By sharing the same site we are continually reminded of the importance of the school in the local community.

St. Mary's School has a good reputation throughout the town and in the locality and many people speak fondly of their time associated with the school as a pupil, parent or as in some cases, both. This has been confirmed recently by the school being graded as 'Good' by Ofsted.

We are looking for someone who will build on this success and help develop our school to be an outstanding church school being both fully distinctive as well as fully inclusive. The school prides itself on having strong links with the local church, the wider community including the East Grinstead group of schools.

The successful candidate will find that they are working with a very enthusiastic and dedicated staff who works well together and also with children who are well motivated and engaging.

I am very much looking forward to working with a new Headteacher so that the school and church will continue to work together effectively and am sure that whoever is appointed to this important role will find it both professionally satisfying and personally rewarding.



Yours sincerely

Father Paul Seaman
Vicar

St Mary's School Vision Statement

Whilst upholding our distinctive Christian ethos and delivering an excellent educational experience, by 2016 we will be

- recognised locally as leaders in developing a stimulating ICT curriculum to facilitate learning
- seen as a centre of excellence relating to inclusion

Creative Curriculum

Connect, inspire, empower. Three words you will see in action at St Mary's. Our creative curriculum, which we introduced in 2009, has allowed our children to develop independence and a responsibility for their learning that we believe helps them stand out and gives them lifelong skills and a love of learning. Finding out about things that interest our children in a way that engages them helps our children to extend themselves fully. Teachers plan topics in conjunction with children who have wonderful ideas for their own learning. Topics are developed around 'stunning starts', 'marvellous middles' and 'fabulous finishes' - a visitor, a fake letter, a mysterious object, a treasure hunt, a trip out or a feast.... there are endless ways to inspire children and have them begging for more to learn!



Giving children the confidence to take risks, the time to reflect and the opportunities to work in different ways allows them to 'break through the glass ceilings' and lift the lid on their learning.

School Development and Self Evaluation

There is a well-established cycle of school development planning and self-evaluation, which has been underpinned by the creation of 360 folders for each teacher / year group. At the Vision Day in July the staff and governors worked in groups to discuss Inclusion, ICT, Sport, Writing and Effective Questioning; outcomes from these discussions will form the basis of the School Development Plan, whilst we continue to focus on the quality of teaching, closing the gap for vulnerable groups and writing. The impact on pupil progress of Phonics, ICT and Effective Marking will continue to be evaluated. Behaviour, Safety and the teaching of RE continue to be



priorities. The leadership team update the self evaluation documents every half term.

Evidence is regularly shared with governors and the School Improvement Adviser. Performance Management objectives for all staff relate to the school development priorities and Continuing Professional Development is focused on individual needs as well as national / local initiatives.

Celebrating Success

Apart from taking every opportunity during the school day to celebrate our children's achievements and success, we have some special times. Every Friday the school holds an assembly where children from each class receive a Gold Award, this is a lovely reward and encouragement for the children. Winners come to the front of the hall, stand on the Red Carpet, talk about their wonderful work and receive a Gold sticker and Gold medal from the head pupil. The children's work is displayed in the front entrance and their names appear in the weekly newsletter, which is published on the school website. The school places a great emphasis on celebrating success so that every child will receive a Gold Award at least once a year.

Linked to the Gold Assembly are our "Bring to School" days. Recognising the importance of a child's family and carers we invite Mothers, Fathers and Grandparents to join us at the Gold Assembly on three occasions during the year. The adults then have an opportunity to spend time with their own children in the classroom, working alongside them in a maths lesson, writing essays and undertaking other learning activities together. "Bring to School" is designed for the different groups of family members and ends with refreshments in the school hall, allowing busy adults time to share their experience in school.

Once a year the school opens its doors to the whole school community offering the opportunity to celebrate the children's achievements and the school's successes. The children's work is displayed around the school and children act as guides.

In the summer term, we celebrate sport with a Sports Day for the entire school. Parents are invited to come along and watch and traditionally they bring a picnic to share with their family at lunch time. The infants' sports day takes place in the morning with the juniors' in the afternoon. The school runs a house system and points are earned on Sports Day; this generates great excitement as the children await the announcement of the winning house.



What we are proud of:

Technology

We believe that innovative use of technology can support children's learning across the whole curriculum and prepare them for their futures. We know that children engage with technology to help them further their learning; that they can take responsibility for, and personalise, their own learning through constant and immediate access to the internet, apps and other facilities such as cameras or voice recorders.

