



East Tilbury Primary School Headteacher



About Our School

East Tilbury Primary School is a large four-form entry primary school for children aged 4 to 11 and a proud partner of Osborne Co-operative Academy Trust. In addition to the main primary school, we also run an Alternative Provision Base on behalf of the Local Authority.



Our caring, secure atmosphere encourages trust and respect between every member of our school, providing the backdrop to our stimulating and creative learning environment.

At East Tilbury Primary we have embedded a nurture approach toward education, our commitment to understanding and supporting behaviour as communication is central to all we do. This includes our approach to outdoor play and learning (OPAL) and our outdoor learning through forest schools.



Our endeavour to sustain the ethos of a whole school community, where every individual feels important and their needs are met, is at the heart of our aim. Diversity is embraced in a happy and secure environment.



We are committed to ensuring all our children thrive during their time at East Tilbury and that they leave prepared for their future success at secondary school and beyond. It is our mission to deliver the highest possible standards across all areas of school life and we are confident that our children will reach and exceed their potential during the time they spend with us.

The education of all the children at East Tilbury Primary School is a joint venture involving children, staff, governors, parents/carers, and the community.



Osborne
Co-operative Academy Trust

A global community of values-driven individuals who, together, flourish.

Osborne Co-operative Academy Trust is a Multi-Academy Trust, with twelve member schools within Essex. Working through mutual co-operation, our community of schools treats every student equally, inspires individuality and guides them along their academic and personal journeys.

Our mission is to provide a high quality, comprehensive, and meaningful education for all learners by providing an engaging curriculum in a safe and inspirational environment where high standards and expectations encourage success.

We aim to empower our learners so they can apply their acquired skills or knowledge and confidently express themselves throughout their lives and future careers. Our high standards are achieved through effective leadership, outstanding teaching and committed stakeholder engagement from the Trust and community.

By providing support to each other through collaborative partnership, we aim to improve educational standards in our schools and the local area so that every pupil can reach their full potential.

We are committed to supporting good mental health and wellbeing for all staff and pupils in our Trust. This is shown through our Trust wide project of understanding and supporting behaviour through a Trauma Perceptive Practice approach.

Allowing students, parents and carers, staff, and other stakeholders to share their expectations, expertise, resources and experience, our trust helps deliver a progressive and effective curriculum – one that is continually improved through mutual co-operation.

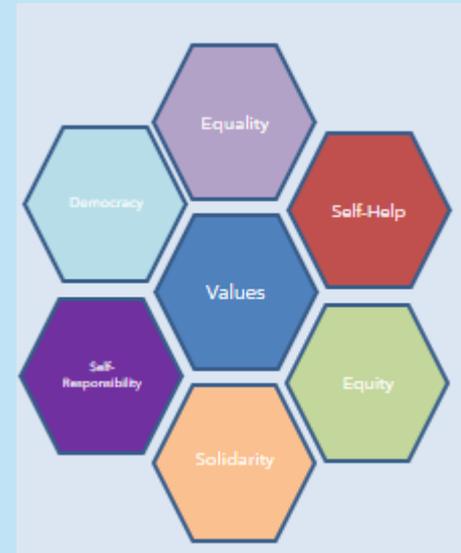
Our schools' benefit from belonging to a Co-operative multi-academy trust based on the Co-operative values and ethics. As members of our Co-operative Academy Trust, they all have the same trust entitlement, which can be enhanced to meet specific needs.

The central team offer a wide range of professional services and expertise in HR, Finance, Health & Safety, Estates, IT and School Improvement this enables the schools to focus on and drive improvements in teaching and learning.

Our Co-operative Values

At East Tilbury Primary School, we live by our Co-operative values daily, showing how we help people to help themselves. To take responsibility and ownership for our actions, to strive to give our members a voice in the way we run our organization.

Members will have equal rights and benefits (according to their contribution), all members will be treated justly, fairly, and aim to support each other and other Co-operatives.



These are underpinned by our Ethical Values, encouraging all to 'do the right thing' as we live our daily lives because this the right thing to do!

