

BOLNEY C.E.P. SCHOOL



BE THE BEST YOU CAN GUIDED BY GOD

Head teacher Information Pack



Letter from the Chairperson

Dear Applicant,

We are delighted you have shown interest in the opportunity of becoming Head teacher at Bolney Church of England Primary School. Our current Head teacher is retiring and leaves us in July, meaning we seek an inspirational, visionary leader to continue to drive our school forward.

This person will harness and encourage the overall energy, enthusiasm and commitment of staff, parents, governors and, above all, the children, to ensure that each and every child develops and achieves their full potential. We aim to develop the whole child by providing a creative, challenging and holistic curriculum in a caring, safe environment.

Bolney is a small school with a big outlook and our dedicated, hardworking staff are constantly looking for innovative ways to improve practice. Through clear vision, ambition and strategic planning you will support them in this endeavour, and ultimately build on the recognised strengths and achievements, taking the school into the future.

We are proud of our nurturing environment, underpinned with the foundations of a Christian ethos and values; we know all our children as individuals and encourage them to be well rounded, lifelong learners and contributors to society.

If you join us we offer skilled and supportive staff with active, forward thinking governors who are looking to work with you to achieve our aims and develop your leadership. Parents and the community as a whole are fully engaged and supportive of the school. We have marvellous children who care deeply about their school and are eager to accept the next challenge, learn, play and grow.

But please do not take our word for it, come and visit us at your convenience and see our school and the opportunity that we now offer you to lead a great team and make a difference to the young people and families in our community.

Please look through all the details in this pack, if you have any questions do not hesitate to get in touch. We look forward to receiving your application and discussing how we can all work together to build the future.

Best wishes,

Rebecca Harrison
Chair of Governors



About our School and Village



At Bolney, we provide a high quality of care and education in a safe, stimulating and creative learning environment. We aim to give every child the opportunity and guidance to develop their full potential. The school's vision and values are underpinned by its special ethos and we are committed to nurturing children to develop spiritually, academically, morally and socially. All efforts and achievements of the children are recognised as being of value, no matter what the academic ability of the individual.

Every child deserves the very best education we are able to provide. Our highly motivated and dedicated team of trained professionals provide children with a broad and challenging learning experience. We see the education process very much as a partnership with the child, parents and school forming the 'golden triangle'. Working co-operatively together, we can ensure that every child receives the maximum benefit from their time at Bolney School. We are also a member of the NEARS group of schools, where staff and children benefit from close collaboration with similar schools in the area. The Friends of Bolney CEPS are crucial to the school as they raise huge amounts of money to enrich the lives of the children. They fund numerous opportunities and activities which are outside the scope or resource of the school's budget.



Bolney Village

Nestled in the heart of Mid-Sussex, at the junction of the A23 and A272, Bolney is a self-contained village with excellent links to the nearby towns of Haywards Heath and Burgess Hill, and only 20 minutes from the centre of Brighton.

Our Victorian school sits in an idyllic setting between the Church and village cricket pitch at the heart of a friendly village community.

As well as the school, the village is home to a pre-school, two churches, two popular pubs, and a village hall. There are a huge range of clubs and societies on offer in the village for people of all ages, and highlights of the year include the now famous Bolney Pram Race, summer Village Day, and Bolney Players production!

Bolney is a thriving community that enjoys and celebrates all that life has to offer, and the school has a central place in the life of the village.

Our Vision and Values

Our vision and values guide all that we do at Bolney CEP School.

These have grown from our belief in the Bible verse:

"Do for other people what you want them to do for you."

(Luke 6:31 International Children's Bible)

Our vision

Each child is unique. We partner with families to nurture the 'whole child' by understanding their specific emotional, spiritual and learning needs so children flourish.

