



Charlton Church of England Primary School

(Part of Aquila, The Diocese of Canterbury
Academies Trust)

Head Teacher Application Pack

Start date: 1st January 2023

*A new commandment I give to you, that you love one another; as I
have loved you" John 13:34*



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Introduction to the role.

This pack includes information about our school, this position and the application process.

Our Christian values underpin everything we do at our school. We work together as a community, within Aquila the Canterbury Diocese Multi Academy Trust, to ensure success. We believe that primary school is a part of childhood and we constantly strive to ensure that our children are interested, engaged and motivated in their learning. Our school is a safe, lively and purposeful place to work and learn, reflective of a rich curriculum and positive relationships.

We are looking to recruit a visionary Head Teacher who can build on our successes so far and continue to move us forward. We offer you a supportive, dedicated and aspirational staff along with pupils who are keen to do well. The school is a popular choice for local families.

The Governing Body enjoys a good working relationship with the school and will support our new Head Teacher to lead, manage and deliver their vision to enable the school to continue to flourish and to engage in development of the wider education system.

We are part of the Aquila Trust and we foster and celebrate our supportive links with each school in the Trust. Aquila has an excellent track record of staff coaching, training and mentoring.

Applications close at noon on the closing date of noon on Tuesday 21st June 2022.

Interviews will be on Tuesday 28th June 2022.



Our School

Charlton is a smaller than average primary school, serving the centre of Dover. The school is divided in to 7 classes, teaching children aged from 4 to 11 years.

Our Christian ethos, reflected in our strong Christian values, is important to us and integral to our attitudes to learning and behaviour. Our links with our local church and local community provide us with the opportunities to explore our spiritual beliefs and give us time for reflection.

On visiting our school, you will find it to be a calm, purposeful and positive place to be. We want our school to be a place where everyone can be the best that they can possibly be and achieve the most that they possibly can. We look to provide learning opportunities that cater for a variety of learning styles and encourage individual skills and strengths.

We are an inclusive school, serving an area of high social need. We run food and clothing banks and make referrals to the food and fuel banks through Christians Together in Dover, to support our community. Our dedicated Family Liaison Officer is often the first point of contact for children and families to receive informal support or referral to additional support.

In addition to the benefits of being part of a MAT we also work within a local collaboration of primary schools to offer opportunities for the children such as reading, spelling, sporting competitions and transition events.

We are working towards the Artmark award, having achieved recognition for our PE provision and our work to support staff and pupil well-being.



Vision Statement

*A new commandment I give to you, that you love one another; as I have loved you" John
13:34*

We are a place of sanctuary where we follow the teachings of Jesus to embrace, love, nurture and celebrate everyone in our school family. We encourage high aspirations for all, so that children flourish into confident, independent and reflective learners who go on to make a positive contribution to the world.

Our school community is increasingly diverse as Dover is the gateway to Europe.

*Through the example of the parable of the Good Samaritan, Jesus teaches us to be compassionate: to be **thoughtful** and to love one another regardless of individual backgrounds and differences. The Good Samaritan took the injured stranger to a place of sanctuary where he was cared for and he **shared** what he had by paying the innkeeper to look after the wounded man. We can also use this example to **listen** to Jesus' message, to **forgive** those who don't always do the right thing and to **patiently encourage** others to follow Jesus' good example.*

Church Links.

Our Church school status is very important to us and plays a vital part in the life of our school. We were graded outstanding in our last SIAMs inspection and remain aspirational for our next inspection. Like all schools we have a daily act of collective worship, but we believe ours is one in which we explore the truths of the Christian faith and allow children an opportunity to develop spiritually. To support this, we have close links with the local parish church, weekly visits from our local clergy, and attend church regularly during the year and the children are encouraged to participate by leading services in church and school Collective Worship.



**CHARLTON CHURCH OF
ENGLAND
PRIMARY SCHOOL**
'TRANSFORMING LIVES THROUGH GOD'S
EMBRACE'

Our Values: Listening Encouraging
Forgiving Thoughtful Patient
Sharing



Curriculum

The Charlton Primary School curriculum is rich and diverse. Much work has been done to link subjects to make learning more meaningful and motivating for the children. We believe that learning should be fun and that learners should have access to first-hand experiences, (e.g. school visits - with both Dover Museum and Dover Castle within walking distance - and visitors, use of artefacts etc.). We endeavour to make learning relevant and purposeful and to give children ownership of their learning through being given choices.

We strive for successful, determined, imaginative learners and our unique curriculum is planned and delivered with our vision and values at its core. All learning is mapped against the National Curriculum programmes of study and include enrichment opportunities to make learning exciting. Wherever possible, learning is then shared with the school community to ensure that it is relevant and purposeful. We are constantly thinking of new ways to share what we have learnt.

Phonics is taught daily through the Little Wandle Letters and Sounds programme and begins in Year R. We use phonetically appropriate reading books to support the development of early reading skills and high quality texts support our reading provision to ensure that children develop a love of reading. Maths is taught through the White Rose scheme.

