

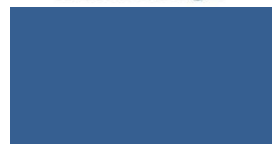
The Duke of Bedford Primary School

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# Headteacher Information Pack May 2024



The Duke of Bedford Primary School, Wisbech Road, Thorney, PE6 0ST  
Tel: 01733 270243 Website: [www.dukeofbedford.peterborough.sch.uk](http://www.dukeofbedford.peterborough.sch.uk)



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# Introduction

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## Message from Mark Cowdell, Chair of Governing Board:

Dear Applicant

Thank you for your interest in the post of Headteacher at The Duke of Bedford Primary School. Within this pack we hope to give you an insight into our school and an indication of the qualities that the Governing Board are looking for. If you would like to visit the school, please contact the school office (01733 270243) to arrange a convenient time.

The position of Headteacher at the school has arisen because the Headteacher, Kelly Pinguenet, has decided to move on in her career to a larger school which will provide her with new and exciting challenges. She leaves a happy and successful school with an excellent staff team, ready to move forward and meet the challenges of the future. The Governors are now looking to appoint a new Headteacher with the vision to build on this success.

The Duke of Bedford Primary School is set in the historic village of Thorney, a rural community about seven miles from Peterborough. The village contains many attractive and historic buildings including a fine abbey and even its own museum. There has been a settlement here for hundreds of years. The majority of the children who attend the school come from the village itself, in recent years with developments in the village, the school is now at capacity and have been in discussions with the local authority regarding whether there is any scope for extending the school. Whilst this is very much a rural community, the school takes an active part in events that take place in Peterborough and values its involvement with other local schools.

The Governing Board, in appointing a new Headteacher, will be looking for someone who can maintain and develop the success of the school and who can demonstrate a high level of skills in strategic planning and management, team building and curriculum development; as well as someone who can continue to develop strong links with parents and the community.

This application pack contains details of the school and the post, a Job Description and Person Specification. Please include with your application a letter (no more than 2 sides of A4) outlining how you feel your own experience, skills and knowledge enable you to meet our Person Specification.

The Governing Board and Peterborough City Council are committed to safeguarding and promoting the welfare of children and young persons. Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The Duke of Bedford Primary School safeguarding and safer recruitment policies can be found on the policies page of our website. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and will be subject to satisfactory references being obtained.

I hope that you will find this pack useful and I very much looking forward to receiving your application.

A handwritten signature in black ink, appearing to be 'Mark Cowdell', written on a light grey background.



# The school

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The school was built in 1940 as an 'all age' school, catering for children between the ages of five and fifteen years. Because of this, the school building is large, with spacious classrooms and a very large hall with a superb stage area. The grounds are extensive, with attractive gardens, a large playing field and lots of space for the children at playtimes.

It is now a community primary school serving the village of Thorney and the surrounding areas. There are currently about 214 children on roll in seven classes from the age of four to eleven. Children from the school transfer to a range of secondary schools in Peterborough and Lincolnshire. The school belongs to the cluster group that includes the village schools surrounding Peterborough.

Staff are enthusiastic and committed to providing the best possible education for pupils. They work hard to ensure that the children reach their full potential and are able to face challenges with confidence. In addition each class teacher is well supported by teaching assistants.

Children are keen to attend school, a fact reflected in our very high attendance figures. They are extremely courteous and show care, respect and consideration for everyone in the school community.

The relationship between parents and the school is positive. The school has an excellent PFSA team that have done great fundraising and social events for the children and parents. This was especially shown when the PFSA and school took on the challenge of raising over £70k to replace their school swimming pool which was in disrepair. The money was achieved in approximately 15 months. A fantastic achievement.

There is a 'Before and After School Club' called the "B&T club" which is managed by experienced teaching assistants. This club is very popular and much appreciated by parents.





# The village of Thorney

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The village is set in the midst of the Fen countryside and yet is only seven miles from the centre of Peterborough. It contains many attractive and historic buildings, including a fine abbey.

There has been a settlement here for hundreds of years. As early as the 7th century monks chose to live on what was then a thorn-covered island. The monastery was completely destroyed in the ninth century but was later re-founded. The abbey was again damaged when Hereward the Wake fought against William the Conqueror. A new much larger church was begun in 1085 but was destroyed during the reign of Henry VIII. In 1638 the abbey was restored to serve as the parish church for Thorney.

