



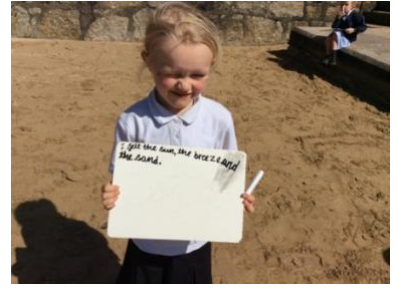
MOUSEHOLE SCHOOL

HEAD TEACHER'S RECRUITMENT PACK



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Letter from the chair of the local governing body

Dear Applicant.

On behalf of the Local Governing Body, I would like to thank you for the interest you have shown in applying for the post as Headteacher of Mousehole School.

We are looking for a dynamic motivational leader who is also caring and approachable. Someone who has the skills to lead our already successful school into its next phase of development and build on the considerable work already completed to create a fun and extensive curriculum, within statutory guidelines.

Mousehole School is an integral part of our small village community. Much of our teaching reflects this, making use of our unique and bounteous environment, including the harbour, beach and local countryside. We also have an excellent working relationship with various community organisations including Paul Church and the Solomon Browne Hall.

We are lucky to have a stable dedicated staff, with teachers and teaching assistants working cooperatively as an effective team. It is important to us as Governors that the new Headteacher is able to work alongside them and continue to ensure that they feel supported and rewarded, whilst being led by a decisive and creative leader.

Our team of Governors look forward to working with the appointed candidate. We will offer both support and encouragement and would hope to develop a productive working relationship. Our members include those with considerable expertise, and we are all enthusiastic in furthering the development of the school.

Our highly successful Academy Trust provides excellent guidance and support. There are plentiful opportunities for Professional Development along with an effective system of collaboration and cooperation between the schools. There is a successful system of peer support and review for the Headteachers.

The pupils at Mousehole school totally reflect our values of confidence, respect and a love of learning. The values are real, not words. There is a happy family ethos throughout the school and the children are well behaved and responsive. They value the school and the opportunities it provides and have very positive attitudes to school life with good attendance patterns and no exclusions for many years.

I hope this has given you an insight into the school. We are justifiably proud of it and hope you feel excited at the prospect of joining us. You are most welcome to arrange a visit by contacting the school office, enabling you to meet the staff and children accordingly. We look forward to meeting you,

Yours sincerely

Linda Hodgson
Chair, LGB Mousehole School.

A welcome note from the chair of the trustees

Thank you for your interest in this opportunity to join the Truro and Penwith Academy Trust.

We are proud of our Academy Trust and what has been achieved since it was established early in 2014. During a sustained period of growth, the Trust has expanded and now includes twenty nine schools with Trewirgie Infant school having joined us in the Summer of 2021. The Trust encompasses provision across the nursery, primary and secondary phases of education with schools grouped into three main clusters.

In January 2019, the Trust was highly praised in a summary evaluation visit by Ofsted. The findings confirmed that the Trust is one that schools want to join. It was acknowledged that there is high quality support within the Trust for schools and that Headteachers feel supported and empowered.

The Trust is innovative and dynamic and works in partnership with the Cornwall Teaching School and its associates to provide bespoke school support and effective improvement activities. Staff receive high quality development opportunities and schools in the Trust benefit from the considerable expertise of Truro and Penwith College which can help to identify cost effective and local solutions as well as supporting excellent leadership and governance.

Central to everything that is done in the Trust are the students. We firmly believe in equality and the importance of encouraging and helping every one of our children and young people to achieve their full potential. Our key focus is on improving learning and teaching for all.

We recognise and encourage the local distinctiveness and the individuality of schools and hope to inspire them to become beacons of hope and aspiration in the communities they serve.

The Trust is looking for an exceptional candidate with vision, energy and determination, who is able to work with committed and supportive colleagues to build on this success and seize opportunities to further develop the Trust and deliver first class education in Cornwall.