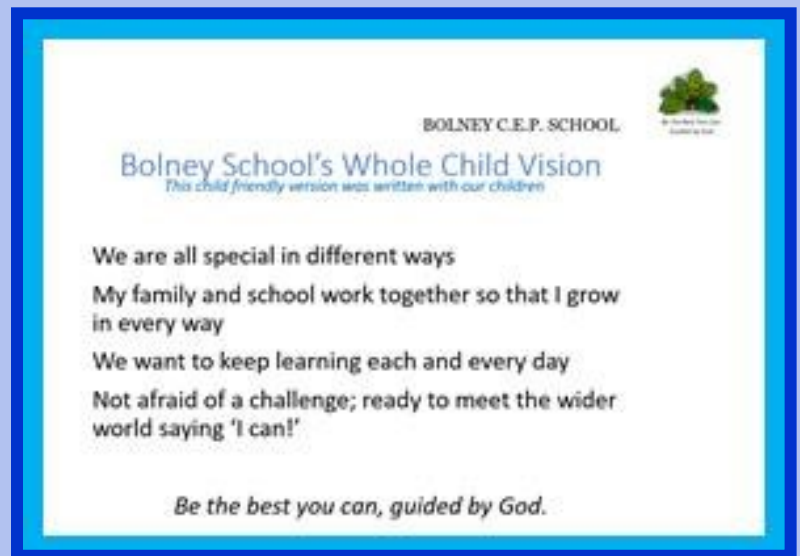
Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

Our Christian values

We have four core values. These values incorporate a number of other attributes we feel enable the children and staff to develop while they are here.

They are:

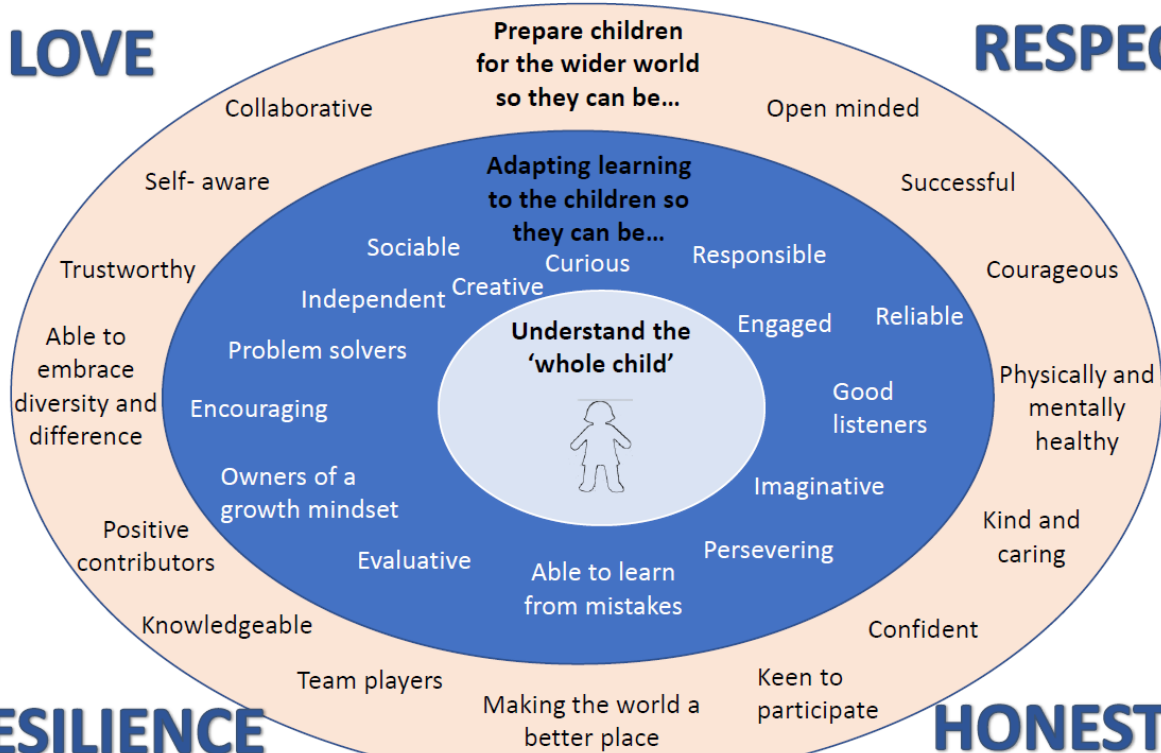
LOVE
RESPECT
HONESTY
RESILIENCE



Through our Christian values and vision
we want our children to be the best they can, Guided by God

LOVE

RESPECT



RESILIENCE

HONESTY

What OFSTED say.... (July 2019)

This school continues to be good.

Parents are overwhelmingly supportive of the school, particularly its ethos. 'This is a wonderful community school that has excellent, established values and a wholesome, positive attitude to my child's development and learning' is typical of the positive comments on Parent View, Ofsted's online survey.

