



Pear Tree Primary School

Pear Tree School – Being Our Best Selves

Head Teacher's Recruitment Pack

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Letter from the Chair of Governors

Pear Tree School
Nantwich
Cheshire
CW5 7GZ
Telephone (01270) 906120
8 November 2023

Dear candidate,

Re: Pear Tree Primary School, Nantwich, Cheshire

I am delighted that you are interested in applying for a position as Head Teacher at Pear Tree Primary School.

Pear Tree Primary School has a reputation for delivering excellent education that not only raises standards but also ensures every pupil achieves their maximum potential. Our record-breaking results this year are testament to the dedication of our staff and the hard work of our pupils.

Pear Tree is a single form entry primary school with 218 pupils. It is also an Academy school although the school's ambition is to join a larger Academy Trust with neighbouring Cheshire-based schools.

The school is very much focused on the "Pear Tree way" of promoting high standards in teaching, learning and life skills in a happy supportive environment.

We are committed to ensuring that all children who are taught at Pear Tree will be:

- Caring and respectful with good social skills underpinned with honesty and integrity
- Imaginative individuals, thinking critically and reflectively
- Masters of basic skills in all areas of learning
- Confident, independent and resilient learners for life
- Respectful of diversity and value all communities
- Secure in their own set of personal values and guiding principles

At the school's recent OFSTED inspection, Pear Tree continued to be ranked "good" with a number of outstanding features.

We are looking for a Head Teacher who is a dynamic leader, shares our enthusiasm and passion, and really wants to make a difference to the lives of the children and the wider community we serve.

We have a focused School Development Plan that builds on our successes to date and is focused on four main areas of progress: Science, Design and Technology, IT and writing.

If you would like to see what makes Pear Tree special please do not hesitate to contact the school to arrange a visit, or contact me personally.

Yours sincerely,

Simon Holden

Chair of Governors

Head Teacher Job Advertisement

Pear Tree Primary School is a highly successful, award-winning school set at the edge of a vibrant Cheshire town. We enjoy many strong links with parents, governors and the community which positively impact on pupils' learning and development.

We seek an inspirational Head Teacher who shares our vision of a dynamic, nurturing and energetic school, achieving excellence in all aspects of its rich and diverse curriculum.

We believe this is an exciting opportunity for an enthusiastic and forward-thinking professional, who is able to lead by example and inspire staff to take control of their own professional development and practice to deliver an exceptional educational experience for our children.

Rated 'Good' by OFSTED in 2022, we have an excellent reputation and are a friendly and high achieving school. We believe in the promotion of lifelong learning, encouraging our children to become independent, curious and motivated learners. Our new Head Teacher will be reflective and able to instigate change, as we continually strive to drive the best outcomes for the children in our community.

If you are a highly motivated individual who is committed to providing a high quality, broad and enriching educational experience for all pupils, keen to work with our dedicated team of staff and wonderful children to continue to improve the school, we would love to hear from you.

We can offer you:

- caring and committed staff
- friendly, enthusiastic and motivated children
- supportive governors, parents and a close rural community
- the opportunity to make a difference to the lives of young people in our town.

The successful candidate will:

- demonstrate proven management, leadership and communication skills
- have experience of raising standards
- lead a strong professional team
- be sympathetic to the ethos and individuality of our thriving school
- be passionate about learning and the potential of all children to succeed
- be able to evidence strategies for raising academic standards
- inspire staff and children alike to develop a commitment to lifelong learning
- think strategically to create a vision which will continue to improve our school.

Our school community places the highest priority on keeping our children safe. Applicants for the post will be subject to stringent vetting and induction processes.

Salary:

Salary Range L15 -L21 £66,628 - £76,430.

NOR- 218; School Group: Group 2

Start date:

1st September 2024 or earlier by mutual agreement

Applications to be obtained from:

School Governance Team, 5th Floor Delamere House, c/o

Municipal Buildings, Earle Street, Crewe, CW1 2BJ;

Tel: 0300 123 5036;

Email: schoolgovernanceeast@cheshireeast.gov.uk

School Governance Team, 5th Floor Delamere House, c/o
Municipal Buildings, Earle Street, Crewe, CW1 2BJ; Tel: 0300
123 5036; Email: schoolgovernanceeast@cheshireeast.gov.uk

Key Dates:

Date	Event
Friday 8 th December & Thursday 14 th December 2023, 9am – 6pm	Applicant Q&A and school visit. Please contact: admin@peartree.cheshire.sch.uk to arrange.
Thursday 4 th January 2024 at 9am	Advertisement closes.
Tuesday 9 th January 2024	Shortlisting Meeting.
Monday 22 nd January 2024	Activities Day.
Tuesday 23 rd January 2024	Interview Day

You may provide a supporting letter with your application; this should not exceed two sides of A4 paper (11pt). **Please** do not restate the factual details already included elsewhere on the application form. The successful applicant will be subject to the conditions of employment for Headteachers contained in the current School Teachers' Pay and Conditions document 2023 and other current education and employment legislation.

