



COPPICE PRIMARY PARTNERSHIP

Recruitment Pack



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coppiceprimarypartnership 





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Welcome to Coppice Primary Partnership (CPP)

Thank you for your interest in joining CPP. I hope that you find the information in this pack useful and that it gives you the information that you need to help you with your application. I believe that it will help you see that it is an excellent place to work.

We are a primary focused MAT based in the West Kent area with, currently, three schools: Coxheath Primary School, Loose Primary School and St Katherine's School & Nursery. Our work within CPP is built upon a passionate belief that all children are capable of producing exceptional outcomes. Our core value of 'Excellence' permeates everything that we do and is central to our vision.

Our trust was born out of a genuine desire to secure outstanding provision for all children locally. The word 'partnership' was chosen deliberately as our vision is for schools to work together, building on their own strengths and uniqueness to secure the very best for every child.

We are guided by a set of core principles which support everything we do.

- We are and will remain a primary led trust who understand and appreciate the uniqueness of Primary Education.
- Collaboration supports the identification of best practice and its appropriate dissemination.
- We will be led by primary specialists with experience of leading successfully within the primary sector.
- Excellent academic standards of education will be secured by building on the strong values and ethos in which children are educated within each school.
- Our curriculum, rich with the knowledge and skills that children need will also celebrate sport and the arts, supporting children's aspirations. Every child's time at school will be a positive experience and something they will remember fondly for the rest of their lives.
- Our school improvement model is designed to retain expertise within the trust, providing bespoke and timely support as required.
- We invest in high quality professional development to further develop our staff and support them in securing the very best provision for our children. We build leadership capacity and provide opportunities for staff encouraging staff retention.

Our Mission, Vision, Values and Purpose

Excellence as Standard

Excellence is transformational. As Ron Berger says: "Once a student (or adult) sees that he or she is capable of excellence, that student (or adult) is never quite the same. There is a new self-image, a new notion of possibility. There is an appetite for excellence."

By surrounding ourselves with excellence, we can raise our expectations of our children, ourselves and each other.



Working with all stakeholders across the trust, we agree that 'Excellence' is what holds us together – something that we all believe in. We further broke this down to make 'Excellence'

more tangible. This way we can support and challenge each other, both within and across schools, to achieve the very best for our children, and for each other

Excellence in collaboration

Why is it important?

Individually, we all have strengths and talents, but collectively, when we combine those strengths and talents, we can achieve so much more. Excellence in collaboration allows us to achieve more together through learning from and supporting each other.

Excellence in environment

Why is it important?

We all need to see excellence. By seeing it, it tugs at that internal voice that says we could be better. For some, seeing excellence around them in their environment may be their only window into what they can achieve. We owe it to them to show them what they can achieve. We can help make the difference for children by showing them beauty and making them feel a part of it.

Excellence in relationships

Why is it important?

Relationships are the bedrock upon which our organisation is built. We are in the business of working with people – without positive professional relationships, we cannot support each other in the best way or provide for our children in the best way.

Excellence as a professional

Why is it important?

The biggest impact on children and their outcomes in school are the adults that support them. We are their role models and need to set the example for them in everything that we do. Excellence as a professional also highlights our drive to continuously improve ourselves.