RE is central to our curriculum and reflective of our Christian ethos. We follow the scheme of work created through the Canterbury Diocese called Understanding Christianity as well as exploring other world faiths through separate Canterbury Diocese Planning. RE is taught as a discrete subject on a weekly basis and is constantly applied through our school values.



Teaching and Learning

Quality First Teaching is at the heart of our approach. Our staff work hard to ensure that teaching captures the interests and imagination of pupils. As a result, our pupils are highly motivated, develop a thirst for learning and are absorbed in all that they do. They make excellent progress from their starting points. Teachers and teaching assistants have very positive relationships with pupils and model high expectations for pupils' achievement and behaviour. Our pupils have excellent attitudes to learning, as a result. They persevere and show resilience.



Assessment

As part of Aquila, the school has implemented an effective assessment tracking system. Progress and attainment is tracked using teacher judgements and a range of test resources. This is monitored, with suitable rigour, each term. The progress of every class, with a focus on specific groups of children based on individual needs, is discussed in pupil progress meetings and fluid action plans are developed to ensure rapid progress for all.

The Local Governing Body

The School Local Governing Body currently comprises committed individuals from a diverse cross section of the local community. All share a passion for the overall aim of maintaining the very high educational standards of the school and ensuring the ongoing safety of all the staff and pupils. We want the school to continue to develop and share best practice.

The governors enjoy an honest and respectful relationship with the overall leadership team here at Charlton, ensuring the Headteacher can effectively manage and develop the school in line with the school improvement plan. We value innovative and courageous thinking from all members to ensure we achieve our vision for the school.

The Governing Body supports and challenges the Headteacher to maintain high standards in all areas of the life of the school.



Key accountabilities and Focus

Salary Range: Charlton is a Group 2 school currently so has a salary range broadly equivalent to L8 to L21.

Charlton Headteacher salary range will be broadly equivalent to L12- L19

The post holder is subject to the current conditions of employment for Headteachers contained in the current school teacher's pay and conditions document.

The core purpose of the Headteacher is to provide professional leadership and management for Charlton Primary School. This will promote a secure foundation from which to continue to achieve success in all areas of the school's work.

The Headteacher is accountable to the Governing Body for the four domains taken from the national standards of excellence for Headteachers, which will be achieved through learning from previous experience, induction and on-going professional development in post. Aquila are offering a bespoke mentoring and coaching package with experienced practitioners to support you on this journey.

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

The school engages in the Aquila Peer Review programme.

Person Specification

- Qualified Teacher with QTS
- Shows evidence of further professional development such as leadership and management training (NPQH/SL courses/ post graduate training at masters level) that led to a clear impact on personal and school performance.

A practising Christian or must demonstrate significant Christian commitment

Experience

- Successful strategic leadership and management experience as Head or Deputy Head.
- Experience of teaching in a primary school and can demonstrate passion about children's learning and development and understanding of the needs of individual children in education. Can provide evidence of researching and implementing innovation

Qualities



- Evidence of innovative thinking and overcoming challenging situations.
- Can demonstrate leadership of school improvement actions and their impact on pupil outcomes.
- Evidence of developing an effective, inclusive and rich curriculum.
- Clear understanding of recent developments in teaching and learning and education generally.
- Experience of a strong safeguarding ethos and culture within school.
- Strong evidence of a collaborative approach and capacity to become a system leader

Pupils and Staff

- Evidence of demanding ambitious outcomes for all children, as individuals, whatever their perceived barriers to learning.
- Evidence of developing effective leadership in order to secure school improvement priorities.
- Evidence of leading effective, impactful staff development and creating a culture where staff are proactive in their own development.
- Evidence of developing others through inspirational leadership, managing teamwork, conflict and influencing change by pursuing collective goals.

Self-Improving School System

- Evidence of successful implementation of school improvement plan from concept to action.
- Evidence of development and maintenance of systems which ensure effective monitoring, evaluation and support to bring about significant and sustained improvements in teaching and learning.
- Evidence of developing effective working relationships with the governing body and with other schools
- Able to demonstrate a pro-active approach to engagement with the wider community.

Demonstrate self-awareness, social-awareness and effective self-management.

Head Teacher Job Description Responsible to: The Governing Body.

For full details please refer to the role of Head Teachers as defined by the National Standards for Head Teachers and for conditions refer to School Teachers Pay and Conditions 2019.



Application Procedure

Applicants should fully complete the application form including their supporting statement and return it through Kent Teach by no later than noon on 22nd April 2022.

You should provide a full statement in support of your application. Please do not exceed two sides of A4 paper and do not restate factual details already included elsewhere on the application form.

Recruitment and Selection procedure

The shortlist will be drawn up and the selection process will be held on 29th April . Further details will be provided to candidates called to interview.

Applicants will be advised as soon as possible after 22nd April whether they have been called for interview or not.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Safer Recruitment

Both Charlton School and Aquila are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring checks along with other relevant employment checks.

Privacy notice

The School collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the Trust to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