Head Teacher – Job Description

Responsible to: The Governing Board

Responsible for: All pupils, teaching and non-teaching staff

Core Purpose: The Head Teacher is to provide the professional leadership and management of the school, ensuring its continuing success and improvement, high quality education and personalised learning for all its pupils. They will promote and support high standards, strong achievement and self-esteem and confidence for all within a safe, caring environment.

Key Areas of Work:

Strategic Direction and Development of the School – Shaping the Future

- Work with the governors and others to create a shared and strategic vision and plan which inspires and motivates pupils, staff and all other members of the school community.
- Lead school self-evaluation, enabling strategic planning to sustain school improvement which ensures that the school moves forward for the benefit of all.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the school's pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors, and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise, and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly, the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Leading Learning and Teaching

- Ensure the quality of teaching, learning and achievement of *all* pupils.
- Create and maintain a learning culture which enables pupils to become effective, enthusiastic, independent learners committed to lifelong learning.
- Develop, organise and implement the curriculum and its assessment.
- Lead teaching and learning as an exemplar practitioner
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality.
- Secure 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.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Hold all staff to account for their professional conduct and practice.

Professional Development and Working with Others

- Build a professional learning community which enables others to achieve in a manner consistent with the aims and values of the school
- Ensure performance management and continuous professional development of staff, governors, and self
- Share and develop leadership, build teams and work cooperatively with pupils, staff, governors, parents/carers and other members of the community to achieve the school's goals and objectives
- Maintain the school's strong position as a focal point in and for the local community

Managing the Organisation

- Produce and implement improvement plans and policies for the development of the school and its facilities
- Build and maintain organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis
- Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice
- Manage the school's financial and human resources effectively and efficiently to achieve the school's goals and ensure value for money
- Support the move to the MAT and ensure robust working relationships with MAT members.

Securing Accountability

- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Provide information, advice and support to governors to enable them to meet their responsibilities
- Provide information about and account for the school's work and performance to a range of audiences including parents and governors

Strengthening Community through Collaboration

- Build a school culture and curriculum which takes account of the richness and diversity of the school community
- Build and maintain links with the wider community to sustain and enrich all aspects of school life
- Collaborate with other agencies to support the learning and well-being of pupils and their families
- Create and maintain partnership with parents to support the learning and pastoral care of pupils
- Network and share best practice with other schools

Duties should be carried out with due regard to statutory orders and regulations, articles of government and policies of the governors. This job description is not exhaustive and further reference should be made to the Teachers' Pay and Conditions document and The National Standards for Head Teachers.

Head Teacher Person Specification

Please see the table below for a list of essential and desirable criteria for our new Head Teacher.

We would like you to tell us why you are the right person to build on our school's success to date, ensuring that every child achieves their full potential. We suggest that this should require no more than five sides of A4 and it should address the criteria below.

Criteria			
Qualifications	Essential	Desirable	How Identified
➤ Qualified Teacher status	✓		Application
➤ NPQH accreditation or serving Head teachers who are exempt		✓	Application
➤ Evidence of regular and appropriate professional development in school leadership and management.	✓		Application
➤ Evidence of regular and appropriate professional development in teaching practice		✓	Application
➤ Honours degree		✓	Application
Experience	Essential	Desirable	How Identified
➤ Successful strategic leadership and management experience in schools for primary age children at a deputy or head teacher level.	✓		Application / Interview
➤ Evidence of experience across more than one key stage	✓		Application / Interview
➤ Proven track record of raising educational standards.	✓		Application / Interview
➤ Experience of Inclusion, SEN provision and Safeguarding processes in a primary school setting		✓	Application / Interview
Evidence of strategic leadership and impact			
Shaping the future Evidence of or commitment and ability to:-	Essential	Desirable	How Identified
➤ Think strategically, by building, communicating and implementing a shared vision of excellence and equity for all.	✓		Application / Interview
➤ Lead creative and innovative contributions to strategic plans that realise the vision and sustain measurable school improvement.	✓		Application / Interview
➤ Set and achieve ambitious challenging goals and targets.	✓		Application / Interview
➤ Communicate effectively with staff, children, parents, governors and other professionals	✓		Application / Interview

