

URSULA TAYLOR VC LOWER SCHOOL
Headteacher: Mrs L M Fraser
Chair of Governors: Ms Alison Radmall



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Dear Applicant

On behalf of the School and Governing Body, we would like to thank you for the interest you have shown in the post of Deputy Head Teacher at Ursula Taylor C of E Lower School. We hope the information provided will assist you with your application. However, we would encourage an informal visit to the school. Please contact the school directly to make arrangements, for either of the dates available, Tuesday, 10th May or Tuesday, 17th May.

We have been working very hard over the past few years to raise standards of achievement in our school and we are now entering the next stage in our school development. We are very interested to hear from individuals who have a variety of skills and talents which they can combine with excellent teaching, management and leadership skills to join us on an exciting journey.

Yours sincerely

Alison Radmall
Chair of Governors

Lindsay Fraser
Headteacher



URSULA TAYLOR C OF E (VC) LOWER SCHOOL

Ursula Taylor Lower School is a Voluntary Controlled Church of England Lower School. This means that our ethos is based on Christian teachings and this is the basis of all our policies, Collective Worship and our monthly value. Our mission is to provide our children with an understanding and respect for those of Christian and other faiths and for those with no faith. We expect all adults in our school to be good role models based on these values.

Ursula Taylor Lower School is part of the North Bedfordshire Schools Trust (NBST) of 15 lower schools, 3 middle schools and Sharnbrook Upper School. There is a very good liaison amongst the 19 schools. Ursula Taylor Lower School is one of the five feeder schools to Lincroft Middle School with whom we have very strong transition procedures; most children transfer from Year 4.

There are 250 children in our school, currently divided into nine classes, two Reception, two Year 1, and two Year 2 classes with three mixed classes of Years 3 and 4. Due to increased numbers we are extending our classes to two Year 3 and two Year 4.

The school is housed in a modern, light and airy building which is well equipped. The grounds of the school are extensive and provide a wonderful setting for learning and play. An on-site swimming pool enables the children to swim three times a week in June and July, a provision which is valued in our school community. A garden also enables the children to have a pleasant area to sit and to be involved in various aspects of gardening during the school week. However, many classes also have their own garden outside their classroom. From September 2011 the Year 4 classes will be housed in a spacious double mobile classroom.

The curriculum is based on a cross curricular creative curriculum incorporating the interests of the children themselves. It is our aim to ensure that all children are engaged in and enthused by their learning. Many children choose to further their learning at home. Our main priorities over the past three years have been to raise standards in writing and numeracy. Currently progress is good to very good from the beginning of Reception to the end of Year 4, although we are striving to exceed national averages by a greater margin. Children come from a wide range of backgrounds, but the average baseline is below national expectations for this age group, especially in PSED. A few children are at their early stages of learning English. The senior leadership team is currently made up of the headteacher and two senior teachers, although leadership meetings are usually joined by other members of staff according to the agenda. There are seven other full-time members of staff and three part-time teachers who cover PPA time. Each class has a teaching assistant, mornings only in Years 2,3 and 4.

We are currently restructuring our team. From September 2011 we intend to appoint a Deputy Headteacher to support the Headteacher in the next stage of the school's development. The Senior Teacher responsible for special needs will become part-time with a non-teaching role for special needs. The other senior teacher will extend

her role of Head of Early Years to encompass Year 1 to ensure the learning journey. The Senior Leadership Team will therefore comprise of the headteacher, the deputy headteacher, the senior teacher and the office manager. Weekly meetings take place for the SLT, involving other members of staff when appropriate. A new teacher will be appointed to Key Stage 2, initially for one year, to be extended should numbers of pupils in the school make this viable. A teacher will also be appointed on a permanent basis to Year 1. Although we envisage that the newly appointed Deputy Headteacher will take responsibility for a Year 2 class this is not essential due to the flexibility afforded by three appointments.

URSULA TAYLOR C OF E LOWER SCHOOL JOB DESCRIPTION FOR DEPUTY HEADTEACHER

The Deputy Headteacher will be expected to provide practical leadership of the highest quality in all areas of school life.

