



Appointment of Headteacher

February 2024 | Reference: SBMEA

Introduction & Welcome

We would like to thank you for your interest in the exciting role of Headteacher at The Heights Primary School, Caversham. We hope that, after having read the contents of this pack and undertaken other research, you will feel inspired to take your interest further and arrange a visit to see the work of The Heights Primary School and our multi-academy trust for yourself.

The Heights Primary School aims to enable children to fulfil their own unique potential, growing into confident, capable individuals ready to thrive and achieve success in secondary school. We care for each child in a safe, inspirational and inclusive learning environment. We hope to instil within our pupils a love of learning and hope to support their academic, social, moral, intellectual, emotional and physical development by delivering on our core values.

At The Heights Primary School, we care for your children in an engaging, caring and secure environment. We provide a full and varied curriculum delivered by qualified and inspirational teachers to prepare your children for the future, as well as equipping them with the skills and enthusiasm they need to pursue learning for the rest of their lives. We are encouraging the children to become an integral part of the local community and have a sense of individual responsibility and worth. We are deeply committed to building a community network and fostering close relationships with all of our families.

The Heights has recently joined BPET and like all our schools, we are all committed to providing the very best opportunities for every young person we educate to achieve their full potential. Our vision is to offer a breadth of provision to inspiring a love for learning in pupils, that we strongly believe leads to high levels of achievement in our schools, with greater sustainability through the able staffing team.

The Heights Primary School has ambitious plans for the future. With a rich curriculum, wide-ranging extended school opportunities all delivered in a new, purpose built, environment. We also focus on supporting pupils to ensure they are best prepared for the next phase of their education journey, at one of the excellent state or independent schools in our area.

The Heights Primary School has been fortunate to have a strong leader for the last 10 years, who is retiring at the end of this academic year. We are looking for a Headteacher who shares their commitment and holds values conducive to making our ambitious vision a reality.

This candidate brief gives some background information about BPET's development to date, the expectations for the Headteacher role, the current organisation, and the key themes of our vision.

We very much hope that the opportunities and challenges facing The Heights Primary School and BPET will excite you, as they do us, and lead to you submitting an application.



Mark Greatrex
Chief Executive



Anne Bajorek
Chair of the Local Advisory Board

About The Heights

The Heights Primary School is part of the Bellevue Place Education Trust. A non-selective, non-denominational, co-educational local catchment school, The Heights Primary School welcomes children of all abilities from all backgrounds.

The Heights Primary school opened in September 2014 with 2 reception classes and Year 1 in response to an increasing need for Primary School places in West Caversham. It grew each year with 2 new reception classes of 25 children per class we reached our full capacity of 350 children across Reception to Year 6 in September 2020. It was judged by Ofsted to be an Outstanding School in June 2017. This recognised all the hard work, dedication and passion that staff have put into developing the school and delivering excellent education to the pupils. The school is popular with parents and the progress of pupils is well above national averages.

After 7 years on a temporary site, the school relocated to a permanent site in Caversham Heights during the Summer of 2021. The new school offers us a greater range of facilities including a purpose built hall, activity studio, full production kitchen, Learning Resource Centre, group rooms a multi-user games area a sensory garden and an artificially turfed outdoor play area. All of which is helping the children to continue to thrive.

School Performance Data

In 2023 the end of Key Stage 2, 82% of pupils were at the expected standard at the end of Key Stage two for reading, writing and maths, 22% above the national average.



Mission & Vision

The Heights Primary School enables children to fulfil their own unique potential, helping them to grow and become confident, capable individuals ready to thrive and achieve success in secondary school and beyond. We care for each child in a safe, inspirational and inclusive learning environment.

