



The Spring Partnership Trust
St Mary Cray Primary Academy

Head of School Recruitment Pack



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Welcome from our Chair of Directors and CEO

Dear Applicant

Thank you for your interest in our Head of School role. The Local Committee for St Mary Cray Primary Academy is working closely with our new Executive Headteacher to find the right person to lead the school in the next phase of its exciting journey.

The Spring Partnership Trust (TSPT) is a 'primary school only' multi academy Trust based in Bromley. The Trust currently consists of Hayes Primary School (HPS), St Mary Cray Primary Academy (SMCPA), Dorset Road Infant School (DRIS), Castlecombe Primary School (CPS), Midfield Primary School (MPS) and Leasons Primary School (LPS). Overall, the Trust has a turnover of approximately £10m and has 2,000 pupils and 250 staff.

The directors (which includes the Chief Executive Officer) of The Spring Partnership Trust are a group of highly ambitious, proactive, professional and dynamic individuals. They have just won (September 2017) the 2017 'Outstanding Governance in a Multi Academy Trust' Award by the National Governance Association, in recognition of the enormous transformation that the Trust has experienced in the last few years in delivering much improved outcomes for children and their families.

The Trust's transformation began approximately eight years ago when the governing body of the then maintained Hayes Primary School appointed a new Chairman and shortly thereafter a new Headteacher, Mrs. Brinkley, who remains with us today as the Chief Executive Officer.

In the short to medium term, we expect to expand the Trust further possibly by way of developing regional clusters.

The character of the Trust is very varied. The largest school is a 3-form primary while the smallest is a 1-form infant school of just 67 pupils. The schools are located in areas of different characteristics, resulting in a wide range of challenges and opportunities.

We are proud that the four new schools have chosen voluntarily to join us recently and an essential aspect of our future success will be maintaining and fostering excellent relationships at all levels.

The challenge for the Trust is to continue to integrate all schools into a cohesive whole where there is mutual support and improvement together with benefiting from economies of scale both in terms of being more efficient financially but also in reducing teachers' workloads.

I hope you enjoy reading about The Spring Partnership Trust and St Mary Cray Primary Academy. If you feel you are the person to lead the school as it expands and improves further, I do encourage you to apply.

We look forward to meeting you.

Clive Lees | Chair of Directors
and **Joanna Brinkley** | CEO
The Spring Partnership Trust

The Spring Partnership Trust **Vision and Values**

The vision We are committed to working together in The Spring Partnership Trust to deliver an outstanding education for every child in our academies through a relentless focus on excellence, in learning and teaching, leadership and pastoral care, and in the individuality of our schools, our communities and our children.

Together we are building a Multi Academy Trust to be living proof of our shared values;

- S Standards** – challenging and supporting each other to continually aspire
- P Pride** – collectively in the ‘seeds’ we plant now bearing fruit in future generations
- R Resilience** – inspiring children with the determination and work ethic it takes to make a positive difference
- I Individuality** – valuing each other and our differences with curiosity, kindness and respect
- N New starts** – an outward-facing, open-minded, forgiving culture where innovation may thrive and change is embraced
- G Growth mind set** – willingness to engage in deep learning to achieve our goals

St Mary Cray Primary Academy

St Mary Cray Primary Academy is located in the suburban town of Orpington in south east London. It is on the borders of beautiful Kent countryside but less than 20 minutes from central London by train. The school is situated in leafy surroundings with a large forest school and extensive playing fields.

The school has strong relationships with its neighbouring Spring Partnership Trust schools, Midfield and Leasons Primary Schools. Staff share their planning, resources, training and moderation workshops.

St Mary Cray Primary Academy is very well supported by The Spring Partnership Trust and benefits from;

- Strong governance from the local committee and TSPT board of directors who won the NGA Outstanding Governance in a Multi Academy Trust Award 2017.
- Support and challenge from neighbouring Midfield Primary School, an outstanding school with a strong culture of working collaboratively.
- Strategic leadership from the Executive Headteacher (currently Executive Headteacher for Leasons and Midfield, but also for St Mary Cray from September 2018) and the CEO.
- Membership of National Challenge Partners
- Regular monitoring and support from the CEO of TSPT who is a practicing lead inspector for Ofsted in the London region.
- Regular TSPT senior leader meetings to contribute to MAT developments and share best practice.
- TSPT networks and forums such as subject leader forums, assessment and moderation workshops
- TSPT behaviour services to support with SEND advice and strategies for inclusion.
- A suite of centralised business, finance and HR services enabling the Head of School to focus more on teaching and learning.
- Fully developed HR, finance and business policies, practices and procedures both support school leaders and relieve them of the concern to oversee and monitor these areas.