The cottages alongside Wisbech Road were built by the Duke of Bedford in the 19th century. They were created to provide spacious healthy homes for the villagers and estate workers. Each cottage had two rooms upstairs and two down with outbuildings for washing and cooking. They also had large gardens and flushing toilets.

The Tankyard, once the industrial centre of the village, was the site for the estate offices and workshops. Here you can find the Bedford Hall, a building formerly used to house a massive engine that pumped water from the river to a tank in the tower and then fed to homes and workshops.

It is possible to trace the history of the village from the very earliest settlements to more recent times at the Heritage Centre, a village museum found next to the Bedford Hall.

More recently, the village has seen several new build housing developments in the village, which has attracted more people and businesses to the village and the community spirit is thriving. Although Thorney is a small rural village, there are very close links to Peterborough City and the market towns of Whittlesey and Crowland.



# Community links

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The school is a key part of the village and plays an important role in providing services to the local community, particularly for young families. The “B&T Club” provides a safe place for children to play and learn and enables parents to be able to fulfil their work commitments. The school is also used by a couple of community groups to hire the hall for Badminton and church services on a Sunday.

The school has good relations with the local churches. The vicar of the parish comes into school regularly to take assemblies and a Christingle service and Leavers’ service are also held in the Abbey. The Fenland Family Church is based at the school for their services on a Sunday.

The local Heritage Centre and museum, maintained by the Thorney Society, is a valuable resource, and has been used by the school for history topics.

The school have encouraged members of the community to come into school to support as reading buddies and volunteers from the local community.

The PFSA at the school is very active and vibrant with lots of fundraising ideas and runs regular events to help make school life even more positive for our children and to get parents further involved in the school.



# Ofsted report

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## Recognised as a 'good' school

In June 2019, OFSTED recognised our school as a 'good' school. Here are some of the key findings:

### What we do well ...

- The actions that the headteacher, other senior leaders and governors have taken have led to good improvements in outcomes in the past year.
- Recent developments have been based on a good understanding of the next steps. Leaders have responded well to the recommendations of the previous inspection, including seeking external support to improve teaching.
- Pupils make good progress in English and Mathematics because they are taught well. Teachers have good subject knowledge in these subjects and make learning fun and engaging.
- Teachers often plan activities that build on pupils' prior learning.
- Support for pupils who have special educational needs and/or disabilities (SEND) is effective. Their progress is carefully monitored and, as a result, they are thriving.
- Early years provision is good. Children make good progress in both the pre-school and Reception class. Adults know the individual needs of children well and plan engaging activities that help them to learn quickly.
- Pupils' behaviour in lessons and around the school is good. They have good attitudes to learning and enjoy their work
- Pupils work hard and are proud of their school.
- Pupils know how to stay safe, both in and out of school. They are well cared for by staff.
- Pupils develop good skills in physical education and art.

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**“We are rightly proud of our school; help us to continue to improve by challenging our children & staff to do better than they think that they can.”**

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### What we needed to improve...

- Ensure that teachers pitch work at the right level for the most able and respond quickly when they are ready to have their learning moved on.
- Improve the quality of pupils' work in science, geography and history by:
  - ensuring that topics in these subjects are studied in sufficient detail to enable pupils to develop skills, knowledge and understanding more quickly
  - ensuring that pupils are expected to present work neatly all of the time.



# Our Vision and Values

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Our School Vision: Inspiring a love of learning, at the heart of all we do.



Our Values:

- HONESTY
- EMPATHY
- ACHIEVEMENT
- RESPECT
- TEAMWORK

HEART!





