

Mapledene Primary School



HEADTEACHER

INFORMATION FOR APPLICANTS



**Mapledene Primary School
Mapledene Road
Sheldon
Birmingham
B26 3XE**

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Welcome from our Chair of Governors

Dear Applicant

On behalf of the pupils, staff and Governing Body of Mapledene Primary School, I would like to thank you for expressing an interest in the post of Headteacher.

The Governing Body are looking to appoint an inspirational and outstanding candidate to lead Mapledene Primary School.

Our school's vision, values and aims are clearly expressed in our school moto:

Belong, Believe, Be You: ACHIEVE!

We are proud of the dedication and commitment of our staff who, along with the Governing Body, are looking to build upon our schools strengths and move our school forward on the next phase of its development. We also have a strong working partnership with parents and the local community.

In making this appointment, the governors are seeking someone with proven leadership qualities who can continue and extend the school's successes.

The Pack contains full details of how to apply, along with additional information about our school. Visits to school are warmly encouraged and will take place on Tuesday 11th February at 10am, Thursday 13th February at 10am and Thursday 13th February at 4pm. Please telephone the school if you wish to attend.

On behalf of the Governing Body, thank you again for your interest in this position. We look forward to receiving your application and, if selected, look forward to welcoming you at interview.

Yours sincerely

Mr Dave Hobday
Chair of Governors



APPLICATIONS ARE INVITED for appointment to the post of

**HEADTEACHER
of
MAPLEDENE PRIMARY SCHOOL
Mapledene Road
Sheldon
Birmingham
B26 3XE**



Tel: 0121 464 2881

**Chair of Governors: Mr Dave Hobday
Individual School Range: L16 – L22**

Mapledene Primary School is a local authority school, it is a 1.5 form-entry mixed community school for pupils aged 3-11 years, which currently has 312 pupils on roll. The pupils, staff and Governors are seeking to appoint an enthusiastic, inspirational and dedicated individual to lead Mapledene Primary School from September 2025 or as soon as possible.

We wish to recruit a Headteacher with a clear vision to develop the future of Mapledene and build upon our schools strengths and move our school forward on the next stage of its development.

The successful candidate will:

- have a clear vision and strong commitment to school improvement and excellence
- have high expectations, focusing on raising achievement and standards across the whole school
- have a proven track record of effective leadership and management
- have proven ability and skills to lead, manage and inspire pupils, staff and Governors
- work in partnership with pupils, staff, parents, Governors and build on links with the local community
- seek to maintain and build on existing strengths and good practice
- promote inclusion and diversity
- continue to develop an innovative, creative approach to learning and teaching
- be an excellent communicator who will be an effective advocate for the school in the wider community.

Candidates are strongly encouraged to visit the school, visits can be booked by contacting the school office on 0121 464 2881. Visits: Tuesday 11 February at 10am, Thursday, 13 February at 10am and Thursday 13 February at 4pm.

Closing Date: Monday 24 February at 5pm

[Apply Online](#)

OUR SCHOOL

Mapledene Primary School is a 1.5 form entry school in the Sheldon area of Birmingham, in close proximity to Birmingham International Airport. We currently have 312 pupils on roll including 14 part time nursery aged children. At Mapledene our school motto is: ***Belong, Believe, Be You: ACHIEVE!***



There is very much an ethos of team work at Mapledene. All the staff and the governors are extremely committed, and hardworking and they support each other, the children and families well.

In our last OFSTED, it was reported...

'Pupils are happy at Mapledene Primary School. They say it is like being part of a family. Leaders have high expectations for all pupils. Pupils achieve well because leaders have designed a curriculum that is ambitious for them all, including those with special educational needs and/or disabilities (SEND).

'Leaders ensure that pupils follow the school rules. All pupils behave well. Leaders deal with bullying effectively. '

The children are very much a part of the decision-making process and there is an active School Council. Children take responsibility throughout the school and in Year 6 there is an opportunity for children to become House Captains and Librarians.

The school is at the heart of its community and is used out of hours (after school and at weekends) by community groups and is very proud of its role within the community. The school also has a very successful before and after school club.



The school prides itself on getting to know the children as individuals and developing their talents. This is done through creative teaching and a wide range of interventions. We also offer a wide variety of extra curricular activities, which include choir, football, drama, makaton, zumba and craft.

We are very proud of our school and the Community it serves. Our aim is to raise standards by promoting a school ethos which is underpinned by shared core values of cooperation, resilience and respect.

We instil in the children that learning is lifelong and promote a culture where everyone can achieve.

ACCOMMODATION

Mapledene Primary School is accommodated in a post war building built in 1950 in large attractive grounds. There is a library, ICT suite, art room, kitchen, two dining rooms and a large and a small hall are also situated on site.



We are proud and lucky to have the extensive grounds that we do. The outdoors is utilised well with specific areas for Nursery and Reception.

We have a field which is used for PE, football, sports days, as well as being used at playtimes and lunchtimes when weather allows.

The school has two large and one small playground.

The classrooms and additional teaching bases are attractive, with interactive whiteboards fitted in each. In KS1 and Reception, there are bays outside each classroom which provide a base for additional teaching groups to take place.



THE GOVERNING BODY

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

- 2 Parent Governors
- 1 Governor appointed by the authority
- 1 Staff Governor
- 4 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 early evening meeting.

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

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

The school's Senior Leadership Team is currently comprised of the Acting Headteacher, Acting Assistant Headteachers, SENDCO and Business Manager.

The teaching staff establishment for 2024-25 is the Acting Headteacher plus 11 teachers plus 5 part time teachers.

