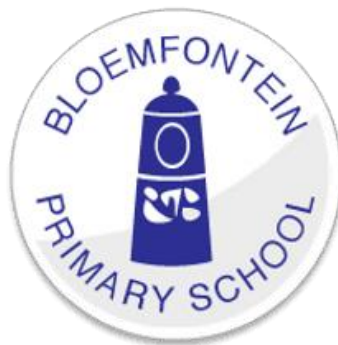




LEADING THE WAY
FOR GENERATIONS

Headteacher

Bloemfontein Primary School



Candidate Information Pack



Welcome

Welcome to Stanley Learning Partnership (SLP) and thank you for your interest in working with us.

In this pack we have enclosed some interesting and useful information about SLP, a Primary Multi-Academy Trust, currently comprising of ten schools, located in County Durham.

You can find out more about our Trust on our website: [Stanley Learning Partnership](http://www.stanleylearningpartnership.co.uk)

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Chief Executive Officer – SLP background and context

Established in January 2017 with initially two schools, (Greenland Community Primary School and South Stanley Infant & Nursery School) the Trust has grown year on year. Our success is due to the shared way in which we work, with an emphasis upon supporting every school and building an innovative partnership of academies that excites, inspires, and empowers our people to be the best they can be.

We have the privilege of educating approximately 1300 pupils and employ circa 280 members of staff. Collierley Nursery and Primary School joined on us last Summer, taking our MAT to ten primary schools.

Every school, without exception, lies in the heart of their respective diverse communities, from those areas which are relatively affluent with pockets of rural disadvantage to those with higher levels of deprivation and challenges around SEND and levels of achievement.

SLP does not operate a one-size fits all approach but celebrates each school's individual identity. Our collective vision is to ensure that, through an inspiring and inclusive curriculum, our learners are prepared for the next stage in their education, acquiring attributes to support them in making a positive contribution to their community.



The Trust's school community work collaboratively and successfully in a strong, supportive relationship for school improvement, which includes peer review, a lead practitioner programme, attendance working group and research school support. A high value is given to celebrating success with trust-wide events, such as: annual talent showcase, sports awards, star awards, firework display, Maths and Science days.

Bloemfontein Primary School joined the Trust in 2018. In November 2022, the school was judged Inadequate and decisive action was taken to effect significant school improvement, including seconding staff from other schools within the Trust.

We were recently inspected and whilst not officially published, we were delighted with the outcome. We are now looking for an exceptional candidate to drive continuous improvement and continue the significant school improvement currently demonstrated.

If you share our ambition and feel that these values align with your own, then we would like to hear from you. We have a proven track record of providing opportunities to develop, extend and challenge your professional knowledge and skills.

We very much hope that you will consider working with us and look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Mark Stewart'. The signature is fluid and cursive.

*Mark Stewart,
Chief Executive Officer*

Interim Headteacher's Welcome

Thank you for your interest in working with us at our incredibly special, village school.

Bloemfontein Primary School and Nursery offers EYFS, Key Stage 1 & 2 education for up to 188 children aged 2-11 years old.

We are a one form entry primary school with eight classes, including nursery. This means that all staff know the children well and are able to meet their individual needs.

Bloemfontein Primary School is a happy, friendly and hardworking school with strong links to the local community.

At Bloemfontein Primary School we always go above and beyond to offer our children a variety of exciting activities both inside and outside of the classroom. We are very privileged to have extensive grounds and make the most of the educational opportunities this affords. A great strength of ours is the outdoor play and adventure provision, and we are very proud of our play offer.



Our staff work together to provide an environment where each child feels valued and welcome.

We aim to help all children meet their full potential in all aspects of their development so they can thrive and have a successful future.

Most of all, we want our children to be happy at school, flourish with their potential and enjoy their time with us.

As Mark has referred to in his CEO letter – I was asked to lead the school during a particularly challenging time to bring about significant and sustained improvement. This has been achieved by staff, parents/carers and pupils working together towards a common goal – to make our school better. For the forthcoming 2024-25 academic year, I return to my substantive Headteacher role at Greenland Community Primary School.

Yours sincerely,

A handwritten signature in cursive script that reads "Anne-Marie Lewis". The ink is dark and the signature is written in a fluid, personal style.

Anne-Marie Lewis
Interim Headteacher, Headteacher



Advertisement



Stanley Learning Partnership (SLP) is a Multi-Academy Trust, established in 2017, initially with two schools. It has grown year on year and now comprises of ten primary schools in North Durham, where each school's individual identity is celebrated.

Headteacher – Bloemfontein Primary School L10-L14 (£58,959 - £65,010 pa)

The Trust is looking to appoint a highly motivated, dynamic, and passionate Headteacher to work at Bloemfontein Primary School - a happy and thriving village school, which lies at the heart of its community.

