



**Little Sutton
Primary School**
Learn Strive Succeed

Headteacher

Information for applicants



Worcester Lane, Sutton Coldfield,
West Midlands, B75 5NL



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Headteacher

Group 3. Pay range L18 to L24.

Little Sutton Primary School

Worcester Lane

Sutton Coldfield

B75 5NL

Tel: 0121 464 4494

Chair of Governors: Mark Griffiths

Headteacher: Rachel Davis

The vacancy arises upon the retirement of Rachel Davis at the end of the summer term, 31 August 2024.

Little Sutton Primary School is a two form-entry mixed foundation school for pupils aged 4 to 11 years, which currently has 424 pupils on roll. Little Sutton English Hub is also based on the school site.

We are looking for a Headteacher who will continue to build on the work that Mrs Davis has done, focus on school improvement and be relentless in their drive to find ways to further the success of all the children at Little Sutton. The successful candidate should expect to work closely with the English Hub team, be a key advocate of the Learning Trust for Excellence, contribute fully to the planned school rebuild and drive the school's involvement in the possible academisation of some of the local schools in Sutton Coldfield.

The successful candidate will be expected to take up the appointment at the beginning of the spring term, or sooner if possible.

Informal contact with the school is most welcome.

Closing date: 28 June 2024, midday

Please submit your application online



THE SCHOOL

Little Sutton Primary School is proud to be designated one of the government's new English Hubs - one of just 34 schools nationwide recognised for their excellence in teaching and learning.

Little Sutton is also part of the Learning Trust for Excellence co-operative Trust. The recently expanded Learning Trust for Excellence, comprises a group of eleven high achieving schools in and around Sutton Coldfield. The experienced Headteachers work collaboratively to learn from the strengths of each other, share excellent practice and work together to be the best they can be in order to provide the best possible life chances and education across the Trust. The school is part of a subset of 5 schools from within the LTE considering establishing our own Multi-Academy Trust.

Our school has two guiding principles, firstly that we pursue the highest academic standards to ensure all our children achieve their full potential. Through our exciting and motivating curriculum, our children soon develop a love of learning and want to achieve their very best.

Our second guiding principle is that we are part of a family with a strong ethos of care and support for one another. Children at our school are happy and look after one another. This is helped by all children having a buddy in school, which starts in Reception. In addition, we have play leaders on our playground, so that no child is ever left out or feels alone. Good manners are strongly promoted, and our children are regularly complimented on them by visitors to the school and the many trips they go on.

These principles help to ensure our children blossom into confident, polite, well rounded young people who, by the time they move on at the end of their primary years, are proud of their achievements and feel good about themselves.

A huge influence on our success is the relentless high standards in all that we do. We have a highly motivated, enthusiastic team of staff who always put the children first. Our resources are excellent with bright, vibrant classrooms, spacious playgrounds, and superb ICT facilities.

Our consistent, high academic results, excellent standard of behaviour and level of care, enabled us to achieve outstanding in the Ofsted inspection in September 2012. However, this has not made us complacent. We are passionate about giving our children the very best of everything. Children have one chance at their education, and we believe our children deserve the absolute best.



ACCOMMODATION

Little Sutton Primary School has been identified as part of the School Rebuild programme and we expect the works to begin within the next 5 years. This will be an exciting project for the successful candidate to make a real difference to the school for many years to come.

THE GOVERNING BODY

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of 9 members, comprising:

- 3 Parent Governors
- 1 Governors appointed by the Authority
- 0 Teacher Governors
- 1 Staff Governors
- 3 Co-opted Governors and
- The Headteacher

The headteacher automatically becomes a member of the governing body unless he or she elects otherwise and notifies the Clerk of the governing body in writing of his or her decision not to become a member of the governing body.

The governing body must meet at least once a term and that will usually be an evening meeting. However, in view of recent changes in the law of education, and the consequent increase in governors' functions most governing bodies find it necessary to meet more than once a term.

It is expected that the governors will take an active interest in the life of the school and will be invited to all appropriate school functions.

STAFFING

Teaching Staff

Teacher staffing for each academic year is determined by the governing body in the light of the school's formula funded budget during the preceding Spring Term.



