

# Thomas Johnson Lower School

## Headteacher Recruitment Pack

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Thomas Johnson Lower School

*Dream- Discover - Flourish*

Hurst Grove, Lidlington, Bedfordshire MK43 0SB

Tel: 01525 402377 / 01525 404743 / email: [office@thomasjohnsonschool.co.uk](mailto:office@thomasjohnsonschool.co.uk)

# Letter from the Chair of Governors

Dear Applicant

We are delighted that you are interested in becoming Headteacher of Thomas Johnson Lower School. We hope you are the dedicated professional with the vision and skills to shape our future and take us forward on the next stage of our journey.

Thomas Johnson Lower School has wonderful, enthusiastic children and a committed team of staff, governors, and parents. We have a semi-rural setting, large grounds and are very much part of village life, with good links and support in the community.

Governors know that the demands of a headteacher post are considerable, and we value and support effective work life balance.

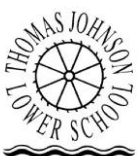
In Oct 2019 Ofsted recognised the school as good but highlighted possible declining standards, as you will have seen in the report. As you would expect, leaders have been addressing the areas for improvement with an effective action plan.

We look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge. We wish you the best with your application and look forward to hearing from you.

For further information about the school, please visit our website at [thomasjohnsonschool.co.uk](http://thomasjohnsonschool.co.uk). If you wish to visit the school please contact the office, or to discuss the role, please contact me, Chair of Governors at [tmasonjtjs@gmail.com](mailto:tmasonjtjs@gmail.com)

Yours faithfully

Tim Mason  
Chair of Governors



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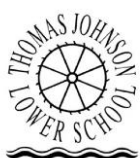
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# About The School

## School Information

Type of School	State Maintained
Location	Hurst Grove, Lidlington, Bedfordshire MK43 0SB
Age Range	3-9
Ofsted Rating	Good
Roll	98
No. Pupils with SEND	6
No. pupils with EAL	5
No. of pupils eligible for Pupil Premium funding	10



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## Our Vision

In September 2020 Staff and Governors launched a new vision for our pupils reflecting our high aspirations for all pupils in our community



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### *Dream of what you might achieve*

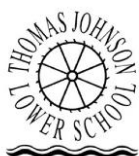
We want our pupils to have dreams and goals for their own future, and to be enthusiastic in their learning and prepared for life in modern Britain. We encourage our pupils to have high ambitions for themselves. We actively build our pupils' emotional well-being and resilience so that they are in the best place to learn and make progress towards meeting their dreams.

### *Discover new things within yourself and all around you*

Every day our children learn something new and discover things they didn't know before. Our curriculum is designed to promote research, listening, discussion and questioning expertise so that our children develop the knowledge and skills to help them understand the World we live in and make a valuable contribution to it. Through our Values and Feelings educational approach our children discover qualities within themselves that will help them succeed today and tomorrow, such as perseverance, courage, honesty and kindness.

### *Flourish at what you do and keep trying when things are hard*

We want our children to recognise the importance of effort in order to achieve, and that trying hard brings its own rewards. We want them to take ownership of their learning and responsibility for their behaviour. We encourage them to challenge themselves to reach the next level, and celebrate their successes, both academic and social.



