



Headteacher Recruitment Pack

Ravenbank Primary School

Closing Date: Friday 26th January 2024 1pm

Interview Date: Wednesday 7th February 2024 and Thursday 8th February 2024



Headteachers Recruitment Pack

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Ravenbank Primary School

is a proud member of

The Beam Education Trust

The Beam Trust was established in 2021 with the aim of celebrating the individuality of our member schools and working collaboratively to achieve educational excellence. By sharing expertise and innovative educational practises we offer high quality education which is accessible to every child.

The Beam Trust is a family of schools where staff and children are valued and respected. We believe in personal development for all and aim to provide Trust wide training and support through strong leadership and collaboration.

We have strong links with our local communities and value the benefits that this brings to our children and staff. Schools within the Beam Trust offer enrichment and extra-curricular activities with a wide variety of opportunities and experiences for our children, and their families. We aim to develop each child's resilience, independence, social and emotional skills, in safe and inspiring environments, so that they are prepared for the next stages of their education and are able to live happy and fulfilled lives.

Clare Swann

Chair of Trustees





Welcome to Ravenbank Primary School





Dear Candidate

Thank you for your interest in the post of Headteacher at Ravenbank Primary School.

This is a happy, friendly and vibrant school with a committed staff and pupils who are keen to learn and are proud of their school.

We are looking to recruit a leader with vision, resilience and an optimistic outlook. You will be working with high calibre colleagues in the school, and across the Trust team, to support the school to build on its current successes.

Ravenbank Primary School was judged by Ofsted to be 'Good' in February 2023. The report commended the high expectations that leaders have for all pupils, including those with special educational needs and/or disabilities (SEND). Also, how staff strive to ensure that pupils achieve their very best. Pupils live up to these expectations and achieve well. Additionally, how the pupils relish the opportunity to work and play in the muddy school grounds.

The School is an integral part of Lymm village life and you will find a deeply committed community that will respond enthusiastically to your Headship.

You will be fully supported by the other Headteachers within The Beam Trust, the CEO, the CFO/Trust Business Manager and a services team who deliver financial support, policy support, HR, Employment Law and Health and Safety. You will have the support of an effective, forward thinking Trust Board and Local Governing Board, who are committed to providing high quality education in an aspirational learning environment.

We are delighted to present Ravenbank Primary School and The Beam Trust as an opportunity to progress your career and make a real difference to an engaged community.

We encourage all candidates to visit the school. Please take the opportunity to meet with us to fully appreciate the potential of this role.

With kind regards

Gill Marsland
CEO, The Beam Trust

Lucy Glover
Chair of Governors,
Ravenbank Primary School



ABOUT **RAVENBANK PRIMARY SCHOOL**



Ravenbank Primary School is a thriving and successful school in the pleasant village of Lymm, Cheshire.

At Ravenbank Primary School there are 14 classes from Reception to Year 6 with approximately 409 pupils attending.

We are very proud of our school and all that it stands for. This is summarised in our mission statement, 'Working together to achieve success.' Our expectations are high and we want all our children to develop to their full potential. This means providing exciting, inclusive lessons so they make the best progress they can in their studies as well as providing guidance and support so they can develop as happy, well-balanced individuals who can make the right decisions for themselves.

Visitors often comment on the warm and friendly atmosphere in our school and, of course, how busy it is. The wealth of visits out of school, after school clubs and visitors into school all add to the enriched curriculum we offer and help pupils to make the most of their learning. The residential visits for our pupils are particularly important, not only for developing independence and confidence, but for building lasting memories of their school days.

We are proud of our inclusive school and all its achievements; these are the result of hard work by both children and staff alike. We value home/school partnerships and there are many opportunities for everyone to be involved with many aspects of school life.

We believe passionately in nurturing our children's growth, learning and developing a positive attitude to work and life. With our whole school family, we devised our core values that we live by: Friendship, Respect, Perseverance and Trust. These values underpin all that we do, applying equally to governors, staff and children alike.

