



## BATTYEFORD CE (VC) PRIMARY SCHOOL

Nab Lane, Mirfield WF14 9QH  
Email: [office@battysfordprimary.com](mailto:office@battysfordprimary.com)

Tel: **01924 495518**  
[www.battysfordprimary.com](http://www.battysfordprimary.com)

Dear Applicant,

The Governors, parents and most importantly the children of Battysford Church of England (VC) Primary School, Mirfield welcome your interest in the role of Headteacher. This vacancy has arisen due to the promotion of our current Headteacher into a Senior Education role with the Diocese of Leeds.

At Battysford you will find an exciting and stimulating learning environment underpinned by an experienced and confident team. You will find a school which is 2 years into a transformational journey which has seen every aspect of our school undergo change. Our recent Ofsted in September 2017 judged the school as 'good'. This was an extremely proud time for staff and governors having moved the school from 'requires improvement'.

What did Ofsted say?

- Expectations of pupils' behaviour and conduct are consistently high
- Pupils behave well and show excellent attitudes to learning
- The enthusiasm of the staff and their passion for learning is soon conveyed to the youngest children
- School improvement is supported by an enthusiastic leadership team and highly effective governing body
- The dedicated team of staff and a strong governing body have retained an unrelenting focus on high-quality teaching and learning while maintaining good staff morale
- Governors are very well informed. Each governor is clear about their role and they bring a range of skills and expertise to the school
- Governors have been pivotal in driving through improvement since the last inspection



Upholding our Christian values we aim to **nurture achievement**  
through **growing** and **learning** together

---



## BATTYEFORD CE (VC) PRIMARY SCHOOL

Nab Lane, Mirfield WF14 9QH  
Email: [office@battiefordprimary.com](mailto:office@battiefordprimary.com)

Tel: **01924 495518**  
[www.battiefordprimary.com](http://www.battiefordprimary.com)

Our school provides a secure and caring environment in which all children are encouraged to achieve their full potential. Governors and Staff have high expectations of pupils in terms of attitudes, attainment and behaviour. We aim to create an environment in which children can develop academically, spiritually, morally, socially, culturally and physically.

We offer excellent learning facilities with enviable resources and premises. We have a variety of outdoor learning and play areas as well as a sports field. There are currently 478 children on roll including a number with specific needs and the total number of children in our school continues to rise. Our school nursery continues to be over-subscribed.

We enjoy established links across our community and aim to maximise opportunities for our pupils and their families. As a church school, we have a close and embedded relationship with Christ the King, Battieford.

The Governors are now looking to appoint an inspirational and dedicated leader who will build on a firm foundation and ensure that the school continues its journey to outstanding. You can find much more information on our school website <http://www.battiefordprimary.com/>. When applying please do not submit more than 3 pages of A4 at font 12 with your application.

I do hope you will take the opportunity to visit us. I look forward to meeting you and showing you the wonderful school we have here at Battieford.

Best regards,

Mark Pollard  
Chair of Governors



Upholding our Christian values we aim to **nurture achievement**  
through **growing** and **learning** together

---

## KIRKLEES COUNCIL

### DIRECTORATE FOR CHILDREN & ADULTS JOB DESCRIPTION

**Job Title:** Headteacher  
**Location:** School  
**Salary:** Group ISR: L17 – L23

#### **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, and in particular the Education Act 1996(17) and the Act;
- 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;
- d. where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
- e. any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998(18);
- f. the terms of their appointment.

#### **Delegation**

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.

## **Professional responsibilities**

2. A Headteacher may be required to undertake the following duties:

## **Whole school organisation, strategy and development**

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

## **Teaching**

5. 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:
  - a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,
  - b) in the preliminary stages.
6. Teach.

## **Health, safety and discipline**

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

## **Management of staff and resources**

9. Lead, manage and develop the staff, including appraising and managing performance.
10. 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.
11. Organise and deploy resources within the school.
12. Promote harmonious working relationships within the school.
13. Maintain relationships with organisations representing teachers and other members of the staff.
14. 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**

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

development and, where appropriate, that of other teachers and support staff including induction.

### **Communication**

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

### **Work with colleagues and other relevant professionals**

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

### **Rights conferred**

20. In addition to the provisions of paragraph 52 the following rights apply:

### **Dedicated headship time**

21. 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**

22. 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>

## KIRKLEES COUNCIL – CHILDREN &amp; YOUNG PEOPLE SERVICE – updated May 2015 version 2

## HEADTEACHER PERSON SPECIFICATION

## Battyeford CE (VC) Primary School

Job Ref: ED 17651

**Note to applicants**

You should provide a high quality, concise letter of 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?
<b>1</b>	<b>Qualifications</b>			
<b>1.1</b>	Qualified Teacher Status	E		A
<b>1.2</b>	Evidence of further relevant professional development in school leadership such as NPQH, Higher Degree, Post Graduate Qualification		D	A
<b>1.3</b>	Evidence of regular and relevant professional development	E		A
<b>2</b>	<b>Experience</b>			
<b>2.1</b>	Experience of teaching in schools covering the full Primary age range including Foundation Stage	E		A
<b>2.2</b>	Substantial experience of working within a senior management team, with experience of successful whole school Responsibility	E		A/L
<b>3</b>	<b>Qualities and knowledge</b>			
<b>3.1</b>	Evidence of the ability to communicate and implement a shared vision of excellence for all	E		L/I
<b>3.2</b>	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/I
<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, leading to successful outcomes in terms of pupils' achievement 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 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
<b>5</b>	<b>Accountability - Systems and Processes</b>			
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		D	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 schools sustainability		D	L
<b>6</b>	<b>The self-improving school system</b>			
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	E		L
6.2	A commitment to develop and enhance the Christian character of the school	E		L/I
6.3	A commitment to develop and enhance the partnership with Christ the King, Battyeford maximising opportunities to embed the relationship	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	An ability to promote the school within the local community and beyond		D	L/I
6.6	Experience of working with professionals and colleagues in other public services to improve academic and social outcomes for all pupils.		D	L
6.7	Experience of implementing innovative change 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



<b>7</b>	<b>Safeguarding children</b>			
<b>7.1</b>	Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures.	E		L/I/R
<b>7.2</b>	Ability to form and maintain appropriate relationships and personal boundaries with pupils	E		I/R
<b>7.3</b>	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
<b>7.4</b>	Fully supportive references	E		R