

Headlands C.E. School



# HEADTEACHER RECRUITMENT

CANDIDATE INFORMATION PACK

# CONTENTS

WELCOME LETTER FROM CRAIG LOOKER, CHAIR OF GOVERNORS.....	2
INFORMATION ABOUT OUR SCHOOL .....	3
KEY FACTS AND STATISTICS.....	3
INTRODUCTION .....	3
ENVIRONMENT .....	3
ENRICHMENT .....	5
SAFEGUARDING AND INCLUSION.....	5
COMMUNITY LINKS .....	6
DIRECTORATE FOR CHILDREN & ADULTS JOB DESCRIPTION .....	7
Purpose of the Job.....	7
Consultation .....	7
Headteachers - overriding requirements .....	7
1. Delegation .....	7
2. Professional responsibilities .....	7
3. Teaching .....	8
4. Health, safety and discipline .....	8
5. Professional development.....	8
6. Communication .....	8
7. Work with colleagues and other relevant professionals .....	8
8. Dedicated headship time.....	9
9. Daily break .....	9
10. Wider responsibilities .....	9
KEY DATES & INFORMATION .....	9
HEADTEACHER PERSON SPECIFICATION .....	10

# WELCOME LETTER FROM CRAIG LOOKER, CHAIR OF GOVERNORS

Dear Applicant

I am delighted that you are interested in applying for the vacant Headteacher post at Headlands Church of England Junior, Infant and Nursery School. My fellow Governors and I are proud of our school, all of our hard-working staff and, above all, our children and we look forward to introducing you to our community.

Headlands is a large primary school located in the heart of West Yorkshire with over 430 children on the roll. It offers an interesting and exciting challenge to any potential candidate. Our current Headteacher has led the school for fourteen years, and during that time has achieved a great deal in terms of the quality and consistency of teaching and learning and the ethos of the school. We are excited for a new Headteacher to build on this success and develop the school further.

As a former pupil at the school, it holds a special place in my heart and I am delighted to be the Chair of Governors. The Governing Body and I are passionate about making our school the best possible place for all the children and staff. As Governors we offer a wide range of skills and a united vision. We are dedicated to creating a warm, supportive and welcoming school for developing confident, polite and well-rounded children, with great teaching and learning.

If you are successful in your application you will find a school with a dedicated staff and an environment which is often commented on by visitors as being calm and welcoming. You will also recognise the great potential of the school to achieve even more, both in academic terms and in the all-round development of the children.

We are looking forward to welcoming a new Headteacher whose strong and supportive leadership will inspire staff and provide both the encouragement and autonomy which they need to develop. That same leadership style should also inspire and excite the children, whilst providing a role model for the type of warm, positive relationships which are crucial to successful learning.

Our new Headteacher will be passionate about innovation in all areas of the curriculum, exploring new opportunities to help our children to develop and achieve their full potential, including fun and practical ways to engage all learners.

This is also an opportunity for you to develop great relationships with our external partners in the Parish Church, Diocese and Local Authority, as well as in the wider local community. We are looking for an outward-looking candidate who will relish this prospect.

We are proud to be a Church of England school and to place Christian values at the heart of our school's ethos and approach. We look forward to working with a new Headteacher who shares our dedication to such values as a key component of a warm, welcoming and friendly environment.

We cannot wait to share our school with you. We are proud of it and of its achievements so far and we are passionate about its potential to achieve even more. If you would like a chat with me to learn more about the school, please send me an e-mail at [gov-craig.looker@headlandsce.net](mailto:gov-craig.looker@headlandsce.net) and we can arrange a good time for a call.

Yours faithfully

Craig Looker - Chair of Governors

# INFORMATION ABOUT OUR SCHOOL

## KEY FACTS AND STATISTICS

Type of School	Primary School
Location	Liversedge, West Yorkshire
Denomination	Church of England
Age Range	3 – 11 Years
Number on Roll	437
% of children with SEND	18%
% of children eligible for FSM	21%
% of children from Ethnic Minority Backgrounds	14%

## INTRODUCTION

At Headlands CE JIN School, we continue to take great pride in the outcome of our most recent Ofsted inspection in June 2019 in which the school was judged to be 'good' in all areas. This is a huge testament to the hard work and dedication shown by everyone associated with the school. The school has also been inspected in its role as a Church of England school and was graded 'Outstanding'. Relationships between all members of the school community were described as excellent and rooted in Christian values.

As a forward-thinking school, we have continued to aim to provide the very best education for all of our pupils within a safe, supportive and caring school community. Our curriculum is rich and inspiring and we offer a broad range of experiences and opportunities. Pupils at Headlands School are encouraged to explore, discover, question and persevere in order to achieve personal goals and academic success.