Ravenbank Primary School has an excellent reputation in the local area and cherishes the role it plays at the heart of life in the village. The children are encouraged to take a leading role in making a positive contribution through charity work, fundraising and being involved in projects in our locality.



PARENT AND CHILDREN'S QUOTES ABOUT RAVENBANK PRIMARY SCHOOL

I could not ask for a more supportive, well rounded education for my children. This school provides building blocks for life.

My child loves the opportunities the school presents and the different clubs.

I have highly recommended the school to friends as they have been a wonderful support to my son.

Thank you so much for an excellent reception for my child. She has loved it and we really look forward to the next 6 years.

Just a quick message to say thank you for all you have done for my child this term. He adores school and that is down to you all, so thank you so much. He is doing so well and we are really proud of him. Thanks for all you do and the wonderful learning environment you all create.

I love how enthusiastic the staff are. They help you with anything and check up when you are sad or angry.

Ravenbank is amazing because there is lots of space to play. All of Ravenbank's teachers and teaching assistants are all so kind, they take care of you when you're hurt and they teach you very well. When I first joined Ravenbank I didn't know that much, but now I know everything!

I've really enjoyed the amount of friends that you can make. I've made friends with someone from Slovakia and Ukraine. There is also a wide range of activities which everybody is included in.

I love how everybody is so friendly and how we all work together to achieve success in the classroom and on the playground.

I like this school because the staff care for the children especially ones with special needs; they are always trying to make you better by pushing you beyond your limit. When there is an argument, teachers listen to both sides of the story to find a fair solution. Children in Ravenbank are especially kind and caring towards others and always make sure no-one is ever left out or upset.



THE ROLE HEADTEACHER



ABOUT THE ROLE

We would like to meet candidates who can provide strategic leadership to ensure the continued success of the school whilst balancing the external challenges facing all schools such as changing Ofsted priorities, fairer funding, a wider curriculum and the national reduction in birth rate.

A successful candidate must be able to demonstrate their ability to manage day to day issues whilst achieving their broader leadership goals.

We are looking for candidates who have the ability to develop and stretch a highly capable team of staff in school, work with and call on the support from the wider Trust community as appropriate. Managing the support and challenge from Parents, Governors, Teachers, Support staff and Trust colleagues is a key aspect of the role and one which we believe makes the role both rewarding and offers professional development.

Above all, we want someone who will continue to champion the values of the school and ensure that Ravenbank continues to improve and thrive within the community.

WHAT WE CAN OFFER

You will be Headteacher of Ravenbank Primary School and a member of the Trust leadership team and be fully supported by the Trust CEO. You will work alongside a CFO/Trust Business Manager and a Central Services Team who deliver financial support, policy support, HR, Employment Law and Health and Safety.

The school is part of the Beam Trust which works closely together and presents significant opportunities for professional and leadership development.

You will have the support of an effective forward thinking Local Governing Board, committed to providing high quality education in an aspirational learning environment.



Ravenbank Primary School – Development Plan 2023-24

Priority 1: To further improve the impact of the curriculum with a particular focus on:

- Ensuring that the high quality curriculum is consistently implemented in all year groups
- Embedding the effective use of assessment of end points across the curriculum to ensure children are knowing more and remembering more and any gaps in learning are addressed
- Ensuring that the new EYFS curriculum is ambitious, coherently planned & sequenced

Priority 2: To further improve outcomes with a focus on:

- **Reading**
Ensuring that children at the early stages of reading have secure phonics knowledge and any gaps are swiftly addressed
- **Writing**
Ensuring that the writing curriculum is ambitious for all and impacting on the quality of writing across the school
- **Maths**
Ensuring that the new maths scheme is ambitious, coherently planned & sequenced and securing concepts and skills for our children over time

Priority 3: To further improve behaviour & attitudes with a focus on:

- Introducing a school-wide reward system
- Ensuring highly effective support plans are consistently understood & applied for children who struggle to self-regulate