Because of this we have prioritised ICT at our school and run a research project within our school, and now within the locality, to promote the use of hand held technology. Every child in years 5 and 6 has their own dedicated handheld device that they use in most lessons - from filming a gymnastics move, to photographing a science investigation, from recording a guided reading session, to beating your friend at 'number battle' across the classroom, from emailing your teacher your worries to researching on the internet - the possibilities are endless!



As we use them more, the more uses we find for them and now cannot imagine teaching without them. The children have become truly independent learners who regularly self extend. Work on internet safety preceded the children in year 6 taking their devices home this year. Parents have been fully supportive and surprised how keen the children are to work when it involves their iPods - homework is regularly completed and 'Words with Friends' is a popular pastime!



We are now looking at ways for the project to grow with access to the devices for the younger children - we often find they are already far more knowledgeable than we are! There are a set of devices for general class use and teachers are also using them for assessment purposes, especially in KS1.

Inclusion

St Mary's CE School has developed an ever improving reputation for its inclusive attitudes and provision; we are now a community that embraces and learns from the social and educational inclusion of all pupils and their families into our school and wider communities. We work to enable all pupils to participate fully in school life, whatever their age, gender, ethnicity, attainment and background, while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression. Alongside these wider attitudes are consistently high expectations for all pupils and a

willingness to adapt our practice and provision to suit the needs of individual children. We pride ourselves on good communication with parents both formally and informally and will always work closely with families to co-operatively support their children.



Our learning environment has been adapted to provide flexibility of approach and support the inclusion of children. As well as resources and support within the classroom, there are central intervention rooms (The Den and The Haven) that are used to provide spaces for children to work with other adults and professionals or small groups. Additionally, these rooms provide spaces for our Breakfast and Lunch Clubs that are run daily to support those who find parts of the day difficult.

The school has in place a unique and visionary staffing structure: a full-time Learning Mentor supports children with barriers to learning; a Deputy for Inclusion (who holds a National SEN Award) who leads the inclusive journey and works alongside other professionals to support their provision; Higher Level Teaching Assistants (HLTAs) who work both in and outside the classroom to specifically target children's progress.

Inclusion is a journey, not an end point; our school continues to learn by responding to new challenges that are presented to us and welcomes those challenges as a way of continuously learning and developing what we do.

What we are also proud of:

Sport

Sport is an integral part of school life at St. Mary's and our aim is to ensure that the children enjoy sport and keep fit and healthy. We encourage all the children to reach their full potential. We offer a wide selection of sports clubs run by staff and outside agencies as part of the extended school day. Opportunities offered to our children are the best they have ever been and we will continue to encourage our children to take advantage of these opportunities.



We are particularly proud of our boccia club. This Paralympic sport is enjoyed by able bodied and disabled children alike and, following a visit by another local school, a second club has been set up in the locality. Our club has forged strong links with Dan Bentley, a Team GB gold medallist in boccia. Dan's visits to the school have been inspirational.

Sport provision, within East Grinstead Group of Schools (EGGS) and the wider Mid Sussex Active locality, is second to none. We take part in most inter school events, supported by a committed group of school staff and parents. Events have included girls' and boys' football, netball, cricket, tri-golf, athletics, swimming, multisports, tennis, table tennis, tag-rugby and the fantastic Schoolympics.

Twelve Year 5 pupils, trained to be Young Sports Leaders, will be organising competitions in the new school year. One of our students has successfully taken part in the Parallel School Games run by Mid Sussex Active. New money from Government will be used partly to further improve the provision of P.E. within school and, along with the EGGS primary schools, St. Mary's has committed a substantial part of the money to Active8 East Grinstead, a hugely exciting project spearheaded by a local secondary school sports co-ordinator. Active8 East Grinstead aims to –



"Maximise the opportunities available to young people and families in East Grinstead by co-ordinating a community school and club sports programme to encourage more people to participate in sport for longer."

Educational Visits



At St. Mary's CE School we fully embrace the value of educational visits that can bring a curriculum to life and teach children personal, social and emotional skills that will stay with them whatever their future. We have an extensive range of day trips for all year groups that change every year according to the interests of the children and the direction of the creative curriculum. We work hard each year to provide an exceptional junior

residential programme, starting with a school sleepover in Year 3 and culminating in a week long residential to Chateau Broutel in Northern France where the children might experience a range of team building activities, visit war memorials, go to the local French market to try out their linguistic skills and generally immerse themselves in Chateau life! Pupils, families and staff work together to provide these memorable experiences for all children and ensure they are meaningful, safe and will never be forgotten.

