



UNIVERSITY OF  
CAMBRIDGE  
PRIMARY SCHOOL

# Executive Headteacher Candidate Pack

**Location:** Cambridge

**Start date:** January 2024 or April 2024



UNIVERSITY OF  
CAMBRIDGE

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# Welcome letter from our Chair of Governors

Dear Applicant,

Thank you for your interest in the Executive Headteacher position at the University of Cambridge Primary School (UCPS). We are excited to invite candidates who possess strong leadership qualities and a passion for education to apply for this prestigious role.

UCPS is the first University Training School at primary level in the UK. It is dedicated to providing an exceptional learning environment for our children, built on a foundation of academic excellence, scholarship, and research-based pedagogy. The school embodies innovation in education, aiming to be at the forefront of educational research, practice, and development. Our aims are to nurture well-rounded individuals with a lifelong love for learning, promote inclusivity, and produce enterprising children equipped to thrive in an ever-evolving world.

Building upon the vision and leadership of Dr James Biddulph, the founding Executive Headteacher, we are looking for somebody who not only embodies our ethos and values but is also committed to upholding the school's exceptional academic and pastoral standards.

The successful candidate will be responsible for leading a team of talented senior leaders, teachers and wider team, fostering an environment that encourages their growth and development while promoting collaboration and innovation. Working closely with the Governing Body and stakeholders, you will have the opportunity to continue the developing journey of the school and ensure excellence in the educational experience for all its children is maintained.

We consider this position to be highly significant, requiring an individual adept at navigating organisational complexities, overseeing varied initiatives and cultivating strong relationships with our working partners and colleagues. Your noteworthy communication skills, visionary leadership approach, and ability to inspire and motivate others will be vital in bringing our ambitious goals to fruition.

If you feel ready to take on this challenge and contribute to the legacy of the University of Cambridge Primary School, we invite you to submit your application so that we may learn more about your expertise, passion and vision for education.

Thank you once again for your interest in joining the University of Cambridge Primary School. We look forward to the opportunity of working with you to shape the lives of our children.

We look forward to receiving your application through our retained consultant, **Caroline Olsen**, who can be contacted at [colsen@academicis.co.uk](mailto:colsen@academicis.co.uk) or **07500 889504**.

Yours sincerely

**Martin Vinnell**  
Chair of Governors



# About our School

There are three key features of our University Training School: the first is to be a brilliant primary school, inclusive, ambitious for all and innovative in practice. The second is to work with the Faculty of Education, and others, in Initial Teacher Education. We support new teachers into the profession through placements that we offer in our school. The third, is to be research-informed and research-generating. Even in our early stages, we have developed high quality professional development courses, rooted in academic research, inspired by bringing theory, research and practice together.

We seek opportunities to develop our thinking, in partnership with others, so that together we develop research-informed practice that raises standards and contributes positively to society. As such, we are aligned with the vision and values of our sole Trust member, Cambridge University. The school opened in September 2015 and is a three-forms of entry primary school educating over 600 children.

# Ethos

Our school is founded on three principles: inclusion, ambition and innovation. We believe in the power of collaboration, through strong relationships and clear communication. We believe in every child's capacity to learn. We believe that children are powerful and need a kind, caring approach within clear boundaries and high expectations. We challenge and support children in equal measure to be independent and confident learners. In our school we focus not only on the knowledge and skills for our children to achieve highly, but also to develop in them the values of empathy, respect, trust, courage and gratitude.

We strive to be a brilliant primary school, drawing from both academic research and teachers' and learning coaches' wisdom. As the first school of its kind for primary education, we expand from the recommendations of the Cambridge Primary Review (2010), to reach high standards within the school and to build networks of educational possibilities locally, Nationally and Internationally. In all we do, we are guided by Professor Maxine Greene's 'social imagination' to 'release the imagination and celebrate the art of the possible'.





# Job Description

**Role:** Executive Headteacher

**Responsible to:** Governing Body

**Salary:** L24-L27

## **Who we are:**

The University of Cambridge Primary School is an Inclusive, Innovative and Ambitious school. We are committed to challenging the status-quo, to engage in research, to ask different questions about education and release our imaginations. We are bold enquiring educators, following John Dewey's statement that 'the most important attitude that can be formed is that of desire to go on learning'. We empower and educate all children and adults to ask better questions, develop positive attitudes to learning through playful enquiry, oracy and dialogue and strong habits of mind. We challenge thinking in the pursuit of innovative ideas. Our mission: to support the develop of education for all children, everywhere.