Leading Learning and Teaching Evidence of or commitment and ability to:-	Essential	Desirable	How Identified
<ul style="list-style-type: none"> ➤ A clearly articulated philosophy of education ➤ Lead and implement the curriculum and further develop creative, responsive and effective approaches to learning and teaching (including the appropriate use of new and emerging technologies) ➤ Access, analyse and interpret appropriate data to monitor pupils' progress, set and achieve ambitious, challenging goals and targets. Identify areas for improvement with the focus on every pupil achieving their full potential. ➤ Sustain and develop flexible, comprehensive learning opportunities and strategies to meet the personal learning needs of every pupil and foster a culture of lifelong learning for all pupils. ➤ To sustain and develop the ethos of the school ➤ Provide a clear understanding of the current educational issues and the ability to focus and deliver the core requirements 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> Application / Interview Application / Interview Application / Interview Application / Interview Application / Interview Application / Interview
Developing Self and Working with Others Evidence of or commitment and ability to:-	Essential	Desirable	How Identified
<ul style="list-style-type: none"> ➤ Manage change, conflict and empower individuals and team. ➤ Manage own workload and the work of individuals and teams effectively, providing support and delegating where appropriate. ➤ Review the performance of staff, challenge and take action when performance is unsatisfactory, ensuring Continuing Professional Development. ➤ Work collaboratively with others, within and beyond the school, to build an open, fair and equitable learning culture. ➤ Demonstrate emotional intelligence, enthusiasm, presence, commitment, flexibility and impact 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> Application / Interview Application / Interview Application / Interview Application / Interview Application / Interview
Managing the Organisation Evidence of or commitment and ability to:-	Essential	Desirable	How Identified
<ul style="list-style-type: none"> ➤ Implement clear and appropriate evidence-based improvement plans and policies and monitor, evaluate and review their effects. ➤ Work with the School Business Manager and Governors to ensure the strategic financial planning, operational budget management and principles of best value ➤ Work collaboratively with the governing body to deliver positive outcomes for the children, the school and community. ➤ Manage the efficient and effective day-to-day running of the school to ensure a safe, secure and healthy environment. ➤ Manage the transition into a MAT; forging relationships with key personnel; ensure policies are embedded and cascaded; champion the individuality and ethos of our school. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> Application / Interview Application / Interview Application / Interview Application / Interview

Securing Accountability Evidence of or commitment and ability to:-	Essential	Desirable	How Identified
➤ Apply principles and practice of quality assurance systems, including self-review, self-evaluation, performance management and stakeholder and community involvement	✓		Application / Interview
➤ Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils.	✓		Application / Interview
➤ Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including challenging poor performance.	✓		Application / Interview
Strengthening Community Evidence of or commitment and ability to:-	Essential	Desirable	How Identified
➤ Work with groups within the community to further improve outcomes for the school and all its pupils.	✓		Application / Interview
➤ Promote the school within the local community and beyond.	✓		Application / Interview
➤ Enhance the value of the school to the wider community (including parents and carers, other schools and the Nantwich-wide education community) and involve that community in enriching the learning experiences of pupils.	✓		Application / Interview



Pear Tree Primary School

Pear Tree School – Being Our Best Selves

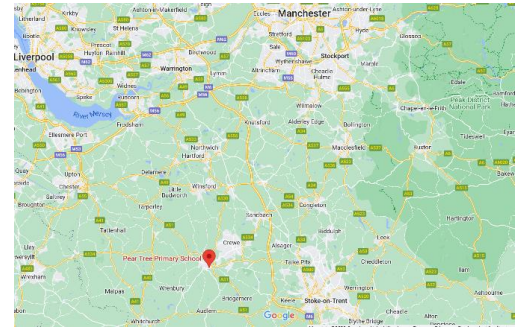


We are a school family of 218, built in 2003, situated at the heart of our community but within easy walking distance of the beautiful historic, market town of Nantwich. We enjoy strong links with our town and our school is an active partner in the Nantwich Educational Partnership (NEP) and the Crewe and Nantwich sports partnership.