The school's work to keep pupils safe and secure is very effective. You have established safeguarding arrangements that are fit for purpose and which all staff understand and adhere to. Because you and your staff know pupils and their families so well, any changes are quickly noticed and followed up. Pupils feel safe and trust their teachers and other adults to help with any worries they may have. Pupils know how to keep themselves safe, including when online. Behaviour is good in lessons and on the playground.

Pupils' overall attendance is above the national average. Every absence is explored to ensure that pupils are safe. The recruitment and background checks on the suitability and qualifications of staff, governors, supply teachers and visitors are thorough. You make sure that staff and governors receive frequent safeguarding updates, in line with government guidance, and that all safeguarding policies are kept under regular review.



Our Staff say...

We would like to work with someone who...

- ♦ Is inclusive, dynamic, and has time and energy
- ♦ Is willing to try new things
- ♦ Trusts staff and allows them to explore
- ♦ Is a creative thinker
- ♦ Engages positively with parents and the local community
- ♦ Is aware of the demands of a small school, i.e. mixed year groups
- ♦ Is multi-skilled due to the varied role
- ♦ Is approachable and positive
- ♦ Cares, nurtures and is kind
- ♦ Is a proven good leader
- ♦ Leads by example
- ♦ Follows and understands a broad curriculum including sports and the arts
- ♦ Is sympathetic to being part of a church school, continuing links with the church and growing partnerships with the Diocese
- ♦ Takes the children and makes them the 'centre of what they do', thinking big, expanding children's horizons, aspiring children to develop
- ♦ Has a clear vision for the school



What our Children Say

We would like our new Head teacher to be someone who...

Is nice, helpful and shows our values.

Is fair, happy and knows the children and our families.

Respects everyone and looks after the whole school.

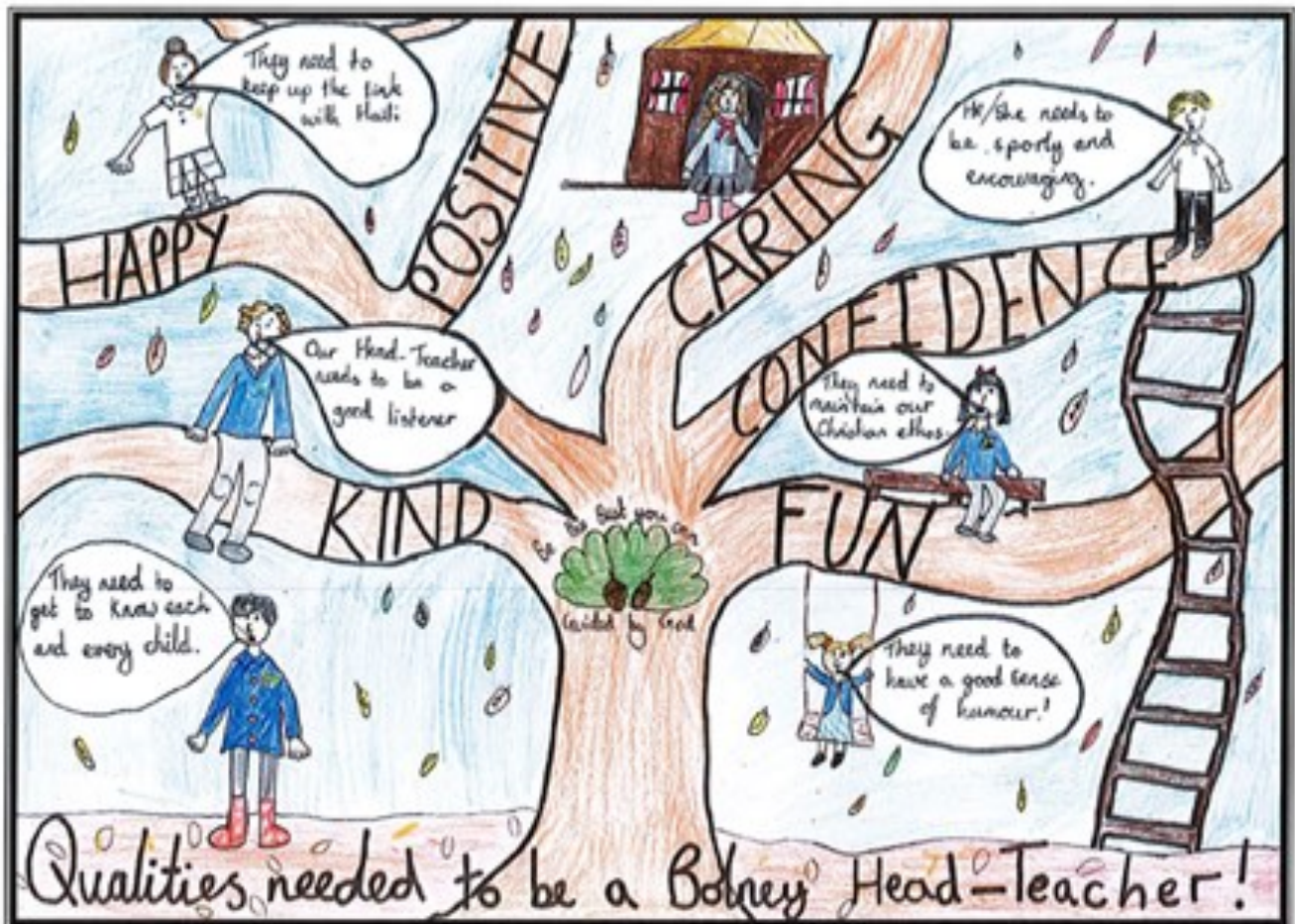
Is kind, enthusiastic and understands children's feelings.