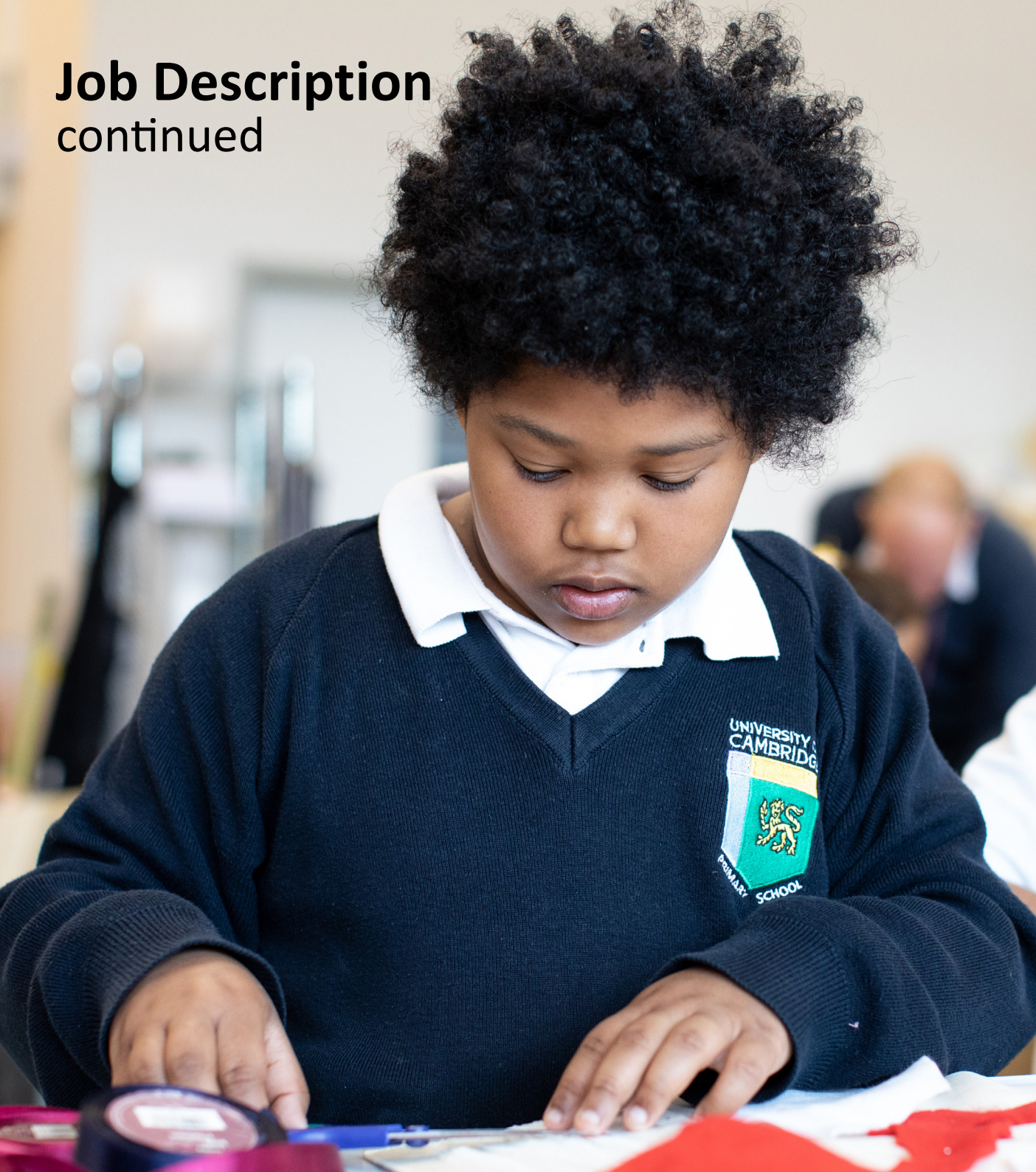
## **Purpose:**

The purpose of the job is twofold: firstly, to provide inspiration and visionary leadership of the school so that all children achieve ambitiously within a high expectation culture of care and community; secondly, to develop the school as a centre of research to articulate a bold, inclusive, ambitious and innovative vision for primary education.





# Job Description continued



## **Job Context:**

There is one Executive Headteacher at the University of Cambridge Primary School.

**Purpose 1:** The Executive Headteacher will have an excellent relationship with children. Provide significant visionary and influential leadership in your pursuit of knowledge and learning for yourself – both self-directed (including professional reading) and provided by the school. You will inspire confidence in people through their intelligent articulation of the philosophy, theories and research that drives all that the school does. Ultimately be accountable for the standards in the school, ensure your teams are high performing. Use data effectively to support and challenge. Inform governors of strengths, weaknesses and demonstrate how actions lead to improvements in children's outcomes; take the accountability and moral duty to educate children very seriously and always act in the best interests of the children, as defined by the school values and policies. You will deal with the most serious concerns raised by parents and employees in positive, professional and proactive ways. Consistently model our qualities of engagement competencies (Level 5/6) with a relentless positive and proactive attitude to finding ways through for every child.