We are honest about what we do and the way we do it. We encourage people to take responsibility for their own community, work to improve it, and we regularly fundraise for charities and local community groups.

HEADTEACHER

Required: September 2024

Group 4, pupils on roll 695

Salary: Leadership Range 21 – 27 (£78,507 - £90,718)

The Trust relocation policy allows the successful candidate to claim up to £8,000.

East Tilbury Primary School is a large four-form entry primary school and is a member of the Osborne Co-operative Academy Trust. All schools in the Trust work in equal partnership and are members of the Schools' Co-operative Society. We are looking for an experienced leader with a proven track record for school improvement.

Osborne Co-operative Academy Trust is looking to appoint a Headteacher who:

- Leads by example with integrity, creativity, resilience, and clarity, drawing on their own expertise and skills, and that of those around them evidencing the ability and willingness to develop leaders across the school.
- Can implement Teaching & Learning strategies that will lead to improved pupil outcomes.
- Holds and articulates clear values and moral purpose, focused on providing a world-class education for all pupils, in line with the trust values.
- Demonstrates optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents/carers, governors, members of the local community and the Trust.
- Can communicate, with confidence and authenticity, the school and trust vision, so that it is understood and acted on effectively by all; motivate and work with others to empower all pupils and staff to excel.
- Works collaboratively with other schools in the Osborne Co-operative Academy Trust to further develop our community of schools, to share and develop good educational development strategies and practice, establishing an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools.

Our pupils are looking for a Headteacher who:

- Understands how important the co-operative values are to the whole school and works to these values everyday.
- Is a determined, brave and confident leader who is good at taking responsibility and sharing responsibility with others.
- Includes everyone, supporting pupils and making them feel valued.
- Is a caring Individual who understands different needs of all pupils in the school and treats everyone fairly.
- Gives space for happiness.
- Is a good-natured problem solver and makes good choices.
- Creates a school environment where pupils are happy, motivated to learn and feel listened to.

We can offer you:

- A bespoke induction and Continued Professional Development Process (PDP) – including access to the National College of Leadership and NPQ programmes.
- Free access to a confidential 24/7 Employee Assistant Programme.
- Mentoring and support from an experienced central Senior Leadership Team.
- Effective, supportive and dynamic leadership across the Trust.
- Collaboration with a committed and supportive Local Governing Body, and highly professional, dedicated staff and supportive Trustees.
- Trust 'cloud first' ICT strategy that will ensure the schools are fit for delivering and creating a flexible and creative ICT rich working environment.
- Skilled Trust central operations including, finance, HR, estates, health and safety, and ICT.
- A family of twelve schools working collectively within the Trust.
- A Trust relocation policy that enables the successful candidate to move within 25 miles of the school and provides funding of up to £8,000.00 towards buying or renting a property.
- The opportunity of participating in our School's Partnership Programme (SPP) collaboration in peer-to-peer support with Headteachers across the Trust.
- Access to our external school improvement partner, supporting you with your school development programme.

Visits to the school are welcome, please contact HR@osborne.coop to make an appointment. If you would like an informal conversation regarding this role, please contact Louise Coates, Deputy Chief Executive Officer: l.coates@osborne.coop.

We welcome applications from all backgrounds. Please refer to our recruitment and selection policy statement (www.osborne.coop/working-with-us) for more information.

For further details and to apply for the vacancy, please visit our website: <https://osborne.coop/working-with-us/vacancies-in-our-trust/>.

Closing Date: Monday 15th April 2024 - Midday

Interview Date: Monday 22nd April 2024

Job Description Headteacher

Main Purpose and Responsibilities:

The Headteacher will be responsible for the internal organisation, management, and control of the school in accordance with applicable legislation, the policies of the Trust (including its annual budget) and the instrument and articles of governance of Osborne Co-operative Academy Trust.