General Responsibilities

1. To carry out the duties of a schoolteacher as set out in the Pay and Conditions document 2007 and any subsequent revisions.
2. To take charge of the school and undertake the professional duties of the Headteacher in the event of the absence of the Headteacher from the school.
3. To assist the Headteacher in the leadership and management of the school and in all aspects of school improvement.
4. To take full responsibility for leading and managing significant aspects of the school, under the overall direction of the Headteacher.

Strategic Direction and Development

- Promote and support the vision and Christian ethos of the school by example
- Work with other senior leaders to identify strengths and areas for further development in order to draw up a School Development Plan and monitor and review its progress.
- Assist in the continuous evaluation of school effectiveness.
- Contribute to decisions affecting the overall management and development of the curriculum and organization of the school. Develop inclusive practices across the school.
- To maintain an informed view of standards and of the quality of teaching and learning across the school, by monitoring pupils' work and teachers' planning and teaching.
- Support the Headteacher in the strategic management of ensuring effective provision to meet the needs of all children.

Curriculum and Pastoral

- To share overall responsibility for curriculum development, delivery and organisation in the school with the Headteacher, in order to secure high quality learning and teaching, effective use of resources and improvements in standards and achievements for all pupils.
- To share responsibility for the monitoring and evaluation of learning and teaching and implementing strategies to raise standards.
- To act as subject leader for a significant area/areas of the curriculum, as required.
- To actively promote a Christian nurturing ethos and inclusive practice.
- To work with the wider community including parents, governors, the North Bedfordshire Schools' Trust and external agencies.

URSULA TAYLOR C OF E LOWER SCHOOL
PERSON SPECIFICATION
DEPUTY HEADTEACHER

ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • First Degree or Equivalent • Evidence of significant professional development that is relevant to a position in senior management. 	<ul style="list-style-type: none"> • Evidence of further professional study 	Application form
Experience	<ul style="list-style-type: none"> • Substantial experience across the Primary age range with a track record of good/outstanding lesson observations. • Experience of successful curriculum leadership • Experience of accountability to the governing body, pupils, parents and senior management for the effectiveness of an aspect of the school. • Experience of leading, motivating and developing staff • Experience of using ICT both with pupils to enhance learning and personally as a management tool. 	<ul style="list-style-type: none"> • Ability to work in both key stages 1 and 2 • Experience of working in more than one school. • Experience of working with governors • Recent experience of working as a member of the Senior Leadership team. • Evidence of developing extra curricular activities • Experience of Performance Management of colleagues 	Application form Application form (possibly interview) Application form Application form Interview
Skills and Knowledge	<ul style="list-style-type: none"> • Knowledge of equality of opportunity issues and how they can be addressed in schools • Awareness of current educational issues and their implications for schools. • Committed to inclusive education • Up to date knowledge of education issues • Enthusiastic and confident communicator, who can implement effective strategies for securing improvement • Understanding of the importance of using data in raising standards 	<ul style="list-style-type: none"> • Able to foster effective links with parents and the wider community • Experience of using pupil data to set effective targets • Ability to provide a model of best practices, through teaching in own classroom 	Application form /Interview Application form Application form and interview Interview Application form

Leadership Skills	<ul style="list-style-type: none"> • Significant experience of leading aspects of the curriculum, at whole school level • Experience of improving the quality of teaching and learning through processes of monitoring and support for colleagues • Ability to lead and manage whole school priority areas linked to the school development plan e.g. inclusion 	<ul style="list-style-type: none"> • Experience of contributing to school improvement, as a member of the leadership team • Demonstrate leadership qualities, including energy, resilience and the ability to motivate and enthuse others. • A good understanding of effective leadership and management in relation to raising pupils' attainment and school improvement 	Application form / Interview
Personal Qualities and Attributes	<ul style="list-style-type: none"> • Commitment and capacity to promote the Christian vision and ethos of this church school. • Approachability • Enthusiastic, energetic and positive • Committed to the provision of high quality teaching and learning • Ability to communicate clearly, both orally and in writing • Good sense of humour • A commitment to involve all stakeholders in the work of our school • A commitment to involving pupils in their own learning • Reliability and integrity • Good health and attendance record • Loyalty, consistency, flexibility and a professional role model 	<ul style="list-style-type: none"> • Ability to work effectively under pressure and to prioritise • Prepared to be involved in the wider life of the school • Ability to be self-motivated and set own personal goals • Ability to motivate and inspire others 	Application form / Interview