We celebrate the uniqueness of our children and give pupils opportunities to shine. We aim to inspire and support pupils in their learning, and to build a solid foundation for future success. Working in partnership with families we strengthen educational outcomes and build understanding and tolerance in our community.

Location

Although our school is only 20 years old, we are well known locally and have an excellent reputation. We are situated on the outskirts of Nantwich in Cheshire and we are at the heart of Stapeley. There are excellent links to Staffordshire, Shropshire and Manchester, as well as North Wales and the rest of Cheshire.



School Ethos and Values

Our Vision

Pear Tree School nurtures every child to enable them to achieve beyond expectations, develop into confident individuals with a lifelong love of learning and equipped with the skills they need to thrive in a rapidly changing world.

Pear Tree School Leavers Will Be:

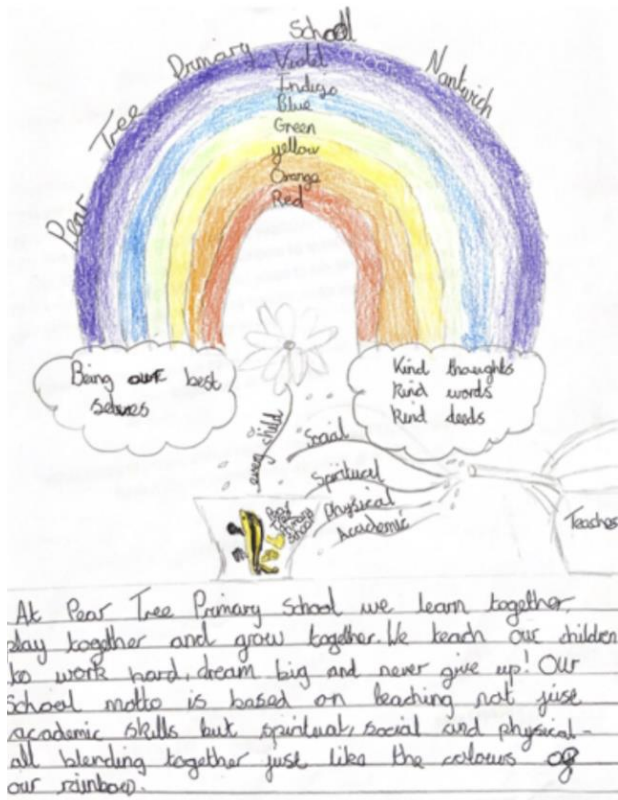
- Caring, respectful, with good social skills underpinned with honesty and integrity
- Imaginative individuals, thinking critically and reflectively
- Masters of the basic skills in all areas of learning
- Confident, independent and resilient learners for life
- Respectful of diversity and value all communities
- Secure in their own set of personal values and guiding principles.

Pear Tree Golden Rules

- We help ourselves and others to learn well
- We use kind hands, feet and words
- We take responsibility for all our equipment and belongings
- We are respectful
- We settle conflicts calmly and fairly.



What our Year 6s Think



Pear Tree Primary School

Our school is situated in Stapeley, on the outskirts of Nantwich.

In Pear Tree School, our lessons take place in spacious classrooms where we have lots of exciting learning that takes place. As well as lessons, we have sports day, forest school, trips and after school clubs. We have a well-stocked library available throughout the day.

Our classes are based on the rainbow to make our learning environment a happy and colourful place to be. We also have two eco-warriors in each year group to try and make our world a better place to live.

If you need help, you will have a partner to talk too, friends are important at Pear Tree.

What I love the most about being a pupil at Pear Tree School, is having lots of friends and we never give up.

We love

Being our Best Selves

Teaching and Learning

At Pear Tree we have seven classes, one for each year with class sizes range from 30 – 33. Our reading and writing scheme is Little Wandle. We foster a safe environment where children are happy to learn. We have trips and residential visits annually and we host many extra-curricular activities including one week each year that is 'off-timetable' such as STEAM (Science, Technology, Engineering, Art and Maths), or Health and Wellbeing. Music is celebrated at Pear Tree and we partner with the Love Music Trust and Music for Life. Our staff are caring, dedicated, and hard-working and this is proven in our results and in how our children feel about attending Pear Tree.