The Spring Partnership Trust Vision and Values

- Expert advice on admissions, exclusions, behaviour, safeguarding, governance and health and safety.
- Economies of scale through joint SLAs, contracts and procurement.
- Expert staff dedicated to bidding for grants for specific school development projects increases the chance of success.
- Consistent financial reporting across all schools with monthly management accounts to help Heads and Local Committee members monitor their year to date operating budget spends.
- The fully qualified and widely experienced CFO ensures the greatly reduced risk of financial irregularity or fraud as central systems comply with the Academies Financial Handbook. The CFO and the CEO have financial oversight of the Trust and Schools' audit processes and reports.
- The specialist, centralised finance and business team has a more sophisticated and knowledgeable oversight than is afforded by stand-alone academies.
- A team of caretakers, led by the premises officer, manage school sites, support each other with specific jobs and provide cover where needed.
- During 2017-18, the Trust will have a co-ordinated and sophisticated upgrade in IT systems resulting in improved data security, reduced costs overall and centralised IT support. Systems will be subject to overview and audit relieving individual schools from the responsibility of ensuring data, soft- and hard-ware integrity.
- General data protection regulations will be co-ordinated and implemented by the central team.



The Role of Head of School

The main role of the Head of School will be to ensure the smooth day to day running of the school. Reporting directly to the Executive Headteacher your core responsibilities will be to:

Teaching and Learning

- Ensure a continuous and consistent Trust-wide focus on pupil's achievement, using data and benchmarks to monitor progress.
- Establish creative, responsive and effective approaches to learning and teaching.
- Maintain a high profile as an example of best practice within the classroom and foster high expectations to which the School aspires.
- Monitor, evaluate and review School practice and promote improvement strategies.
- Seek to develop and enhance a broad and rich curriculum which meets the needs of the range of pupils in the School.
- Lead development of a core subject throughout the School to ensure high quality teaching which supports high standards.
- Monitor and evaluate outcomes from classroom practice
- Coach and develop staff to maximise impact on effective teaching and learning.
- Tackle under-performance at all levels.

Communication and relationships

- Implement effective strategies and procedures for staff induction, professional development and performance review.
- Create a positive School ethos, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of young children is paramount.
- Promote and maintain a culture of high expectations for self and others.
- Ensure effective planning, allocation, support and evaluation of work of teams and individuals.
- Contribute to the development of collaborative approaches to learning within the School and across the Trust.
- Regularly review own practice, set personal targets and take responsibility for own development.

Managing the School

- In partnership with the Executive Headteacher, produce clear, evidence based improvement plans for the development of the School.
- In partnership with the Executive Headteacher and Local Committee, recruit, retain and deploy staff in line with safeguarding procedures.
- Appropriately manage the workload of staff to achieve the vision of the Trust.
- Be held to account by the Local Committee.
- Manage and organise the School environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of available resources is monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money.
- Exemplify the application of agreed policies, priorities and expectations.
- Be a role model to others in order to motivate and create a shared culture and positive atmosphere.
- Ensure creativity, innovation and the use of appropriate technologies to support the work of the School.
- Contribute to rigorous self-evaluation.



The Role of Head of School

Securing accountability

- Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Secure improvement through appraisal, and take responsibility for the Performance Management of identified staff.
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
- Use a range of data sources to set realistic yet challenging targets for children, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and identify priorities for the School and wider Trust development plans.
- Ensure every individual child has access to high quality teaching and learning.
- Report the performance of the School to Parents, Carers, Local Committee members and other key Stakeholders.

Strengthening the community

- Support positive strategies for promoting equality and for challenging racial and other prejudice.
- Support the development of the School within the community, strengthen partnerships with other schools and services in the Trust and beyond.
- Ensure a range of community-based learning experiences.
- Evaluate and enhance the development of a curriculum which provides children with opportunities to enhance their learning within the wider community.
- Collaborate with other agencies to ensure children and community needs are met and to safeguard the welfare of children.
- Promote and model good relationships with parents, which are based on partnerships to support and improve.