Pride in our excellence

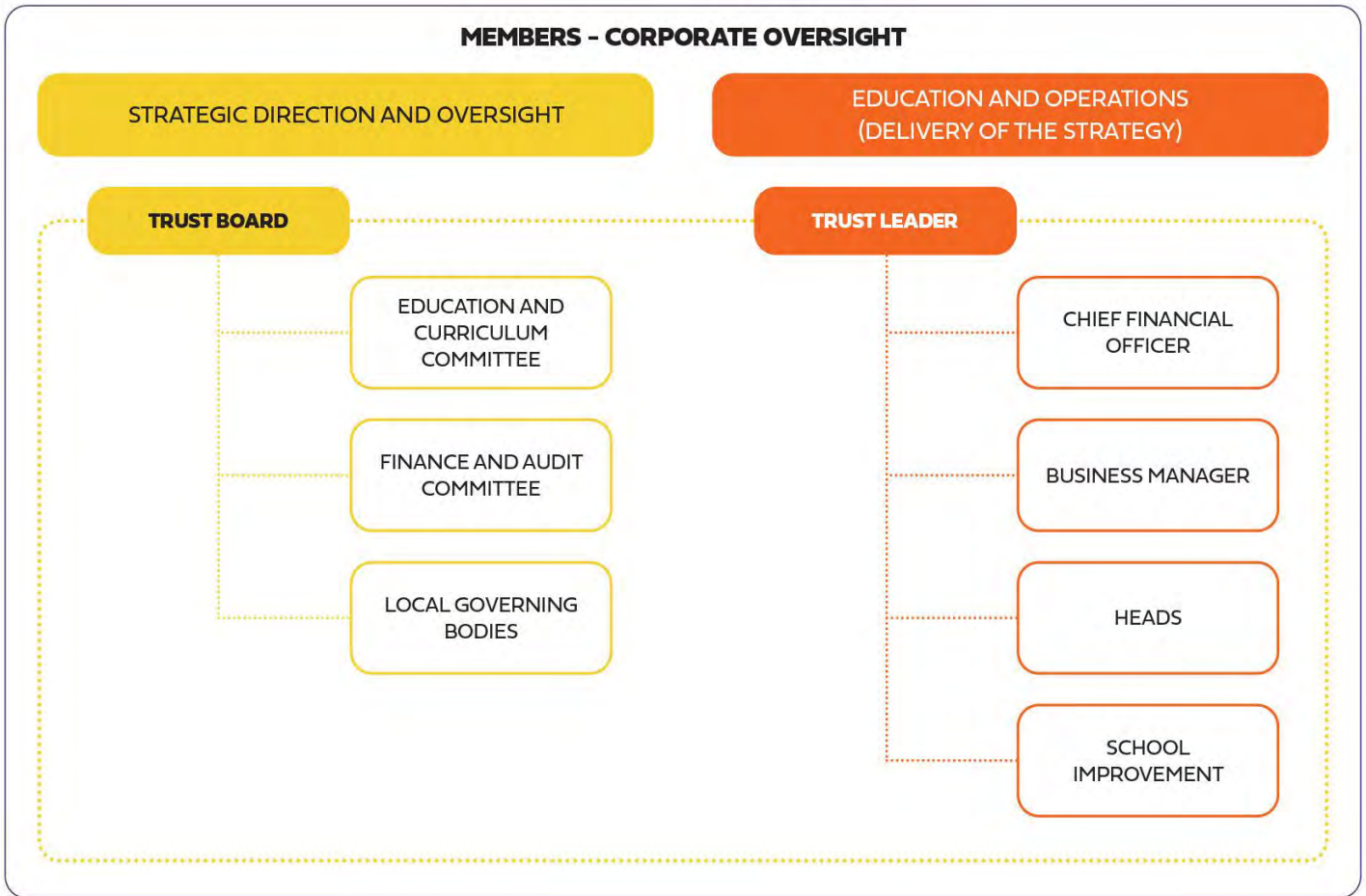
Why is it important?

The excellence we've designed into our schools isn't window dressing; it's an essential part of our success. We believe that by taking pride in what we do and being proud of what we've done gives meaning and value.