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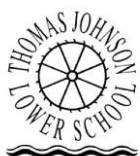
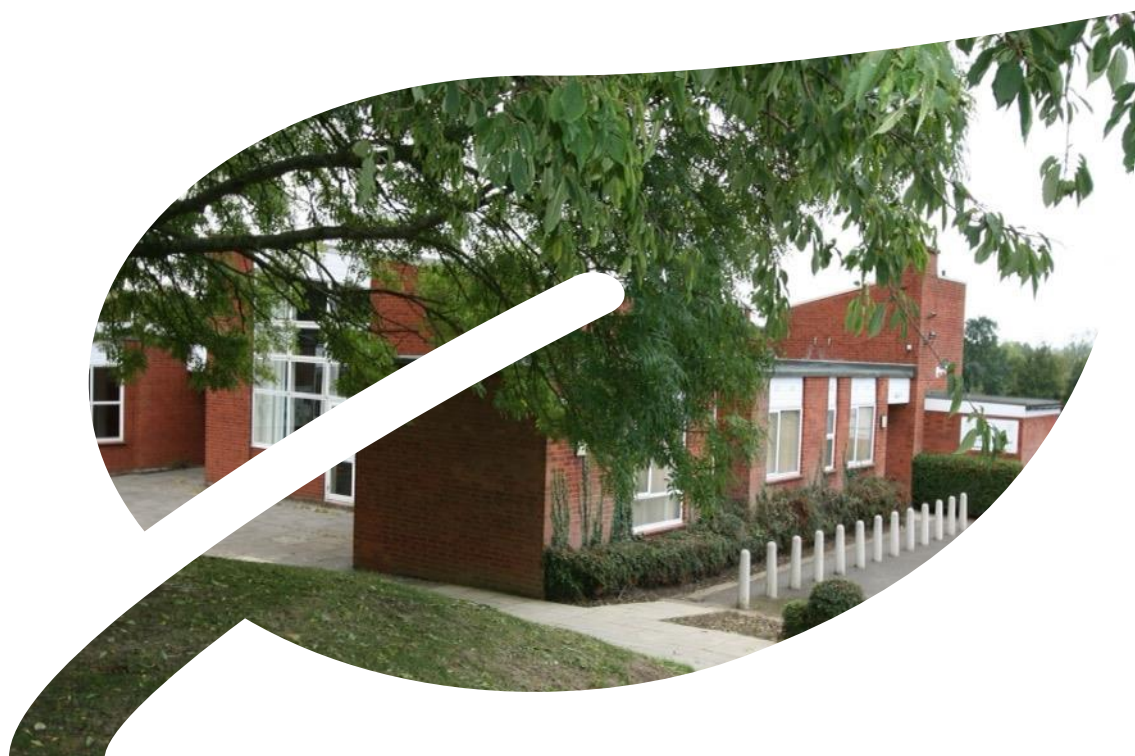
# About The School

## What can we offer

Thomas Johnson is a small school with big ambitions.

You will take up the post in a single form entry lower school with an experienced and enthusiastic staff. You will be at the centre of a close, supportive, and growing village. This will allow you to get to know pupils and parents well, and to gain broad experience in managing all aspects of school life.

As you develop into the role, the role itself will develop. Plans are underway for the conversion of all local lower schools into primaries, and we are expecting this to be implemented at Thomas Johnson within 3-4 years. In addition, housing developments in the Marston Vale will increase pupil numbers, and Thomas Johnson is marked to become two form entry as the building work progresses. There is therefore the potential for you to make your mark on the school through a number of high-profile projects.



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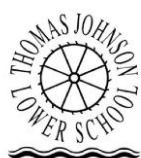
# Headteacher: Job Description

## 1. Strategic direction and development of the school

- Work in partnership with the governing body, staff and parents to generate the vision, ethos and values which will underpin the school and to develop the school strategy.
- Work within the school community to translate the vision and strategy into agreed objectives and operational plans that will promote and sustain school improvement.
- Ensure the vision, strategy and school plan are clearly articulated, shared, understood and acted upon effectively by all.
- Monitor and evaluate the performance of the school and respond and report to the governing body as required.
- Ensure that management, finances, organisation and administration of the school supports its vision and aims.
- Ensure that school policies and practises take account of national, local and school requirements.
- Monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and take action if necessary.
- Ensure creativity and innovation to achieve excellence.
- Develop the quality of education in the school by championing best practice, working in partnership with other schools and promoting innovative initiatives.
- Develop positive links with village organisations, including the parish church and library, to keep the school at the heart of the local community.