The Headteacher, working with the Local Governing Body, senior leadership team and school staff, will provide overall strategic leadership for the school. The headteacher will:

- lead, develop and support the direction, vision, the Co-operative values and priorities of the school
- develop, implement and evaluate the schools policies, practices and procedures
- lead and manage teaching and learning throughout the school
- ensure accurate school self-evaluation to inform school improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school

The job description should be read in conjunction with the contractual requirements and responsibilities of Headteachers set out in the School Teachers' Pay and Conditions Document.

School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism
- ensure that the co-operative values are embedded within the school

Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- can lead the school to improve pupil outcomes, with a particular focus on improving pupil progress in all subjects
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively

- ensure the school fulfils its statutory duties with regard to the SEND code of practice
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate

Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time



Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, careers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and 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

Person Specification

Headteacher

Requirement	Essential	Desirable
Qualification	<ul style="list-style-type: none"> • Qualified teacher status and appropriate degree level qualification • Evidence of continuing professional development 	<ul style="list-style-type: none"> • NPQH (or alternative suitable academic and professional qualifications)
Experience	<ul style="list-style-type: none"> • Experience across the primary age range • Proven record of successful classroom teaching • Proven record of successful experience as a Headteacher or Deputy Headteacher • Has experience of securing a successful Ofsted inspection • Competent ICT skills and knowledge 	<ul style="list-style-type: none"> • Experience in other key stages • Liaison with external agencies
Leadership and Management	<ul style="list-style-type: none"> • Proven leadership and management skills • Understand the Co-operative values and work effectively as part of the Trust • A clear vision of excellence in primary education • A proven ability to raise educational standards and a commitment to high standards of achievement • Understanding of school improvement planning and subsequent budget planning • Understanding of the strategic role of the Governing Body and ability to work effectively with Governors • Ability to delegate, monitor and evaluate information • Evidence of good working relationships with parents and the wider school community • Highly visible in and around the school • Experience of Performance Management of both teaching and support staff • Commitment to the continuing professional development of all staff • Ability to lead by example and inspire others to achieve positive results • Ability to initiate and manage change sensitively in pursuit of strategic objectives 	<ul style="list-style-type: none"> • Experience of project management and dealing with finance and premises issues

	<ul style="list-style-type: none"> • A commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures • Knowledge of current Health and Safety Regulations 	
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> • Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation • Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these • Commitment to inclusion and equality of access to educational provision for all students • An understanding of consistent approaches to behavior management • Clear understanding of what is effective teaching and learning • A high regard for the personal achievement of each student 	<ul style="list-style-type: none"> • Innovative and creative approach to teaching and learning
Personal Qualities	<ul style="list-style-type: none"> • Strong interpersonal and communication skills • Engage effectively with staff, students and the community • Desire to promote respect between students, staff, parents and governors • A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines • Ability to recognise and utilise staff strengths • Ability to build, support, motivate and work as part of a high performing team • Ability to inspire students • Is committed to the Co-operative values • Resilient, hardworking and calm in a crisis • Lead by example in extra-curricular activities 	<ul style="list-style-type: none"> • Experience of working in a Co-operative environment

Recruitment and Selection Policy Statement

1. The Trust Board is committed to:

- safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
- promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs
- and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency Co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Trust Board recognises the value of, and seeks to achieve a diverse workforce, which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.

3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.

4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.

5. The following pre-employment checks will be required where applicable to the role and settling:

- receipt of satisfactory references
- verification of identity
- a satisfactory DBS disclosure if undertaking Regulated Activity
- verification that you are not barred from working with Children
- verification that you are not prohibited from teaching
- verification of medical fitness for the particular role

- verification of qualifications and of professional status where required e.g. QTS status
- the production of evidence of the right to work in the UK
- verification of successful completion of/exemption from statutory induction period
- verification that you are not subject to any section 128 direction preventing you from holding a management position within the Trust/school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.

7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Trust is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

The seriousness/level of the disclosed information e.g. was it a caution or a conviction.

How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.

The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.

The country where the offence/caution occurred.

Whether the individual shows or has shown genuine remorse.

If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Trust operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. The Trust processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.