School Association

There is a very lively and well supported School Association. Parents, staff and community work together to run many events throughout the school year, including Christmas and Summer Fayres, Skittles Evenings, children's discos and traditional events such as the Easter Bonnet Parade.

Through these events friendships develop between staff and families, improving communication and understanding. The children contribute significantly by helping at many of these events, benefiting the children's learning, life skills and providing opportunities to develop their communication skills. Money raised through the fundraising events is used to purchase a wide range of items for the enrichment of the children's education. We have recently replaced all the classroom projectors, and provided funding for books and the visit by a poet for our recent Reading Week.



Ofsted report March 2013 some inspection highlights

- Children enjoy their learning. Excited children giggled with surprise as they investigated which materials would make the best 'tea bag'.
- Teaching is typically good, with some that is outstanding. Teachers have high expectations and pupils want to do well.
- The teaching of phonics has been strengthened through the introduction of a more systematic approach.
- Attendance is above average. An older child said 'It's all about value and respect for each other.' Parents report that 'children skip into school each day'.
- The achievements of pupils are celebrated weekly. The celebration of success is integral to the growth of self-esteem and to the development of pupils' spiritual, moral, cultural and social awareness.
- Since the last inspection, the dynamic headteacher, supported by senior leaders, has enhanced the leadership of the school by developing the skills of leadership in others.
- Leadership and management are not yet outstanding because there is insufficient outstanding teaching to ensure that pupils' progress is rapid and sustained over time.
- Activities which involve the pupils' learning about others' beliefs promote tolerance and understanding of ethnicity and diversity. All pupils are treated equally and, through appropriate support, leaders ensure that all pupils, including disabled pupils and those with special educational needs, achieve well.
- There are good links with parents and carers, and with the community. Parents value the close communication with the school and the fact that the school treats each child as an individual.

In the words of our children:

Our children would like to express their own thoughts on this important appointment.



What St Mary's can offer you:

The Staff Team

St Mary's has a professional and supportive staff team including teachers, higher level teaching assistants, teaching assistants, learning support staff and our full-time Learning Mentor; office staff including the Bursar and reception staff; a dedicated staff of cleaners lead by the Premises Manager. The senior leadership team is made up of the Headteacher, two Deputy Headteachers (Curriculum and Inclusion Manager) and the Assessment Co-ordinator. We welcome a wide range of adults into the school who support learning outside the normal school day, including instrumental tuition and sport, as well as a wide range of Clubs.

Locality Working

St Mary's belongs to the East Grinstead Group of Schools (EGGS), an established and supportive Locality Group consisting of 14 Primary Schools and the two local Secondary Schools. EGGS is very proactive and supports a number of groups that meet regularly including Deputy Headteachers, Early Years Practitioners, SENCos and Bursars. In 2013 EGGS held its first conference for all teachers and training for teaching assistants in the locality on questioning techniques.

There are locality moderation sessions, programmes to support Attendance and Gifted and Talented pupils, NQT Induction sessions and a Transition Programme. Funding is allocated to support all of these initiatives.

The EGGS Heads Group meets half-termly to co-ordinate the Locality response to issues such as SEN provision, Absence across the Group and the new staff Pay Policy. The Heads Group is a valuable resource and support network, particularly for new headteachers in the Group.

The Governing Body

St Mary's has a very supportive governing body with relevant skills. Governors are recruited from the wider community, reflecting the diversity of East Grinstead and the surrounding villages.

Over the past 5 years the governing body has developed a programme of formal school visits to support its role of monitoring and evaluation and to enhance its knowledge and understanding of the school. It is actively involved in school development, attending Vision Day with staff in July and termly update meetings. We allocate a budget for our School Improvement Advisor in recognition of the need for external challenge and validation. Governors are expected to undertake regular and relevant training and are signed up to the West Sussex Service Level Agreement for governor support and training. We are supported by an excellent clerk.

Membership is:

- 8 foundation governors appointed by the Diocese
- 2 parent governors elected by the parents
- 3 staff governors - the headteacher and 2 elected by the staff
- The Parish Priest of St Mary's Church (ex officio)
- 1 Local Authority governor, appointed by the governing body
- We also have associate governors as agreed by the governing body from time-to-time.