Job Description

Post Title:	Head of School
Reporting to:	EHT
Job Summary:	Leadership and Management of a specific school within the Trust.
	The day to day operation of teaching & learning, behaviour & conduct, and daily life in one of the schools within the Multi Academy Trust
	To fulfil a specified whole academy responsibility as defined by the EHT.
Safeguarding Disclosure level	Enhanced DBS, Teachers Prohibition Clearance and Childcare Disqualification Declaration.
Job Purpose:	<p>In addition to teaching, to undertake the professional responsibilities of Head of School as directed by the EHT:</p> <ul style="list-style-type: none"> • To be the named leader of a school within the Trust. • Actively embrace and lead TSPT vision and values • To take responsibility for the operation of a school according to the vision, values and policies established by the Board of Directors and EHT • To support and supervise the teaching and support staff. • To inspire high quality teaching and learning through the modelling of excellent primary practice. • To contribute and lead the schools strategic development as the leader of a school. • To work with, and support, the EHT in all aspects of the organisation and management of a school. • To uphold and promote the expectations of all teachers within the Trust. • To promote and uphold the reputation of the schools within the Trust. • To be a Designated Safeguarding Lead.
Expectations:	Heads of School are expected to follow and promote the expectations of all teachers as set out in the Teachers job description.
Significant Key Responsibilities:	<ul style="list-style-type: none"> • Exercising day to day leadership and taking full responsibility for the normal life of the designated school. • To lead teaching and learning within and alongside a team of teachers. • To ensure the delivery of an agreed local or TSPT curriculum for pupils. • To lead the monitoring of progress and achievement of the pupils against set targets and specified outcomes ensuring intervention and reward as appropriate. • To monitor and support the overall progress and development of all pupils within the school. • To contribute to raising standards of pupil attainment. • To lead, facilitate and encourage high quality learning experiences which provide pupils with the opportunity to achieve their personal best. • To share and support TSPT's responsibility to provide and monitor opportunities for personal and academic growth. • To supervise and support staff to hold them to account. • To ensure quality communication with parents and the community. • Admissions • Attendance and census data • Registration for national tests • To support the CEO in ensuring the highest standards from pupils and staff.

Job Description

Liaising with:	EHT, Headteachers, Heads of Schools, Teaching Staff, Teaching Assistants, Non-educational Support Staff and others as appropriate.
Working time:	195 days per year. Full-time.
Operational/ Strategic Planning:	<ul style="list-style-type: none"> • To share in the functions of the Senior Leadership of the Trust. • To lead school improvement issues and know what constitutes an effective school, contributing to the school and TSPT self-evaluation process. • To assist in the development of appropriate syllabuses, resources, schemes of work, marking and policies and teaching strategies in the curriculum. • To lead and contribute to the development of the curriculum and school improvement and their implementation. • To advise the Leadership Team on emerging CPD needs. • To plan, prepare, teach, assess and evaluate lessons. • To contribute to the whole school's planning activities. • To undertake and take responsibility for strategic planning including work on the school improvement plan. • Leading staff meetings, staff development sessions and team meetings. Be responsible for the day to day management and care of a school environment to support and enhance high quality learning. • To assist with the performance management of teachers or support staff. • To organise and support school events as required.
Curriculum Provision:	<p>To support the EHT by:</p> <ul style="list-style-type: none"> • Sharing in determining the arrangements for the organisation of the curriculum and supporting staff in its effective delivery. • Leading curriculum innovation and practice and play a leading role in monitoring, reviewing and evaluating the curriculum. Contribute to the production, implementation, evaluation and revision of school organisation, policy, planning, assessment and the moderation of standards. • To head a programme of worship/collective assembly and its delivery. • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils and statutory curriculum expectations including assessment as well as TSPT strategic objectives.
Line Management and Performance Management:	<ul style="list-style-type: none"> • To undertake performance management of staff in accordance with the Trust's Performance Management policy. • Manage and advise on the professional development needs of staff within a specific school. • To engage actively in the Performance Management Review process.