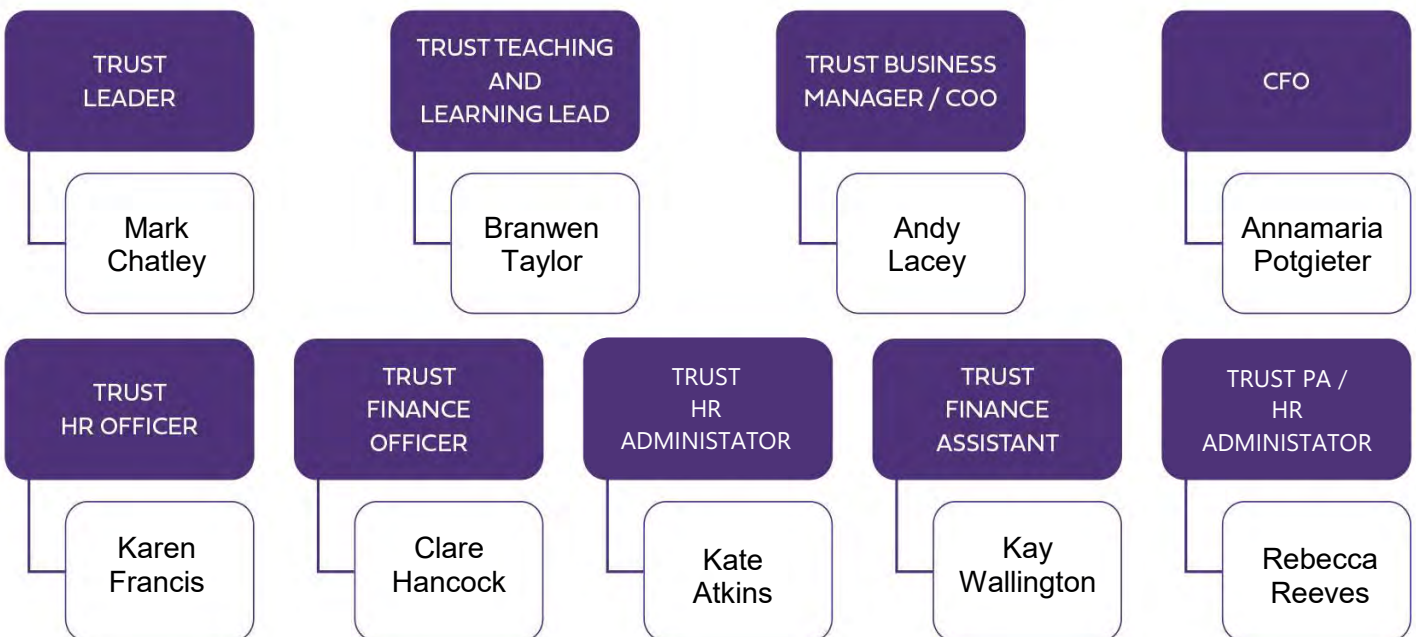
How we work – our structure

Our trust is made up of a strong team of both volunteers and professionals.

- The members are the guardians of the trust and its ethos: custodians of governance in the trust and its vision and values.
- Our Trust Board and associated committees, including our Local Governing Bodies (LGBs) all support the trust and the schools with strategic oversight. The Trust Board determine our vision, values and set the strategic direction. Our Trust committees and the LGBs support the Trust Board in monitoring and challenging how the strategic direction is implemented.
- Our Trust staff team works on the education and operational delivery of the strategy. We have a strong central team which supports schools with education, HR, finance and business. Our Executive Leadership team comprises our school leaders and we support each other through working together.



Staffing Structure



Our Schools

LOOSE PRIMARY SCHOOL

PAN: 90

Three Form Entry



COXHEATH PRIMARY SCHOOL

PAN: 60

Two Form Entry



COXHEATH PRIMARY SCHOOL

ST KATHERINE'S PRIMARY SCHOOL & NURSERY

PAN: 90 YR-Y6 and 50 FT or 100 PT Nursery

Three Form Entry



St Katherine's
School & Nursery

St Katherine's School and Nursery

St Katherine's School and Nursery is a 2/3 form entry primary school, with a nursery for 3+ year olds, and is located in Snodland. St Katherine's has fantastic facilities: it is set on extensive grounds, with its own art studio, swimming pool, sensory rooms and a well-stocked library. These are fully utilised to enhance the learning experience of our children and allow them to excel and enjoy their learning

A large proportion of pupils come from White British families with 7% EAL. There are 30% of children in receipt of Pupil Premium, 13% identified as having SEN with 1% having an EHCP.

At St Katherine's School & Nursery we believe in providing the correct blend of academic challenge, moral development and enrichment that allows for the holistic development of each child in our care. Our aim is not to limit, but rather liberate, their potential.

We believe passionately in the importance of recognising every pupil as a unique individual, each with their own gifts and talents. We provide a foundation for life in a happy school, where all individuals have high expectations of themselves, respect each other and strive to excel. We are a school to which the whole community, children, staff, parents and governors are proud to belong.

Our values were designed by our whole school community and ensure reflect the high expectations that our staff and children have.

Show Respect
Team Work
Kindness
Aim High
To never give up
Have fun in our learning
Show belief in yourself

Working within Coppice Primary Partnership?

We are driven by our purpose – our 'why'. We surround ourselves with people and organisations who share our beliefs, and it is through these beliefs that we strive for excellence.

Our core purpose is defined as:

CONTINUOUS IMPROVEMENT

- with the right conditions and in the right environment, everyone can and should improve

STAFF FIRST

- the better we make our staff and the more we look after them, the better opportunities we make for our children

QUALITY EDUCATION

- every child – not just in the trust schools – has the right to a high quality education

COLLABORATION

- by utilising the skills and expertise within and beyond the trust, we can support each other and our improvement

We are a learning organisation. Through our commitment to **continuous improvement** we will ensure that staff are encouraged to 'improve not prove'. As Dylan Wiliam famously said 'Everyone needs to improve, not because they are not good, but because they can be even better'. Whether this be from high quality CPD or our Inquiry based approach to appraisal, we are committed to improving our staff.