# Meet our staff

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Headteacher	<b>Mrs Pinguenet</b>	Business Manager	<b>Mrs Pepper</b>
Deputy Headteacher	<b>Mrs Johnson</b>	School Administrator	<b>Mrs Faircloth</b>
Assistant Headteachers	<b>Mr Taylor</b>	School Admin Assistant	<b>Vacancy</b>
SENCO	<b>Mrs Sewell</b>	Inclusion/Safeguarding Assistant	<b>Sonia Holtz</b>
Reception	<b>Miss Jibb</b>	Caretaker	<b>Mr Gray</b>
Year One	<b>Mrs Cook</b>	Lunchtime Assistants	<b>Mrs Twiggs</b>
Year Two	<b>Miss Cunningham &amp; Miss Hornsby</b>		<b>Mrs Booth</b>
Year Three	<b>Miss Butter</b>		<b>Mrs Foster</b>
			<b>Mrs Compton</b>
			<b>Mrs Plumb</b>
			<b>Mrs Cousins</b>
			<b>Miss Noble</b>
			<b>Mrs Peden</b>
Year Four	<b>Mrs Hussain</b>	Cleaners	<b>Mrs Wing</b>
Year Five	<b>Mr Taylor</b>		<b>Mr Paddon</b>
Year Six	<b>Miss Markham</b>		<b>Mrs Abbott</b>
PPA Cover	<b>Jo Sewell, Mrs Kirkham and Mr Dyke</b>		
EYFS Lead	<b>Rebecca Cunningham</b>		
Teaching Assistants	<b>Mrs Lewis</b>		
	<b>Miss James</b>		
	<b>Mrs Twiggs</b>		
	<b>Mrs Kirkham</b>		
	<b>Mrs Amey</b>		
	<b>Mrs Foster</b>		
	<b>Miss Noble</b>		
	<b>Mrs Booth</b>		
	<b>Miss Russell</b>		
	<b>Mr Dyke</b>		
	<b>Mrs Corleys</b>		
	<b>Mrs Sibley</b>		
	<b>Mrs Bird</b>		



# Meet our Governing Board

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The Governors are very proud of The Duke of Bedford Primary School and value the opportunity to work with the Senior Management Team and staff members in supporting and monitoring the work of the school. They provide a valuable link with parents, staff and the local community and have worked very hard to establish the firm relationship between all sections of the school community. All governors aim to promote high standards of educational achievement and set appropriate targets for school improvement.

The Governing Board currently meets at least seven times each year. We have recently moved away from a committee system and hold full Governing Board meetings at least twice a term.

We do still have a Pay Review Committee and a Headteacher Performance Management Committee.

These are our governors:

<b>Mark Cowdell</b> (Chair)	Co-opted Governor
<b>Kate Allgood</b> (Vice Chair)	Parent Governor
<b>Jeff Bellamy</b>	Co-opted Governor
<b>Ruth O’Sullivan</b>	Co-opted Governor
<b>Ekta Patel</b>	Local Authority Governor
<b>Libby Butt</b>	Parent Governor
<b>Roger Brown</b>	Parent Governor
<b>Judy Idunorba</b>	Parent Governor
<b>Jo Sewell</b>	Staff Governor
<b>Kirsty Nightingale</b>	Clerk
Vacancy	Co-opted Governor
Vacancy	Co-opted Governor

*The Headteacher also sits on the Governing Board.*



# The Duke of Bedford Primary School



## Job Description

**Job Title:** Headteacher

**Salary:** Leadership Spine Range: 12 - 18

**Responsible to:** Governing Board

The Governing Board is seeking a Headteacher who can, in partnership with the Governing Board, staff, parents, pupils and the wider community, develop and secure a shared vision which promotes excellence and high standards.

The Governing Board and the local authority are committed to safeguarding and promoting the welfare of children and young persons, and the Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure.

The Headteacher is legally and contractually responsible to the Governing Board for the standards achieved in the school and for the conduct, management and administration of the school. This responsibility will be subject to any policies which the Department for Education and Employment and the Governing Board may introduce.

This Job Description is subject to annual review.

### Job Purpose

To provide the vision and leadership for the school; creating, maintaining and developing the conditions that will enable pupils and teachers to achieve effective learning so that the school's aims and objectives are implemented in accordance with the policies of the Governing Board, and national and local educational strategy.

### Main Duties and Responsibilities

#### A. Strategic Direction and Development of the School

The Headteacher will:

- To work closely with the Governing Board to provide vision, purpose and leadership of the school, and secure effective teaching and successful learning and achievement by pupils.
- Have a strategic view of successfully developing and continuously improving an already thriving school
- To review and implement the School Development Plan (SDP) which, through appropriate consultation, identifies appropriate priorities and targets for ensuring that pupils achieve high standards and make continuous progress. Monitor the impact of the SDP and introduce adjustments where necessary.
- Advise and consult with the Governing Board on the formulation of its policies and their implementation, in addition to attending meetings of the Governing Board and its committees as necessary
- Create a safe and productive learning environment.
- Have experience around SEND processes and understanding of ordinarily available provision (OAP) with co-production with parents and children at the heart of the work to be done.