Achievements

We are an ELSA school and support our staff and students' well-being, with over six staff trained as ELSA champions. We have a curriculum pledge for each year that focuses on extra-curricular skills. We have amazing sports teams that have this year achieved the Platinum level for Sports and placed second in a local football tournament. We see a huge number of our children take part in sporting events including inclusive events such as Sports for All.

Our latest OFSTED report rates our school as Good and praised the school for our expectations, our interesting and engaging learning, our strong leadership at all levels, and our pupils' praiseworthy behaviour and excellent attitudes to learning. It also notes that our pupils are caring, polite and courteous to each other and adults. We are extremely proud of our achievements, our results are consistently high and this year's SATs results were our best to date placing us in the top three of the county.

Our Safeguarding and Child Protection Policy can be found [here](#).

Primary Schools Summary of 2023 Provisional Results

Pear Tree

	School 2019	School 2022	School 2023	School Rank 2019	School Rank 2022	School Rank 2023	Cheshire East 2022	Cheshire East 2023	National 2022	National 2023	Nantwich EIP 2023
Foundation Stage GLD	80%	70%	80%	31	61	23	66%	69%	65%	67%	77%
Phonics Y1 EXP+	93%	90%	90%	22	19	25	79%	81%	75%	79%	85%
KS1 Read EXS+	84%	83%	71%	34	22	61	69%	70%	67%	68%	72%
KS1 Write EXS+	68%	55%	65%	80	79	53	59%	62%	58%	60%	67%
KS1 Maths EXS+	71%	72%	71%	97	58	75	70%	73%	68%	70%	75%
KS2 Read AS	76%	91%	97%	72	15	3	77%	75%	75%	73%	79%
KS2 Write EXS+	82%	76%	78%	56	49	47	71%	73%	70%	71%	75%
KS2 Maths AS	79%	88%	94%	76	19	6	74%	75%	72%	73%	80%
KS2 GPS AS	82%	97%	97%	63	6	3	76%	76%	73%	72%	80%
KS2 RWM AS/EXS+	67%	73%	78%	65	25	16	61%	62%	59%	59%	63%
KS2 Read Progress	1.3	2.7	4.1	42	19	7	0.4	0.6			
KS2 Write Progress	-0.5	-1.2	0.2	51	85	52	-0.2	-0.2			
KS2 Maths Progress	2.0	2.1	3.6	17	31	10	0.3	0.3			
KS2 Read Prog Interval	2.1	2.2	2.2				0.2	0.2			
KS2 Write Prog Interval	1.9	2.1	2.1				0.2	0.2			
KS2 Maths Prog Interval	1.8	2.0	2.1				0.2	0.2			

All 2023 results are provisional.

AS and EXS + indicate the required standard or better was achieved.

GLD = Good Level of Development GPS = Grammar, Punctuation and Spelling RWM = Reading, Writing and Maths

Changes to the 2019 KS1 Reading, Maths and Science Teacher Assessment Frameworks mean results for these subjects and combined Reading, Writing and Maths (RWM) are not directly comparable to previous years.