Job Description

Personnel Management:	<p>Support the EHT by:</p> <ul style="list-style-type: none"> • Providing leadership, guidance and support to staff in relation to teaching and learning and positive behaviour management. • Setting good examples in terms of commitment, punctuality, and attendance. • Fostering good working relationships with staff within the context of equal opportunity. • Taking responsibility for specific Trust responsibilities. • Actively promoting the inclusive ethos of TSPT schools, providing a professional role model for all staff in creating a school climate and culture that is supportive for staff, pupils and parents. • Being involved as appropriate, with the selection and recruitment of staff to the school. • Ensuring that staff induction processes are maintained and developed • Providing training and work experience placements for school and university students. • To take part in the Trust's staff development program for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To ensure the effective/efficient deployment of teaching assistant and volunteer support where appropriate. • To work as a member of the teaching team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> • To lead and implement TSPT quality procedures. • To contribute to the process of monitoring and evaluation of the curriculum area/ department in line with agreed procedures, including evaluation against quality standards and performance criteria. To seek and implement modification and improvement where required. • To lead, as appropriate the review, development and management of activities relating to the curriculum, organisation and pupil guidance/support functions of the school. • To ensure that excellent standards of professional performance, behaviours and conduct are established and maintained across the Trust.
Management Information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for whole school data and reports. • To complete the relevant documentation to assist in the tracking of pupils. • To track pupil progress and use relevant data to inform teaching and learning. • To maintain and contribute to confidential records such as Safeguarding files.
Communications:	<ul style="list-style-type: none"> • To develop an effective, professional relationship with the EHT and SLT which is beneficial to the school's communities. • To maintain effective lines of communication with all staff across the Trust. • To write reports on pupil progress to parents in accordance with TPST policy and practice. • To follow agreed policies for communications in the school. • To communicate effectively with the parents of pupils. • Where appropriate, to communicate and co-operate with persons or bodies outside the school.

Job Description

Marketing and Liaison:	<ul style="list-style-type: none"> • To take a leading role in developing parental involvement in school. • To continue to develop and maintain links/relationships with all school / Trust stakeholders. • To lead, promote and develop marketing and liaison activities such as Open Evenings Parents Evenings, curriculum evenings, community events and publicity materials. • To work with external agencies where appropriate. • To attend celebratory events associated with pupils/staff.
Resource Management:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To assist the designated person to identify resource needs and to contribute to the efficient/effective use of physical resources. • To lead the sharing and effective usage of resources to the benefit of the School and the pupils. • Implement the Health & Safety Policy of the Trust.
Pupil support and progress:	<ul style="list-style-type: none"> • To be responsible for an assigned group of pupils for example the most vulnerable. • Ensure the safety and welfare of all children. • To promote the good behaviour of all children, working with colleagues, parents and the community. • To actively promote the spiritual, moral cultural, social, intellectual and physical development of children. • To contribute to citizenship and enterprise according to school policy. • To apply the behaviour management systems and policies so that effective learning can take place.
Teaching and learning:	<ul style="list-style-type: none"> • To teach pupils according to their educational needs, including the setting and marking of work in line with the Trust policy, to be carried out by the pupil in school and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils. • To undertake a designated programme of teaching and plan lessons according to TSPT policy. • To ensure a high quality learning experience for pupils which meets internal and external quality standards. • To prepare and update teaching materials. • To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and the demands of the programme. • To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behavior and standards of work and homework. • To undertake assessment of pupils as requested by external examination bodies, departmental and Trust procedures. • To mark, grade and give written/verbal and diagnostic feedback as required in line with the Trust policy.

Job Description

Other Specific Duties

To be a registered key holder for an establishment within the Trust and be contactable in the event of an emergency outside of school hours.

To act as one of the Designated Safeguarding Leads within the school to which you are deployed and to be committed to safeguarding and promoting the welfare of children and young people.

To offer school to school support for other schools in TSPT.

To prepare and deliver training to TSPT staff and colleagues from other establishments and evaluate its effectiveness.

To be prepared to lead a Curriculum Subject area according to personal subject strengths and the needs of the Trust.

To play a full part in the life of the school community, to support its distinctive values and ethos and to encourage staff and pupils to follow this example.

To support the school in meeting its legal requirements including worship/assembly.

To actively promote the TSPT strategic plan.

To comply with TSPT health and safety policy and contribute to the development, review and implementation of risk assessments as appropriate.

To undertake any other duty as specified by the current Pay and Conditions Document not mentioned in the above.