Is calm and creative.

Has a broad knowledge of many things and encourages all aspects of school life.



Helps when things are hard.



What our Parents and Community Say

We feel very lucky to have Bolney School! It is a lovely, nurturing environment and an important part of our local community. The staff are exceptionally kind, and they take great care to work out what each child needs. I help out in school, and am always struck by how happy and engaged the children are. There is a strong focus on values, and all of the children have a clear understanding of the behaviour that is expected of them. It is a real benefit of a smaller school that all of the children know and look out for each other.

As an almost lifelong resident in Bolney both the primary school and the parish church have played an important role in my life and the life of the village community. Links between school and church, head teacher and incumbent have on the whole been very good over the last fifty years but currently are very strong. To see the children learn by example, with good morals and faith teaching by the head, the incumbent and all other staff is encouraging and reassuring for those of us who now observe from other parts of the community. S Ayres.

I have been a parent at Bolney for the past 17 years, with three children having gone through the school. My last child is currently in year 5 now and over the years we have seen the school change and grow. We have always found the teachers to be friendly, kind and there to help guide our children. We would highly recommend this beautiful village school which holds all the values the school stands for.



We only moved to the village a few years ago but our children were welcomed with open arms and the village is incredibly friendly. The school is excellent and the smaller class sizes allow every child to get the love and attention they need. We would highly recommend Bolney CEP to anyone. We feel so lucky to have found this little gem in beautiful Bolney.

As a new parent at Bolney School, I have been very impressed with what I have seen so far. My husband and I have felt warmly welcomed and our daughter is thriving in reception. She is really enjoying her time at school and has already learned so much. The difference in her is amazing; it's like she has been switched on!

We love the fact it is a small village school with small classes, often with mixed years, as the children seem to learn so much from each other. I'm also particularly impressed with the personal relationships all the staff make with the parents and pupils; we are greeted by name every morning and home life is clearly cared about. I am very happy with this wholesome and nurturing environment and look forward to sending our son here when he is old enough.

I'm so glad we chose Bolney CEP for our daughter. It's so lovely for her to attend the local school in the village where we live. She feels so welcome and told us, "I just feel I belong there". We really feel the teachers are so kind and great at recognising the individual strengths of the children and we know this is part of the every day culture of the school.

Post of Head teacher Job Description

(Salary Range L10—L16)

Responsible to: The Governors, Local Authority and Diocese



Main Purposes of the Job

To provide professional leadership for the school, which secures its success and improvement, ensuring high quality education which inspires and motivates its pupils and improves standards of learning and achievement. To work with and through others to secure the commitment of the wider community to the school.

To be responsible for the leadership, internal organisation, management and control of the school, consulting appropriately with stakeholders.

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

To carry out the duties set out in the School Teachers' Pay and Conditions Document.