- Create an outward-facing school which can work with other school and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils

## B. Teaching and Learning

The Headteacher will assist the Governing Board by:

- Ensuring that the statutory requirements of the National Curriculum are met
- Overseeing the curriculum, pastoral care and the administration of the school to ensure that they are delivered to meet the needs of all pupils
- Monitoring and evaluating the curriculum for both quality and value for money
- Promoting the effective management of pupil behaviour and ensure a sense of calmness through the effective management of pupil behaviour
- Demanding ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes
- Securing excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being
- Promote respect and understanding of diverse cultures, languages and ethnic groups, including faith groups.
- Participate, to such an extent as may be appropriate having regard to other duties, in the teaching of pupils at the School, including the provision of cover for absent teachers.

## C. Leading and Managing Staff

The Headteacher will

- Promote the school's ethos and create and maintain good working relationships among all members of the school community
- Maximise the contributions of all staff to improve the quality of education provided and standards achieved through effective deployment and delivery of the performance management process
- Hold all staff to account for their professional conduct and practice, addressing any under-performance, supporting staff to improve and valuing excellent practice
- Ensure that professional duties are fulfilled as specified in the School Teachers' Pay and Conditions document
- Liaise with representatives of teacher organisations
- Sustain their own motivation and that of their staff, and have a duty of care regarding staff welfare
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff



## D. Efficient and Effective Use of Staff and Resources

The Headteacher will:

- Take overall responsibility for the management of all the school's financial resources.
- Determine short-, medium- and long-term priorities for the school, having regard to any financial implications and the ability to meet these from the foreseen income.
- Advise the Governing Board on the formulation of the annual budget in order that the school secures its objectives and ensure the regular monitoring of the budget and the oversight of the use of resources
- Plan, manage and monitor the curriculum within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum, and health and safety requirements
- Seek to secure adequate resources for the school in the present and in the foreseeable future and ensure value for money throughout
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity

## E. Accountability

The Headteacher will:

- Work closely with the Governing Board and its sub-committees and secure a positive working relationship with all Governors
- Provide information, objective advice and support to the Governing Board to enable it to meet its responsibilities – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance - recognising that the Governing Board is accountable for the success of the school
- Create and develop an organisation in which staff recognise that they are accountable for the success of the school
- Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement
- To be the designated Safeguarding lead and be accountable for all elements of this role

## F. Professional Development

The Headteacher will:

- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education





## G. Strengthening Community Links

The Headteacher will:

- Establish and maintain communication and links with supporting external agencies and the media.
- Represent the school to other groups and the local community.
- Build and maintain productive relationships with parents and encourage their involvement in the life and work of the school.
- Promote links with local primary and secondary Headteachers.

This position is subject to an Enhanced Disclosure and Barring Service (DBS) check, satisfactory references, along with proof of qualifications and the right to work in the UK.



# The Duke of Bedford Primary School

## Headteacher

### Person Specification

This Person Specification sets out the many and varied qualities that we as the Governing Board are looking for in our new Headteacher. We will be appointing a dynamic Headteacher who can, in partnership with the staff, parents, pupils and the wider community, develop and secure a shared vision that promotes excellence in all areas of school life. Our new Headteacher, in partnership with the Governing Board, staff and parents will provide professional leadership, vision and management across the school.

Selection Criteria		Essential	Desirable
Qualifications	Qualified Teacher Status	E	
	Evidence of continuous and further professional development, particularly in areas of leadership and management	E	
	A First Degree or equivalent	E	
	National Professional Qualification for Headship (NPQH)		D
Experience	Evidence of effective teaching, assessment and target setting in a primary school	E	
	Has experience and knowledge of high-quality teaching across Early Years, Key Stage 1 and Key Stage 2		D
	Has experience of working in more than one school		D
	Successful and substantial leadership and management as Headteacher, Deputy Headteacher or Assistant Headteacher with primary aged children	E	
	Evidence of the successful implementation of strategies to improve teaching and learning to raise standards across the school	E	