JOB DESCRIPTION

POST: Headteacher, St Mary's CE Primary (Aided) School

HEADTEACHER GROUP: 2

NUMBER ON ROLL: 208

PAY RANGE: £49622 - 57520

INDIVIDUAL SCHOOL RANGE L12 - L18

RESPONSIBLE TO: The Governors of the School and the LA

The Governors are seeking to appoint a dedicated, committed and successful practitioner with proven Senior Management experience to lead the school. The successful candidate will need to have experience of improving achievement, raising expectations and will be required to work closely with staff, parents, Governors, the LA, the Diocese and the local parish church to continue to lead self evaluation and review and implement the School Development Plan.

Main purpose of the job:

To be responsible for the leadership, internal organisation, management and control of the school and consult appropriately in doing so.

To promote and safeguard the welfare of children and young persons s/he is responsible for, or comes into contact with.

Additionally, headteachers are required to carry out the duties set out in part ix of the School Teachers' Pay and Conditions Document

1. SHAPING THE FUTURE

- 1.1 Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- 1.2 Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- 1.3 Demonstrate the vision and Christian values in everyday work and practice
- 1.4 Motivate and work with others to create a shared culture and positive climate
- 1.5 Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- 1.6 Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large

2. LEADING TEACHING AND LEARNING

- 2.1 Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- 2.2 Ensure that learning is at the centre of strategic planning and resource management
- 2.3 Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- 2.4 Demonstrate and articulate high expectations and set stretching targets for the whole school community
- 2.5 Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
- 2.6 Monitor, evaluate and review classroom practice and promote improvement strategies
- 2.7 Challenge underperformance at all levels and ensure effective corrective action and follow-up
- 2.8 Determine and ensure the implementation of a policy for the pastoral care of the pupils and securing that the standard of behaviour and attendance of the pupils is acceptable

3. DEVELOPING SELF AND WORKING WITH OTHERS

- 3.1 Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture
- 3.2 Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities

- 3.3 Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- 3.4 Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- 3.5 Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- 3.6 Report to the chair of governors annually on the professional development of all teachers at the school and advise the governing body on the adoption of effective procedures to deal with incompetent teachers
- 3.7 Regularly review own practice, set personal targets and take responsibility for own personal development by participating in arrangements made for the appraisal of headteacher performance
- 3.8 Manage own workload and that of others to allow an appropriate work/life balance

4. MANAGING THE ORGANISATION

- 4.1 Create an organisational structure that reflects the school's values, and enable the management systems, structures and processes to work effectively in line with legal requirements
- 4.2 Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- 4.3 Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- 4.4 Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals for the school
- 4.5 Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations

5. SECURING ACCOUNTABILITY

- 5.1 Develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- 5.2 Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- 5.3 Work with the governing body, providing information, objective advice and support to enable it to meet its responsibilities
- 5.4 Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- 5.5 Liaise and co-operate with the officers of the LEA, reporting in connection with discharge of headteacher functions as they may properly require and seek their advice when necessary.

PERSON SPECIFICATION FOR THE POST OF HEADTEACHER AT ST MARY'S CE PRIMARY SCHOOL, EAST GRINSTEAD

Applicants will be expected to be able to demonstrate a working knowledge of, or experience and ability in all the National Standards for Headteachers as set out in the six key non-hierarchical areas. Applicants may wish to refer to the full list at www.dfes.org.uk ref: 0083/2004

The Governing Body of St Mary's CE Primary School, East Grinstead is passionate and determined to ensure that the school has the highest aspirations and provides an excellent centre of learning for all within its community. We are looking for a Head who can both deliver and further develop this vision.

Applicants should therefore pay particular attention to demonstrating their experience or ability to be able to meet the selected essential criteria highlighted in the following sections which will be further explored with those candidates selected for interview.

