



Believing in Excellence



Head of Primary Phase

Application Pack

L20-L24
(£62,863– £68,643)

The Cavendish School, Eastbourne

Welcome To The Cavendish School



Dear Applicant,

Thank you for showing an interest in the post of Head of Primary Phase at The Cavendish School.

The Cavendish School became an all-through school in September 2015, when it opened with a two form Reception class. The new £8 million Primary Phase extension opened in September 2016. This is an exciting time and a unique opportunity to establish and develop the Primary Phase, offering specialised teaching in a brand new, purpose built environment. Next year, we will again be admitting two more reception classes and will have pupils up to Year 5. We also have a 38 place Pre-School on site, which feeds into our Reception classes.

At Cavendish All-Through School we believe in excellence. We believe that each individual child is unique and is entitled to the very best education which encourages a love of learning in all children.

We want our pupils to make outstanding progress in a happy, safe and stimulating learning environment, which provides them with opportunities to develop into confident, caring and well-rounded citizens.

Through pupils, parents and teachers working collaboratively as part of our learning community, each child is encouraged and supported in being aspirational and in achieving their full potential.

The successful applicant will have the drive, determination, skills and experience to ensure the Primary Phase continues to improve and will play a significant role in ensuring the school becomes "Outstanding".

Please find enclosed in the application pack more information about our school and a job description and person specification. You should accompany the application form with a supporting letter of no more than three sides of A4 (font size 12), highlighting your skills and experience linked to the person specification. Applications should be sent to: personnel@cavendish.e-sussex.sch.uk or by post to the Resources Manager, The Cavendish School, Eldon Road, Eastbourne, BN21 1UE no later than 9am on Monday 23 April 2018. Interviews will take place on Wednesday 25 April 2018.

Yours faithfully,

P Marchant

Headteacher



Our Heritage

Our heritage, The Cavendish School, has a complex and intriguing history which dates as far back as 1843, making it one of the longest established schools in the area. It was in this year that actor Douglas Moleheimer established the first incarnation of The Cavendish School, in order to pass down his love of acting. A true Specialist School for the Arts, Cavendish became an intrinsic part of Eastbourne life and the name quickly grew within the town.

The Cavendish School was established on this site in 1979, but the building was first opened as a girls' high school in 1939. An extension was built in 1982 and further programmes of building and refurbishment have been completed in the intervening years. The school opened as a 5-16 all through school in 2015, with two reception classes. The major extension for the primary phase was opened in 2016.

Today Cavendish is a popular co-educational Academy, catering for the 2-16 age range, which has had a Specialist Status in the Arts since 2002. We have a planned admission number of 60 in each year group in the primary phase and 180 for each year group in the secondary phase. We have an academic staff of approximately sixty across both phases. Our support staff is first class, with highly trained teaching assistants and excellent administrative, technical and site staff, working alongside specialist agencies from outside of the school to provide the best opportunities for our pupils.





Primary Phase



Job Description

Knowledge and understanding

- What constitutes quality in educational provision, the characteristics of effective schools and strategies for raising pupils' achievement.
- How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership.
- How to seek and use national, local and school data, OFSTED evidence and research findings in professional and school development. Governance at national, local and school levels.

Planning and setting expectations

- Lead and manage the creation and implementation of a Primary Phase strategic plan (in partnership with the Headteacher and Governing Body), underpinned by sound resource planning and which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- Plan for effective monitoring, evaluating and reviewing of the plan to secure progress and school improvement.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Teaching and managing pupil learning

- Create and maintain a climate and code of conduct that promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the Primary Phase and which enable teachers to meet the standards set out in this framework
- Assess, monitor and evaluate the quality of teaching standards and learning and the delivery of the curriculum across the board, in order to build on success and identify and act on areas of improvement.
- Ensure a consistent and continuous school wide focus on pupils' achievement using data, benchmarks and feedback to monitor progress in every child's learning.
- Create and promote positive strategies for developing good race relations and dealing with racial harassment.
- Demonstrate and articulate high expectations and set challenging targets for the whole school community.
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.

Assessment and evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary.
- Ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement.

Pupil achievement

- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Ensure that resourcing and staffing are dedicated to ensure the highest standards of achievement for all pupils.
- Ensure that effective mentoring systems and tutorial support systems are in place to support pupil achievement.

Relations with parents and the wider community

- Create and maintain effective partnerships with parents and Governors to support and improve pupils' achievements and personal development.
- Develop effective relationships with the community, including business, to extend the curriculum and to enhance teaching and learning.
- Create and maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Maintain liaison with other schools, further education and other agencies related to pupil welfare and achievement.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, the local community, OFSTED and others, to enable them to play their part effectively.

- Ensure that parents and pupils are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.
- Continue to maintain the school culture and ethos.
- Develop effective relationships and communications within the school and with parents which underpin a professional learning community that enables everyone in the school to achieve.

Managing own performance and development

- Participate in arrangements for Performance Management and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain their own motivation and that of other staff.

Managing and developing staff and other adults

- Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement.
- Provide opportunities for growth and continuing professional development of the teaching team by creating an Inspiring, professional work environment and modelling behaviour consistent with the school's values and aspirations.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Support and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, LAs and subject associations.
- Understand the expectations of other staff, and ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction.
- Ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document, including those for the Headteacher are fulfilled.
- Put in place effective team communication mechanisms to ensure that all staff are involved in the school development plan and kept informed of key priorities and developments.

Managing resources

- Work with Governors and senior colleagues to recruit, develop and retain staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.



Managing Resources (continued)

- Set appropriate priorities for expenditure, allocate funds and ensure effective budget monitoring and planning.
- Manage and oversee accurate and efficient budgeting procedures and the keeping of detailed records, accounts and statements within the financial regulations of the school.
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Manage, monitor and review the range, quality, quantity and use all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.