Main tasks

| Qualities and Knowledge | |
|-------------------------|--|
| 1 | Ensure that the vision of the school is clearly articulated, shared, understood and acted upon effectively by all. |
| 2 | Demonstrate Christian vision and values in everyday work and practice. |
| 3 | Work with the Governors, in consultation with other interested parties, to formulate the aims and objectives of the school and to establish policies for their implementation. |
| 4 | Ensure that all members of the school community are committed to its aims, motivated to achieve them and involved in meeting objectives and targets to secure success. |
| 5 | Create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for sustaining school improvement. |
| 6 | Ensure that strategic planning is rooted in Christian values, including those of diversity and equality reflecting the experience of the school and community at large. |
| 7 | Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence. |

| Pupils and Staff | |
|------------------|--|
| 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 | Ensure that learning is at the centre of strategic planning and resource management. |
| 3 | Promote a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning. |
| 4 | Demonstrate and articulate high expectations and set stretching targets for the whole school community. |
| 5 | Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework. |
| 6 | Monitor and evaluate the quality and effectiveness of teaching and standards of learning and achievement of all pupils to secure school improvement. |
| 7 | Challenge underperformance at all levels and ensure effective corrective action and follow-up. |
| 8 | Plan, allocate, support and evaluate work undertaken by teams and individuals ensuring clear delegation and devolution of responsibilities. |
| 9 | Determine, organise and implement a policy for the care, personal development and well-being of pupils. |
| 10 | Create and promote strategies for developing equal opportunities and inclusion for all members of the school community. |
| 11 | Work with schools in other key stages to ensure satisfactory transfer and progression of pupils. |
| 12 | Ensure individual staff accountabilities are clearly defined, understood and agreed and are regularly reviewed and evaluated. |
| 13 | Develop and maintain effective strategies and procedures for staff induction, professional development and performance review. |
| 14 | Build a collaborative learning culture within the school and engage with other schools and the wider community to build effective learning communities. |
| 15 | Acknowledge the responsibilities and celebrate the achievements of individuals and teams. |
| 16 | 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. |
| 17 | Review own practice regularly, set personal targets and take responsibility for own personal development by participating in arrangements made for the appraisal of Head teacher performance. |
| 18 | Manage own and others workload to allow an appropriate work/life balance. |

| Systems and process | |
|---------------------|--|
| 1 | Create and develop an organisational structure which reflects the school's values and enables the management systems, structures and processes to work effectively in line with legal requirements. |
| 2 | Support and motivate staff to enable them to carry out their respective roles and achieve high standards, and take appropriate action when performance is unsatisfactory. |
| 3 | Ensure that trainee and early career teachers are appropriately trained, monitored, supported and assessed. |
| 4 | Manage the schools resources efficiently and effectively as follows: Human Resources, including recruiting, retaining & deploying staff appropriately to achieve the school's goals and priorities. Financial Resources, including effective administration & control in line with budget plan. Accommodation & other resources, taking account of curriculum needs & health & safety requirements. |
| 5 | Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals for the school. |
| 6 | Present the school's aims, performance and goals in a manner appropriate to a range of audiences including governors, pupils, parents, the Local Authority, the Diocese, the local community and OFSTED to enable them to play their part collaboratively and effectively. |
| 7 | Provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning, high standards of pupil achievement and good value for money. |
| 8 | Ensure the range, quality and use of all resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money. |
| 9 | Work with governors to recruit and retain staff of the highest quality. |
| 10 | Produce and implement clear, evidence based improvement plans and policies. |
| 11 | Ensure the school operates within agreed Local Authority and Diocesan guidelines and that effective liaison exists between the school, the Local Authority and the Diocese of Chichester. |
| 12 | Responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for, or with whom s/he comes into contact. |

| The self-improving school system Deployment of staff and resources | |
|---|--|
| 1 | Create an outward-facing school, working with other schools, the Teaching Alliance, Locality Schools and other organisations in a climate of mutual challenge, championing best practice and securing excellent achievements for all pupils. |
| 2 | Regularly review own practice, set personal targets and take responsibility for own personal development by participating in arrangements made for the appraisal of Head Teacher |
| 3 | Promote the school and develop effective relationships with the wider community, including the parish church and other local churches. |
| 4 | Develop an organisation in which everyone works collaboratively, shares knowledge and understanding and accepts collective accountability for the success of the school. |
| 5 | Ensure that parents and pupils are well-informed about the curriculum, attainment and progress, and about the contribution they can make to the school's success. |



Key Facts

| | |
|---|--|
| Type of School | C of E (Voluntary Controlled) Primary |
| School Age Range | 4—11 year olds |
| Arrangement of year groups | Four mixed year group classes |
| Location | Bolney, near Haywards Heath |
| Denomination | Church of England |
| Co-educational or single sex | Co-Educational |
| Number of children on roll | 91 |
| % of children FSM | 4% |
| % of children with SEND | 15% |
| % of children with Pupil Premium | 4% |