The quality of a school cannot exceed the quality of its staff. It is our firm belief that by taking a **staff first** approach which looks after our staff, both personally and professionally, they will be in the best possible place to undertake high quality work which, in turn, will have a positive impact on the children in the trust and beyond.

The **quality of education** that a child receives is vital for their future. The curriculum is their invitation to the conversations of the world. We need to give children the knowledge, skills and understanding to join these conversations. It is important to find the right balance between a high quality curriculum which builds knowledge and skill over time with the pedagogical understanding that enables that it to be delivered in a way that ensures the children learn the content well.

Collaboration is key to our success. We are one staff over our three sites. By approaching our work in this way, we are able to work together to improve efficiencies, support each other and share practice to ensure the very best for our children, staff and communities.

Benefits of joining Coppice Primary Partnership

All staff joining our Trust will receive a planned induction to ensure that your career with us gets off to the best start possible. You will have access to high quality CPD throughout your time with the trust, provided by the school, the trust or external providers where appropriate. We encourage staff to continue their development and will support them financially through external qualifications (such as NPQs, CIPD, finance etc).

In addition, all staff in the trust automatically are in receipt of our 'Coppice Promise'. This is our promise to all staff around our practices and offers to ensure that their workload and wellbeing are effectively managed. Some of the highlights are:

Workload

- Shared planning across the trust with aligned curriculum models in some areas to free up valuable time – no need to 'start from scratch'
- Email promise - Everyone's working day looks different. We very much have the mantra 'I'm sending this email at a time that works for me, please reply at a time that works for you'.
- No unnecessary meetings – if we don't need one, we won't have one.
- Evaluation of assessment data required two times a year. We understand and appreciate that this is a 'point in time' assessment. All data is input on Insight – reports therefore can be easily generated and information easily accessed.
- Good behaviour comes from a collective approach. All schools across the trust have a commitment to a robust behaviour management policy to ensure that time is focused on teaching and learning rather than behaviour management

Wellbeing

- Access to free private health care through Benenden, including 24hr GP access
- Annual Flu jab offered to all staff
- A family first approach – cover to ensure that you don't miss important family events
- The Trust and the schools in it are committed to supporting flexible working requests wherever possible
- All staff are entitled to free access to wraparound care during working hours for primary aged children attending trust schools. This includes access to the holiday play scheme where staff are working.
- The holiday play scheme is also open and free to staff who have children who attend other schools where staff are required to work.
- All staff can have access to Kent Rewards, a site offering cash back, discounts and vouchers for a range of popular high street stores.
- Throughout the year, school and trust wide social events will be available. These will all be optional but we believe in developing relationships and social events can certainly help. Events will be informal affairs, usually in informal settings and will be open to all staff.

Job Description

Job details

Salary:	Group 3 – L14 to L24
Contract type:	Full Time – Permanent
Reporting to:	Trust Leader

Main purpose

The headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the Trust Leader and through consultation with the school community
- Identify problems and barriers to school effectiveness, and establish and oversee systems, processes and policies, as appropriate, to enable the school to operate effectively
- Develop strategies for school improvement that are realistic, timely and suited to the school's context, ensuring these strategies are implemented effectively
- Monitor progress towards achieving the school's overall aims and objectives
- Allocate financial resources appropriately, efficiently and effectively
- Work within the Trust Executive Leadership Team to support the Trust Leader and facilitate the achievement of the trust's educational and strategic goals

Qualities

The headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Duties and responsibilities

The duties and responsibilities below are written in line with the new Headteacher Standards 2020. They highlight the key expectations of headteachers and reflect the role models and lead professionals that they are. The Headteacher will:

School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism, within which the trust's ethos, values and vision are shared and lived
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Job Description

Teaching, curriculum and assessment

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Additional and special educational needs (SEN) and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Ensure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Managing the school

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload and wellbeing
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Work with both trust staff and local governors to achieve effective financial and resource management to enable the school to achieve its educational priorities
- Understand effective budget planning and resource deployment taking due regard to achieving best value

Professional development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person Specification