## 2. Safeguarding and wellbeing

- Work to create a happy atmosphere where pupils and staff enjoy learning and feel valued as part of the school family.
- Maintain a thorough and up to date knowledge of the school's safeguarding obligations.
- Demonstrate a commitment to safeguarding and promoting the welfare of children as required by law and ensure all staff share this commitment.
- Ensure staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practises.
- Act as Designated Safeguarding Lead for the school to ensure adherence to all County and government guidance.
- Allocate sufficient resources and time to enable the designated person, deputy designated person and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children.
- Implement or organise relevant safeguarding training for staff, volunteers and governors.
- Create and promote positive strategies for preventing and dealing with prejudice or harassment.
- Create an environment which provides for the spiritual, moral, social, emotional and cultural well-being of pupils.
- Maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Ensure that the policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Manage your own workload and that of others to foster an appropriate work/ life balance.



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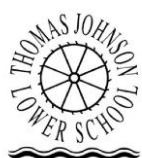
# Headteacher: Job Description

## 3. Teaching and learning

- Create an environment that promotes and secures effective teaching and learning, with high standards of achievement, attendance and behaviour.
- Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using quantitative and qualitative information and benchmarks to monitor progress in every child's learning.
- Ensure learning is at the centre of strategic planning and resource management.
- Manage creative, responsive and effective approaches to learning and teaching.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Determine, organise and implement a policy for the personal, social and moral development of pupils.
- Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils in the school through appropriate methods.
- Determine and implement policies which promote positive strategies for developing good relations between all pupils regardless of gender, ethnicity, disability or other characteristics.
- Build a culture and ethos of challenge and support where all pupils can achieve their best and become engaged in their own learning in a supportive and inclusive environment.
- Determine and implement positive strategies and programmes which ensure excellent pupil behaviour and discipline and give support and clear guidance on exclusions.
- Continue to maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development and to extend the curriculum.
- Promote extra-curricular activities in accordance with the educational aims of the school.

## 4. Leading and managing staff

- 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 conditions of employment.
- Manage and continue to develop a collaborative learning culture within the school.
- Maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Ensure effective planning, allocation, support and evaluation of work ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals.
- Regularly review and evaluate own practice, set personal targets and take responsibility for own personal development.
- Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- Promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers.



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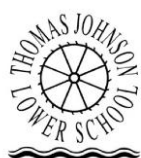
- Ensure that a suitable person assumes responsibility for the discharge of the headteacher's function at any time when absent from school.
- Foster good working relationships with governors, staff, pupils, parents/carers and the community.

## **5. Efficient and effective deployment of staff resources**

- Work with governors and senior colleagues to recruit and retain staff of the highest quality.
- Maintain an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and financial means.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- Deploy and develop all staff effectively in order to maintain and improve the quality of education provided.
- Model effective teaching across the school, teach classes or provide cover as required, and give support to teachers.
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

## **6. Accountability**

- Maintain 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 collaboratively with the Governing Body to enable it to meet its responsibilities.
- Present a coherent and accurate account of the school's strategy, plans and performance in a form appropriate to the range of audiences, including parents, governors, the LA, OFSTED and others to enable them to play their part effectively.
- Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution the former can make in supporting their child's learning and achieving the school's targets for improvement.



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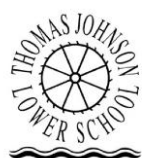
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# Headteacher: Person Specification

