

Kaye's First and Nursery School



Applicant Information Pack - Headteacher

February 2021



A Welcome from our Chair of Governors

Dear prospective Headteacher,

Welcome to Kaye's First and Nursery School. On behalf of all members of our school community, I would like to thank you for your interest in the post of Headteacher.

If you feel that you have the skills and experience that we would be looking for, I hope that you will apply for this exciting, rewarding and challenging position. The governors, staff, parents and pupils of Kaye's First and Nursery School are seeking to recruit an inspirational, innovative and dynamic Headteacher, who can build on the excellent work which has taken place over the last few years.

We are extremely proud of our happy school, where children are valued and are at the centre of all of our decisions. We are proud to be a welcoming and inclusive school where children are supported to be the best they can be.

If you have the commitment and passion to lead our school, we can offer the support of a capable, committed and enthusiastic team of staff and governors, who are dedicated to raising the achievement and progress of all individual children.

If you think you are the next person to lead our school, please do apply. Unfortunately, given the current restrictions which are in place we may not be able to facilitate visits to school. However, if you would like to discuss the role in more detail please contact Carol-Anne Lockwood, Chair of Governors via email at carol-anne.lockwood@kayesfirst.co.uk. All applications should be submitted by Monday 15th March 2021.

Best of luck!

Carol-Anne Lockwood



Join Our Team

We would like to present an exciting opportunity to join our happy, hardworking and friendly school as our new Headteacher. We are seeking to appoint an inspirational leader who will be able to move our school onto the next phase of its development.

Kaye's First and Nursery School is a welcoming and inclusive village school with great community links. Our happy and supportive families work successfully with us in partnership, and our children are encouraged to be the very best that they can be.

Our committed Governors have high expectations with regards to capability and commitment. We are seeking someone with a clear vision for the continued development of our school.

The successful candidate will have a proven record of continuing to raise aspirations and improving outcomes for children. They will be resilient, approachable and calm under pressure, with a proven ability to lead through change.

Our enthusiastic children would like someone who is caring, will listen to them and keep them safe.

Our supportive parents would appreciate someone who is approachable and understands their needs.

Our dedicated and long serving staff would like someone who is enthusiastic, highly motivated, and who will inspire, lead and support them.

If you think you could be the next person to lead our proud school please do apply. Unfortunately, given the current restrictions we may not be able to facilitate visits to school. However, if you would like to discuss the role in more detail please contact Carol-Anne Lockwood, Chair of Governors via email at carol-anne.lockwood@kayesfirst.co.uk.

All applications should be submitted by 5pm Friday 19th March 2021.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff are subject to an enhanced DBS check. A conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

If you require further information about the role, please contact the school by telephone: 01484 222918 or you can visit the school website at [Kaye's First & Nursery School - Home](#)
To apply for this job, please download and complete the application form attached.
A CV is not required.

Application forms should be returned to: headteacher.recruitment@kirklees.gov.uk



Kaye's First and Nursery School

Headteacher Job Description

Job Title: Headteacher
Location: Kaye's First and Nursery School
Salary: Group ISR: L10 – L16

Purpose of the Job

To be responsible for all aspects of the internal organisation, professional leadership, management and control of the school and for exercising supervision over the teaching and support staff.

Consultation

In carrying out these duties, to consult, where this is appropriate, with the appropriate authority, the Governing Body, the staff of the school and the parents of its pupils.

Headteachers – overriding requirements

A Headteacher's professional duties must be carried out in accordance with and subject to:

- the provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation. This appointment will be made subject to statutory authority in force at the time of the appointment;
- the instrument of government of the Headteacher's school;
- any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the Headteacher's employers;
- where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
- the terms of their appointment.

Delegation

Subject to paragraph 1, a Headteacher's responsibilities may be delegated to a deputy headteacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance between work and other commitments for each teacher.

Professional responsibilities

A Headteacher may be required to undertake the following duties:

Whole school organisation, strategy and development

- Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Develop, implement and evaluate the school's policies, practices and procedures.

Teaching

- Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:



- in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,
 - in the preliminary stages.
- Teach.

Health, safety and discipline

- Promote the safety and well-being of pupils and staff.
- Ensure good order and discipline amongst pupils and staff.

Management of staff and resources

- Lead, manage and develop the staff, including appraising and managing performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
- Organise and deploy resources within the school.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing teachers and other members of the staff.
- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Professional development

- Promote the participation of staff in relevant continuing professional development.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

- Consult and communicate with the governing body, staff, pupils, parents and carers.

Work with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

Dedicated headship time

- A Headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

Daily break

- A Headteacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as Headteacher during that break.