ATTAINMENTS AND EXPERIENCE	Essential / Desirable	Application	Interview	Assessment tasks
Criteria				
Qualified Teacher Status.	E	X		
Either a holder of or working towards a nationally recognised Headship qualification.	D	X		
Evidence of relevant continuous professional development.	E	X		
Experience of leading, or an ability to lead, teaching and learning across the full age range of the school.	E	X		
Experience of teaching in EYFS, Key Stage 1 and Key Stage 2.	D	X		

Knowledge of or commitment and ability to:	Essential / Desirable	Application	Interview	Assessment tasks
SHAPING THE FUTURE				
Criteria which demonstrate this could include:				
<ul style="list-style-type: none"> Understand and be able to discuss local challenges and national trends. 	E	X	X	
<ul style="list-style-type: none"> Think strategically by demonstrating an understanding of the unique and key challenges to be faced in leading our school on the journey from Good towards Outstanding. 	E	X	X	
<ul style="list-style-type: none"> Implement the vision of the school incorporating excellence, equity and high standards for every pupil. 	E		X	X
<ul style="list-style-type: none"> Communicate the vision of the school and its Christian values both within and beyond the school. 	E		X	X
<ul style="list-style-type: none"> Inspire and lead change to ensure all others contribute to carrying the vision forward, embracing and developing the existing shared leadership model. 	E	X	X	
<ul style="list-style-type: none"> Understand and practise educational inclusion so that all have the opportunity to be the best they can be. 	E	X	X	
<ul style="list-style-type: none"> Demonstrate familiarity with new technologies. 	D	X		X

Knowledge of or commitment and ability to: LEAD TEACHING AND LEARNING	Essential / Desirable	Application	Interview	Assessment tasks
Criteria which demonstrate this could include:				
• How strategies for raising achievement and achieving excellence for pupils and staff can be implemented.	E	X	X	
• Use appropriate models and principles of effective learning and assessment for learning, informed by research.	E	X	X	
• Lead the design, implementation and management of an inspiring curriculum.	E	X	X	X
• Implement core strategies for developing excellent and effective teachers to ensure that all pupils have every opportunity to access and benefit from effective teaching and learning.	E	X		
• Develop and implement targeted and more flexible learning strategies to meet more personalised learning.	E	X	X	X
• Lead management of behaviour and attendance.	E	X		X

Knowledge of or commitment and ability to: WORK WITH OTHERS AND MANAGE THE ORGANISATION	Essential / Desirable	Application	Interview	Assessment tasks
Criteria which demonstrate this could include:				
• Manage change and the unique challenges associated with leading our school in the development of excellence in learning; manage conflict and empower individuals.	E		X	
• Develop strong and effective interpersonal relationships.	E	X	X	X
• Develop and sustain a strong and effective leadership and management team who will themselves inspire a teaching and learning team to provide an excellent centre of learning.	E	X	X	X
• Collaborate and network with other professionals within and beyond the school, for example the EGGS locality group.	E	X	X	X
• Work alongside and in partnership with the governors to lead and manage the school to the highest standards.	E	X	X	X
• Work effectively in partnership with the church, parents/carers and the wider community.	E	X	X	X
• Carry out strategic financial planning, budgetary management and maximise the opportunities that may be available to sustain and develop the school going forward.	E	X		X
• Accept support from others including Governors, Local Authority & Diocese.	E	X	X	X
• Give and receive feedback effectively and act to improve personal performance.	E	X	X	X

Knowledge of or commitment and ability to: STRENGTHENING COMMUNITY	Essential / Desirable	Application	Interview	Assessment tasks
Criteria which demonstrate this could include:				
• Demonstrate political insight, interpreting and anticipating trends that may impact on the school community.	E	X		X
• Maximise the range of diverse resources within the local community, e.g. home, human, physical, business, other schools, other agencies.	E	X	X	X
• Utilise the wider curriculum beyond school and the opportunities it provides for pupils and the school community.	E	X	X	X

Knowledge of or commitment and ability to: OTHER CRITERIA OF GREAT IMPORTANCE TO THIS SCHOOL	Essential or Desirable	Application	Interview	Assessment tasks
Criteria which demonstrate this could include:				
A committed Christian who is a regular member of a church belonging to Churches Together in Britain and Ireland or the Evangelical Alliance.	D	X		
Knowledge and understanding of the roles and responsibilities of the headteacher and governors in a Voluntary Aided school.	D	X	X	
An understanding of the importance of the school within the context of the life of the church and the wider community.	E	X	X	X

SAFEGUARDING CHILDREN: SAFE RECRUITMENT AND SELECTION

In addition to the candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours: and, attitudes to use of authority and maintaining discipline.

Child Protection Policy

St Mary's Church of England Primary School fully recognises its responsibilities for child protection.