Area of Assessment	Essential	Desirable	Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>a) Degree</li> <li>b) Qualified teacher status</li> <li>c) Evidence of continued professional development</li> </ul>	<ul style="list-style-type: none"> <li>a) National Professional Qualification for Headship</li> <li>b) Safer Recruitment training</li> </ul>	Application Form Verification
<b>Experience</b>	<ul style="list-style-type: none"> <li>a) Substantial continuous teaching experience across the primary school age range</li> <li>b) Substantial leadership experience</li> </ul>	<ul style="list-style-type: none"> <li>a) Experience of working in two or more schools</li> <li>b) Recent experience teaching / managing upper KS2</li> <li>c) Experience of teaching children with SEN</li> <li>d) Early Years expertise</li> </ul>	Application Form Verification References Assessment tasks
<b>Leading Teaching and Learning</b>	<ul style="list-style-type: none"> <li>a) Proven track record of effective teaching that allows leadership from the front.</li> <li>b) Thorough knowledge and understanding of the Ofsted Education Inspection Framework and its methodology</li> <li>c) Good understanding of what an effectively organised curriculum means</li> <li>d) Understand how to evaluate and act effectively on data and other pupil performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>a) Have a strategy for developing the use of ICT to support and promote pupil learning</li> <li>b) Experience of using data with stakeholders such as governors and parents</li> </ul>	Application Form References Assessment tasks Interview
<b>Shaping the future</b>	<ul style="list-style-type: none"> <li>a) Excellent leadership and management skills</li> <li>b) Excellent communication skills</li> <li>c) Ability to think and act strategically and logistically</li> </ul>	<ul style="list-style-type: none"> <li>a) Have worked in organisation where there has been strategic change</li> <li>b) Experience delivering significant organisation-wide projects</li> <li>c) Experience communicating with stakeholder groups</li> <li>d) Have experience setting / managing a budget</li> </ul>	Application Form Presentation Assessment tasks Interview
<b>Team Building and Working with others</b>	<ul style="list-style-type: none"> <li>a) Ability to develop a shared vision to lead, inspire and motivate a team</li> <li>b) Inclusive attitude to staff, parents/carers, governors and the wider community</li> <li>c) Ability to develop and sustain a supportive culture</li> </ul>	<ul style="list-style-type: none"> <li>a) Ability to delegate</li> <li>b) Experience of working with multi agencies and community groups</li> <li>c) Experience delivering effective performance management</li> </ul>	Application Form Assessment tasks Interview



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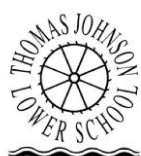
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# Headteacher: Person Specification

	of teamwork and professional development		
<b>Improving the life chances of children and young people</b>	a) Have a clear understanding of how a school can promote the welfare and quality of life of its pupils, whilst maintaining high levels of student behaviour/conduct and respect b) Up-to-date knowledge of best safeguarding practice c) Up-to-date knowledge of SEN d) Have a clear understanding of how to support different groups and abilities of pupils	a) Be or have been safeguarding lead b) Be or have been a SEN lead c) Experience of practice which promotes activities beyond the academic	Application Form Presentation Assessment tasks Interview
<b>Application</b>	a) Good quality application which addresses the specification and covering letter which conveys why the applicant is applying for this post		Application Form and letter Assessment tasks
<b>Other Factors</b>	a) Fully supportive references b) Full DBS clearance	a) Involvement in community events	Application Form References



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# Headteacher: Application

<b>School</b>	Thomas Johnson Lower School
<b>Chair of Governors</b>	Tim Mason
<b>Website</b>	<a href="http://www.thomasjohnsonschool.co.uk">www.thomasjohnsonschool.co.uk</a>
<b>Salary Range</b>	HT Group1 L7-13
<b>Start Date</b>	1 September 2022
<b>Contact Telephone</b>	01525 402377
<b>School Tours</b>	Tours of our school are available on request - please email the school at <a href="mailto:office@thomasjohnsonschool.co.uk">office@thomasjohnsonschool.co.uk</a> for further information.

## Recruitment and selection arrangements

Thank you for your interest in the position of Headteacher at Thomas Johnson Lower School. Please submit your application by doing the following:

### Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

When writing your responses, it is important you address each of the requirements in the person specification. Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

### Covering letter

You may also wish to include a covering letter explaining clearly why you are applying for the job. Letter to be of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

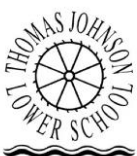
### References

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers, and you should provide their official organisation email address for us to contact.

**Please send completed applications to [recruitment@thomasjohnsonschool.co.uk](mailto:recruitment@thomasjohnsonschool.co.uk)**

### Key dates

Closing date for applications	12:00 noon on Friday 1 <sup>st</sup> April 2022
Shortlisting date	6 <sup>th</sup> April
Interview dates	Wednesday 27 and Thursday 28 <sup>th</sup> April 2022 (all day)



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# Headteacher: Application

*Thomas Johnson Lower School recognises the positive value of diversity, promotes equality and challenges discrimination. We welcome and encourage job applications from people of all backgrounds.*

*The School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2019).*

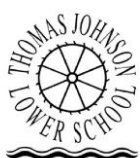


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