

SCHOOL DETAILS

THE SCHOOL

Edith Cadbury Nursery School is a small nursery school situated in the heart of Weoley Castle. It was opened in October 1939. It was a gift to the people of Weoley Castle from George Cadbury in memory of his wife, Edith Cadbury, whose interest in nursery education had been detailed and loving.

The nursery has been a popular and thriving school since its creation in 1939. The Ofsted rating of the school has never been lower than good. The last Ofsted inspection in December 2014 rated the school as good. In recent years the Governing Body has been developing the nursery and child care provision it offers to the local community including admission of two-year olds, opening an out of school club, offering 30 hours to working parents, and offering paid top up hours to part time places. At the same time there have been on-going improvements to the nursery environment and curriculum, increased engagement with parents and regular enrichment events taking place. These have all contributed to sustaining the quality of the nursery in the climate of change that we have experienced in the past few years.

In September 2014 the nursery changed status from being a voluntary owned and run to becoming a fully maintained nursery school. This established the school, along with the 26 other maintained nursery schools, as a key part of Birmingham City Council's early years' provision. The permanent governing body was established on 1st of January 2015.



ACCOMMODATION

Edith Cadbury Nursery School was built in 1939 originally comprising of two large classrooms and an extensive outside area with lots of trees and an air raid shelter. In 2009 part of the building became part of Weoley Castle Children's Centre which was run from Weoley Castle Nursery School. The current nursery school building has had improvements over the past 9 years including: new double-glazed windows, new bathrooms, new staff room, new children's library and outside a large sandpit, stonepit, and play train. The air raid shelter is now a hill in the central part of the grounds. There are a couple of "wild" areas one of which is in the process of being developed into a forest school area.

THE GOVERNING BODY

The school is governed in accordance with an Instrument and Articles of Government by a Governing Body of 9 members made up of:

- 2 parent governors
- 1 local authority governor
- 1 staff governor

- 4 co-opted governors
- The head teacher

The Head teacher 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 meets twice 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 light of the school's formula funded budget during the preceding spring term. The teaching staff establishment for 2018/19 is Head Teacher plus 1 Teacher.

School-Based Support Staff

The school-based support staff currently includes:

Finance and admin assistant 1,
 3-4-year olds classroom-based support staff 4,
 2-year olds nursery officers 5,
 Catering / lunchtime supervisors 4,
 Cleaners 2,
 Building services supervisor 1,

BUDGET

The delegated budget for the nursery school is £342, 521 (indicative).

ORGANISATION AND CURRICULUM

The curriculum at Edith Cadbury Nursery School is firmly based within the Early Years Foundation Stage Curriculum and Welfare requirements. It covers all 7 areas of learning. Medium term planning builds upon the EYFSC through themes closely linked to seasonal change, favourite stories, celebrations and the world around us. There are no national schemes of work in operation.

Children are taught by their key-worker in their family group and identified children receive targeted one to one or small group support for SEND, SALT and social and emotional needs.



PASTORAL CARE AND DISCIPLINE

Children are taught through modelling by staff and endorsement of desirable behaviours to regulate their own behaviour. The procedures for dealing with challenging behaviour are set out in the school's behaviour management policy. Corporal punishment is not permitted under any circumstances.

COLLABORATION WITH OTHER NURSERY SCHOOLS

Edith Cadbury Nursery School is a member of the Birmingham Nursery Schools Collaboration Trust. The aim of the Trust is the advancement of education of children in early years. Some of the ways this is achieved is through sharing good practice, regular meeting and communication of Head and Deputy Head teachers and working in smaller clusters to share staff training, moderate assessments and carry out peer to peer reviews.

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 children for a 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.

In summer term of the 2017-18 academic year out of all children:

22% are 2-year olds

42% are 3-year olds

35% are 4-year olds

Ethnic make-up:

65% of all children come from white English and other European backgrounds

15% come from an Asian background

9% from an Asian and other background

6% from a black Caribbean and black African background

5% from a white and black Caribbean background

There are 14 children who speak English as an additional language.

PARENT TEACHER LINKS

PTA or "Friends" associations

The "Friends of Edith Cadbury Association" meet termly and actively support the work of the Nursery through regular fund-raising activities.

Arrangements for meetings with parents individually or in groups

We engage parents in the life of the nursery and the children’s learning through inviting parents to parent workshops, nursery events such as sports days and through termly parent review meetings with their child’s key worker.

All children possess an on-line learning journal that is built up over the year; these can be accessed by parents when they log in to the journal and may be shared during parent review meetings.

An annual report is also written for each child and shared with both the parent and the receiving primary school.



Assessment Data

**2016-17 Summative Assessment End of Nursery Year
Data for 41 children completing 3 terms**

Development Bands	PSED	CL	PD	L	M	UW	EAD
16 - 26 months							
22 - 36 months		2.4%	2.4%	2.4%	2.4%	2.4%	
30 - 50 months	29.3%	17.1%	22.0%	43.9%	26.9%	22.0%	17.1%
40 - 60+ months	70.7%	80.5%	75.6%	53.7%	70.7%	75.6%	82.9%

**Baseline Assessment October 2017
Data for 34 children**

Development Bands	PSED	CL	PD	L	M	UW	EAD
16 - 26 months	5.9%	11.8%	5.9%	11.8%	11.8%	5.9%	11.8%
22 - 36 months	41.2%	35.3%	38.2%	41.1%	52.9%	52.9%	35.3%
30 - 50 months	52.9%	52.9%	53.0%	47.1%	32.4%	41.2%	50.0%
40 - 60+ months			2.9%		2.9%		2.9%