This policy is to be followed by all staff, governors and volunteers working in the school. The five main elements to our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equipping children with the skills needed to keep them safe
- develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with his/her agreed child protection plan
- establish a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried
- Proactively provide opportunities within the school day for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Safeguarding Children Board and take account of guidance issued by the DfE to:

- ensure we have a designated senior person for child protection who has received appropriate training and support for this role
- ensure we have a nominated governor responsible for child protection
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus

- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations
- Refer to and then follow procedures where an allegation is made against a member of staff or volunteer
- ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service;
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Agreed March 2013

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DfE – Department for Education

Model School Policy Statement on Equality & Diversity in Employment

1. Aim of Policy

The aim of this policy is to provide employees with a clear statement about the school's commitment to promoting equality and diversity within employment.

We seek to ensure that our working environment is one that respects and includes everyone regardless of their gender or gender reassignment; marital status (including civil partnership); sexual orientation; race, language, ethnic or national origins and nationality (including citizenship); religious belief; disability and / or medical conditions; age; whether they have dependants; trade union membership status and activity or political views/affiliations.

2. Scope of the Policy

This policy applies to all employees within the school, regardless of how long they have been employed, their contractual hours and contract type.

Definitions

For us "equality" is about opportunity, access, participation and contribution on a fair and equal footing and providing a framework for this to happen.

The term "diversity" acknowledges there are differences between people and the school values and respects the variety of backgrounds, perspectives, values and beliefs of its employees.

3. Public Sector Equality Duty

The Equality Act 2010 places a statutory duty on the school to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity; and
- Foster good relations between people from different groups.

Please click on this link to see Department for Education advice for Schools. [DfE Equality Act 2010 - Guidance for Schools](#)

4. Links to other Policies

The School's Single Equality Policy sets out our commitments, values and objectives in relation to equality and diversity. It covers children, parents, staff, carers, governors and other stakeholders. *(Delete if not adopted)*

The Model Behaviour at Work policy sets out how we expect employees to behave toward one another and outlines the framework for addressing issues that are raised.

The WSCC Standards of Conduct sets out the expected standards of behaviour and conduct for all employees. *(Academies please delete this reference or replace with details of equivalent policy)*

All the policies mentioned above can be accessed via the grid for learning (wsgfl).

5. Guiding Principles

- We are committed to providing equality of opportunity for all by eliminating discrimination. We will do this by ensuring that our practices reflect relevant employment legislation and good practice. Our employment decisions are based upon job related, objective criteria.
- We are committed to having a workforce that reflects the diversity within our community where everyone is treated with dignity and respect. *(Academies - delete if this is not a commitment made by the school in its Equality Scheme).*

6. Employee Responsibilities

All employees, irrespective of their role, have a personal responsibility to comply with this policy, associated policies and to abide by the Equality Act 2010, in dealing with each other, managing staff and in their relationships with children, parents, carers, governors and other stakeholders.

In particular, employees, must not:

- discriminate against colleagues, other workers, job applicants, children, parents, carers, governors or other stakeholders;
- bully or harass colleagues, other workers, job applicants, children, parents, carers, governors or other stakeholders;
- encourage or try to encourage another person to treat others unfairly or to practice unlawful discrimination;
- victimise people who have made allegations or complaints of discrimination or who have provided information about such discrimination.

We will not tolerate any of the above behaviours. Where employees commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, then they could be liable to a claim being brought against them as an individual, for example at an Employment Tribunal. The employee could also be liable to disciplinary action for a breach of the County Council's Standards of Conduct, which could result in dismissal.

For more detailed information please see the following documents:
(Academies please delete these reference or replace with details of equivalent policies)

- WSCC Standards of Conduct Model Behaviour in the Workplace Policy
- Definitions of bullying, harassment and victimisation
- Types of discrimination

7. Employer Commitment

We will carry out the following activities in order to demonstrate our commitment to equality and diversity, and also to fulfil our legal responsibilities.

7a. Employment Policies

We will ensure that our employment policies, practices and associated guidance are fair to all by undertaking an equality analysis when we carry out employee related projects, policy developments and reviews.

All of our policies, associated guidance and procedures are available to view and download from the WS Grid for Learning (wsgfl).

We will monitor the implementation of these policies to ensure that they remain fair in practice and that any barriers to and within employment are removed.

7b. Consultation

We have consultation arrangements with a number of trade unions and professional associations.