Visitors to our school always comment on the warm, friendly and professional welcome they receive. Our pupils are highly enthusiastic learners which is reflected in their exemplary behaviour in lessons. Each and every day, it is a pleasure to observe them developing a love for learning through their engagement with high quality and enriching learning experiences. As a team, the experiences we provide are underpinned by our school motto; **'Aim high, work hard, have fun!'**

## ENVIRONMENT

The school building has been extended and refurbished over the years providing excellent accommodation for all classes. Our Nursery pupils are housed in a separate building within the school grounds. Our main school hall is multi-functional and is used for breakfast club, after school clubs, collective worship, PE lessons, school concerts and as a dining hall.



Classrooms are well resourced and all interactive whiteboards have recently been replaced as part of an ongoing project plan.

The IT project plan is led by our full-time and highly-skilled IT manager. Several sets of laptop trolleys, an increasing number of IPADs plus other software to aid programming and coding are also available for pupils to use throughout the building. We encourage children to ensure that all resources are well cared for.



We are very fortunate that our school buildings are set within extensive grounds which include several hard surface playgrounds, a ball court and a large playing field. We have invested in colourful markings for our hard surface areas which encourage children to have fun and engage in exercise and teamwork. The pupils in Foundation Stage enjoy playing and learning in their own large, well-resourced and stimulating outdoor environment which includes their own small designated woodland area.

In addition to this, we are very proud of our larger whole-school woodland area which houses an outdoor classroom, pond, orchard and spiritual garden. This area provides a wealth of learning opportunities and is used by pupils across all age phases and within many curriculum areas. For example, gardening club have grown their own fruit and vegetables, younger pupils enjoy our story-telling area and outside musical instruments and everyone loves den-building, Easter egg hunts or pond-dipping for our resident newts and bugs.

Our youngest pupils in the Early Years Foundation Stage enjoy these outdoor facilities every week as part of their 'Welly Wednesday' activities. The quieter spaces and outdoor seating create an ideal environment for our most vulnerable children to take time out and these woods support mental and physical wellbeing for all.

## ENRICHMENT

We encourage children to participate in a range of extra-curricular activities which are led by teachers, external sports coaches and other organisations. The majority of these extra-curricular activities take place after school although we do offer a breakfast club where pupils enjoy taking part in activities including outdoor games. Our School Council, Collective Worship Committee and Cyber Sheriffs meet regularly and make a valued contribution to school. Visitors are invited in to classrooms to enhance lessons as appropriate and pupils regularly take part in educational visits linked to the curriculum content that they are studying. In addition to this, pupils in Year 6 have the opportunity to take part in a residential visit which they often recall as one of the highlights of their primary school experience.

Staff enjoy planning whole school enrichment days to celebrate events such as World Book Day. We also employ a specialist music teacher who delivers our music curriculum across the school and supports pupils in developing self-confidence and performance skills through their participation in extremely high-quality performances and concerts. We have an enthusiastic and talented school choir who have enjoyed rehearsing and performing at church, the local town hall and at arenas as part of the 'Young Voices' choir. Through our involvement with the Spensborough Cooperative Trust, our pupils enjoy the opportunity to participate in friendly sports competitions.



## SAFEGUARDING AND INCLUSION

We are a highly inclusive school and pride ourselves on offering learning opportunities to all children in the community. We recognise that children are unique individuals with specific talents and needs. Our teachers are skilled in ensuring that lessons are well differentiated and our high numbers of support staff are well-deployed to support the learning of individual pupils and small groups as appropriate. Our SENDCO and Inclusion Manager does not have any classroom responsibilities which ensures that she is able to respond quickly to specific needs and concerns and is also readily available to liaise with external support agencies. Keeping children safe is of the upmost importance to everyone at Headlands CE JIN School. We currently have three trained Designated Safeguarding Leads within school who are committed to responding promptly to any concerns raised by staff, children, external professionals or other members of the community. The wellbeing of our staff and pupils is also of great importance to us. We employ a trained school counsellor who is equipped to provide valuable 'talk time' sessions to guide pupils through difficult times and circumstances. We also have a designated 'Wellbeing Champion' who has received Mental Health First Aid training.

## COMMUNITY LINKS

We encourage a very positive relationship with parents, who are always welcome in school. We feel that when there is a successful partnership between home and school, learning can be enhanced. Friends of Headlands are a group of parents and staff who meet on a regular basis to organise social and fundraising events. The money raised at these events is always gratefully received by school and is used to fund small-scale projects, enrichment days or to purchase additional learning resources.

School has excellent links with the local church and works closely with the vicar. The vicar comes to school for special services on Ash Wednesday and Ascension; and twice each half term to lead whole school collective worship following our Christian Values. The whole school visits our parish church, Christ Church, for a service four times a year: at Harvest, Christmas, Easter and at the end of the Summer Term for a Leavers service. School life is permeated by Christian values which impact extremely positively on our children, enabling them to thrive in their personal and academic development.