The school prides itself on its friendly, nurturing and supportive atmosphere where children and staff are encouraged to achieve highly and to reach their full potential.

Currently rated 'Inadequate' – we have very recently been inspected and we are extremely pleased with the judgement (which is not yet published). To help us continue on a positive journey, we are seeking to appoint a committed and dedicated experienced leader, who is exceptional in the classroom and can model outstanding pedagogy.

Applicants should be able to demonstrate a successful, proven track record in raising standards and outcomes for children, irrespective of their background or starting point.

The Headteacher will work closely with the Trust's Director of Education to help to ensure the highest standard of teaching and learning, range of opportunities and standard of attainment for all pupils improved and maintained. To achieve this, you will have excellent interpersonal skills and be able to inspire and motivate staff to be the best they can be.

The successful applicant will have the benefit of working with a wider network of like-minded senior leaders across the MAT – sharing best practice and driving forward continuous improvement.

For more information about the role, please contact Mr Neil Burn (Director of Education) via email at N.Burn100@stanleylearningpartnership.co.uk or to arrange a visit to the school, telephone Miss Anne-Marie Lewis (outgoing interim Headteacher) at 01207 232198.

Candidate information packs are available from [Stanley Learning Partnership Current Vacancies](#)

Completed application forms should be emailed to hr@stanleylearningpartnership.co.uk

Closing date for applications: Midday, Thursday 16 May 2024

Interviews will take place on: Monday, 20 May 2024

SLP is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults. We expect all staff and volunteers to share this commitment and an Enhanced Disclosure and Barring Service (DBS) disclosure will be sought along with other relevant pre-employment checks.

In line with the guidance in Keeping Children Safe in Education, the Trust will conduct an online search as part of their due diligence on shortlisted candidates.

The Trust values the diversity of our workforce and welcomes applications from all representatives of the community.

JOB DESCRIPTION



Post: Headteacher

Salary: Leadership

Responsible to: Director of Education/CEO and Trustees

Key Areas of Responsibilities

Strategic Leadership

- Create a shared vision and strategic plan which inspires and motivates pupils, staff, and others in the school community.
- Develop and monitor the School Improvement Plan. Inspire, challenge, and motivate others to take forward the strategic plan.
- Work successfully with relevant agencies to promote the school and foster the well-being and achievement of pupils and staff, including preparing pupils for transition.
- Contribute to implementing Trust-wide improvement, sharing best practice
- Demonstrable commitment to the Trust's ethos and values and how schools and individuals contribute to its success.

Managing People

- Lead, motivate, support, challenge and develop staff, so that they can reach their full potential whilst adhering to relevant Trust policies and procedures.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed. Implement successful performance management processes and continuing professional development programmes for all staff.
- Recruit and induct new staff as required. Deploy the staff team appropriately and support them in managing their workload effectively.
- Ensure that all staff are engaged with the school's strategic priorities, and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.

Managing Resources

- Ensure that pupil safety is at the centre of all of the school's activities, ensuring full compliance with health and safety regulations.
- Ensure school buildings and facilities meet the needs of pupils and staff and are of the highest standard of cleanliness and repair.
- Promote creativity, innovation, and the use of appropriate existing and new technologies to achieve excellence.
- Agree appropriate priorities for expenditure, allocating funds and monitoring the effective administration and control of school budgets in line with Trust policies and procedures.
- Explore and develop additional sources of funding.
- Ensure that all safeguarding procedures are followed.
- Recognising academy freedoms, whilst being aware of financial prudence in decisions regarding staffing, finance and services – ensuring value for money.

Leading Teaching & Learning

- Assume responsibility for ensuring high standards of teaching and learning to ensure that every child can reach their full potential.
- Demonstrate personal commitment and enthusiasm for the learning process, including teaching as necessary and appropriate, providing a model of the standards expected of all teachers within the school.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in all pupils' learning.
- Celebrate success in all aspects of school life and ensuring that an atmosphere is created where every child can succeed and achieve, through high quality and personalised learning experiences for pupils of all backgrounds and abilities.
- Implement strategies which encourage high standards of behaviour, attendance, and pupil welfare.
- Oversee the curriculum and its development, fostering outstanding working practices, and encouraging debate and new learning amongst teaching and support staff.

Partnerships & Community

- Develop a positive working relationship with Governors and Trustees, providing information and consulting on decisions as required.
- Develop and present a clear and accurate account of the school's performance to a range of audiences including Trust Directors, Chief Executive Officer, Governors, Parents/ Carers and Ofsted.
- Represent the school in meetings and in liaison with parents, members of the community, the Trust, LA and a wide range of other organisations and agencies.
- Working in partnership with all parents, carers, and the wider community to deliver the vision and development of the school, and to enhance the education of all pupils.