Person Specification for Head of School

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. The words ‘Essential’ and ‘Desirable’ in the ‘Rank’ column refer to the importance we will give to your answers when we read your application. Where a criterion is marked ‘Desirable’, meeting the requirement would be an advantage, however some aspects may be learned during induction or further training. Not meeting these requirements should not deter your application.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the ‘selection process’, this may involve written exercises, group discussions, presentations, interviews etc.

Attributes	Relevant Criteria	How Identified	Rank
Qualifications	Qualified teacher status.	Application form and interview.	Essential
Relevant Experience	Teaching experience of at least 5 years.	Application form and interview.	Desirable
	Experience within at least two primary schools and teaching within both KS1 and KS2.	Application form and interview.	Desirable
	An outstanding classroom practitioner with the ability to demonstrate good primary practice and act as a role model for colleagues.	Application form, lesson and interview.	Essential
	Experience of monitoring, evaluating and improving the quality of learning and teaching.	Application form and interview.	Essential
	Commitment to liaison with parents and community.	Application form and interview.	Essential
	Experience of assessment, data analysis, target setting and strategies raising attainment.	Application form and interview.	Essential
	Proven experience of leading staff development.	Application form and interview.	Desirable
	Experience in acting as a team leader in performance management.	Application form and interview.	Desirable
	Experience of school improvement planning.	Application form and interview.	Desirable
Education and Training Attainments	Evidence of continuing professional development.	Application form and interview.	Essential
	Management training.	Application form and interview.	Desirable

Person Specification for Head of School

Attributes	Relevant Criteria	How Identified	Rank
General and Specific Knowledge of Skills	A clear philosophy of primary education and understanding of how children learn.	Application form and interview.	Essential
	An ability to demonstrate evidence of leadership, vision, enthusiasm and initiative.	Application form and interview.	Essential
	Demonstrate ability to lead and work within a team.	Application form and interview.	Essential
	Effective interpersonal and communication skills.	Application form and interview.	Essential
	Knowledge of current education issues and developments.	Application form and interview.	Essential
	Knowledge and experience of school self-evaluation.	Application form and interview.	Essential
	Commitment and ability to raise standards for all pupils.	Application form and interview.	Essential
	The ability to balance teaching and management function.	Application form and interview.	Essential
	Understanding of the Early Foundation Stage and National Curriculum.	Application form and interview.	Essential
	The ability to lead curricular areas.	Application form and interview.	Essential
	Excellent ICT skills.	Application form and interview.	Essential
Any Additional Factors	Commitment to fostering links with the wider community.	Application form and interview.	Essential
	Willingness to support out of school activities.	Application form and interview.	Essential
	Positive approach to the management of change.	Application form and interview.	Essential
	Strong commitment to working with parents/ carers.	Application form and interview.	Essential
	Commitment to inclusive education and special needs within mainstream education.	Application form and interview.	Essential
	Commitment to equal opportunities.	Application form and interview.	Essential
	Commitment to continuing professional development for all staff.	Application form and interview.	Essential
	To be prepared to undertake the necessary training and assessment to drive the Trust minibuses.	Interview.	Essential

Application Guidance

Deadline for Applications: 27 February 2018

Interviews: 8 March 2018

Start date: August 2018

Please complete an application form online via:
<https://recruitment.bromley.gov.uk/wrl/> or contact the HR team on
020 3121 1115. Visits are very welcome, please contact the school office
on 01689 826081 or admin@st-marycray.bromley.sch.uk to arrange.

Our Trust and all its personnel are committed to safeguarding and promoting the welfare of the children. The successful applicant will be subject to a full Disclosure and Barring Service (DBS) disclosure and checks regarding proof of ID, medical clearance and the right to work in the UK.

The Spring Partnership Trust strives to offer the very best education within our power to every child we can reach. Our member schools are part of a family that shares its knowledge, expertise and resources to change children's lives. You will be committed and passionate about raising standards and life chances for all children in an inclusive environment.

The Spring Partnership Trust, partner schools:

Hayes Primary School, George Lane, Bromley, Kent, BR2 7LG
St Mary Cray Primary Academy, Orpington, Kent, BR5 4AR
Castlecombe Primary School, Mottingham, London, SE9 4AT
Dorset Road Infant School, Mottingham, London, SE9 4QX
Leesons Primary School, Orpington, Kent, BR5 2GA
Midfield Primary School, Grovelands Road, Orpington, Kent, BR5 3EG

The Spring Partnership Trust

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