7c. Staff Groups

(Academies please delete this section or replace with details of your own staff network groups)

There are three work-related interest groups organised by West Sussex County Council staff in partnership with UNISON. They are open to all school staff. The groups are:

- GLO-West (Lesbian, Gay, Bisexual and Transgender) Staff Group – contact james.ironside@westsussex.gov.uk
- Disabled Staff Group for staff with disabilities – contact robert.hayes@westsussex.gov.uk and
- the Black and Minority Ethnic (BAME) staff group – contact grace.natoli@westsussex.gov.uk

8. Accessibility

If you would like this information in another format, please email People.Management.Policy&Practice.Team@westsussex.gov.uk

Written by:	HR Policy & Practice Team (LM)
Date issued:	November 2012
Revised:	January 2013 (to include Academies)

East Grinstead

Historical Treasures

From its origins as a traditional Sussex market town, East Grinstead still retains a fine inheritance of medieval and Tudor buildings lining its impressive high street which contains the longest continuous run of 14th century timber framed buildings in England.



At the end of the high street lies the Jacobean Almshouse of Sackville College, where the Christmas carol "Good King Wenceslas" was written.

The town today

East Grinstead is full of small independent and specialist shops as well as well known high street names. There are currently plans to redevelop the Queens Walk shopping area. There is a weekly farmers market selling local fresh produce. East Grinstead has many cafes, restaurants and pubs as well as an award winning museum, Chequer Mead the prestigious Arts and Theatre company, a modern library, cinema, sports centre and several sports clubs. To the north of the town is the Queen Victoria Hospital which has an international reputation for plastic surgery, burns and ophthalmic surgery.

Attractions and the countryside

Surrounded by some of the finest countryside in the south east of England and standing on the meridian line, the town is gateway to the 6,500 acres of Ashdown Forest and a wealth of houses and gardens such as Wakehurst Place, Borde Hill, Nymans and the National Trust's arts and crafts treasure house at Standen. The Bluebell Railway, a preserved heritage line with steam locomotives, has recently extended its line to East Grinstead.



Travel

There is a direct rail service to London Victoria and London Bridge which takes just under an hour. East Grinstead is on the A22 with easy access to the M25. Gatwick Airport is 7 miles away, London 33 miles and Brighton 29 miles. Nearby towns include Crawley, Tunbridge Wells, Burgess Hill and Haywards Heath.

Diocese of Chichester
Information for applicants for the post of Headteacher at
Church of England Voluntary Aided Primary School

St Mary's School is a voluntary aided school and one of many church schools in the diocese. In total there are 158 Church of England schools - 60 have voluntary aided status and 98 voluntary controlled status. There is also one partnership primary phase school in East Sussex.

The Diocese of Chichester almost exactly covers the counties of East and West Sussex and the city of Brighton and Hove. It was founded in 681 by St Wilfrid who converted the Kingdom of the South Saxons and established a cathedral, which no longer exists, at Selsey. In 1075, a new cathedral was begun at Chichester. Today the diocese has 389 parishes which are served by 553 clergy and employed lay workers.

The work of church schools is supported by the Diocesan Board of Education which is chaired by the Bishop of Chichester. The Schools team, based at Church House in Hove, consists of an interim Strategic Education Adviser, five Schools Officers and two secretaries. A range of services is offered to governors and headteachers which includes:

- support and training in RE and Collective Worship;
- training for headteachers, senior staff and clergy;
- assistance in developing a Christian ethos in the school;
- advising on the appointment of headteachers and deputy heads;
- pre and post denominational (section 48) inspection monitoring and support;
- governor training and support;
- advice in maintaining, developing and funding school buildings;
- advice in formulating and administering admissions policies.

Mailings are sent to schools four times a year and our website can be accessed at www.chichester.anglican.org. All church schools in the diocese are encouraged to enter into a Service Level Agreement with the Diocesan Board of Education.

The Diocese is currently setting up a Diocesan Umbrella Trust to engage with the academies agenda and to gain sponsorship status from the DfE. It is also establishing a multi-academy trust which will sponsor church schools forced to become academies by the DfE or those schools that would benefit from being sponsored if they choose to convert to academy status.



OUR SCHOOL PRAYER

Everloving Lord,

We thank you for our school and the joy of life-long learning.

We are sorry for not always valuing what we have.

Teach us to listen and to have respect for your world, ourselves and one another.

Give us your peace always.

Through Jesus Christ Our Lord.

Amen