



HEAD TEACHER INFORMATION PACK

COTTESBROOKE INFANT & NURSERY SCHOOL



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**Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
An enhanced DBS check is required for all successful applicants.**

COTTESBROOKE INFANT & NURSERY SCHOOL

Cottesbrooke School is a large three form entry Infant & Nursery school situated in Acocks Green, Birmingham. We have approximately 350 pupils on role including 39 FTE nursery aged children. We serve a diverse and vibrant community. Our school's vision and goals are clearly expressed in our mission statement:

"Our aim is to provide a Caring, Inspiring and Successful school. In doing so we will strive to develop positive life skills for everyone to enjoy taking an active and effective role in our changing world"

We have high expectations of our children both academically and in their behaviour. Most of our children enter nursery/reception well below national expectations in terms of their development. The vast majority of our children make or exceed expected progress and standards are above the national average at the end of Key Stage 1. This is due to the commitment of the school and our staff to enable children to achieve to the best of their ability and provide targeted support where necessary. Our behaviour policy is founded on the principle of **Respect** which is fundamental to living in our diverse community.

The families are largely drawn from a community of high deprivation. 67% of our children come from minority ethnic backgrounds. 30% of our children are learning English as an additional language and 26% are eligible for free school meals.

Our school is an inclusive one and we constantly strive to become a "truly" inclusive community. This means that we aim to meet the needs of all our children and their families, our staff, governors and all other members of the community who come into, or have contact with, our school. We celebrate and learn from differences no matter where they arise.

We believe that all children who belong to our community, live in our locality, or are within reasonable travelling distance of our school should be entitled to a place at our school irrespective of gender, race or ability.

All staff are committed to working with and valuing all children and provide a variety of ongoing training for adults working with children in order to meet the particular needs of 'special' children where this is required,

As testimony to our commitment towards inclusion the school has in the past held a Leading Aspect Award for work in this field.



Our school was most recently inspected by OFSTED in January 2013 when we were judged to be a good school with outstanding features. We are continually seeking to develop and improve our provision for our children so that we can continue to successfully impact on our children's levels of attainment and enjoyment of school life.

As a result of our successful OFSTED, and to achieve our long term vision, we are currently in the process of converting to a standalone Academy. The appointment of a new Head Teacher is a key element in this development.

Further information on our school can be obtained from our website:

www.cottesbrooke-inf.bham.sch.uk

ACCOMMODATION

Our school was rebuilt and opened in May 1998. The children are accommodated in modern, light and spacious classrooms with all the facilities required for modern teaching methods including specialist teaching areas, a networked computer system, and interactive whiteboards in all classrooms.

Meals are served in separate accommodation thus allowing the school full use of the hall throughout the day.

Since 2005 the school has been able to offer a Before and After School Care Service which can offer care from 7.30 am through to 6.00 pm on weekdays during term time. More recently the school has supported a number of groups for families with children 0 – 3 years old where parents can engage in a variety of fun activities as well as getting to know the school community. A variety of after school clubs are also run throughout the school year.

We have also recently built a small community room as an add on to the main school building. It has a wide variety of uses including multi agency meetings and weekly ESOL groups.



THE GOVERNING BODY

The school is governed, in accordance with an Instrument and Articles of Government, by a Governing Body of 17 members, comprising:

- 6 Parent Governors
- 3 Governors appointed by the Authority
- 1 Teacher Governor
- 2 Staff Governors
- 4 Co-opted Governors and
- The Head Teacher

The Head Teacher automatically becomes a member of the Governing Body unless he or she elects otherwise and notifies the Clerk of the Governing Body in writing of his or her decision not to become a member of the Governing Body. The Governing Body currently has a vacancy for a local authority representative but otherwise is always full.

The Governing Body meets at least once a term in the evening. Additional Governing Body meetings may be required depending on the volume of business that needs to be transacted. The majority of the Governing Body work is carried out by 3 committees which have delegated powers. The committees (Finance & Staffing, Premises and Curriculum) usually meet once a term. Governors take an active interest in the life of the school and apart from being invited to all appropriate school functions; they are expected to work closely with the teaching staff in a "buddying" role.



STAFFING

Teaching Staff

Teacher staffing for each academic year is currently determined by the Governing Body in the light of the school's formula funded budget during the preceding Spring Term.

The school's Senior Leadership Team is comprised of the Head Teacher, Deputy Head Teacher, two Phase Leaders, the Inclusion Leader and the Pastoral Leader.

The teaching staff establishment for 2013/14 is Head Teacher plus 12 Teachers (FTE).

School-Based Support Staff

The school-based support staff currently includes an office manager (1) and assistant (1), classroom-based teaching assistants (21), lunch time supervisors (12), Kids Club (4), a Home school support worker/Learning Mentor, and a Building Services Supervisor. Cleaning and catering services are provided by external contractors via agreed contractual arrangements.

Our policy has always been to ensure each class has a teaching assistant. Learning Support assistants are also employed for children with specific learning difficulties. We have a nurture group for up to 8 children which supports children with social and emotional difficulties. This facility is overseen by the Inclusion Leader and is staffed by two qualified teaching assistants during the morning sessions.

BUDGET

The delegated budget for 2013/14 is £1,496,342. We currently have a healthy surplus which is being used to maintain our staffing structure. Our staff are our most important resource who have helped us to drive up our standards. Pupil Premium money is being used extensively to support our children with additional educational needs.

ORGANISATION AND CURRICULUM

The school's curriculum is organised to meet the learning needs of our children in each stage - the Early Years Foundation Stage and Key Stage One. Curriculum plans are in place for each year group. There is a strong focus on the development of core skills so that children can have full access to the curriculum, and of the provision of targeted support where there is concern over levels of children's progress and attainment. Themed topics are delivered in each year group in order to provide the foundation subjects.