Strategic leadership

- Maintain and extend an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life; and secure the commitment to the vision and direction of the school.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including Governors, the LA, the local community, OFSTED and others, to enable them to play their part effectively.
- Work with the Governing Body to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of the school.
- Develop the existing strategic plan, underpinned by sound financial planning that identifies priorities and targets to ensure pupils achieve high standards and make progress.
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities.

Keeping Children Safe in Education



- This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002, and expects all staff and volunteers to share this commitment.
- Work with Governors to ensure that all safeguarding duties are complied with under the relevant legislation.
- Work with Governors to ensure that policies, procedures and training in the school as set out in the statutory guidance *Keeping Children Safe in Education*, DfE, March 2015, and *Working Together to Safeguard Children*, DfE, March 2015 are effective and comply with the law at all times.
- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices



Head of Primary Phase Personal Specification

(Method of Assessment: A = Application Form I = Interview)

Training and Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status	✓		A
Degree (or equivalent)	✓		A
Completed NPQH (for non serving Heads)		✓	A
Evidence of recent professional development	✓		A
Higher Degree		✓	A
Post graduate curriculum or management qualification		✓	A
Be working towards or completed NCSL Qualification e.g. LPSH; Consultant Leader (for serving heads)		✓	A
Be working towards or completed a financial management qualification		✓	A
Experience of Teaching and School Leadership			
Substantial experience in primary education	✓		A/I
Recent experience at Headteacher, Deputy Headteacher or equivalent level	✓		A/I
Evidence of different leadership and management roles	✓		A/I
Evidence of responsibility for allocation, the monitoring of financial resources and strategic budget planning	✓		A/I
Evidence of making a positive impact on the development & improvement of a school	✓		A/I
Evidence of successful strategies used to raise, pupil progression achievement and attainment	✓		A/I
Evidence of monitoring, evaluating and reviewing performance, through a robust performance management system	✓		A/I
Evidence of successfully operating at both strategic and operational levels	✓		I
Experience of implementing a CPD strategy	✓		I

Professional Knowledge and Understanding	Essential	Desirable	Method of Assessment
Knowledge of strategies to achieve effective learning, teaching and assessment including the use of ICT	✓		A/I
Knowledge of the use of data to establish benchmarks and set targets for improvement	✓		I
Knowledge of local & national policies, priorities and statutory frameworks	✓		I
Knowledge of all associated phases of education (Primary)	✓		I
An understanding of management techniques required to operate a successful school	✓		I
Personal Skills and Attributes			
Understanding of and commitment to equality and diversity	✓		A/I
Excellent oral and written communication & ICT skills	✓		A/I
High standards of integrity and a positive role model for pupils and staff	✓		I
An ability to analyse and interpret information to make informed decisions and exercise good judgement	✓		I
An ability to evaluate quality and implement actions that lead to improvement	✓		I
A range of leadership skills to develop productive relationships and high performing team work	✓		I
An ability to challenge and motivate others to create a forward thinking organisation committed to Academy improvement	✓		I
Good self management, to include time management, working under pressure and to deadlines	✓		I
An ability to influence and communicate with key stakeholders, particularly families and the wider local community	✓		I
Stamina, resilience, reliability and integrity	✓		I
An understanding of the value of a successful work life balance for self and others	✓		I
Safeguarding Children: Safer Recruitment and Selection			
Proven ability and responsibility for undertaking the statutory safeguarding requirements including safer recruitment.	✓		A/I



Foundations for the future

We want our pupils to be confident, independent, high achieving learners who are prepared for life and its challenges and to fully participate as global citizens.

We will achieve this by the school offering an inspirational teaching and learning environment and having high expectations of our pupils.

Strategic Objectives

1. Pupil Progress

The staff team will create an environment that ensures every pupil can make significant progress and have an equal chance of success.

2. Pupil Development

The staff team will prepare pupils to demonstrate the school values, which will enable them to succeed in an ever changing world and to be responsive to their environment.

3. School Development

We will work together with local schools, the university and national innovations to ensure best practice and to improve outcomes for all pupils within Eastbourne.

We will be recognised for excellence in teaching and for pupil outcomes.

Respect

We value all members of the school community. We act in a way which promotes learning for all.

We show respect for the school buildings, facilities and surrounding environment.

Resilience

We work hard to overcome the things we find difficult and do not give up.

We support others to overcome difficulties to become confident learners.

Responsibility

We take personal responsibility for our own learning. We act in a manner that shows a strong sense of right and wrong.



Why Work in Eastbourne?

Eastbourne Life

Eastbourne is the sunniest place in the UK, surrounded by stunning countryside.

The highest chalk sea cliff in Great Britain, Beachy Head, is just to the West and is an area of outstanding natural beauty.

The town boasts four theatres, two cinemas, four shopping centres and is home to the Towner contemporary art museum.

Sovereign Harbour, the largest composite marina complex in northern Europe, offers waterside eateries, independent boutiques and retail shops.

Our school is situated within the Old Town area of Eastbourne, boasting a central location between the Town Centre, Hampden Park and Willingdon.

We are on the major bus route across town and within close distance from two major train stations, Eastbourne 1.3 miles and Hampden Park 1.7 miles.



Eastbourne Highlights

There's plenty going on in Eastbourne throughout the year. We host many renowned events such as the Airbourne International Airshow, in August, the AEGON International Tennis Championships in June and one of the UK's biggest off-road marathons across Beachy Head in the Autumn.

There is a vast selection of events to get involved with and the pupils at our school embrace the culture on offer, taking part in many of the art showcases at the Towner and being one of the selected schools to provide ball crew for the tennis championships.



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