The school comprises 16 FTE of teachers, of which one is deputy head and 2 are assistant heads. There are also 8 FTE of teaching assistants. It is not expected that this will change in the next academic year.

School-Based Support Staff

The school-based support staff currently includes school secretaries, classroom-based support staff, and a Building Services Supervisor. Cleaning, catering and ground maintenance staff are provided by contractors selected under arrangements for compulsory competitive tendering.

BUDGET

The delegated budget for 2024/25 is £ 1.9M.

ORGANISATION AND CURRICULUM

The school meets all the criteria for good and outstanding in quality of education, securely and consistently.

The quality of education provided is exceptional:

The school's curriculum intent and implementation are embedded securely and consistently across the school, this is evidenced in our whole school plans and monitoring documents where each subject has been carefully planned. The school Curriculum follows the National Curriculum. The learning journey starting in reception and builds on prior learning, knowledge, and skills in a clear sequence.

The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The school provides a rich, broad, and exciting curriculum where pupils learn well in all subjects. The curriculum has been carefully designed to identify the powerful knowledge needed. The learning is carefully sequenced, building on prior knowledge and skills in order to achieve our ambitious learning goals. As a result, children build up a thorough schema to remember long-term crucial content needed for subsequent learning.

We adopt a curriculum with "a Little Sutton Sparkle" which is ambitious and designed to give all learners, including our SEND and most disadvantaged, the knowledge and cultural capital they need to succeed in life.

Pupils' work across the curriculum is consistently of a high quality; this is noted within the quality of our pupil's work which is regularly shared with other schools.

Pupils consistently achieve highly. The 2023 data reflects that the attainment of the expected standard in reading, writing and maths was significantly above national. In Key Stage 2 progress and attainment for reading, writing and maths at the expected level was significantly above national. The KS2 higher standard in all core subjects was also significantly above national with maths in the 100th percentile. Work in children's books and



pupil conferencing support this evidence. In Key Stage 1 attainment in reading, maths and writing of the expected and greater depth standard was significantly above national. In 2021-2022 the ISDR Key Stage 2 progress and attainment in reading and maths of the greater depth standard was significantly above national and in the highest 20%. In Key Stage 1 attainment in reading, maths and writing of the greater depth standard was significantly above national and in the highest 20% in 2022.

The 2023 Phonics scores remain significantly above the national average. EYFS data reflects we also perform well above the national floor standards in reading, writing and maths at the expected level.

Pupils with SEND achieve exceptionally well; the school is ambitious for pupils with SEND. Their strengths and specific needs have been identified, supported by individual case studies for each child and precise intervention is put in place to address their specific needs and enable them to achieve exceptionally well; these are regularly reviewed to assess maximum impact on their progress.

Reading is a priority and at the heart of our curriculum. Children in Reception begin phonics from the second week. They are taught phonics by a systematic and synthetic approach using the validated programme Little Wandle. Children apply their phonics knowledge to reading fully decodable books which have been carefully matched. Swift same day intervention takes place for any child who has not secured the learning from day 1 in and half termly assessments with follow up intervention to ensure the vast majority of the pupils have a secure group of the phonics code by the end of the Year 1. This enables the children to read accurately and confidently to achieve at least age-related expectations. The school has been in the top 5% of schools for our phonic results since 2014.

The vast majority of children are able to read at least age-appropriate books. Reading continues to be a priority in Key Stage 2, with an emphasis on children developing their fluency through reading in a range of genres and authors. Children enjoy reading and are keen to share recommended reads.

During the pandemic the school took swift action to put in place comprehensive online learning and carefully planned the curriculum to address gaps in pupils' knowledge. As a result, pupils remained on track to meet curriculum end points.

Regular professional development takes place for staff and we have used highly knowledgeable experts to coach staff which has really enhanced their understanding of the subjects allowing them to become expert teachers.

Our subject leaders are highly competent and receive coaching and mentoring from senior leaders. As a result, they are confident in leading their subject; a significant number of leaders and aspiring leaders are undertaking professional qualifications.

Religious education is provided in accordance with the Authority's "Agreed Syllabus". The religious beliefs of all pupils and their parents are respected, and appropriate arrangements are made for the withdrawal of pupils from RE lessons and acts of worship, when parents request this.