If you have the ambition and qualities to take on this challenging role we look forward to receiving your application.

Ellen Winsor MBE

Chair of the Board of Trustees

Truro and Penwith Academy Trust



Welcome to Mousehole School

This information pack will provide you with an insight into our school and offer some practical information which will be of use to you as a prospective member of our school community.

Mousehole School is in a fabulous setting with excellent facilities and easy access to the most wonderful outdoor learning environments but what really makes it a great place to work is the people. The children are committed to learning and bring the most positive and enthusiastic attitudes to school with them. We have a very talented and conscientious staff team; we also have a supportive parent body and great links with the community.

We know that successful partnerships between home and school really help the children so we encourage parents and carers to play an active role supporting the school. We have always tried hard to welcome parents into the school for various events and are proud of our efforts to maintain these positive relationships through recent lockdowns and periods of home learning.

We look forward to meeting you and ideally showing you around our school. If this is not practical, our current head teacher is happy to meet remotely or answer any questions you have over the phone.

Our Vision and Aims

We aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life.

At Mousehole School we work hard to achieve a successful, happy, caring and stimulating environment where children are given the opportunity to reach their potential in all aspects of school life. We are very proud of our record for good academic achievement in the core subjects of English and maths and for our passion for creating an interesting and challenging wider curriculum offer. We believe that academic success begins with a safe, stimulating and varied school experience. We offer opportunities and learning experiences beyond the National Curriculum and beyond the classroom and belief that recent global events mean that our role in promoting a positive, caring community and good physical and mental health has never been more important.

We define our aims thus:

- *To pursue a creative, adaptable and forward-thinking approach to education which fosters a love of learning, a thirst for knowledge and is focussed on the best outcomes for children.*
- *To nurture children's confidence by promoting their independence. Children must believe they can achieve with and without support. They must be empowered and inspired to widen their educational opportunities and improve their life chances.*
- *To communicate shared values based on mutual respect in the interest of the whole community.*
- *To ensure an education of such high calibre and clear identity that all members of the community can feel pride in their school.*
- *To establish a detailed understanding of the talents, needs and personalities of all our children, ensuring our capacity to nurture and challenge every individual.*
- *Pursue collaborative opportunities and external support for families to improve the quality of education for the children of Mousehole School and beyond.*

Background information

Location: The school is in the village of Mousehole, in West Cornwall only a short distance from the picturesque harbour. The area is well connected by good road, rail and air links and offers a variety of amenities and many areas of outstanding natural beauty. The school enjoys making use of the harbour beaches and varied local habitats to enhance its curriculum delivery.

Accommodation: The original buildings have been at the heart of this beautiful village for over 100 years. The recent refurbishments and state of the art extension (finished in 2011) have created an excellent learning environment including comfortable classrooms, a large hall, a library, on-site kitchen, various break out rooms and a purpose-built Early Years block (including a large reception classroom, preschool room and two outside learning areas).

We also have a beautiful school field a short walk from the main site. The field is home to a community garden; a project started in early 2020 with the help of National Lottery funding and local volunteers. It is managed by a member of our support staff team who works closely with the Solomon Brown Hall and despite covid related challenges it now boasts a poly tunnel, vegetable beds, tool shed, fire circle, toilet and mains water supply. The field also has a really good sports pitch, stream and mature wooded area.

Other information: The school converted to academy status in November 2017 and joined the Truro and Penwith Academy trust and amalgamated with the onsite pre-school in March 2020. The school was last inspected by Ofsted in July 2013 and was judged to be good.



Class and staffing structure

Senior staff:

Chris Roynon - head teacher and maths lead

Katie Smith - Senior teacher and SENDCo

We have a really strong team of support staff with at least one person in each class on each day. We have an experienced full time business manager and part time school secretary in the office. We also have specialist teachers in music and yoga working with all children each week. We have four job shares employed on 0.6 FTE contracts which creates flexibility for PPA provision and release time for various leadership work.

