



*Working together to make the world a better
place starting at Pentland.*

Pentland Infant and Nursery School

KIRKLEES COUNCIL

DIRECTORATE FOR CHILDREN & ADULTS JOB DESCRIPTION

Job Title: Headteacher
Location: Pentland I & N School
Salary: Group ISR: L14 – L20

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
- d. 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:
- 2.2. Whole school organisation, strategy and development
- 2.3. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- 2.4. 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:
- 3.2. in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and, in the preliminary stages.
- 3.3. 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 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.



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Headteacher Person Specification

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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?
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/L
2	Experience			
2.1	Experience of teaching in schools covering the infant age range.	E		A/L
2.2	Experience of working with 2 year old provision		D	A/L
2.3	Relevant experience of working within a senior management team.	E		A/L
2.4	Experience of successfully taking responsibility for a whole school project/initiative in some aspects leading to a positive outcome.		D	A/L
3	Qualities and knowledge			
3.1	Evidence of the ability to communicate and implement	E		L/I

	a shared vision of excellence for all.			
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.		D	L/I
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 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.		D	L/I
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 developing and implementing 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, 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 behavior 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 local authority, other schools, agencies, and the wider		D	L

	community to enrich the learning experiences of pupils.			
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	A genuine desire to promote the school within the local community and beyond.		D	L/I
6.4	Experience of working with professionals and colleagues in other agencies and external partners to improve academic and social outcomes for all pupils.		D	L
6.5	Experience of involvement in, and a passion for, innovative change and creative thinking which has impacted positively on outcomes for pupils.	E		L/I
6.6	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



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Dear Applicant,

Thank you so much from the children, staff and governors for taking the time to consider our Headteacher vacancy. Whilst we all have a role to play in developing and supporting our children, I believe that great leadership skills are the key to building on our existing strengths and moving our school forward to excellence, thus ensuring that our children become creative, curious and respectful individuals with a lifelong love of learning.

Our school has a strong link with the community. We are proud to have an open-door policy in our school, which is currently suspended due to Covid. We are looking at reinstating this as soon as possible, circumstances permitting. Our children are encouraged to enjoy their learning and we celebrate their achievements. The school has a wonderful culture of care and nurture for all children and is dedicated to enabling all children to thrive. Our main challenge is to raise the standards of achievement, especially in reading and writing, by capitalising on recent innovations in teaching and learning and the use of technology. We are fortunate to have an excellent team of dedicated staff, both teaching and non-teaching.

Our substantive Headteacher will be leaving after 10 long years of service, and we would now like to welcome someone who can continue with our journey towards becoming an outstanding school.

If you are that person, you will:

- Have a strong commitment not only to the educational development of our children but also to their overall wellbeing;
- Give your team the room to grow and thrive;
- Have clear vision and values and be able to make genuine connections with the local community
- Be passionate about learning and innovation across all aspects of the curriculum; and
- Ensure that the learning environment is a fun, exciting place in which children spend their foundational years.

In return, we can offer you:

- A strong, dedicated senior leadership team who are keen to support you in any way possible;
- Teachers and support staff who want to do the best for the children in their care;
- A governing body who are active and have a range of skills; and
- Best of all, children who are well behaved and eager to learn.

If you are seeking an environment that allows you to grow and develop in order to meet your professional aspirations, then this is the opportunity you are looking for.

Many thanks for your interest in this position and if you would like to arrange a visit to see our school, please ring the school on 01924 451631. Visits can be facilitated on the following dates and times:

- Monday 19th September at 9.15 a.m.
- Monday 19th September at 11.15 a.m.
- Monday 19th September at 1.45 p.m.
- Tuesday 20th September at 9.15 a.m.
- Tuesday 20th September at 11.15 a.m.
- Tuesday 20th September at 1.45 p.m.

I am certain you will see that we have much to offer, and that there is not only plenty of opportunity for the self-development of the successful candidate, but also huge potential for them to develop the school and help lead our Pentland family to greater heights/into the future.

Yours sincerely

M. Ashraf Mulla

Chair of Governors

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“Our sign is special – it says to change the world, start at Pentland... I think this means that we are all challenged to change the world and we can make a difference .. and make it a better place by being here.”

Ayesha, aged 7





WHAT OUR CHILDREN SAY...

What they like about Pentland...

"I like to read at school because it gives me knowledge and helps me learn new words."

"Teachers look after us at Pentland and help us to learn. They are kind."

"I like visitors coming in to school. The local artist helped us make poppies and fireworks."

"My favourite subject is Science. We had a Science Day and it was so much fun!"

"We feel safe because the teachers look after us."

"I like to get dressed up in the home corner."

"We all care for each other ."



WHAT OUR CHILDREN SAY...

What they think is important in a Head Teacher...

“Someone who says ‘Good morning’.”

“Someone who always has a smile on their face.”

“Someone who is proud to lead our school.”

“Someone who is joyful and is excited about learning.”

“They need to help the school and the children and make it the safest place it can be.”

“They should like learning and teaching.”



“Collaborative working with outside agencies is a strength.”
(Ofsted 2017)



“The teachers have so many qualities, like care, compassion, patience and commitment.”
(Parent)



“The confidence of the children is admirable. They are happy to approach adults and share their learning.”
(Governor Learning Walk)



“Pentland is a very friendly, welcoming school. So far, three of my children have attended this school and I have all positive things to say and positive memories. Even during lockdown we were well equipped and kept up to date in terms of our children’s education. It is a lovely place for children and families. Thank you.” (Parent)

“I am very happy with the school, teachers and staff. Thank you for helping my daughter to improve her learning and her confidence.”
(Parent)

WHAT IS SAID ABOUT US...

“It is more than a school; it is a community.”
(Ofsted 2017)



“Every adult is involved with the children. All showed great professionalism and all making a contribution to teaching and learning.”
(Governor Learning Walk)

“Being a former student myself at Pentland, it is quite an amazing feeling seeing your child attend such a great school.”
(Parent)

OUR SCHOOL: FACTS AND ACHIEVMENTS

Type of School	Local authority maintained, 2 form entry school
Age Range	2-7
Religious character	SACRE-Determined
Admissions policy	Non-selective
Gender	Mixed
Number of children/pupils on roll	182
PAN	49
Average class size	26
Established	1980
Number of staff	36
Children entitled to pupil premium	19
Children with an SEN EHC Plan	3
English as additional language	98%
Main first languages other than English	Urdu, Gujarati, Punjabi
KS1 Results	Reading: 73.5% Writing: 51% Maths: 75.5% Science: 81.6%
OFSTED result 2017	Good



ADDITIONAL INFORMATION

- School development plan: <http://www.pentlandinf.co.uk/page/school-development-plan/48797>
- Policies: <http://www.pentlandinf.co.uk/page/policies/48790>
- Ofsted Report and Performance Tables: <http://www.pentlandinf.co.uk/page/ofsted-report-and-performance-tables/48794>
- Safeguarding: <http://www.pentlandinf.co.uk/page/safeguarding-at-pentland/48811>





CONTACT INFORMATION

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THANK YOU