**Purpose 2:** The Executive Headteacher will lead and communicate passionately and in an inspiring way, unafraid to take risks and with the courage to challenge assumptions about the purpose of education in 21st century. You will have the ability to build rapport with individuals, teams and our various communities and influence the wider educational field. You will create new opportunities for professional learning, research and dissemination of ideas, in partnership with the University and other key partners. You have the ability to build professional networks.





# Job Description continued



## Dimensions to the Role:

1. The Executive Headteacher is a trailblazer and is unwavering in their commitment to inclusive and social-imaginative education.
2. The Executive Headteacher is responsible and accountable for strategy, vision and standards of education.
3. The Executive Headteacher is an excellent educator and educational thinker, seeking new responses to the questions of education with a moral-driving mission to improve the outcomes for all children, everywhere.
4. The Executive Headteacher has the ability to operate and think strategically; having the ability to forge strong relationships (Harris et al, 2006; NCLS 2010; Hummerstone 2012); to model moral and personal attributes (NCLS 2010; Barnes 2006; Hummerstone 2012); to shape the direction of the school, secure change and to drive through a moral purpose (Hummerstone 2012; Barnes 2006; NCLS 2010).
5. The Executive Headteacher has an especial effect on the work of the Core Leadership Team in enacting their roles and responsibilities to the very best standards, by:
  - a. Taking professional responsibility and accountability for the quality of education and experience of all children
  - b. Ensuring high quality inclusive education for all children; they have responsibility for and should demonstrate impact on the progress and outcomes of all children
  - c. Managing and review the performance of the Core Leadership Team
  - d. Ensuring the quality assurance processes, analysis and evaluation of the school are robust and actions plans effective
6. The Executive Headteacher reports the progress and outcomes to governors.
7. The Executive Headteacher fulfills the requirements of the EFSA as defined in the Financial Handbook and Terms of Reference.





# Person Specification



**Guidance to complete your application:** In your application, please demonstrate how you meet the criteria below including all of the key competencies. The Shortlisting Panel will reach a decision on whether or not to shortlist you based on the information you provide.

Selection Criteria	Assessment Method
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Degree (desirable: hold a higher degree e.g. MA or Doctorate)</li> <li>• Qualified Teacher Status</li> <li>• Evidence of relevant Continuous Professional Development e.g. leadership training, qualifications through NCTL, and having been involved in teaching school professional learning opportunities</li> <li>• At least 10 years experience working in education</li> <li>• At least 5 years experience in a senior strategic leadership role</li> </ul>	<p>Application Form Certificates</p>
<p><b>Professional Qualities</b></p> <ul style="list-style-type: none"> <li>• Actively foster the development and maintenance of good relationships with children, people, parents, governors and the community</li> <li>• Have an excellent relationship with children</li> <li>• Provide significant visionary and influential leadership in their pursuit of knowledge and learning for themselves – both self-directed (including professional reading) and provided by the school</li> <li>• Inspire confidence in people through their intelligent articulation of the philosophy, theories and research that drives all that the school does</li> <li>• Embrace the accountability for the standards in the school, and they ensure their teams are high performing</li> <li>• Have the capacity to use data effectively to support and challenge</li> <li>• Communicate excellently</li> <li>• Lead passionately and communicate clearly and positively and in an inspiring way</li> <li>• Are unafraid to take risks and with the courage to challenge assumptions about the purpose of education in 21<sup>st</sup> century</li> <li>• Have the ability to build rapport with individuals, teams and our various communities and influence the wider educational field</li> <li>• Have the ability to build professional networks</li> </ul>	<p>Application Form Interview Presentation Task</p>
<p><b>Key Competencies:</b> Please demonstrate how you meet the criteria below in section 8b of the application form (please use continuation sheets as necessary)</p>	<p>Application Form Interview</p>
<p><b>Organisation and Communication:</b> <i>Drives the school's strategic vision. Is a role model that is recognised by a wide range of audiences as a skilled and influential communicator</i></p> <ul style="list-style-type: none"> <li>• Plans for the implementation of innovative practice and effectively disseminates to all stakeholders, nationally and internationally</li> <li>• Personally aligns to the global vision of the school and demonstrates a pioneering approach to communicating this to a worldwide educational audience</li> <li>• Ensures clear communication at all levels</li> <li>• Is recognised as a credible and visionary figure head that lives the ethos and values of the school in all they do</li> </ul> <p><b>Innovation:</b> <i>Introduces and leads major system change projects and is receptive to new ideas</i></p> <ul style="list-style-type: none"> <li>• Leads an environment of flexibility and trust</li> <li>• Enables significant system change, leading by example as the ambassador of change</li> <li>• Empowers people to take risks and have the courage to take on new challenges</li> <li>• Considers education globally and develops change strategies to respond to these</li> <li>• Ensures that people, processes and systems support innovative ideas potentially changing the system</li> </ul>	