Our catering and cleaning contracts are outsourced.

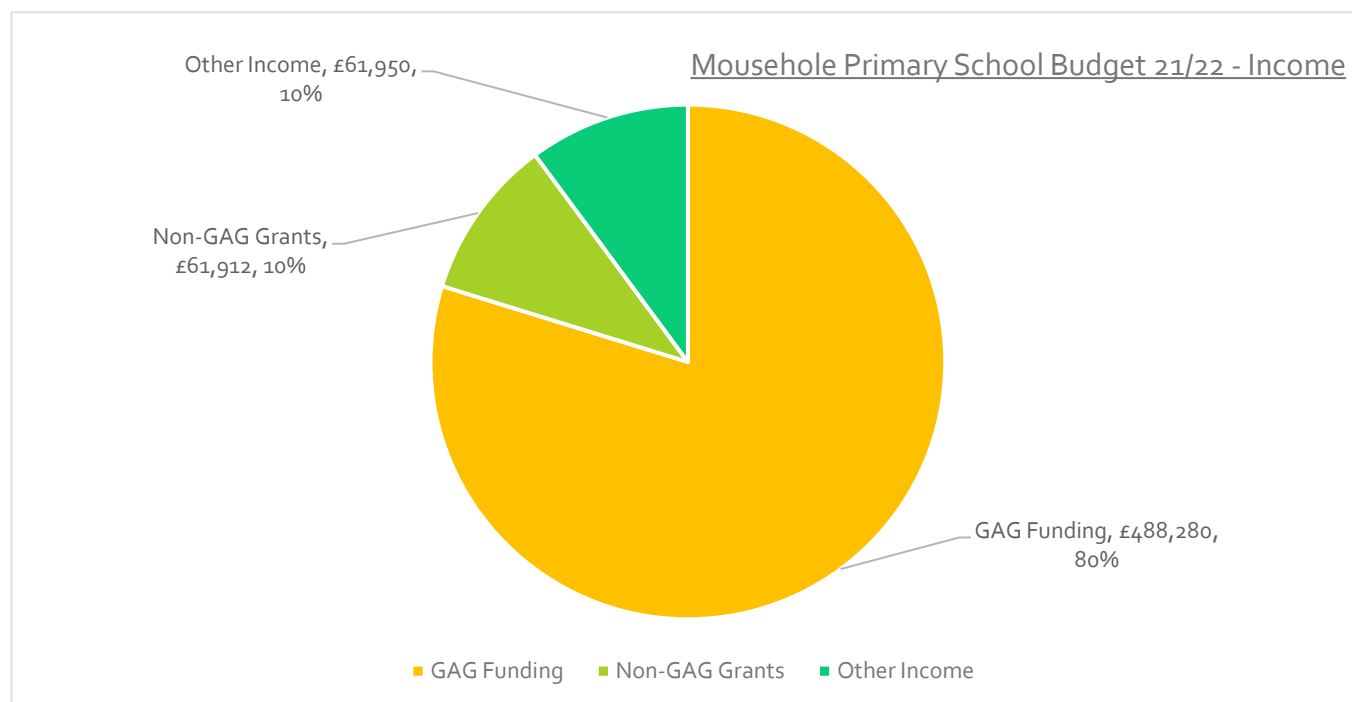
Early years		KS1	Lower KS2	Upper KS2
Mousehole Mice	Dinghy Class	Skiff Class	Lugger Class	Schooner Class
Kerry Kemp (manager)	Natasha Brookes Sian Williams (EY lead)	Emma Symons Estella St Pierre	Alex Mullaney (English and reading lead)	Katie Smith (SENDCo)
12 chd starting from 2years old	11 chd in reception year	28 chd in year 1/2	25 Children in year 3/4	32 children in year 5/6