Key Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continuing professional development or further professional study • Completion of NPQH or currently working towards it 	<ul style="list-style-type: none"> • Higher degree qualification, postgraduate course
Experience	<ul style="list-style-type: none"> • Previous significant senior leadership experience within a primary school or of senior leadership experience within a MAT central team • Experience of strategic planning. • Experience in developing whole-school policies and strategies • Experience of successful implementation of strategies to improve standards • Experience of working with a governing body (or similar) • Evidence of management of the curriculum and assessment • Experience in working effectively with parents/carers, external professionals and other agencies. • Experience of appointing, managing and inducting staff • Experience of conducting performance management • Experience of successfully supporting others 	<ul style="list-style-type: none"> • Experience in more than one school • Experience of working in an academy • Experience of managing finance and resources
Leadership and Management	<ul style="list-style-type: none"> • Ability to lead, inspire and motivate staff, pupils, parents and governors to achieve the schools aims • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress and impact of these • Management of quality educational provision and strategies for raising standards in relation to the achievement of all pupils • Ability to delegate work and support colleagues in undertaking responsibilities • Understanding of how financial and resource management enable a school to achieve its educational priorities • Ensuring high standards of SEN provision across the school • Effective management of staff workload and wellbeing • Management and assessment of risks • Ensuring a robust safeguarding culture • Develop relationships with local schools and external organisations 	<ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment • Experience of working with stakeholders to enable them to fulfil whole-school responsibilities • Ability to take on new challenges and to be a leader in the field of education.

Person Specification

Key Criteria	Essential	Desirable
Skills and Knowledge	<ul style="list-style-type: none"> • Ability to review whole school systems to ensure robust evaluation of school performance. • Ability to plan and deliver exceptional learning opportunities to meet a range of abilities and interests • Ability to develop and deliver effective and inspirational professional development. • A knowledge and understanding of the principles of high-quality SEN provision • A knowledge and understanding of successful classroom practice. • A knowledge and understanding of school's finances and associated processes. • A knowledge and understanding of the characteristics of effective schools and how to achieve them. • A knowledge and understanding of safeguarding children requirements • An understanding of OFSTED requirements • Ability to problem solve 	
Personal Attributes	<ul style="list-style-type: none"> • The ability to work independently and contribute as a team member • The ability to determine priorities, be self-motivated and manage time effectively • The ability to communicate effectively with a wide range of people including children, staff, parents and Governors • A commitment to their own continuing professional development • Ability to critically evaluate own performance, take constructive feedback and make any necessary changes to be more effective • A sense of purpose and ability to take personal initiative • A sensitive, flexible, open-minded and responsive attitude to working with others • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure 	

How to apply

Where to apply

- Adverts are also available to view on our website - <https://www.coppiceprimarypartnership.kent.sch.uk/>
- Please find the advert and associated documents on Kent-Teach.com
- Please complete the application form through Kent-Teach directly and/or TES.com/jobs – there is not a separate application form to complete.
- All dates relevant to the advert including closing dates are included in the advert and in the Job description above.

Recruitment Process

- Once you have submitted your application, it will be reviewed against the criteria in the person specification. On the basis of this review, you may then be invited to attend an interview. The details of the specific tasks to undertake at the interview will be shared if you are shortlisted.

Special Requirements

- If you require reasonable adjustments prior to your interview, these can be arranged by emailing office@coppicepp.org or by emailing the school office - details can be found on the schools' websites

Equality and Diversity

- We recognise the benefits of a diverse workforce. We are committed to eradicating discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference

References

- We will obtain references from your referees if you are successful at interview. In order to prevent any delays, please ensure that the reference section of the application form is accurate and completed in full.

Right to work in the UK

- Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new

employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview, you will be asked to produce original and up to date documentary evidence of your right to work in the UK.

Data Protection

- Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Criminal Convictions

- All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working or coming into contact with children; and must be received by the School before employment can commence.

Safeguarding and Safer Recruitment

- The Coppice Primary Partnership is committed to our responsibilities for safeguarding and promoting the welfare of children, young people and vulnerable adults as outlined in Working Together to Safeguard Children and Keeping Children Safe in Education. We are committed to recruiting candidates who share this commitment to safeguarding, and therefore we apply robust recruitment and selection procedures to ensure that the people selected are right for the job, and that all candidates are appropriately screened prior to appointment.
- CVs alone cannot be accepted. Please ensure all relevant information is included on the application form.
- The Trust reserves the right to research applicants on social media platforms and the internet and may take this into consideration during the recruitment process.