As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young. Please click [here](#) to read our safeguarding policy. Alternatively go to: <https://jobs.kirklees.gov.uk/GenText.aspx?page=page1>

Kaye's First and Nursery School
Headteacher Person Specification

Note to Applicants

You should provide a high quality, concise application which addresses the following criteria. To be short listed candidates will initially be judged on how well they address the criteria listed as essential. Desirable criteria will be taken into account if there are a large number of applicants.

The end column indicates how the criteria will be identified; Application Form, (A) Letter of Application, (L) Interview (I) and /or References (R)

		Essential	Desirable	How identified?
1	Qualifications			
1.1	Qualified Teacher Status	E		A
1.2	Evidence of further relevant professional development in school leadership such as NPQH, Higher Degree, Post Graduate qualification		D	A
1.3	Evidence of regular and relevant professional development	E		A
2	Experience			
2.1	Experience of teaching in schools covering the school age range (age 3-10 years) including Foundation Stage	E		A
2.2	Substantial experience of working within a senior management team, with experience of successful whole school responsibility	E		A/L
3	Qualities and knowledge			
3.1	Evidence of the ability to communicate and implement a shared vision of excellence for all	E		L/I
3.2	Evidence of developing, leading and monitoring strategic plans to realise the school vision and sustain school improvement	E		L/I
3.3	Demonstrate excellent inter-personal skills to secure positive relationships and attitudes towards pupils, staff, parents, governors and the wider community	E		I/R



3.4	Evidence of developing successful leadership and management qualities, demonstrating the ability to lead by example	E		L/I
3.5	Experience of leading and empowering staff and pupils to excel	E		L/I
3.6	A knowledge of current educational developments, national policy and research and their potential to enhance school self-improvement	E		L
4	Developing pupils and staff			
4.1	Experience of securing excellent teaching through a clear understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to successful outcomes in terms of pupils'	E		L/I
4.2	Experience of organising and sharing best practice within and between schools, to establish a culture of professional development	E		L/I
4.3	An ability to create an ethos in which all staff are supported to develop their own skills and subject knowledge	E		L/I
4.4	Evidence of coaching and developing staff at all levels, which builds upon emerging talents, in order to secure standards of excellence	E		L/I
4.5	Experience of holding staff to account for their professional conduct and practice, providing challenge and taking appropriate action when performance is unsatisfactory	E		L/I
4.6	Evidence of developing the spiritual, moral, social and cultural development of all children	E		L/I
4.7	Evidence of ensuring staff have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of pupils	E		L/I
5	Accountability - Systems and Processes			
5.1	Ability to undertake school self-evaluation using a range of evidence including performance data and external evaluations for monitoring whole school progress to improve outcomes for all pupils	E		L/I
5.2	Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work	E		L/I
5.3	Experience of presenting a clear account of the school's performance to members of the school community, including governors, to enable others to fulfil their responsibilities	E		L
5.4	Experience of establishing clear policies and practice throughout the school and implementing procedures to monitor and evaluate their impact	E		L
5.5	An understanding of developing distributed leadership, through building teams with clear roles and responsibilities	E		L/I



5.6	Experience of implementing rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under performance, supporting staff to improve and valuing excellent practice	E		L/I
5.7	Knowledge of how to provide a safe, calm, well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour in school and in the wider society	E		L/I
5.8	Demonstrate an understanding of the role of the Governing Body and how the Headteacher supports Governors to ensure they fulfil their duties effectively	E		L/I
5.9	Demonstrate an understanding of curriculum-led financial planning which ensures the appropriate deployment of budgets and resources in the best interests of pupils' achievements and the school's sustainability	E		L
6	The self-improving school system			
6.1	Experience of working collaboratively with other schools, agencies, the wider community, Christian and other faith communities, to enrich the learning experiences of pupils	D		L
6.2	Ability to engage in a partnership with parents and carers, to enhance children's enjoyment, well-being, achievement and personal development.	E		L/I
6.3	An ability to promote the school within the local community and beyond	E		L/I
6.4	Experience of working with professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	E		L
6.5	Experience of implementing innovative change which has impacted positively on outcomes for pupils	E		L/I
6.6	An ability to inspire and influence others to believe in the fundamental importance of education in young peoples' lives and to promote the value of education.	E		I
7	Safeguarding children			
7.1	Knowledge, understanding, experience of and commitment to Child Protection, Safer Recruitment and safeguarding policies and procedures.	E		L/I/R
7.2	Ability to form and maintain appropriate relationships and personal boundaries with pupils	E		I/R
7.3	Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	E		A/I
7.4	Fully supportive references	E		R