



PETER HILLS
WITH ST MARY'S & ST PAUL'S
C OF E PRIMARY SCHOOL

HEAD TEACHER CADIDATE INFORMATION



Dear Applicant

Thank you for your interest in the post of Head Teacher at our School. We are at an exciting stage in our development. Our ethos is strong and our relationships with the community are excellent. We are looking for a leader who is energetic and ambitious and can take us to the next stage of our journey.

We are very proud of our children. We are deeply committed to transforming their lives and ensuring that their school experience is a happy and fulfilling. The Christian ethos of the school underpins all we do and we enjoy close links with our three parishes.

We would encourage you to contact the School to make arrangements to visit us so that you can witness for yourself the family atmosphere of the school and its unique setting. Please also review our information pack which has details of what we are looking for in our Head Teacher and how to make your application. It contains:

- School profile information
- The person specification
- The job description

In your letter of application, please address the person specification and provide evidence of impact from your current and past experience where appropriate. Your letter should be no more than three pages of A4 when typed.

The closing date of the application is Monday 20th April 2015 at 12 pm. Short-listing will be held on Tuesday 21st April and interviews will be a two day process held on Tuesday 28th April and Wednesday 29th April 2015.

Please send your application to The Chair of Governors at the school address or by email to the school office marked for my attention.

The school is committed to safeguarding and promoting the welfare of the children and expects all staff and volunteers to share this commitment. Enhanced DBS checks will be made. References will be sought for candidates who are shortlisted. All applications will be treated in the strictest confidence.

I hope that you are excited about our school and this opportunity to add value to the lives of our children. I look forward to your application.

Yours faithfully

Mr Jeremy Brooks-Martin
Chair of Governors

School Profile Information



Locality of School

Peter Hills School is in Rotherhithe, on the south side of the river Thames, facing Canary Wharf, and two miles east of Tower Bridge. It is in a quiet area with woods and water inlets, providing lots of bird and animal life and environmental experiences nearby.

Rotherhithe is a vibrant area of regeneration, coupled with fascinating historic features. It is close to central London, with excellent public transport routes. It is served by the Jubilee line (Canada Water) and Overground line (Rotherhithe and Canada Water) and by an excellent bus service (381 and C10), with both buses stopping near the school entrance. There is also a boat service from the nearby Hilton@Docklands Hotel.

We have easy access to the range of cultural opportunities which central London provides, including museums, art galleries and theatres. Greenwich is only two miles east of Rotherhithe, with the Maritime Museum and Observatory. We aim to ensure that pupils experience the cultural opportunities so near to them.

History of the Area and School

The full name of the school is Peter Hills with St Mary's and St Paul's Church of England Primary School. It is named after Peter Hills, a sailor who became the Master of Trinity house, during the time of Elizabeth I and James I. Peter Hills was responsible for founding the first school in the Parish of St Mary's, Rotherhithe in 1614.

The school was built on the original site of St Paul's school, and currently serves the three local parishes, St Mary's, Holy Trinity and St Katherine's. The current Peter Hills School was named and opened in 1982 after the amalgamation of the two schools St Paul's and St Mary's, St Mary's was originally sited at the Rotherhithe Tunnel roundabout area.

Rotherhithe is a quaint village, with a cobbled street along the Thames on which the Mayflower pub is sited. It was from this location that the Pilgrim Fathers set sail in 1620.

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Parishes

The school covers three parishes, St Mary's, Holy Trinity and St Katharine's. There is a close relationship between the first two parishes which border the school, and Fathers Mark and Andrew respectively are on the Governing Body. There is a daily act of worship and Eucharist is held every week in the school.

The school works closely with the Southwark Diocesan Board of Education (SDBE) and takes advantage of the range of training and support provided to schools in the Diocese.

Links to the community

Visitors to Peter Hills invariably comment on the calm, friendly atmosphere in the school. Children are generally well behaved and well-mannered and parents are supportive. It is a haven for learning.

Peter Hills is a voluntary aided Church of England Primary School, and receives funding from Southwark Authority and the Church of England. It also receives support from Southwark local authority, through an adviser and support services.

There is a close community in the Rotherhithe area and the diversity of the area is reflected in the school roll and school activities.

Altogether the school has places for 237 children aged 3 to 11 years. Our nursery is full time which incurs a charge of £20 per week per child which includes a hot school dinner.

Our school is fortunate in having pupils who come from a wide variety of social and cultural backgrounds. The children speak a variety of languages and bring to the school, experiences and knowledge from different parts of the world.

We have a very committed and active School Council, who support the Head teacher's and Governors work in and for the school. School Council is made up of two representatives from each class, who meet regularly to discuss issues and help the head teacher to improve the provision for all the children.

There is a breakfast club and a range of after school activities.

School site

Peter Hills is a one form entry school. It is housed in a modern building and significant building work has been undertaken in the last two years to update and extend the facilities. There is a Community Room and Pupil Development Centre.