We instil within our pupils a love of learning and support their academic, social, moral, intellectual, emotional and physical development by delivering on our core values:

- **Thoughtfulness**
- **Respect**
- **Responsibility**
- **Trust**
- **Compassion**
- **Commitment**
- **Co-operation**
- **Courage**
- **Positivity**

At The Heights Primary we care for children in an engaging, caring and secure environment. We provide a full and varied curriculum delivered by outstanding qualified teachers to prepare children for the future, as well as equipping them with the skills and enthusiasm they need to pursue learning for the rest of their lives. We encourage the children to become an integral part of the local community and have a sense of individual responsibility and worth through our commitment to build and foster close relationships with all of our families and a strong community network. The school is a community where all find acceptance and where diversity is celebrated and one which recognises that rights can only be enjoyed through the fulfilment of duties.



Facilities

We moved to our permanent site in August 2021 and are fortunate to have fourteen spacious and very well furnished and equipped classrooms.

These have been carefully designed to ensure there is free flow from internal to external areas to facilitate our youngest children's learning through play. We also have a learning resource centre and nurture resource room on the first floor, which we use to help support individual and groups of children at different times during the day.

Each classroom is equipped with interactive smartboards and stand-alone PCs. iPads and Chromebooks are also used to develop the children's IT and computing skills and enhance every aspect of the school curriculum.

We have a large hall, which is used for Breakfast and After School Clubs, lunch, assemblies and indoor PE. We have our own production kitchen and are delighted that our caterers are able to cook nutritious, healthy meals from scratch. There is a large activity studio next to the hall with an oven that can be used for food technology sessions, as well as a small music room.

Outside, to the south of the school site, there is a large Multi-User Games Area (MUGA), an adventure play area made from natural resources, further artificially turfed play areas and we have developed a sensory garden in the raised area to the east of the school building. We have access to and use of grassed areas on Mapledurham Playing Fields for PE and after school clubs.



About Bellevue Place Education Trust

BPET is a successful and growing multi academy trust and educational charity which supports 11 primary schools across London and Berkshire. We are very proud of the academic rigour our schools follow, and the great outcome our pupils achieve through rich and broad curriculum offer, taught with an exciting approach with reasoning and critical thinking at its heart. Collectively, we educate 3,680 pupils.

We were founded by two organisations passionate about providing high quality education provision: Bellevue Education Ltd – experienced in running a family of 25 independent schools in the UK and Europe – with a highly-regarded education consultancy, Place Group, experienced in driving value for money and compliance. We are proud to offer an exciting model of education, using the experiences of the independent schools sector, combined with the efficiency of a private sector company, and offer this to all children via state schools.



Learn, Enjoy, Succeed

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools, well-supported, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through a skills-based curriculum, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with parents, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn. Our focus is on all pupils, regardless of background or academic ability, focusing on pupils with Special Educational Needs as well as those who are more-able.



The Role

The Heights & BPET now look to appoint an inspiring and collaborative new Headteacher. This is an excellent opportunity for the new Headteacher to lead an outstanding school to the next level, delivering the BPET and school vision, which is for all pupils to receive a broad and balanced curriculum that combines academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Main Purpose:

- Devise, agree and implement a strategic plan that realises and sustains the Trustees' vision for the school to which you are appointed.
- Ensure that learning is at the heart of everything the school does.
- Develop a culture that promotes inspired teaching and outstanding learning.
- Develop school policies and practices that promote effective learning in a safe and secure environment.
- Take a strategic role in the development and use of existing and emerging learning resources to ensure continuous improvement in learning experiences and pupil outcomes.
- Continuously monitor, evaluate and review every aspect of school life.
- Take any and all legitimate actions necessary to achieve successful outcomes in keeping with strategies and targets agreed with the Local Advisory Board and BPET.

Planning and setting expectations:

- Adopt, take forward and develop the vision and ethos of the school.
- Set the tone of the school in keeping with its character as an all-ability school within the BPET family of schools.
- Lead and manage strategic planning, which identifies priorities and sets targets to ensure that pupils make progress and achieve high standards and that staff work to their maximum potential.
- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement.
- Think creatively to anticipate and solve problems and identify opportunities.