Priority 4: To improve children's understanding of fundamental British values & different faiths

Ravenbank Primary School – School Development Plan 2023-24 - Key Priorities and Associated Success Criteria

| SDP Priority 1: To further improve the impact of the curriculum with a particular focus on: <ul style="list-style-type: none"> Ensuring that the high quality curriculum is consistently implemented in all year groups Embedding the effective use of assessment of end points across the curriculum to ensure children are knowing more and remembering more and any gaps in learning are addressed Ensuring that the new EYFS curriculum is ambitious, coherently planned & sequenced | |
|--|--|
| Key Strategies to secure success | Success Criteria |
| <p>Ensure that all staff are following the unit plans set out by subject leaders.</p> <p>Subject leads to monitor books, take part in learning walks and pupil voice to ensure curriculum coverage.</p> <p>Discussions between subject leaders and individual year groups around curriculum content and coverage adaptations where there are barriers to learning.</p> <p>Ensure there are knowledge progression documents that highlight prior and future knowledge for each subject to show how the children are building schema over time.</p> <p>Organise CPD to upskill staff on using retrieval practice to help children know and remember more.</p> <p>Regularly implement retrieval practice strategies across the curriculum.</p> <p>Subject leads to develop end points (key learning) for their units and ensure that planning leads up to this.</p> | <p>Intended plans set out by subject leads match the work taught to children as evidenced in books/other means of recording.</p> <p>Children know more and remember more about the key knowledge on intended plans.</p> <p>Staff are using retrieval practice regularly across the curriculum.</p> |
| Actions Autumn Term | Impact |
| <ul style="list-style-type: none"> Organise CPD on retrieval practice. Year group teachers to check the curriculum overviews on the website and update them to ensure it matches with the plans provided by subject leads. Ensure that activities being taught match the intended learning outcome through a book look. Ensure there are knowledge progression documents for each subject that highlight prior and future knowledge for each subject for units being taught during Autumn. | |
| Actions Spring Term | Impact |
| | |
| Actions Summer Term | Impact |
| | |

SDP Priority 2: To further improve outcomes with a focus on:

- Reading
Ensuring that children at the early stages of reading have secure phonics knowledge and any gaps are swiftly addressed
- Writing
Ensuring that the writing curriculum is ambitious for all and impacting on the quality of writing.
- Maths
Ensuring that the new maths scheme is ambitious, coherently planned & sequenced and securing concepts and skills for our children over time

| Key Strategies to secure success | Success Criteria |
|--|---|
| <ul style="list-style-type: none"> ● Create a programme of monitoring and support across the Reading, Writing and Maths curriculums. ● Research evidence-based strategies and ensure teaching is in line with this. ● Raise standards in teaching by auditing CPD needs and delivering training where applicable. ● Ensure there are frequent opportunities for writing across the curriculum in all year groups. | <ul style="list-style-type: none"> ● Improved outcomes that are in line with pre-pandemic outcomes and are above local and national averages ● Attainment gaps are reduced for PP children ● SEN children make secure progress from their individual starting points |
| Actions Autumn Term | Impact |
| <ul style="list-style-type: none"> ● Create a schedule for monitoring Writing and Maths. ● Writing learning walk to identify possible CPD focus. ● Share expectations of medium-term planning with support to implement in Autumn 2. ● Create action plan as a result of RWI development day to direct Phonics provision. ● Staff voice sought for Writing & Maths. ● Include frequent opportunities to promote a love of writing across the school. | |
| Actions Spring Term | Impact |
| | |
| Actions Summer Term | Impact |
| | |

SDP Priority 3: To further improve behaviour & attitudes with a focus on:

- Introducing a school-wide reward system

- Ensuring highly effective support plans are consistently understood & applied for children who struggle to self-regulate

| Key Strategies to secure success | Success Criteria |
|--|--|
| <ul style="list-style-type: none"> CPD for all staff: whole school behaviour management policy and practice to ensure consistency in practice across school; Restorative Practice second round of training for MDAs/other staff; Tom Bennett training feedback; SEMH training for all staff from Oakwood Hub; other behaviour training requests e.g Circle Time / Social Stories Monitoring of practice across school in liaison with LT / SENDCO Communication with all stakeholders so everyone is updated with current policy, practice and expectations Build capacity across school so all staff feel confident in using consistent behaviour management strategies - whatever their role and incorporating feedback from the staff wellbeing team CPOMS tracking and monitoring Pupil and staff voice around a new whole school reward system i.e HousePoints or alternative / decision about new rewards Regularly reviewing and evaluating policy and practice at staff meetings Annual refresher training planned | <ul style="list-style-type: none"> All staff will have attended training or requested additional support All staff being consistent across school by following the Behaviour Policy and using the same language and strategies with all children (SEMH children will follow a bespoke plan - led by SENDCo) All staff will take responsibility for their CPD requests Children's behaviour will improve across school, including in communal spaces e.g. corridors, hall, outside etc. CPOMS highlights the nature of behavioural needs and actions taken to support them Children are excited and motivated by a new reward system All staff feel confident in managing behaviour, class and individual, resulting in fewer incidents of inappropriate behaviour and increased staff wellbeing Annual refresher training is scheduled |
| Actions Autumn Term | Impact |
| <ul style="list-style-type: none"> Whole staff CPD Behaviour Policy training Tom Bennett training: leaders and teaching staff - disseminate information to staff MDA Restorative Practice training SEMH visits a) observing SEMH children / supporting plans b) whole staff SEMH training New SENDCo to advise & support with individual support plans for SEMH children Monitor consistency in which the behaviour policy is used including CPOMS logs Complete a behaviour walk & pupil voice | |
| Actions Spring Term | Impact |
| | |
| Actions Summer Term | Impact |
| | |

| SDP Priority 4: To improve children's understanding of fundamental British values & different faiths | |
|---|---|
| Key Strategies to secure success | Success Criteria |
| <ul style="list-style-type: none"> To ensure more regular coverage of fundamental British values and different faiths within assembly time, PSHE lessons and displays around school. To support staff members in feeling confident when teaching about fundamental British values and different faiths. To audit the resources school has to support the teaching of fundamental British values and different faiths and address any gaps. | <ul style="list-style-type: none"> Children will be able to confidently talk about fundamental British values and different faiths in pupil voice sessions. Staff are using all opportunities to promote fundamental British values and different faiths within their classroom practice. |
| Actions Autumn Term | Impact |
| <ul style="list-style-type: none"> To include fundamental British values and to include different faiths on the monthly assembly rota. To check that the teaching of fundamental British values are included in the PSHE curriculum. To raise awareness of opportunities to promote fundamental British values and different faiths within day to day practice amongst all staff members https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf | |
| Actions Spring Term | Impact |
| | |
| Actions Summer Term | Impact |
| | |

VISION

Celebrating individuality and working collaboratively to achieve educational excellence.

Collaboration

Ambition

Respect

Innovation

Trust

EDUCATION DEVELOPMENT

Curriculum development: To further improve the quality of education across The Beam Trust by ensuring each school's curriculum, including reading, writing and maths, has clear and explicit progression of knowledge and is designed to be delivered with pedagogy that ensures all children are learning more and remembering more over time.

Early Years Foundation Stage: To utilise the strengths within The Beam Trust to further improve outcomes for Nursery and Reception children.

Achievement for all: To embed achievement for all children; ensuring research and evidence based approaches are implemented with rigour to support Pupil Premium (PP) children and children with Special Educational Needs and Disabilities (SEND) to achieve their full potential.

Phonics and early reading: To further develop the quality and consistent pedagogy in the teaching of early reading in each school. Ensuring that all children gain secure phonics and early reading skills, addressing any gaps in a timely manner.

Well-being: To further develop children's attitudes to learning through their resilience, independence, social and emotional skills.