[SAT results are contained on our website](#)



PASTORAL CARE AND DISCIPLINE

At Little Sutton Primary School, we aim to achieve and sustain outstanding behaviour and discipline in order to make the children's experiences of school life enjoyable, safe, secure and rewarding. This will maximise teaching and learning opportunities – raising the quality of education so that all pupils can learn and reach their full potential.

All members of staff are concerned with the behaviour of all children and will lead by example, communicating good behaviour and expectations by effective discipline.

At the heart of this policy and code of practice is the belief that all intervention is based on a fundamental respect for each individual. The staff at Little Sutton recognise the importance of building effective relationships with our pupils and between each other.

Outstanding behaviour is most often associated with good relationships and mutual respect. The children and the school community have jointly developed our core values, Learn, Strive and Succeed (see website for further details). These along with the British values, underpin our positive ethos in school.

We believe it is essential that we explicitly teach children what is meant by good behaviour. This begins right from the start of reception. Good behaviour is recognised and rewarded and there are clear consequences for poor behaviour. Pupils are encouraged to be responsible for their own behaviour and actions. Self-discipline is at the heart of effective learning. Parents are encouraged to share the responsibility for the behaviour of their child. We appreciate the importance of their support when difficulties concerning behaviour arise.

At Little Sutton we believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations than negative comments. By fostering positive relationships between children and staff the children feel valued both as individuals and as part of the school community, thus promoting self-esteem, self-confidence and self-respect on a personal level and co-operation, consideration, courtesy and respect for others on a social level. Through this, the children develop pride in themselves and in their school, together with a sense of belonging. A list of rewards and sanctions are displayed in every classroom.

We are committed to providing the children with a well-structured and ordered school experience and believe that effective communication between all staff on matters of behaviour and discipline is essential in order to achieve this. In addition, the policy and practice will be reviewed regularly in phase, leadership, and whole staff meetings. We have a clear curriculum for behaviour which identifies the school's systems, processes and routines which is understood by all staff. It is embedded consistently across the school and is also communicated to staff, pupils and our whole school community. Monitoring takes place to ensure it is effective and consistent.



EDUCATION FOR A MULTI-CULTURAL SOCIETY

The LA, as an integral part of its policy for 'Education for a Multi - Cultural Society' is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all its schools. This is to be achieved through the implementation of three major objectives:

- preparing all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity
- providing for the particular needs of children, having regard to their ethnic, cultural and historical background
- being aware of and countering racism and the discriminatory practice to which it gives rise

The school is made up of 39.6% children from a minority ethnic background.

Little Sutton Primary is proud of its diverse school family. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons, collective worship and PSHE lessons, reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children also visit places of worship that are important to different faiths.

PARENT/TEACHER LINKS

The school's PA is called FOLSS – Friends of Little Sutton School. FOLSS do an amazing job raising much needed funds for our school. With the funds that they raise we are able to purchase things like iPads, PE equipment and musical instruments.

A very active, committed body of parents work tirelessly to support the school in many ways, ranging from fund-raising events to carrying out practical activities.



LINKS WITH THE COMMUNITY

It is the Authority's policy to make the most effective and efficient use of all education buildings and plant throughout the year.

To this end, many schools throughout the city are used regularly by the Adult Education, Youth and Community Service on a dual use basis. Schools may also be hired by the public under the City's arrangements for letting school premises. The effectiveness of the dual use policy is characterised by excellent co-operation and collaboration between head teachers, and officers of the Authority and the Department of Recreation and Community Services.

Given these policies and the success of current practice, the person appointed to this post must be completely sympathetic to the school and any of its facilities being available for community use when not required by the school. Where schools are used as major community facilities a statement on local provision supplied by the Recreation and Community Services Department's Area Manager should be included.

In every case where a school is a recognised 'dual use' facility this fact should be recorded, and its implications explained.

The school has strong links with the local community for example, in March, ten children from Year 4 went to a local care home to help the residents plant some daffodils for St David's Day. The children enjoyed working together and afterwards watching a musical activity session and spoke to other residents.

The school continues to promote the importance of donating to the local food bank.

We continue to have many children show acts of kindness to others by collecting food from friends and neighbours.