Professional & Personal Responsibilities

- Be keenly aware of the responsibility for safeguarding children at all times.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Contribute to the development of education through sharing effective practice; working in partnership with other schools to share learning and contribute to new initiatives, including learning from each other and current research.
- Ensure that all legal requirements, including Child Protection and Health and Safety, are fulfilled.
- Operate at all times within the National Standards for Headteachers, the statutory framework for professional duties of teachers, and the policies and procedures of the Trust.
- A commitment to ensure a positive and collaborative approach to Equality and Diversity.

The duties specified above are therefore not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Name: _____ Signature: _____

Post: Headteacher Date: _____

Person Specification: Headteacher



Criteria	Essential	Desirable	Method of Assessment
Qualifications and training	<p>Degree</p> <p>Qualified Teacher Status</p> <p>Recent leadership/management professional development</p>	<p>Higher degree/qualification in education and/or management (e.g. NPQH)</p>	<p>Application form</p>
Experience	<p>Successful substantive experience at Senior Leadership level within the primary age range</p> <p>Teaching experience in more than one Key Stage</p> <p>Experience of successfully delivering significant change</p> <p>Track record of improving teaching and learning</p> <p>Experience of adapting teaching to meet the needs of pupils with SEND</p> <p>Significant contribution (with evidence of impact) to the professional development of other colleagues in school</p>	<p>Experience of leadership and/or teaching at more than one school</p> <p>Experience of working outside of own school in an alternative Trust or LA setting, providing school to school support</p> <p>Experience as a SENCO</p> <p>Experience as a Designated Safeguarding Lead and promoting safeguarding procedures in a school</p> <p>Experience of mixed age planning</p>	<p>Application form</p> <p>References</p>

<p>Professional Skills & Knowledge</p>	<p>Excellent communicator with strong people skills (written, verbal, influencing & negotiation skills)</p> <p>High level ICT skills</p> <p>Knowledge of whole school financial management</p> <p>Ability to analyse and evaluate school self-evaluation processes including the use of external and internal data in order to accurately prioritise strategic leadership objectives</p> <p>Detailed knowledge of the structure and content of the primary National Curriculum and Early Years Framework</p> <p>Understanding and knowledge of current issues in education, including the current Ofsted Inspection Framework</p> <p>Proven advanced leadership and people management skills including ability to hold others to account</p> <p>Evidence of being able to build and sustain effective relationships with children, staff, Governors, parents and the wider community</p> <p>Understands and acts on responsibility for the safeguarding and welfare of pupils</p>	<p>Experience of securing additional funding sources</p> <p>Successful management of budgets</p> <p>Experience of procuring services and ensure best value of the school's resources</p>	<p>Application form</p> <p>Interview/ Assessment</p> <p>References</p>
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<p>Personal attributes</p>	<p>An inspirational leader, determined with sound judgement and strong negotiation/advocacy skills</p> <p>High level of personal effectiveness including good organisational, planning and prioritisation skills and ability to meet deadlines</p> <p>Vision and drive to be able to inspire others to make positive changes</p> <p>Personal resilience including ability to work effectively under pressure and responding positively to change</p> <p>An understanding of the wider Trust ethos and values and how schools and individuals contribute to its success</p> <p>Suitability to work with children</p> <p>Ability to drive between Trust sites or access to mobility support</p>		<p>Application form</p> <p>Interview/ Assessment</p> <p>References</p>
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Selection Process

Our aim is to make sure that we recruit the right person for the job. We will ensure that the selection process is fair and without discrimination.

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with pupils as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies.

We request references prior to interview and use these to verify the information you have given us. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service.

Visits to the Central Office and our Schools - A visit to Bloemfontein Primary School is warmly welcomed by prior arrangement – see advertisement.

Applications - Please ensure that all parts of the application are completed, including any gaps in employment and the reason. We do not accept CVs as part of the selection process. Applicants should demonstrate how your experience and skills make you suitable for the position. Applications should be submitted by the specified closing date and time via email to hr@stanleylearningpartnership.co.uk

Shortlisting - We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff relevant to the post being appointed to. Candidates who best meet the person specification will be invited to an interview. We will notify you by email – to the address indicated on the completed application form. If you have not heard from us within ten working days of the shortlisting date, you have not been successful at this stage. Along with the invitation to interview letter will be a declaration of interest form, which you should complete and return prior to the interview.

References - We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last employer.

Interview Process - The interview process will consist of several tasks and activities designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity, and eligibility to work in the UK.

Final Selection - Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for this post. We will then telephone each candidate to inform them of the outcome and give brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal offer of employment by telephone following interview stage and this will be confirmed in writing. The offer of employment is conditional on receiving satisfactory pre-employment checks in line with safer recruitment. Further details will be provided to the successful candidate.



Stanley Learning Partnership Ltd (Trading as SLP)

Registered office: Langley Park Primary School, Langley Park, DH7 9XN

Telephone: 01207 266700

Company number: 10380011 (Registered in England & Wales)