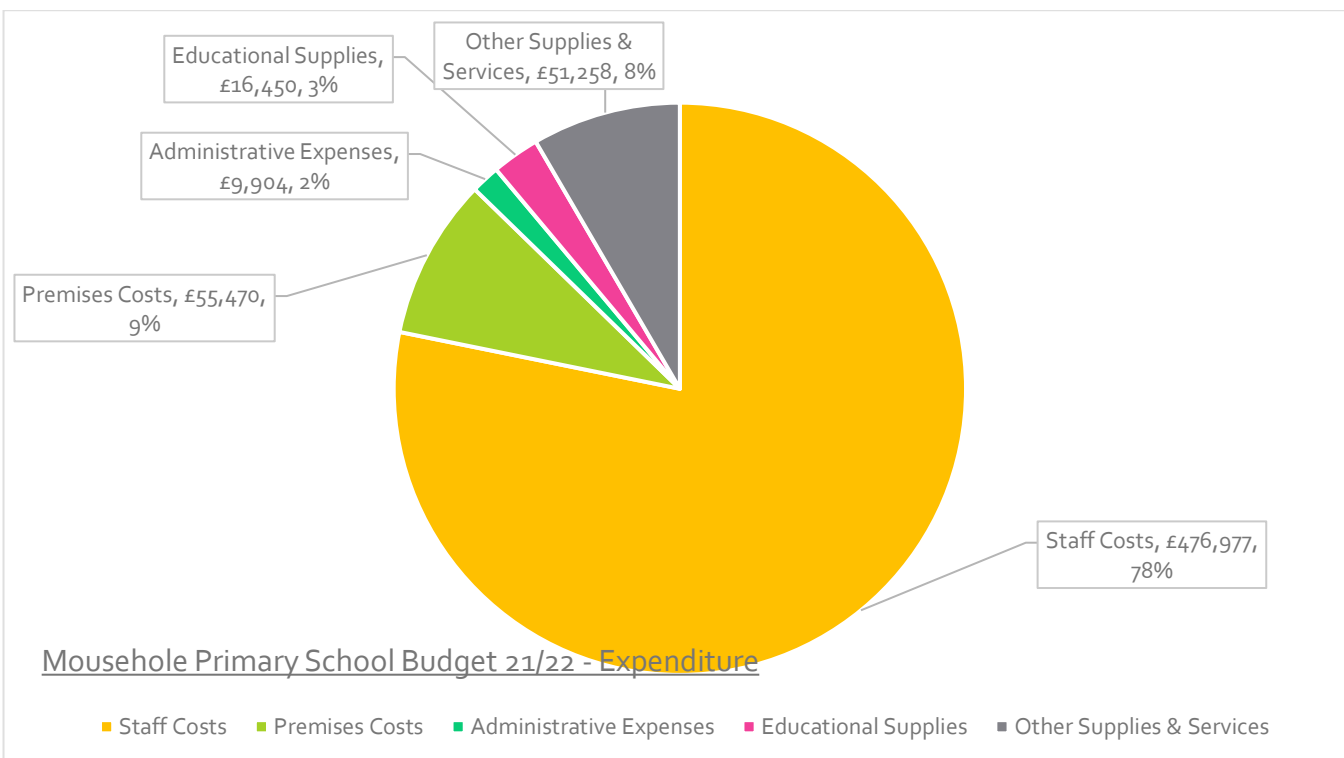
Finance

The school currently has 112 children on roll in 5 classes including the nursery.

The GAG for 21/22 is based on 95 pupils in years R to 6 20% of whom are eligible for Pupil Premium funding.

We currently have 12 children in the nursery including a mix of funded and unfunded places.