In March, alongside the Year 4 assembly on protecting our environment and reducing pollution, we have been also asking our school families to:

- help our environment by using a reusable water bottle
- reduce, use and recycle
- go plogging and encourage others to the same

HEADTEACHER INDUCTION

All new head teachers are able to access induction and support, on a rolling programme, provided by the Teaching Schools across the city, in partnership with HR Services for Schools.



This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

HEADTEACHER - JOB DESCRIPTION

SALARY SCALE: GROUP 3, ISR L18 to L24

As required by Paragraphs 44-47 and 52 of the School Teachers' Pay and Conditions Document.

1. **Job Purpose**

As required by paragraph 44-47 and 52 of the School Teachers' Pay and Conditions Document, to be responsible for the internal organisation, management and control of the school.

2. **Duties and responsibilities**

2.1 General

To act in accordance with the requirements of paragraphs 44-47 and 52 of the School Teachers' Pay and Conditions Document

To undertake the professional responsibilities of a head teacher as set out in paragraph 46 of the School Teachers' Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights



3 Line Management

Responsible for the supervision of all staff employed in the school (other than school meals staff)

4 Conditions of employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

5. Review and Amendment

- 5.1 This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

6. Complaints

- 6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation _____ (Signature of the Chair of the Staffing Committee)

Copy received by _____ (Signature of the Head Teacher)

Date _____



Person Specification: Headteacher

LITTLE SUTTON PRIMARY SCHOOL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE AND EXPECTS ALL STAFF TO SHARE THIS COMMITMENT. AN ENHANCED DBS CHECK IS REQUIRED FOR THE SUCCESSFUL APPLICANT.

	ESSENTIAL	* METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	Qualified Teacher status.	AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning. Knowledge and understanding of education and schools systems locally and nationally.	
EXPERIENCE	Considerable successful experience in leadership and management and demonstrating the ability to differentiate between them. Demonstration of a good understanding of School Improvement Planning and implementation. Experience of implementing Performance Management. Experience of partnership working with parents and the wider community including external agencies. Successful and varied teaching experience in appropriate phase(s), including working with children with social, emotional and mental health difficulties. Experience of co-ordinating family support services as appropriate.	AF, I AF, I AF, I AF, I AF, I



SKILLS AND ABILITIES	To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British Values.	AF, I
	To develop a culture for learning and set high expectations for achieving success for all.	AF, I
	To work to high professional standards, strategically and operationally, leading by example.	AF, I
	To monitor, evaluate, and plan strategically for School Improvement and continuous professional development.	AF, I
	To lead and manage effectively in an environment of high accountability.	AF, I,
	To manage the implementation of change effectively and sensitively.	AF, I
	Demonstrate the ability to manage, motivate and support individuals and teams effectively.	AF, I
	To deal effectively with under performance, in accordance with relevant policies and procedures.	AF, I
	To understand and interpret complex data to inform effective decision-making.	AF, I
	To maintain a clear strategic financial overview of the school.	AF, I
	To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.	AF, I
	To demonstrate a wide range of high level communication skills including new technologies.	AF, I



	To use authority appropriately to maintain discipline.	AF, I
	To promote and foster a positive school image.	AF, I
	To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.	AF, I
	Commitment to the continued success and long term aims of the English Hub.	AF, I
	Understanding and commitment to the co-operative society's aims which are the foundation of the Learning Trust for Excellence.	AF, I
	Commitment to retain and develop the links established with the schools within the LTE.	AF, I
OTHER	Evidence of motivation for working with children.	AF, I
	Evidence of ability to form and maintain appropriate relationships and personal boundaries with children and staff.	AF, I
	Evidence of emotional resilience in working with children and staff exhibiting challenging behaviour.	AF, I
	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.	AF, I
	Ability to coach and develop all school staff appropriately.	AF, I
	Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.	AF, I
	Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.	AF, I



	Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.	AF, I
	Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.	AF, I
	Understanding of the likely move towards academisation within the established Learning Trust for Excellence.	AF, I

*

- Those elements marked **AF** - will be assessed in your **Application Form**
- Those elements marked **AF/I/P** - will be assessed in your **Application Form** and during the selection process e.g. Interview, **P**resentation.
- Those elements marked **I/P** - will be evaluated during the selection process e.g. Interview, **P**resentation

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.