Person Specification

for the Role of Head teacher in a Church of England School

The Governing Body of Bolney CE Primary School is determined to ensure that the school, which has the highest aspirations, provides an excellent centre of learning for all within its community. We are looking for a Head teacher that can both deliver and further develop this vision. As leader of the school, the Head Teacher will promote its Christian ethos, values and culture.

| The successful applicant will have the following characteristics: | Essential | Desirable |
|--|-----------|-----------|
| QUALITIES AND KNOWLEDGE | | |
| Qualified Teacher Status | ✓ | |
| Appropriate continuing professional development e.g. NPQH | | ✓ |
| Good honours degree | | ✓ |
| A record of recent and relevant in-service training | | ✓ |
| Appropriate experience of the age range | ✓ | |
| A teacher first and foremost, with the ability to inspire, engage, motivate and support pupils in all areas of school life by following the needs of children. | ✓ | |
| Approachable, caring personality, with integrity and the ability to listen and understand. | ✓ | |
| Committed to providing a safe environment with a focus on safeguarding pupils and staff. | ✓ | |
| Be someone who is motivated and able to preserve and develop the Christian character of the school. | ✓ | |
| Be able to understand the importance of the school within the context of the life of the church and the wider community. | ✓ | |
| Knowledge of, or commitment and ability to: | | |
| Hold and communicate a clear vision for the school, inspiring others to share this vision, and ensuring a sharp focus on the provision of an outstanding education for all the children. | ✓ | |
| Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community. | ✓ | |
| Lead by example with integrity, creativity, resilience, and clarity - drawing on his/her own scholarship, expertise and skills, and that of those around them. | ✓ | |
| Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. | ✓ | |
| Work with careful judgement 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. | ✓ | |
| Communicate compellingly the school's vision and drive the strategic leadership of that vision, empowering all pupils and staff to excel. | ✓ | |
| An in-depth understanding of recent and current developments in the primary curriculum. | ✓ | |

| PUPILS AND STAFF | Essential | Desirable |
|--|-----------|-----------|
| Knowledge of, or commitment and ability to: | | |
| 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. | ✓ | |
| 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. | ✓ | |
| 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. | ✓ | |
| Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. | ✓ | |
| Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. | ✓ | |
| Hold all staff to account for their professional conduct and practice. | ✓ | |
| SYSTEMS AND PROCESSES | | |
| Knowledge of, or commitment and ability to: | | |
| Highly organised in thinking and practice. | ✓ | |
| Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency and integrity. | ✓ | |
| 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. | ✓ | |
| 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. | ✓ | |
| Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions in relation to the school's improvement strategy and hold the Head teacher to account for pupil, staff and financial performance. | ✓ | |
| 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. | ✓ | |
| Distribute leadership throughout the school, where staff have distinct roles and responsibilities and hold each other to account for their decision making. | ✓ | |
| SELF-IMPROVING SCHOOL SYSTEM | | |
| Knowledge of, or commitment and ability to: | | |
| Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. | ✓ | |
| Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. | ✓ | |
| Question educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research. | | ✓ |
| Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. | ✓ | |
| Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. | | ✓ |
| Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education. | ✓ | |

How to apply

| | |
|-----------------------------------|---------------------------------|
| Application Closing Date: | 4th March 2022 |
| Interviews will be held on | 22nd and 23rd March 2022 |
| Starting Date: | September 2022 |

Please submit your application using the enclosed form with a supporting letter. When completing your supporting letter, it is important that you relate your skills, experience and abilities against the Person Specification, identifying against each criteria examples of your expertise so that the shortlisting panel can make the best informed decisions when inviting candidates for interview.

Please return your letter and completed application form by 12 noon on Friday 4th March 2022 to:

Zoe Belton (Clerk to the Governors), **Bolney CE Primary School**, Church Lane, BOLNEY, Haywards Heath, West Sussex, RH17 5QP

Or email it into office@bolneyprimary.school

We would very much welcome visits to the school, please contact us on 01444 881352 to arrange a suitable time.

Safeguarding

The Governing Body are committed to safeguarding and promoting the welfare of children and young persons and all applicants must be willing to undergo an Enhanced Check from the Disclosure and Barring Service (DBS) including checks with past employers.