The school has a large sports field on site, an astro turf and three playgrounds – all of which is unusual in central London.

The School's Mission Statement

Peter Hills School endeavours to give a rich and diverse education encompassed by Christian values, where children develop a lasting enthusiasm for learning. To achieve this, the school will:

- Help the development of Christian faith and values through teaching, worship and learning about each other.
- Provide a high standard of education which is inclusive, rich, varied and ensures that children are empowered to develop their individual skills and talents.
- Provide a safe, caring and stimulating environment where every child is valued and has equal access to the curriculum on offer.
- Have and display clear guidelines as to acceptable and unacceptable behaviour for all members of the school community.
- Will provide clear links and lines of communication between pupils, parents/carers, staff and the wider community.

Ofsted's view

Our most recent OFSTED rated our performance on community cohesion as good – see <http://reports.ofsted.gov.uk/provider/files/2230209/um/100837.pdf>. They said that:

- Pupils are passionate about reading and do so widely and often.
- Teaching is consistently good and a small proportion is outstanding. This is as a result of well-planned activities which challenge pupils of all ability levels.
- Pupils are given very clear feedback and are helped by staff to understand how to take responsibility for developing their own learning. Time is given for one-to-one feedback reviews which pupils value in supporting their learning.

Pupil Numbers and Performance

The table below sets out information on the school, and pupil performance in 2014:



Number of pupils on roll	226
Number of full time equivalent pupils	226
% pupils with SEN support or on School Action Plus	21.2%
% pupils with English not as first language	20.4%
% pupils qualifying for pupil premium	39.4%
% pupils eligible for free school meals	17.7%
% attendance	94.4%

KS2 test results and progress	All pupils	Middle attainers
Pupils eligible for KS2 assessment	26	
% pupils achieving 3 or below in reading and maths and writing	19%	0%
% pupils achieving level 4 or above in reading and maths and writing	50%	50%
% pupils achieved level 4B or above in reading and maths and level 4 in writing	46%	43%
% pupils achieving level 5 or above in reading and maths and writing	12%	0%
% pupils making at least 2 levels of progress in reading	65%	71%
% pupils making at least 2 levels of progress in writing	96%	100%
% pupils making at least 2 levels of progress in maths	74%	71%
Average point score	26.4	

KS2 Subject level results	Reading test	Maths test	Grammar, punctuation and spelling test	Writing TA
Percentage achieving level 3 or below	35%	38%	38%	19%
Percentage achieving Level 4 or above	65%	62%	62%	81%
Percentage achieving Level 4B or above	58%	50%	54%	NA
Percentage achieving Level 5 or above	27%	27%	38%	19%

- Pupils feel safe and are able to explain how to stay safe in a variety of situations.
- Behaviour is consistently good around the school and in lessons. Pupils show each other a high degree of mutual respect and as a result work and play well together.
- The headteacher and deputy headteacher have provided strong leadership since the previous inspection.
- The school is valued by parents, staff morale is high and pupils have pride in their school.
- Leaders, managers and governors have brought about improvements in achievement, teaching, behaviour and leadership and management since the previous inspection.

Person Specification



Qualifications and experience

Essential	Desirable
Qualified teacher status	National Professional Qualification for Headship (NPQH)
Honours degree or equivalent	2:2 or above
3 years senior leadership experience in a Primary School as Deputy Head Teacher or Head of School	Current Primary School Head Teacher
Clear evidence of commitment to own professional development	

Teaching, Leadership and Management Skills

Essential	Desirable
Evidence of ability to support and build on the strong, inclusive Christian ethos and values of the school.	Personally committed Christian, practicing member of the Church of England.
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High aspiration, commitment and ability to implement strategies for achieving excellence by raising standards for all pupils.	
Commitment and ability to lead changes through innovation and empowering others to carry the vision forward.	A commitment to extend the school's extracurricular activities.
Understanding of and ability to implement effective performance management and fully develop the talent and ability of all members of staff.	
A strong record as a good classroom teacher with a clear understanding of what good teaching entails.	Experience of teaching across primary school age groups.
Understanding of how to use data to analyse the needs of all individuals and groups in the school.	
Experience of effectively evaluating and monitoring the quality of teaching and learning in order to raise pupil achievement.	
Up to date experience of strategically designing, delivering and developing the curriculum.	
Sound understanding of the management of financial, organisational and administrative matters of the school.	
Ability to delegate management and administrative tasks and monitor their implementation	

Personal Skills and Qualities

Essential	Desirable
Drive and desire to take the school to an outstanding level of achievement.	
Outstanding open communicator (both orally and in writing) with a range of stakeholders	
Proven track record of working with parents, staff and governors to raise aspiration and support the learning process.	Evidence of peer mentoring and sharing good practice among colleagues locally, regionally and nationally.
Approachable, accessible and flexible, able to accommodate and manage differing opinions and views.	
A respect for children with a deep commitment to nurture and fulfil the potential of every child.	
Ability to be an ambassador for the school, promoting it locally and raising its profile in and involvement with the wider community.	
Ability to work closely with the clergy and maintain strong links with the parish Churches to promote the richness and diversity of the School's life.	
Creativity, imagination, adaptability, resilience and compassion.	