Our links with other schools within the Spenborough Cooperative Trust provide opportunities for pupils to participate in sporting and other community events. In addition to this, staff are also able to establish links with colleagues in other Trust schools in order to network, moderate work, share ideas and aid their own ongoing professional development.

# DIRECTORATE FOR CHILDREN & ADULTS JOB DESCRIPTION

**Job Title:** Headteacher  
**Location:** Headlands CE (C) J, I & N School  
**Salary:** Group ISR: L18 - L24

## 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:

- a. 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;
- b. the instrument of government of the Headteacher's school;
- c. 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; and the terms of their appointment.

## 1. Delegation

- 1.1. 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.

## 2. Professional responsibilities

- 2.1. A Headteacher may be required to undertake the following duties:
  - 2.1.1. Whole school organisation, strategy and development
  - 2.1.2. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
  - 2.1.3. Develop, implement, and evaluate the school's policies, practices, and procedures.

### 3. Teaching

- 3.1. 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:
  - 3.1.1. in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and, in the preliminary stages.
  - 3.1.2. Teach.

### 4. Health, safety and discipline

- 4.1. Promote the safety and well-being of pupils and staff and any external visitors to the school.
- 4.2. Ensure good order and discipline amongst pupils and staff.

### 5. Professional development

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

### 6. Communication

- 6.1. Consult and communicate with the governing body, staff, pupils, parents and carers.
- 6.2. Communicate with and build up strong relationships and communication with the local parish church and vicar.
- 6.3. Communicate with and build up strong relationships and communication with the wider community.

### 7. Work with colleagues and other relevant professionals

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

## 8. Dedicated headship time

- 8.1. 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.

## 9. Daily break

- 9.1. 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.

## 10. Wider responsibilities

- 10.1. 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>

## KEY DATES & INFORMATION

Pay Range: L18 - L24

Closing Date: 5:00pm on Friday 19 March 2021

Interview & Assessment Date: Anticipated to take place on Wednesday 14 & Thursday 15 April 2021

Commencement: 1 September 2021

Latest Ofsted Report: [Ofsted-Report-2019](#) (headlandscofeschool.co.uk)

Latest SIAMS Report: [Archbishops Council corporate template](#) (headlandscofeschool.co.uk)

Link to school website: [Headlands CE \(C\) J I & N School - Work Hard. Aim High. Have Fun](#)  
(headlandscofeschool.co.uk)

# HEADTEACHER PERSON SPECIFICATION

## Note to applicants

You should provide a high quality, concise letter of application of no more than three sides of A4 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?
<b>1</b>	<b>Qualifications</b>			
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
<b>2</b>	<b>Experience</b>			
2.1	Experience of teaching in schools covering the full Primary age range including Foundation Stage.	E		A
2.2	Substantial experience of working within a senior management team, with experience of successfully taking responsibility for a whole school.	E		A/L
<b>3</b>	<b>Qualities and knowledge</b>			
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, the Parish Church 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
<b>4</b>	<b>Developing pupils and staff</b>			
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. Experience of this leading to successful outcomes in terms of pupils' achievement as well as their overall development and well-being.	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 improving 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 all staff for the impact of their work in that area.	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	Experience of, and a passion for, developing and implementing distributed leadership, through building teams with clear roles and responsibilities and granting appropriate levels of autonomy to staff.	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, developing and rewarding good 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	Respect for the role of the Governing Body as an integral and valuable part of the school. A willingness to be open, inclusive and co-operative with Governors, working in partnership to ensure they can fulfil their duties effectively.	E		L/I
5.9	Experience of, or a desire to implement, curriculum-led financial planning which ensures the appropriate deployment of budgets and resources in the best interests of pupils' achievements and the schools sustainability.		D	L
6 The self-improving school system				
6.1	Experience of working collaboratively with the Christian community, the local authority, other schools, agencies, the wider community and other faith communities to enrich the learning experiences of pupils.		D	L
6.2	A passion for upholding the vision, values, ethos and aims of the Church of England and for developing and enhancing the Christian character of the school.	E		L/I
6.3	Demonstrate knowledge and an understanding of: <ul style="list-style-type: none"> <li>• leading school worship;</li> <li>• ways of developing religious education;</li> <li>• how relationships should be fostered and developed between the school, Parish Church and its community and the Diocese of Leeds; and</li> <li>• the importance of a clear, articulate, and distinctive Christian vision.</li> </ul>	E		L/I
6.4	Ability to engage in a partnership with parents and carers, to enhance children's enjoyment, well-being, achievement and personal development.	E		L/I
6.5	A genuine desire to promote the school within the local community and beyond.		D	L/I
6.6	Experience of working with professionals and colleagues in other agencies and external partners to improve academic and social outcomes for all pupils.		D	L
6.7	Experience of involvement in, and a passion for, innovative change and creative thinking which has impacted positively on outcomes for pupils.	E		L/I
6.8	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