PEOPLE DEVELOPMENT

Workforce development, talent mapping and succession planning: To further build The Beam Trust's training and Continual Professional Development (CPD) offer; to support career pathways and progression and build capacity to deliver our objectives and grow. Mapping talents, skills and interests and planning succession.

Well-being: To further develop and embed mechanisms and approaches across our Trust schools that are effective in supporting our staff wellbeing, ensuring consistency of care and support for all.

Governance: To further build governors and trustees key roles in the development of the vision, values and strategy of the Trust. Ensuring that they are positively impacting the organisation at all levels. Effectively holding leaders to account for the quality of education, management of resources and supporting the vision, values and strategy.

BUSINESS DEVELOPMENT AND PARTNERSHIPS

Finances: To further embed financial systems and processes in each school.

Financial efficiencies: Increase financial efficiencies across the Trust by reviewing all School Level Agreements (SLAs).

Growth: To build capacity and core offer to enable growth. Agreeing a growth strategy to ensure the Trust will be strong in line with expectations in the White Paper.

Frictionless business systems: To improve the integration, administration and management of key business systems. Improving the quality of data, reporting and ease of presentation.

Audit and Reporting Strategy: Implement systems and processes to accurately record and report on key data; assisting compliance monitoring in areas of health and safety, estates and safeguarding.

Estate management: To develop systems and processes to manage The Beam Trust's estate efficiently and effectively.

Partnerships: To build on existing partnerships and create new relationships with trusts and hubs.

IT: To consolidate and harmonise IT platforms, applications, services and offerings ensuring best value for money across the Trust.



HEADTEACHER

2 form entry Group 3 Primary School /L11-24/1st September 2024 start date

We are looking for a Headteacher to join our team to build on the school's success and continue to strengthen the outcomes of all of our pupils.

Ravenbank Primary School is a happy, friendly and vibrant school with a committed staff and pupils who are keen to learn and are proud of their school. This popular, 2 form entry primary school is in the historic village of Lymm, Cheshire with 409 pupils on roll.

Please note, due to the national falling birth rate there is currently a consultation in place to reduce Ravenbank's PAN from 60 to 30 in 2025/26.

We are looking for a leader with vision, resilience and an optimistic outlook. You will be working with high calibre colleagues in the school, and across the Trust team, to support the school to build on its current successes.

The Beam Trust and Ravenbank Primary School have high expectations and seek continuous improvement. We adopt a child-centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential. We work closely as a team with parents and families to enable the children to enjoy learning, achieve success and become contented and fulfilled young people. We are committed to developing high self-esteem and respect for one another.

You will be a member of the Trust Leadership Team and work alongside the Trust CEO, CFO/Trust Business Manager and a central services team who deliver financial support, policy support, HR, Employment Law and Health and Safety.

You will have the support of an effective, forward thinking Local Governing Board, committed to providing high quality education in an aspirational learning environment.

The school is part of The Beam Trust, a 4 school Trust based in Cheshire, which presents significant shared working and opportunities for professional, and leadership development.

We welcome applications from ambitious, experienced and aspirational leaders who recognise the benefits of joining a strong learning community. A Headteacher who will contribute to our aim of achieving excellence in all that we do.

We encourage all candidates to visit the school to arrange this, please contact Ravenbank's Office Manager, Claire Welsby at ravenbank.officemanager@thebeamtrust.co.uk. Please download the recruitment pack from either Ravenbank Primary School, Oughtrington Primary School, Statham Primary School and Nursery, Thelwall Infant School and Nursery or The Beam Trust's website.