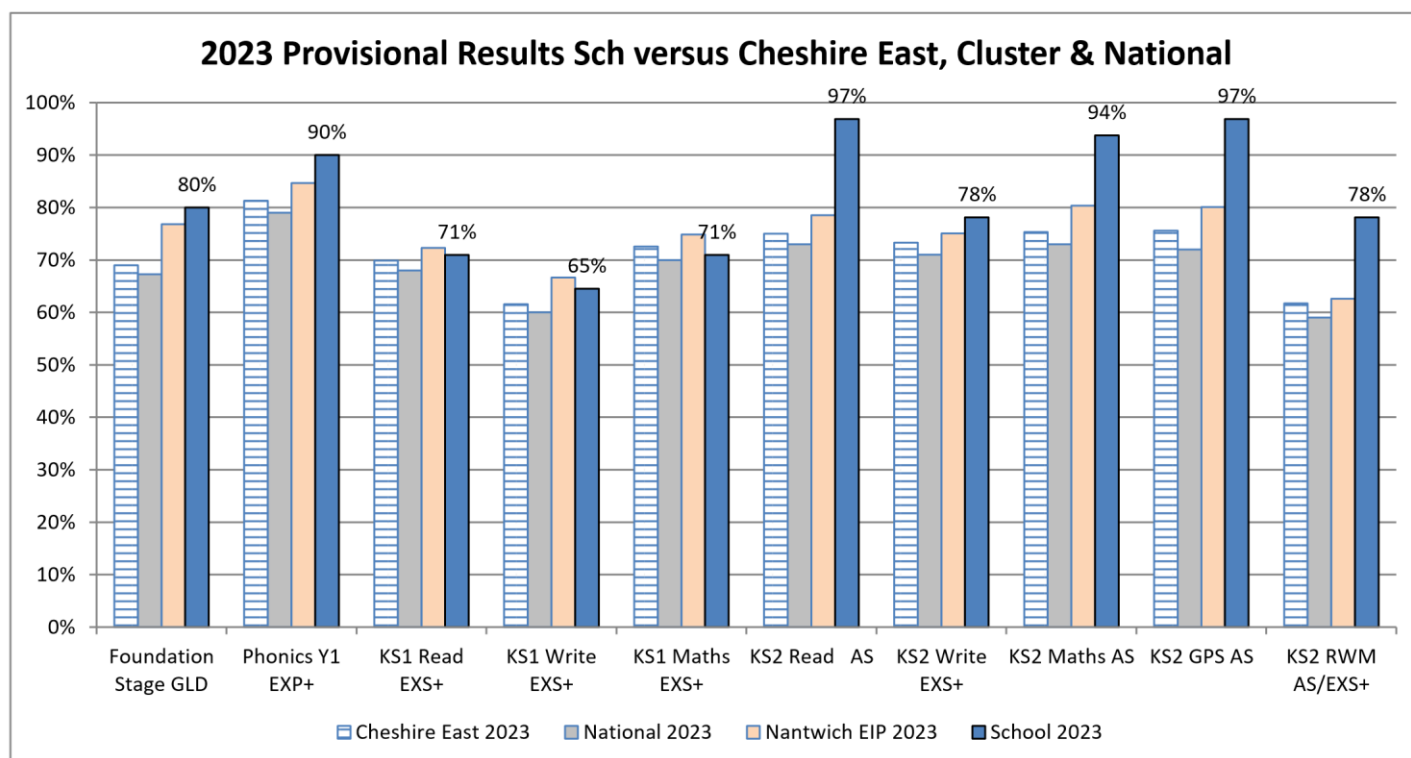
KS2 2022 results for attainment and progress are revised.

National figures are those for State Funded Schools from DfE Statistical Releases