Teaching and planning pupil learning:

- Create and maintain a climate and code of conduct which promote and secure successful learning through effective teaching. Sustain high standards of achievement and promote positive behaviour through whole school behaviour management.
- Determine, organise and implement an appropriate curriculum to meet the needs of the twenty first century child in the context of the character of the school.
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement.
- Monitor and evaluate the quality of teaching and the standards of pupils' learning including those identified as being more-able and those with Special Educational Needs (SEN), in order to set and meet challenging targets.
- Promote positive practices for developing good race relations and dealing with harassment.
- Ensure that improvements in English, mathematics, science and computing are priority targets for all pupils, including those identified as more-able and SEN pupils.
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.

Assessment and evaluation:

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary.
- Ensure the use of comparative data, which is pupil specific in order to establish benchmarks and set targets for improvement.

The Role

Pupil achievement:

- Make explicit to pupils, parents, teachers and the wider community, the school's and BPET's high expectations for all children.
- Ensure resourcing and staffing are dedicated to achieve the highest standards for all pupils.
- Ensure that effective mentoring and tutorial systems are in place to support pupil achievement.

Relations with parents / carers and the wider community:

- Account for the efficiency and effectiveness of the school to the Local Advisory Board and others including pupils, parents, staff, and the local community.
- Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Maintain liaison with nurseries, secondary schools, other primary schools, and relevant agencies related to pupil welfare and achievement.
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including local advisers, BPET, the LA, the local community and Ofsted.
- Ensure that parents and pupils are well-informed about the curriculum, progress and attainment and about their shared responsibilities.

Managing own performance and development:

- Participate in arrangements for Performance Management and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain own motivation and that of other staff.



The Role

Managing and developing staff and other adults:

- Directly line manage the Deputy Headteacher/s, Assistant Headteacher/s, Phase Leaders, SENCO and Office Manager.
- Implement and sustain effective performance management systems.
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and pupils.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Lead professional development of staff through example.

Managing resources:

- Work with the BPET central team and senior colleagues to recruit staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control.
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met.
- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve pupils' achievements and secure value for money.

Strategic Leadership:

- Provide direction to secure the highest level of achievement for each pupil; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including secondary schooling.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including local advisers, BPET, the DfE, the local community and Ofsted.
- Lead by example, provide inspiration and motivation, and embody for the pupils, staff, local advisers and parents the reality of the school's vision.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement.
- Ensure that the management, organisation and administration of the school support its vision and aims.
- Provide information, objective advice and support to the Local Advisory Board to enable it to meet its responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money.



The Person

We are seeking a senior leader in the primary sector; you will have a strong track record in leadership and core learning. Capable of interpreting, developing and implementing the BPET education vision, your excellent communications skills will be vital in promoting the school to the community and delivering a high standard of education through a broad and balanced curriculum. In return, you will get the rare chance to lead a strong school in a purpose-built environment, ensuring that every element is optimised to deliver the highest level of teaching and learning. Furthermore, you will receive unparalleled access to support and to career advancement through our network of schools and development programmes.

Experience:

- Experience of Senior Leadership in a 4-11 school as a Headteacher, Deputy Headteacher or Assistant Headteacher.
- Successful experience of leading one or more Key Stages 1/2 or equivalent.
- Substantial, successful teaching experience with evidence of high-quality teaching ability.

Professional Development and Experiential Learning:

- Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning.
- Ability to identify own learning needs and to support others in identifying their learning needs.

Strategic Leadership:

- Ability to articulate and share Trustees' vision of education.
- Evidence of having successfully translated vision into reality (whole-school).
- Ability to inspire and motivate staff, pupils, parents, and governors to achieve the aims of the school.
- Evidence of successful strategies for implementing whole-school plans.
- Ability to analyse data, develop strategic plans, set targets, and monitor/evaluate progress towards these.
- Knowledge of what constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising standards and the achievement of all pupils.
- Understanding of and commitment to promoting safeguarding of pupils.