Closing date: Friday 26th January 2024 1pm

Shortlisting: Tuesday 30th January 2024

Interviews: Wednesday 7th and Thursday 8th February 2024

Applications should be returned to recruitment@thebeamtrust.co.uk

JOB DESCRIPTION

| | |
|------------------|---|
| JOB TITLE | Headteacher |
| RESPONSIBLE TO | CEO, Local Governing Body and the Beam Trustees |
| SUPERVISES | Teaching and non-teaching staff |
| LEADERSHIP RANGE | L11 - 24 |

STRATEGIC PURPOSE

The Headteacher provides the professional leadership and management of the school, ensuring its success and ongoing improvement, high quality education and personalised learning for all its pupils. They will create high standards and achievement in an environment which promotes the care and self-esteem of all.

To ensure that all colleagues share the vision, values and mission of Ravenbank Primary School and The Beam Trust. To commit to work together to deliver the highest standards of education for the children and young people in our communities, engaging in professional opportunities and cross-Trust collaboration relevant to their roles.

VISIONS & VALUES

The Headteacher will model the School's values and Trust's values of Friendship, Respect, Perseverance and the Trust's values of Collaboration, Ambition, Respect, Innovation and Trust. Securing the School's mission statement of 'Working together to achieve success' and the Trust's vision of 'Celebrating individuality and working collaboratively to achieve educational excellence'.

The Headteacher will uphold the Nolan principles for all public office holders.

MAIN RESPONSIBILITIES

STRATEGIC LEADERSHIP

- Accountable for leading and delivering sustained improvement of outcomes for all pupils.
- Work with the leadership team, the CEO and the Local Governing Board to develop, deliver and monitor a robust improvement plan with a clear vision for the school
- Put systems in place, in line with the Trust's Improvement Plan, to secure rigorous lines of accountability for pupil outcomes
- Ensure that all leaders are developed

STRATEGIC LEADERSHIP *(CONT...)*

- Manage an effective performance management process for all staff
- Contribute to system leadership, school to school support and the wider work of the Trust
- Grow and support the school team

SCHOOL CULTURE

- 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 there is a strong safeguarding culture throughout School

TEACHING

- 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 all types of assessment to inform high quality teaching

CURRICULUM AND ASSESSMENT

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- 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 to teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

BEHAVIOUR

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff, pupils and parents/carers
- ensure high standards of pupil behaviour and courteous conduct in accordance with the School's behaviour policy

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BEHAVIOUR *(CONT...)*

- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen
- support all staff to manage behaviour to the expected standards

ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- 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 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
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

PROFESSIONAL DEVELOPMENT

- ensure all 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

- 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

- 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

- forge constructive relationships beyond the School, working in partnership with parents, carers and the local community
- work in a trusting, supportive and transparent way with other Schools in The Beam Trust
- 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

- 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

ADDITIONALLY

To ensure that all activities are undertaken safely and to report any unsafe practices or conditions identified as soon as possible to a senior manager

To actively promote the safeguarding and welfare of pupils at all times

Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the CEO/Trustees up to or at a level consistent with the Main Responsibilities of the job.

PERSON SPECIFICATION

THE FOLLOWING ARE ESSENTIAL CRITERIA FOR THIS POSITION AND SHOULD BE EVIDENT IN YOUR APPLICATION:

- Qualified Teacher status with evidence of continual professional development
- Experience at a leadership level
- Track record of raising educational standards
- Demonstrated commitment to inclusion and safeguarding
- An articulated philosophy of education
- Experience of managing budgets and resources
- Commitment to upholding the values and mission statement of Ravenbank Primary School and The Beam Trust
- Ability to work collaboratively across Ravenbank Primary School and The Beam Trust
- Ability to inspire and enthuse children and adults



HOW TO APPLY

We encourage all candidates to visit the school to arrange a visit, please contact Ravenbank's Office Manager, Claire Welsby at ravenbank.officemanager@thebeamtrust.co.uk

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We put the highest priority on keeping our children safe. Applicants for the post will be subject to stringent vetting and induction processes; including an enhanced DBS and an online search.

GOOD LUCK!





Ravenbank Primary School, Pepper Street, Lymm,
Cheshire, WA13 0JT.

Tel: 01925 753926

www.ravenbankschool.co.uk