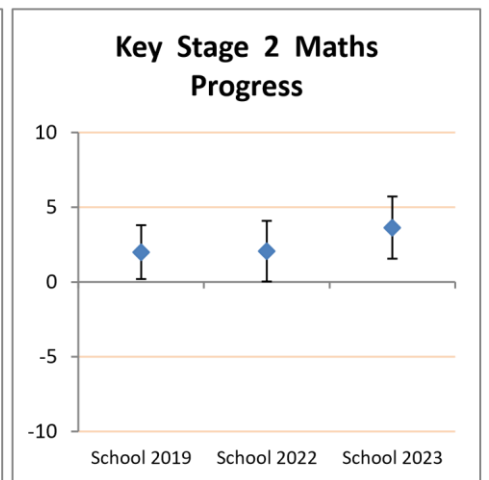
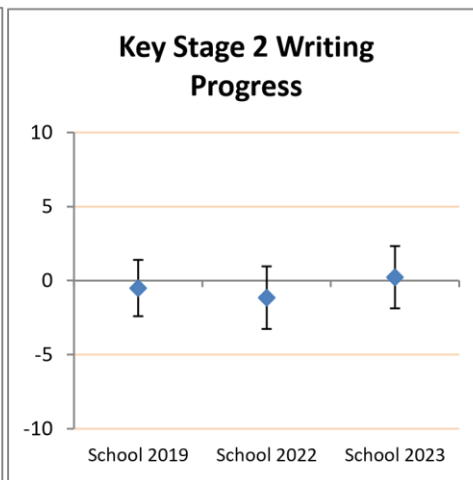
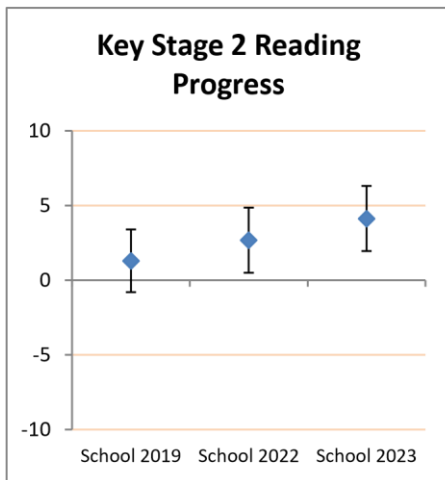
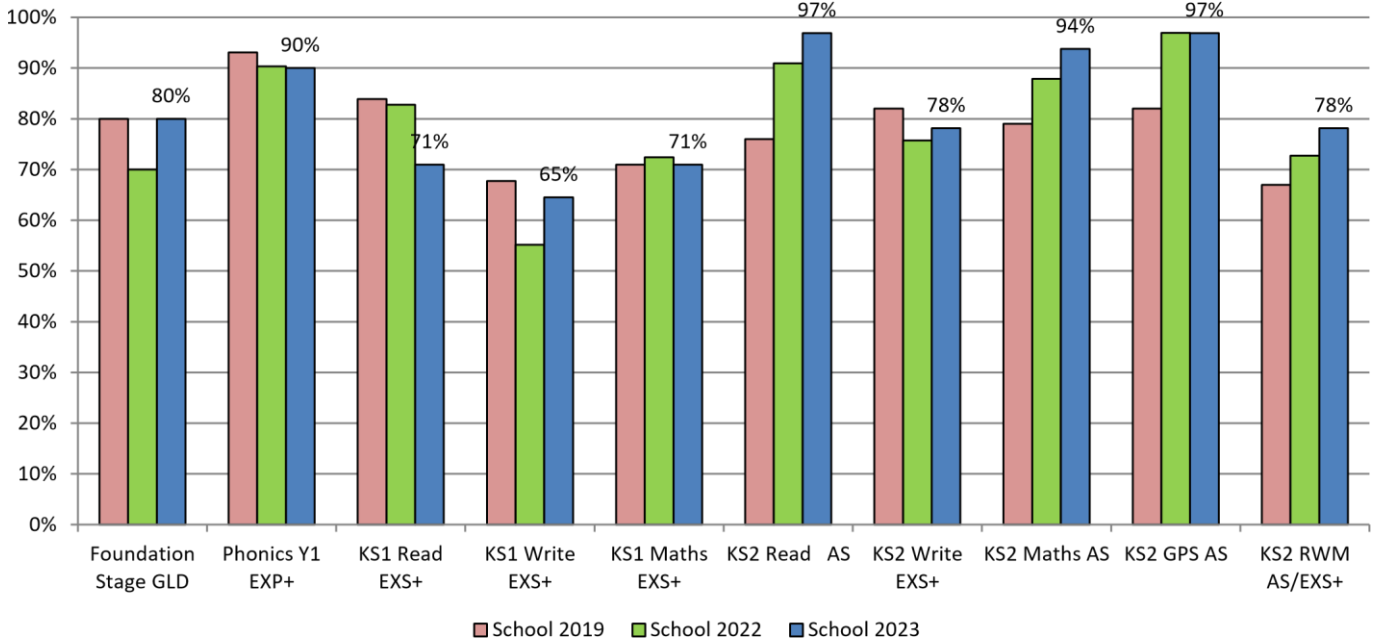
FSP 2022 National is an estimate from the National Consortium of Exam Results (NCER). It is NOT in the public domain and should not be shared on social media.

Partnership figures are the combined results of schools that are within Cheshire East local authority, excluding special schools.

Rank order figures are based on 124 primary schools sorted from highest result (1) to lowest result (124)



School Trends 2019 Final, 2022 Final, 2023 Provisional



Cheshire East Business Intelligence

OFFICIAL

How to interpret Progress charts

The large dot in the centre of the vertical lines is the average progress score for the school.

- A score of 0 means pupils in this school on average do about as well at KS2 as those with similar prior attainment nationally
- A positive score means pupils in this school on average do better at KS2 as those with similar prior attainment nationally
- A negative score means pupils in this school on average do worse at KS2 as those with similar prior attainment nationally

A negative score does not mean that pupils did not make any progress. It means they made less progress than other pupils nationally with similar starting points. E.g. an average score of -4 means on average pupils achieve 4 scaled score points less than other pupils with similar starting points.

School scores should be interpreted alongside their associated confidence intervals.

- If the upper confidence interval is below zero, then the school progress is significantly below national
- If the lower confidence interval is above zero, then the school progress is significantly above national