Job Description

HEADTEACHER: Mousehole School

Job Title:	Headteacher
Salary Range:	Leadership Pay Spine – L 7-L13
Location:	Mousehole School
Responsible to:	CEO TPAT
Direct Supervisory Responsibility for:	Senior Leadership Team, Teaching Staff, Support Staff

Shaping the Future:

The Headteacher will be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

Strategic Direction and Development of the School:

To work with the Governing Body to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context:

1. To formulate overall aims and objectives for the school policies for their implementation.
2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life.
3. To develop with staff, pupils, parents and governors policies relevant to the needs of the school
4. To implement the LGB's policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability and special educational needs.
5. Secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement
6. To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school
7. To ensure that the management, finance, organisation and administration of the school support its vision and aims
8. To ensure that policies and practices take account of government legislation, national, local and school data and inspection research findings
9. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary
10. To arrange for a deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher's functions at any time when absent from school.

Leading and Teaching

To work with the staff and governing body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement. To teach a class for 0.2fte.

1. To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe & healthy school environment
2. To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
3. To ensure that learning is at the centre of strategic planning and resource management
4. To establish creative, responsive and effective approaches to learning and teaching
5. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
6. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community
7. To be able to implement strategies which secure high standards of behaviour and attendance
8. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
9. To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils
10. To monitor evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken.
11. To fulfil the Headteacher's duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education
12. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act.

Leading and Managing Staff

To lead, motivate, support, challenge and develop staff to secure improvement:

1. To participate in the selection and appointment of teaching and non-teaching staff of the school
2. To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils
3. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance
4. To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement
5. To assess whether a teacher at the school who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school
6. To participate in arrangements for Headteacher performance management
7. To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status, the Career Entry Profile and standards for induction.

Efficient and Effective Deployment of Staff and Resources

To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:

1. To allocate, control and account for those financial and material resources of the school which are delegated to the Headteacher by effectively managing the school budget and material resources
2. To work with governors and senior colleagues to recruit staff of the highest quality available
3. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided
4. To advise the Trust and governing body and implement decisions in relation to staffing
5. To advise the governing body on the adoption of effective procedures to deal with the competence and capacity of staff
6. To advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control
7. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations
8. To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the local authority
9. To undertake responsibilities as defined in the LA's Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty
10. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity
11. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money
12. To ensure that staff are encouraged to attend INSET which increases their knowledge and understanding of their roles and responsibilities.

Accountability

To be accountable for the efficiency and effectiveness of the school to the local authority, governors, pupils, parents, staff, local employers and the community:

1. To liaise and co-operate with education officers and support services in the evaluation, monitoring and inspection of the school according to such arrangements as may be required by or agreed with the local authority
2. To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money
3. To report to the governing body on the discharge of the Headteacher's functions and the affairs of the school
4. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school
5. To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the Trust, local governors, the local community, OfSTED and others, to enable them to play their part effectively
6. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement
7. To report to the governors annually on the performance management of teachers at the school in relation to the Trust policy based on the School Teachers Pay and Conditions Document
8. To provide information about the work and performance of staff where it is relevant to their future employment.

Strengthening Community

1. To be able to build a school culture and curriculum which takes account of the richness and diversity of the school's communities
2. To create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
3. To ensure learning experiences for pupils are linked into and integrated with the wider community
4. To ensure a range of community-based learning experiences
5. To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
6. To seek opportunities to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community
7. To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
8. To co-operate and work with relevant agencies to protect children
9. To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary & secondary schools.
10. To ensure that the school offers appropriate extended services.

Pupil Care

1. To ensure that provision in the school enables all pupils to receive their entitlement
2. To arrange for effective induction of pupils entering school and transferring to secondary school
3. To determine, organize and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care and guidance
4. To determine and arrange means to promote among pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school
5. To handle individual disciplinary cases, including power to exclude pupils in accordance with provisions of the latest legislation.

Special Conditions related to the post

Safeguarding statement:

Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:

- Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information
- Receipt of two satisfactory employer references one of which must be from your current or most recent employer
- Satisfactory verification of relevant qualifications ● Satisfactory health check

All new employees will be required to undertake mandatory training required by the Trust.