Teaching and Learning:

- Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils.
- A secure understanding of assessment strategies.
- Experience of effective monitoring/evaluation of and intervention in teaching and learning.
- Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management.

Leading and Managing Staff:

- Experience of working in and leading staff teams.
- Ability to delegate work and support colleagues in undertaking responsibilities.
- Experience of performance management as a reviewer and reviewee and supporting CPD needs of colleagues.
- Understanding of effective budget planning and resource deployment.

Accountability:

- Ability to communicate on school performance effectively, orally and in writing to a range of audiences.
- Ability to provide clear information and advice to staff and local advisers.
- Secure understanding of effective performance management.

The Person

Skills, Qualities & Abilities:

- High-quality teaching skills.
- Strong commitment to the vision and ethos of the school.
- Commitment to their own personal development and that of pupils.
- High expectations of pupils' learning and achievement, academic and non-academic.
- Strong commitment to school improvement and raising achievement for all.
- Ability to build and maintain good relationships.
- Ability to remain positive and enthusiastic when working under pressure.
- Ability to organise work, prioritise tasks, make decisions, and manage time effectively.
- Empathy with children.
- Good communication skills.
- Good interpersonal skills.
- Stamina and resilience.
- Flexibility.
- Confidence.

Desirable:

- Qualified teacher status.
- NPQH (National Professional Qualification for Headship).
- Masters or equivalent in a relevant discipline.
- Teaching experience in Foundation Stage, or KS1, or KS2.
- Experience of teaching in more than one 4-11 school with an all-ability, diverse intake.
- Experience of working with other schools/organisations/agencies.
- Experience of leading/coordinating professional development opportunities.
- Experience as an executive leader across institutions.
- Experience of managing capital projects.
- Experience of e-learning, including as a user of blended learning provision or scripting e-learning resources.
- Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development.
- Experience of working with governors to enable them to fulfill their responsibilities.
- Successful involvement in staff recruitment, appointment/induction.
- Understanding of how financial and resource management enable a school to achieve its educational priorities.
- Leading sessions to inform parents.
- Experience of offering challenge and support to improve performance, e.g., SIP (School Improvement Partner).
- Ability to manage public relations.
- ICT skills.

Terms of Appointment

Salary: L14 – L24 (£65,010 - £83,081)

Location: The Heights Primary School, Reading

Start date: September 2024

Benefits of joining the Trust:

- Along with joining a successful and growing multi academy trust, you will also benefit from a range of employment incentives that includes:
- Pension offer through either the Teacher Pension Scheme or the BPET Stakeholder pension (with Scottish Widow), which has between a 0-2% employee contribution
- Performance related bonus
- Travel loan and Bike to work scheme
- Childcare Vouchers
- A deep commitment to professional development in the role – i.e. all Heads have a mentor.

Safeguarding Statement

BPET are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. Staff must work in accordance with Child Protection procedures and Child Protection/Safeguarding Policy and understand their role within that Policy.

KCSIE online checks

In line with the latest KCSIE guidance, Saxton Bampfylde will conduct a search of online records that are publicly available on shortlisted candidates. These checks are used only to meet the intended purpose of the KCSIE's recommendation in relation to whether an applicant is suitable to work with children and young people. All data will be held in line with data protection regulations.



How to Apply

Saxton Bampfylde Ltd are acting as an employment agency advisor to Bellevue Place Education Trust on this appointment.

Candidates should apply for this role through our website:
www.saxbam.com/appointments using code SBMEA.

Click on the 'apply' button and follow the instructions to upload a CV and cover letter and complete the online equal opportunities monitoring* form.

* The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application.

The closing date for applications is noon on Tuesday 12th March.

Key dates:

Final Panel Interview: Wednesday 20th March

GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.



Saxton Bampfylde

LONDON

9 Savoy Street
London WC2E 7EG

EDINBURGH

46 Melville Street
Edinburgh EH3 7HF

saxbam.com

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