School-Based Support Staff

The school-based support staff currently includes school administration staff [3], teaching assistants [10], dinner supervisors [9] and a Building Services Manager. The school also employs an IT technician for one morning each week. Cleaning and catering staff are provided by the contractor selected under arrangements for compulsory competitive tendering.

BUDGET

The delegated budget for 2024/25 is £1,658,556. The school currently has a carry forward deficit for 2023/24 of £22,083. As with all school's we are anticipating reduced levels of funding in future which will have an impact on levels of provision.



ORGANISATION AND CURRICULUM



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.

Governors are committed to school improvement and the key priorities for 2024/25 are:
Priority 1 – To improve school attendance and punctuality;

Priority 2 - To ensure foundation subject assessment supports children's learning and acquisition of knowledge and also supports subject leaders' leadership of their subjects;

Priority 3 – To ensure subject leaders ensure that the curriculum is well-sequenced and that the most important knowledge that pupils need to know and remember is clear;

Priority 4 – To improve handwriting across school;

Priority 5 – To develop strong governance.



PASTORAL CARE AND DISCIPLINE

All members of staff are responsible for the welfare and safeguarding of the children in their care and any concerns about individual children are brought to the attention of the Senior Leadership Team. The school works closely with a range of outside agencies to support children with learning, social, welfare and medical needs.

There is a highly effective behaviour policy which runs across the school, based around rewarding good behaviour but having clear sanctions for unacceptable behaviour.

The school follows the authority's disciplinary policy, which requires that pupils should be required to regulate their conduct through self-discipline. Where self-discipline is inadequate a variety of sanctions may be imposed for misconduct, but corporal punishment is not permitted under any circumstances.

PARTNERSHIP MONITORING, ADVICE AND SUPPORT



Mapledene is a member of the Birmingham Education Partnership and is committed to developing the best outcomes for children in our City. In addition, we work in partnership and with the guidance from our school improvement partner who also supports the governing body to enable them to hold the school to account. We work with a number of cluster/ Sheldon primary schools. We have participated in PSHE and values activities with schools that are different to our own. In addition to attending Consortium meetings to work with headteachers of schools in our district, the acting headteacher meets monthly with the headteachers from our local schools which provide the opportunity to discuss local issues and share good practice and resources.

EDUCATION FOR A MULTI-CULTURAL SOCIETY

The LA 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.

It is important to us to create opportunities to celebrate and teach the children about a wider range of cultures and faiths.

We are extremely committed to meeting the needs of all our children and the SENDCO together with all the staff ensure that those children with Special Educational Needs are well catered for.

Detailed Pupil Progress meetings take place in order to ascertain any children who may be falling behind and any barriers to learning they may have. All of our teaching assistants are trained to provide specific interventions to enable the progress of these targeted children to be accelerated.

PARENT PARTNERSHIP

At Mapledene we value partnership with the school's parental community and seek to involve parents in the life of the school in order to support children's progress and attainment. The school also seeks to work with the wider community in order to develop strong community links and provide wider learning opportunities for our children.



LINKS WITH THE COMMUNITY

Mapledene School is a school that serves its community. The school is the base for Sheldon Community Church services and a dance school. The school operates, a very well used, before and after school club (High Flyers) which is run by the Governing Body.

Mapledene is also proud of the community events it takes part in, such as Community Carol service and football tournaments. Some of these events the school hosts.

OTHER EXTERNAL SUPPORT SERVICES

The school has good links with a range of external agencies including, behaviour support, pupil and school support, speech and language, parent support worker, and the school nurse.

We also ask for support from other agencies when needed, for instance bereavement counselling.

HEADTEACHER INDUCTION

All new headteachers are able to access induction and support through the LA school improvement team



MAPLEDENE PRIMARY SCHOOL

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 2, ISR 16 - 22

As required by Paragraphs 44 – 48 & 52 of the School Teachers' Pay and Conditions Document.

1. Job Purpose

As required by paragraph 44-48 & 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 44-48 & 52 of the School Teachers' Pay and Conditions Document

To undertake the professional duties of a headteacher 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

2.2 Specific

Promoting and safeguarding the welfare of children and young people in their care

Reviewing the school curriculum or developing a particular aspect of the curriculum

Implementing particular policies adopted by the Governing Body, such as those recommended by the LA

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 Headteacher 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 _____

**MAPLEDENE PRIMARY SCHOOL
PERSON SPECIFICATION: HEADTEACHERS**



Mapledene 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.	AF, I
	Knowledge and understanding of education and schools systems locally and nationally.	AF, I
EXPERIENCE	Considerable experience in leadership and management and demonstrating the ability to differentiate between them.	AF, I
	Demonstrate a good understanding of School Improvement Planning and implementation.	AF, I
	Experience of implementing Performance Management.	AF, I
	Experience of partnership working with parents and the wider community including external agencies.	AF, I
	Successful and varied teaching experience in appropriate phase(s), including working with children with social, emotional and mental health difficulties.	AF
	Experience of co-ordinating family support services as appropriate.	AF, I
	Experience of managing a budget.	AF, I
	Experience of improving the educational outcomes of children in receipt of Pupil Premium across the whole school.	AF, I
	Experience of using evidence-led pedagogy to develop a Primary Curriculum	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, P
	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 knowledge of SEND code of practice.	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

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 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.	
	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 Equal Opportunities and other legislation essential for the health, safety and wellbeing of the school community.	
	Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.	

- 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, Presentation.
- Those elements marked I/P - will be evaluated during the selection process e.g. Interview, Presentation

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.