In addition to the candidates' ability to perform the duties of the post, it is essential that the candidate has an up-to-date knowledge and understanding of safeguarding and children's welfare

Job Description



Providing professional leadership and working closely with staff, parents, carers, governors and the Local Authority, the Headteacher will lead the school with a clear vision for improvement and success and manage its resources to raise achievement and ensure the children receive the highest standard of education.

The Headteacher will lead the academic, spiritual, moral, social, emotional and cultural welfare and development of the children at the school.

As a Church of England School, the Christian ethos of the school will underpin all of this.

MAIN PURPOSE OF THE JOB:

- To be responsible for the leadership, internal organisation, management and control of the school, consulting others as appropriate
- To promote and safeguard the welfare of children for whom the school and Governing Body is responsible and those with whom they come into contact.
- Headteachers are required to carry out the duties set out in Part 9 of the School Teachers' Pay and Conditions Document.

SHAPING THE FUTURE

- Ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.

- Ensure that strategic planning takes account of the diversity, values and experience of the school and the community at large.
- In partnership with the Governing Body ensure the whole school community is kept up to date with educational initiatives.

LEADING TEACHING AND LEARNING

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Establish creative, responsive and effective approaches to learning and teaching
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Implement strategies which ensure high standards of attendance
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge underperformance at all levels and ensure effective corrective action and follow-up
- Determine and ensure the implementation of a policy for the pastoral care of the pupils while ensuring that the standard of behaviour and attendance of the pupils is acceptable.

DEVELOPING AND SUSTAINING THE CHRISTIAN ETHOS

- Ensure the values of the school and the vision and mission statements are embedded throughout school life;
- Preserve and develop the religious character of the school in accordance with the principles of the Church of England by providing leadership within a Christian context
- Ensure the provision of religious education in accordance with the policy of the Governing Body and have regard to the Church of England character and foundation of the school, and not do anything contrary to the interests of this foundation
- Promote a suitable system of guidance, support and pastoral care for pupils and staff, including liaison with parents/guardians, the Church and outside agencies;
- Develop and maintain positive relationships and links with the clergy, local parish and with external agencies, the Diocesan Board and Local Authority;
- Use Biblical, age appropriate daily worship and the school environment to enhance and develop the Christian nature of the school;
- Demonstrate a living Christian faith;
- Demonstrate an understanding of other faiths and acknowledgement of diversity.

DEVELOPING SELF AND WORKING WITH OTHERS

- Keep abreast of educational developments nationally and advise governors on implementation.
- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Report to the Chair of Governors annually on the professional development of all teachers at the school and advise the Governing Body on the adoption of effective procedures to deal with under-performing teachers
- Regularly review own practice, set personal targets and take responsibility for own personal development by participating positively in arrangements made for the appraisal of Headteacher performance
- Manage own workload and that of others to allow an appropriate work/life balance
Ensure that all staff are fully aware of safeguarding procedures and that these are rigorously implemented.

MANAGING THE ORGANISATION

- Manage and encourage a working environment conducive to excellent staff relations and high staff morale.
- Create an organisational structure that reflects the school's Christian values, and enable the management systems, structures and process to work effectively in line with legal requirements
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities

- Manage the school's finance, people and environmental resources effectively and efficiently to achieve the school's educational goals and priorities
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives;
- In collaboration with governors, plan, manage and monitor the budget, setting appropriate priorities for expenditure, allocating funds, and ensuring effective administration and control.
- Be proactive in procuring additional funding and grants for specific target areas.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals for the school
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provides value for money;
- Use and integrate a range of technologies effectively and efficiently to manage the School.

SECURING ACCOUNTABILITY

- Fulfil commitment arising from contractual accountability to the Governing Body
- Develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the Governing Body to enable it to meet its responsibilities, providing information and accurate accounts of the school's performance to a range of audiences including governors, parents and carers

- Ensure that parents and pupils are well informed about attainment and progress and are also able to understand targets for improvement
- Reflect on personal contribution to school achievement and take account of feedback from others.

STRENGTHENING THE COMMUNITY

- Develop and promote a school culture which takes account of the richness of diversity, and challenge prejudice.
- Ensure learning experiences for pupils are linked into and integrated with the wider community;
- Ensure a range of community-based learning experiences;
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development;
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community;
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
- Cooperate and work with relevant agencies to protect children.
- Take an active role within the Diocesan Headteacher community.

OTHER

- The Headteacher will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Governing Body and Local Authority.