Spring Term Summative Assessments 2018
Data for 34 children completing 2 terms

Development Bands	PSED	CL	PD	L	M	UW	EAD
16 - 26 months		5.9%					
22 - 36 months	20.6%	8.8%	5.9%	14.7%	14.7%	14.7%	8.8%
30 - 50 months	50.0%	55.9%	58.8%	64.7%	61.8%	70.6%	64.7%
40 - 60+ months	29.4%	29.4%	35.3%	20.6%	23.5%	14.7%	26.5%

OTHER EXTERNAL SUPPORT SERVICES

The school subscribes to the following support services:

- Educational Psychology
- Communication Autism Team
- Speech and Language Therapist
- School Financial Services

HEAD TEACHER INDUCTION

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



EDITH CADBURY NURSERY SCHOOL

Head Teacher Job Description

Job Purpose

To be responsible for the internal organisation, management and control of the school as required by paragraphs 44 – 47 and 52 of the School Teachers' Pay and Conditions Document 2017.

To lead and manage within an agreed strategic framework so that the school is effective, self-managing, self-evaluating and self-improving with high achieving pupils and staff.

Duties and Responsibilities

General

To act in accordance with the requirements of paragraphs 44 and 45 of the School Teachers' Pay and Conditions Document 2017.

To undertake the professional responsibilities of a head teacher as set out in paragraphs 46 of the School Teachers' Pay and Conditions Document 2017.

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

Specific

To be accountable to the Governing Board for the overall performance of the school and its day to day operation.

Vision and ethos

- With the Governing Board and other key stake holders to develop an agreed strategic plan for the school that includes short, medium and long term targets which are based upon secure and robust financial / resources planning.
- To ensure all staff understand the vision and ethos of the school.

Management and Development of the Curriculum

- To implement and develop the whole curriculum as agreed with the Governing Board.

Pupil Achievement and Progress

- Ensure that progress of pupils is monitored and recorded.
- Ensure that achievement is maintained and improved and that challenging and motivating targets are set for individual pupils and the school.
- Ensure the continuance of effective systems of planning, assessment, recording and reporting using data and benchmarks to monitor achievement and progress of every child.

- To lead the analysis of data to shape the future direction of the school.

Inclusion and Special Needs and Disabilities

- Promote inclusion and equality in all aspects of school life.
- As Special Educational Needs and Disabilities Coordinator (SENDCO) take responsibility for the day to day provision of pupils with SEND.
- Provide professional guidance in the area of SEND in order to secure high quality teaching and effective use of resources to bring about improved standards of achievement for all pupils.

Pastoral Care and Behaviour Management

- To develop and ensure the implementation of policy for managing the behaviour of pupils which promotes good behaviour and indicate procedures for dealing with unacceptable behaviour.

Safeguarding

- To be accountable and responsible for the safeguarding of pupils in school and during educational visits.
- As Designated Senior Lead (DSL) work with the Governing Board to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- Communicate concerns to CASS and refer cases of suspected abuse to MASH.
- Where there are concerns about radicalisation to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation.
- Ensure that all staff have access to and understand the schools Child Protection and Safeguarding Policy.
- Keep detailed accurate and secure records of concerns and referrals
- Attend relevant refresher training.
- Ensure all staff have induction training and annual refresher training covering safeguarding and child protection.

Standard of Teaching and Learning

- To develop, monitor evaluate and improve the quality of teaching for all pupils.

Organisation, Management and Control

Staff

- To manage and enable all staff to fulfil their duties and meet targets identified in the School Improvement Plan.
- To recruit, retain, reward and motivate staff who can achieve the objectives of the school.
- To manage the induction, career development, training and Performance Management of all staff.
- To develop a flexible leadership and management style that is consistent with the ethos and culture of the school.
- To manage the deployment of staff and allocation of duties.

Financial Resources

- To be accountable to the Governing Board for budget management which ensures the effective allocation, control and accountability of the school finances in accordance with the school improvement plan.

Material Resources

- To have responsibility for the security and maintenance of the school buildings, grounds and contents in conjunction with the Governing Board.

Manage Information and Promotion of the School

- To provide and circulate information to staff, pupils, parents, the Governing Board and the LEA.
- To have a clear awareness of effective information and communication technology systems.
- To market and promote the School.

Develop and Maintain Relationships

- To establish, develop and maintain professional and productive working relationships with the Governing Board, Local Authority, parents / carers, staff, pupils and all external agencies.
- To encourage close parental involvement in day to day life of the school and to ensure that communication between the school and the home is effective, particularly in regard to pupil well-being and progress.
- To maximise opportunities by developing and maintaining partnerships with other agencies.

Person Specification

Job Title: Head Teacher

School: Edith Cadbury Nursery School

	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, including working with children with social, emotional and mental health difficulties.	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 To develop a culture for learning and set high expectations for achieving success for all. To work to high professional standards, strategically and operationally, leading by example To monitor, evaluate, and plan strategically for School Improvement and continuous professional development. To lead and manage effectively in an environment of high accountability. To manage the implementation of change effectively and sensitively. Demonstrate the ability to manage, motivate and support individuals and teams effectively.	AF, I AF, I AF, I AF, I AF, I 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
<u>Other</u>	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 when working with children and staff exhibiting challenging behaviour.	AF, I
	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness and risk assessment and management.	AF, I
	Ability to coach and develop school staff effectively.	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

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- Those elements marked AF – will be assessed in your Application Form
- Those elements marked AF / I will be assessed in your Application Form and during the selection process e.g. Interview
- Those elements marked I – will be assessed during the selection process e.g. I

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.