	Evidence of managing or making a substantial contribution to the management of change	E	
	Evidence of successful line management and staff development/training including managing underperformance	E	
	Has experience in recruiting staff and demonstrates an understanding of Safer Recruitment processes	E	
	Has experience of SEND processes including OAP and supporting a SENCO with developing the provision in school	E	
Management and Leadership Skills	Is an effective leader with the ability to plan, organise, communicate and delegate effectively	E	
	Has effective IT skills and can use data analysis to implement strategies for school development and for the improvement of the quality of teaching and learning for all pupils	E	
	Understands high-quality teaching and the ability to model this for others and support others to improve	E	
	Has the ability to communicate, manage and implement change	E	
	Is an effective decision maker and can implement and monitor policies and practice	E	
	Can build strong relationships with colleagues, other schools and the wider community. Has a good sense of humour	E	
	Can demonstrate that they have successfully managed a team and can show how these skills have improved the quality of teaching and learning	E	
	Has experience of effective and efficient financial planning and budget management to ensure best value for money	E	
	Is committed to the safeguarding of pupils to ensure that the safety and welfare of all pupils is assured	E	
	Is committed to collaborative working with all stakeholders both in and beyond the school, particularly with reference to the school as an integral part of village life	E	
	Has experience of working with a Governing Board and can demonstrate an understanding of the shared collaborative working that this entails	E	

Personal Skills and Attributes	Leads by example, holding and articulating clear values and moral purpose, focusing on providing excellent educational opportunities and outcomes for all pupils	E	
	Has excellent communication and interpersonal skills with the ability to motivate, inspire and mentor others by fostering a productive and collaborative working environment	E	
	Can demonstrate enthusiasm and inspire colleagues with creativity and innovation	E	
	Has the ability to provide a caring, high quality and inspiring learning environment	E	
	Demonstrates sound judgement and is proactive in the management of problems	E	
	Has high expectations of behaviour and an awareness of how this enables pupils to reach their full potential	E	
	Shows an ability to celebrate success	E	
	Demonstrates commitment, reliability and integrity	E	
	Shows sensitivity to the needs and wellbeing of each child, the staff and parents/carers	E	
	Recognises the role that parents/carers play as partners in helping children succeed and thrive	E	
	Demonstrates a commitment to equality of opportunity, diversity and social inclusion	E	
	Demonstrates the ability to foster an open and fair culture	E	
	Can show commitment to providing an appropriate work/life balance for the staff	E	
	Can demonstrate effective time management skills and the ability to work under pressure to deadlines	E	
	A commitment to the safeguarding and welfare of all pupils and staff	E	

The Governing Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment



## Peterborough LA

New Headteachers are supported by the school's link School Improvement Adviser and also have the opportunity to join a new Headteacher's group which is run jointly between Cambridgeshire and Peterborough. Each new Headteacher is also offered a local Headteacher Mentor.

Schools within Peterborough continue to be supported through geographical clusters which meet at least termly. In addition, schools have access to a wide range of additional support and CPD through the LA School Improvement Team. This includes termly briefings for Headteachers.





# Appointment process

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Start date	September 2024
Closing date for applications	17/05/2024 12 midday
Interviews	22 <sup>nd</sup> /23 <sup>rd</sup> May 2024
Salary Range	L12 - 18
School visits	Please contact Mrs Pepper on 01733 270243

## Application

You are invited to submit a letter of application with your application form (no more than 2 sides of A4). The letter of application should address the requirements identified in the Person Specification with particular emphasis on how you would use your experience, skills, knowledge and management style to continue the development of the school. Curriculum Vitae will not be accepted.

Shortlisting will take place on 16th April and all candidates will be contacted as soon as possible.

Completed application forms should be submitted by email to: [headship@epm.co.uk](mailto:headship@epm.co.uk)

Please be aware that any visit/tour may need to be conducted under strict social distancing and precautions due to the COVID 19 pandemic.

## How to find the school

### By Road (from Peterborough)

Thorney is situated on the A47 about seven miles east of Peterborough. As you approach the village on the A47, when you reach the first roundabout, take the second exit, signposted Thorney. You will come to a set of traffic lights. Carry straight on through the village until you reach a mini roundabout. Take the second exit at this roundabout into Sandpit Road. The school car park is just along this road on the right-hand side – it is barrier controlled and there is a buzzer system to request access.

### By Rail

The nearest station is Peterborough, which is well served by East Coast Trains, First Capital Connect and Abellio Greater Anglia. There is a Bus Service (Excel) from the bus station a couple of minutes walk from rail station. There are also taxis.