Religious education is provided in accordance with the Authority's "Agreed Syllabus". The religious beliefs of all pupils and their parents are respected, and appropriate arrangements can be made for the withdrawal of pupils from RE lessons and acts of worship, if the parents request this.

Religious festivals are celebrated by the children in our school. We feel this is an excellent way for children to learn to share their experiences with others and learn to appreciate and respect experiences and cultures of their peer groups.



PASTORAL CARE AND DISCIPLINE

Our school has high expectations of children's behaviour and discipline at school. Our behaviour management system is based on positive attitudes, encouragement and motivation towards self-discipline.

The school follows the Authority's disciplinary policy, which requires that pupils should be required to regulate their conduct through self-discipline. Where self-discipline is inadequate a variety of sanctions may be imposed for misconduct, but corporal punishment is not permitted under any circumstances.

EQUALITY AND DIVERSITY

Our school has a very diverse multi ethnic community with significant representation from the British Asian - Pakistani and British Asian - Indian heritage groups. We also have representation from a number of other ethnic groups. We take great pride in being an inclusive school and children are admitted to our school irrespective of gender, race or ability.

PARENT/TEACHER LINKS

We value our partnership with the parent community highly and seek to involve parents in the life of the school in order to support children's progress and attainment. All members of staff are encouraged to develop effective partnerships with the parents of the children for whom they are responsible, in order to both impact on children's progress and their participation in school life. The school works with the wider community in order to develop strong community links and to provide wider learning opportunities for our children. We have an active Cottesbrooke Infant School Supporters group (CISS) which provides a variety of activities to promote the school and raise funds for additional resources which the school needs. We also have a strong link with the Stockfield Community Association which has helped to fund our community room and in the past has provided funding for our Home School Support Worker.

LINKS WITH THE COMMUNITY

The school runs a Before and After school Care Service and has a community room which is used for meetings (e.g. ESOL groups, multi agency). Activity groups for the 0-3 year age range also use the school facilities during the week. There is no evening or weekend use of the school, other than for school activities.



Job Description

BIRMINGHAM CITY COUNCIL DIRECTORATE OF CHILDREN, YOUNG PEOPLE
AND FAMILIES

Cottesbrooke Infant & Nursery School

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

HEAD TEACHER - JOB DESCRIPTION SALARY SCALE: GROUP 2 , ISR L15 - L 21

As required by Paragraphs 45 - 48 of the School Teachers' Pay and Conditions Document.

1. Job Purpose

To promote the general educational progress and well being of the pupils of Cottesbrooke Infant & Nursery School.

2. Duties and responsibilities

2.1 General

To act in accordance with the requirements of paragraphs 45 and 48 of the School Teachers' Pay and Conditions Document 2013

To undertake the professional duties of a Head Teacher as set out in paragraph 47 of the School Teachers' Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

2.2 Specific

Responsibility for promoting and safeguarding the welfare of children and young people in their care.

3 Line Management

Responsible for the supervision of all staff employed in the school

4 Conditions of employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

5. Review and Amendment

- 5.1 This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

6. Complaints

- 6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation _____ (Signature of the Chair of the Finance & Staffing Committee)

Copy received by _____ (Signature of the Head Teacher)

Date _____



PERSON SPECIFICATION: HEAD TEACHER

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	ESSENTIAL	METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	Qualified Teacher status.	AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning.	AF, I
EXPERIENCE	Considerable experience in the leadership and management and demonstrating the ability to differentiate between them.	AF, I
	Experience of financial management.	AF, I
	Demonstrate a good understanding of School Development Planning.	AF, I
	Experience of implementing Performance Management.	AF, I
	Experience of partnership working with parents, governors and the wider community.	AF, I
	Successful and varied teaching experience in appropriate phase(s).	AF, I
	Experience of co-ordinating family support services as appropriate.	AF, I
SKILLS AND ABILITIES	Ability to monitor, evaluate and plan strategically for School Improvement.	AF, I
	Ability to lead and manage effectively in an environment of high accountability.	AF, I
	Ability to manage the implementation of change effectively.	AF, I
	Demonstrate the ability to manage and motivate individuals and teams effectively.	AF, I
	Demonstrate a wide range of high level communication skills including new technologies.	AF, I
	Ability to work to high professional standards, strategically and operationally.	AF, I

	<p>Ability to develop, promote and implement the school vision and values, and promote inclusivity and diversity.</p> <p>Ability to develop a culture for learning and set high expectations for achieving success for all.</p> <p>Ability to use authority appropriately to maintain discipline.</p> <p>Ability to deal effectively with under performance, in accordance with relevant policies and procedures.</p> <p>Demonstrate an ability to understand and interpret complex data to inform effective decision making.</p> <p>To promote and foster a positive school image.</p> <p>To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.</p> <p>Maintain a clear strategic financial overview of the school.</p> <p>Seek and maintain effective multi agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.</p>	<p>AF, I, P</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>
OTHER	<p>Evidence of motivation for working with children.</p> <p>Evidence of ability to form and maintain appropriate relationships and personal boundaries with children.</p> <p>Evidence of emotional resilience in working with children exhibiting challenging behaviour.</p> <p>Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.</p> <p>Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.</p> <p>Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.</p> <p>An understanding of the importance of Employment Law and personnel procedures in the management of staff.</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>
OTHER	<p>DESIRABLE</p> <p>NPQH qualification or a willingness to work towards attainment of.</p>	<p>AF, I</p>

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.

AF = Application Form

I = Interview

P = Presentation