# Person Specification continued

Selection Criteria	Assessment Method
Key Competencies:	Application Form Interview
<p><b>Professional Expertise:</b> <i>Leads the thinking or expertise of professional standards</i></p> <ul style="list-style-type: none"> <li>• Leads a culture that actively promotes the continuous professional development of professional and educational standards</li> <li>• Creates and develops the standards of professional educational expertise across the school</li> <li>• Shapes the strategy for the school and aligns professional and educational standards</li> <li>• Identifies and resolves critical and complex issues</li> <li>• Is highly regarded lead professional within and beyond the school</li> <li>• Is inspired about Education and inspires others to deepen awareness</li> <li>• Challenges everyone in the team to improve the profession; inspires a new professionalism in which everyone strives for the highest personal and collective standards</li> </ul> <p><b>Inclusive Relationships:</b> <i>Upholds the passionate view that everyone is equal as a member of the global community</i></p> <ul style="list-style-type: none"> <li>• Fosters global relationships</li> <li>• Ensures that equality and diversity are upheld, showing objectivity and courage in always doing what is right</li> <li>• Defines and promotes the commitment to the inclusive vision of the school</li> <li>• Empathetically mediates with difficult problems, including break down in relationships</li> <li>• Brings a global perspective to the school's vision</li> <li>• Is a vanguard for change to question how inclusive the community is and to develop strategies to make more inclusive</li> </ul> <p><b>Developing Self and Others:</b> <i>In collaboration with the wider educational community and internal knowledge and experience, creates and leads a culture of continuous learning to develop self and others</i></p> <ul style="list-style-type: none"> <li>• Deeply evaluates the impact and contributions, in line with school's values</li> <li>• Constantly reassess develops own skills to meet and/or realign own goals</li> <li>• Acts as a coach and role model to the team, reflects on others performance and provides constructive feedback to enable personal growth for the benefit of the team</li> <li>• Drives and creates opportunity through professional development which enables others to share and have an impact on the wider educational community</li> <li>• Through coaching, challenges others to constantly strive for excellence by enabling them to evaluate their own performance in line with the school's vision</li> </ul> <p><b>Leadership:</b> <i>Affects change through system leadership</i></p> <ul style="list-style-type: none"> <li>• Inspires confidence in the whole school and wider education community through authentic, considered and compassionate leadership</li> <li>• Acts honestly and courageously to champion ambitious, innovative and inclusive education experiences for all children everywhere</li> <li>• Inspires people to the highest standards of performance, engenders loyalty, high morale and a sense of pride in belonging to that school</li> <li>• Conveys a clear view of the future; setting goals and objectives to realise the vision</li> <li>• Inspires passionate commitment to the strategic vision of the school</li> <li>• Takes leadership on issues of importance to the profession, school and public interest</li> <li>• Creates and develops pathways to ground-breaking partnerships with wider stakeholders</li> </ul>	







# UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

**Eddington Avenue, Cambridge, CB3 0QZ**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We take our Prevent Duty seriously and promote British Values at all times. Equality for all children, staff and volunteers is embedded in our ethos, thus meaning discrimination of disability, race, religious beliefs, gender, sexual orientation, sexual identity and gender identity is not tolerated. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check and satisfactory references.



# ACADEMICIS

If you wish to discover more about this exciting opportunity, need any further information or you would like to have an informal discussion, please contact **Caroline Olsen** at **Academicis**, our recruitment partner, on [colsen@academicis.co.uk](mailto:colsen@academicis.co.uk) or by phone on **07500 889504/01223 907979**.

Closing date: **Monday 11th December 2023**

Shortlisting date: **Wednesday 13th December 2023**

Interview dates: **Monday 18th December and Tuesday 19th December 2023**

University of Cambridge Primary School reserves the right to close applications and interview before the deadline; therefore, we would encourage early applications where possible.

To apply please click on the mynewterm application link below

<https://www.mynewterm.com/jobs/141500/EDV-2023-UCPS-07074>

