



INTERIM HEADTEACHER RECRUITMENT

CANDIDATE INFORMATION PACK

CONTENTS

WELCOME LETTER FROM RACHEL McARDLE, 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 RACHEL McARDLE, CHAIR OF GOVERNORS

Dear Applicant,

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

Headlands is a large primary school located in the heart of West Yorkshire with 415 children on the roll. Our current Headteacher has led the school for two years and strengthened our Christian ethos, quality of teaching and learning, and increased reference to research to further enhance high quality teaching as well as introducing a relationship-based approach to behaviour in school.

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.

This role offers a wonderful opportunity for an accomplished member of a school's senior leadership team to gain experience supporting a diverse school with a strong Christian ethos - the recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection judged Headlands to be 'Good' in all areas. This is therefore a great opportunity for you to develop 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.

The Governing Body and I are passionate about making our school the best possible place for all 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 happy, confident, emotionally resilient children, with great teaching and learning.

If you are successful in your application, you will find a school with dedicated staff and an environment which is often commented on by visitors as being calm, happy, and welcoming.

We are looking forward to welcoming a Headteacher whose strong and supportive leadership will inspire staff to be their best. 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.

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-rachel.mcardle@headlandsce.net and we can arrange a suitable time for a call.

Yours faithfully

Rachel McArdle - 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	415
% of children with SEND	22%
% of children eligible for FSM	26%
% of children from Ethnic Minority Backgrounds	17%

INTRODUCTION

At Headlands we strive to educate the whole child; combining academic rigour with a deep commitment to delivering a curriculum which promotes the spiritual, social, moral and cultural development of all pupils. Our school vision of 'growing a loving, happy and flourishing community' is rooted in Biblical teachings and promotes an education which enables our school community to 'live life in all its fullness' (John 10:10), whilst challenging every member of our school family to 'love your neighbour as yourself' (Matthew 22:39).

Our curriculum and classroom pedagogy are research informed and shaped by our school vision. Our children flourish as a result of rich and vibrant learning which enables them to know more, do more and remember more. Additionally, our curriculum inspires all learners to be responsible citizens who hold high aspirations for their future. We were delighted that this was recognised in our recent SIAMS inspection, when the inspector concluded that Headlands '*is a place where flames of aspiration, hope and possibility are ignited for every child.*' (February 2023).

Headlands is an extremely inclusive school family. We continuously strive to create an environment where everyone feels valued, where the life chances of our children are improved, and they take with them when they leave us the ability to form meaningful and caring relationships into adult life. This approach is clearly documented in our Emotion Coaching and Relationships Policy, which was endorsed by Kirklees Educational Psychology Team.

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. In 2022 Kirklees Council approved £650K capital funding to replace the current Nursery building with a modern, purpose-built unit. This work is scheduled to commence in June 2023 with a completion date of October 2023.



This academic year we have also completed a full refurbishment of our school library. Alongside this we have invested £10K in high quality books to enhance our curriculum offer. This is demonstrative of our commitment to developing a reading culture at Headlands.

Our main school hall is multi-functional and is used for collective worship, PE, breakfast club, after school clubs, school concerts and as a dining hall.



Classrooms are well resourced and all have interactive whiteboards, which are replaced as part of an ongoing project plan. Class sets of laptops and 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. Sports Premium Funding has recently been used to invest in a trim trail on the school field; this will be installed during the Summer Term ready for the new academic year.

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 large 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. Forest School sessions are timetabled for all year groups across the academic year. These sessions are led by three highly skilled members of school staff, who are also accredited Level 3 Forest School practitioners.

ENRICHMENT

We encourage children to participate in a range of extra-curricular activities which are led by teachers and external providers. 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 Crew 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 place a great emphasis on enhancements to the music curriculum. High quality, school funded, peripatetic music across Key Stage 2 introduces our pupils to a range of musical instruments - recorder in year 3, toot in year 4, p-bone in year 5 and ukulele in year 6. We also have an enthusiastic and talented school choir who have enjoyed performing at church, the local town hall and at arenas as part of the 'Young Voices' choir.

Our pupils enjoy the opportunity to participate in friendly inter-school sports competitions including football, netball, orienteering and cross-country running.



SAFEGUARDING AND INCLUSION

We are a highly inclusive school and pride ourselves on offering learning opportunities to all children in our community. We recognise that children are unique individuals with specific talents and needs. Our teachers are skilled in ensuring that lessons meet the needs of all pupils and support staff are well-deployed to support individual pupils and small groups to access the curriculum, as appropriate. The non-class based Assistant Headteacher with responsibility for SEND and Inclusion effectively leads the recently created Pastoral Team, which consists of a part time attendance and family support worker and a SEMH Learning Manager. We also employ a trained school counsellor and buy in to additional speech and language support, to further enhance our inclusion offer.

Keeping children safe is of the utmost importance to everyone at Headlands. We currently have four 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 have a designated 'Wellbeing Champion' who has received Senior Mental Health First Aid training.

COMMUNITY LINKS

We actively encourage 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.

School has excellent links with Christ Church, our local church. The whole school visits 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. We have recently welcomed a new vicar to Christ Church and look forward to welcoming them into school and re-establishing the close links we had with the previous incumbent. School life is permeated by Christian values which impact extremely positively on our children, enabling them to thrive in their personal and academic development.



Headlands is also an associate member of Spenborough Co-operative Trust, which was formed on 1st May 2012. The nine Trust schools work collaboratively to raise standards, improve transition between key stages, develop community links and improve services for our children and families.



DIRECTORATE FOR CHILDREN & ADULTS JOB DESCRIPTION

Job Title: Interim 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 to L24 depending on experience **Closing Date:** Friday 16 June 2023 (12:00pm)

Combined Interview & Assessment Date: Anticipated to take place on Thursday 6th July

Commencement: 1 September 2023

End Date: 31 December 2023

Link to school website: <https://www.headlandscoceschool.co.uk>

INTERIM HEADTEACHER PERSON SPECIFICATION

Note to applicants

Please provide a Letter of Application of up to three sides of A4, which will be used alongside the Application Form in the shortlisting of candidates. Shortlisting will initially be based on how well the essential criteria are evidenced, with desirable criteria being taken into account where there are a large number of high quality applications.

The table below also indicates which criteria will be further evidenced through the interview process and references

		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 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
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, 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
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. 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: • leading school worship; • ways of developing religious education; • how relationships should be fostered and developed between the school, Parish Church and its community and the Diocese of Leeds; and	E		L/I
6.4	Ability to be a positive role model for all pupils and to ensure that all pupils' 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