Headteacher Person Specification

FACTORS	KEY	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualification/ Training	<ul style="list-style-type: none"> Honours Degree or equivalent and Qualified Teacher Status 	<ul style="list-style-type: none"> Knowledge/training in models for outstanding learning and teaching Evidence of recent professional development, at senior leadership level Experience of being a Designated Safeguarding Officer and recently trained to Tier 3. 	<ul style="list-style-type: none"> A higher qualification in leadership and/or education. Approved "Safer Recruitment" training. NPQH (if not already a Headteacher prior to 1st April 2004). Safeguarding 'Train the Trainer' training. 	Application Form
Professional Experience	<ul style="list-style-type: none"> Senior leader with a proven record in raising standards by setting challenging targets Senior leader with experience of inspiring learners to attain high levels of achievement, behaviour and attendance <p>Successful senior leadership and management experience</p>	<ul style="list-style-type: none"> Ability in developing excellent working relationships with all staff and other stakeholders Experience of clear systems and protocols for the performance management of staff Ability in using assessment data effectively to provide action plans to improve whole school performance Show understanding of budgeting and financial control Leadership experience across the primary age range Leadership in the principles of outstanding learning and teaching with wide experience of classroom observation and feedback 	<ul style="list-style-type: none"> Evidence of leading on curriculum design, development, implementation and management. Sound knowledge of current educational thinking and educational developments. 	<p>Application Form supported by a portfolio of evidence demonstrating success/</p> <p>Selection Procedure</p> <p>Interview</p>

FACTORS	KEY	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Professional Skills	<ul style="list-style-type: none"> • Successful management of change from inception to completion • An inspirational leader with drive, foresight and energy • High quality classroom practitioner 	<ul style="list-style-type: none"> • Outstanding all-round communication, advocacy and presentation skills • Skills, experience and ability to model and promote high quality learning and teaching to meet the needs of all learners • Ability to forge positive relationships with pupils, staff, governors, parents, the local community and other schools, particularly those within the multi-academy trust • Ability to recruit, deploy, develop and motivate staff 	<ul style="list-style-type: none"> • Excellent ICT skills and accustomed to promoting new technologies/other innovative methods to enhance learning • Outstanding analytical skills 	<p>Application Form supported by a portfolio of evidence demonstrating success</p> <p>Selection Procedure</p> <p>Interview</p>
Personal Qualities	<ul style="list-style-type: none"> • A dynamic, committed leader Proven ability of developing successful teams, serving the needs of pupils and colleagues 	<ul style="list-style-type: none"> • Able to foster a collaborative environment, which thrives on trust and respect and has a strong commitment to equality and diversity • An inspirational role model with the ability to lead by example • Anticipates changing circumstances and acts proactively to meet the challenge. • Personal integrity and honesty 		Interview

The black - “Essential” criteria will be those that any shortlisted applicant will be expected to meet but the red - “Key” criteria will be those that enable the Selection Panel to identify those applicants who have the special areas of expertise pertinent to this post at this time.

Application information

Current Head Teacher: Chris Roynon
Business manager: Nigel Carter
School secretary: Rebecca Bond

Tel: 01736 731427

Mousehole School
Foxes Lane
Mousehole
Penzance
TR19 6AN

www.mousehole.cornwall.sch.uk

We hope you find this pack provides all the information you need to consider an application for this post. Any questions or matters you would like to discuss informally, or to arrange a visit please contact the school.

Application packs can be downloaded from <http://www.tpacademytrust.org> or the school website. Completed applications to be returned by the **closing date of 18 January 2022** to:
Harriet Andrew, Director of HR by email to harrieta@tpacademytrust.org

School group – Group 1

Salary Range – L7-L13

Shortlisting: 21 January 2021

Interview dates: likely to be held on the 4th February 2022

Commencement Date: September 2022

Truro and Penwith Academy Trust are committed to Safeguarding and promoting the welfare of children and young people and expects all of our staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening and employment checks, including enhanced DBS clearance and full reference checks with previous employers.