



Reignhead Primary School Headteacher information pack

School information — job description — person specification



Success for all

Thank you for your interest in the post of Headteacher at Reignhead Primary School.

The governors are seeking to appoint a leader with good primary experience and a demonstrable track record of promoting success for pupils and staff. A recent Ofsted inspection judged that the school requires improvement but that it is 'a school on the up'. The governing body requires the appointed Headteacher to at least maintain and increase the momentum for improvement. We look for accelerated progress towards returning the school to its previously 'good' rating.

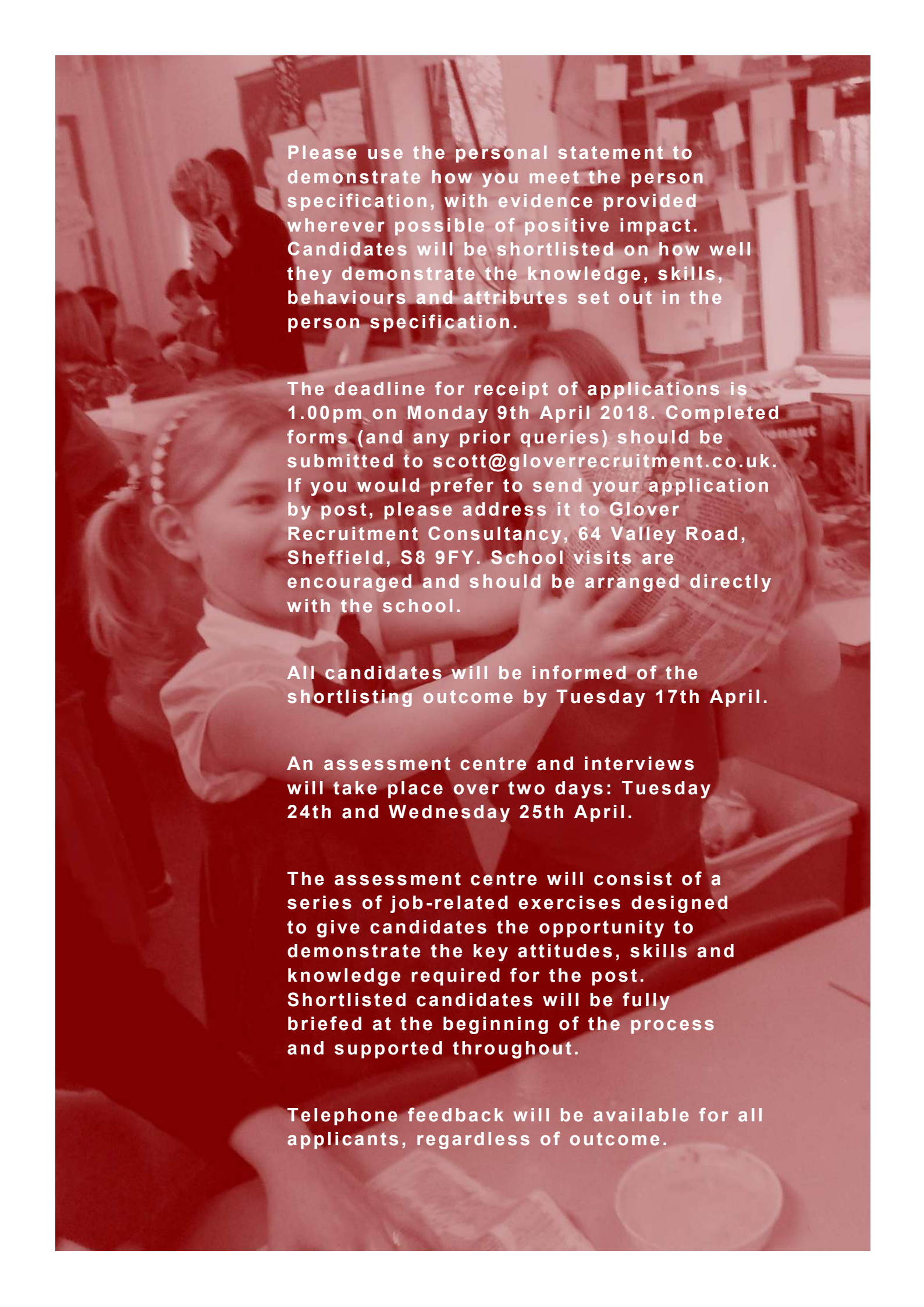
It is important that the Headteacher is able to build upon the staff's existing commitment to teamwork and build further confidence in tackling school improvement. The ability to inspire and to demonstrate enthusiasm and enjoyment are seen as important personal attributes.

Our pupils are happy at school, well-behaved and are willing learners. We have many pupils capable of achieving high standards and overcoming, in some cases, barriers to their educational progress, arising from their particular needs or personal circumstances. A focus on vulnerable pupils is an important aspect for the Headteacher's work.

Governors play an active role in school life and base their work around their core responsibilities. They offer strong support and challenge in equal measure. Governors offer a wide range of skills and come from many different experiences of work and life. They are fully committed to their own training and take on individual roles to keep themselves well-informed about different aspects of the school's work and are well-placed to offer support and challenge leaders.

We welcome your interest and hope that you see the post as an exciting opportunity to practise your professional skills in leading us towards being a highly rated school.

John Evans
Chair of Governors



Please use the personal statement to demonstrate how you meet the person specification, with evidence provided wherever possible of positive impact. Candidates will be shortlisted on how well they demonstrate the knowledge, skills, behaviours and attributes set out in the person specification.

The deadline for receipt of applications is 1.00pm on Monday 9th April 2018. Completed forms (and any prior queries) should be submitted to scott@gloverrecruitment.co.uk. If you would prefer to send your application by post, please address it to Glover Recruitment Consultancy, 64 Valley Road, Sheffield, S8 9FY. School visits are encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by Tuesday 17th April.

An assessment centre and interviews will take place over two days: Tuesday 24th and Wednesday 25th April.

The assessment centre will consist of a series of job-related exercises designed to give candidates the opportunity to demonstrate the key attitudes, skills and knowledge required for the post. Shortlisted candidates will be fully briefed at the beginning of the process and supported throughout.

Telephone feedback will be available for all applicants, regardless of outcome.

Headteacher

Platts Drive, Beighton, Sheffield, S20 1FD
www.reignhead.sheffield.sch.uk

Group size 2 NOR 288

Salary L15-21 (£55,600 - £63,778)

To start September 2018

Success for all

We are looking for an inspirational Headteacher with the personal skills, vision and resilience to lead our team and drive progress so that all children reach their full potential. You will have high expectations and the knowledge, experience and interpersonal skills to drive sustained improvement throughout the school whilst being committed to providing a creative curriculum and a stimulating, inclusive learning environment.

The appointed Headteacher will:

- have significant leadership experience and a proven record of promoting school improvement
- have the strategic vision to secure the best outcomes for the school and its pupils in a changing education landscape
- promote the school, engaging with parents, carers and the wider community
- drive their own and our staff's continuing professional development
- lead by example, embracing accountability whilst setting and maintaining high standards for all pupils and staff

In return, you will receive the support and challenge of an active and committed governing body who will actively encourage your professional development.

Reignhead Primary is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We require the successful applicant to undertake an enhanced criminal records check via the Disclosure & Barring Service. Please visit the school website to view our safeguarding policy.

Visits to our school are strongly encouraged and can be arranged by contacting Hazel Whiteley, School Business Manager, on 0114 2475767.

Completed applications forms, and any queries about the recruitment process, should be addressed to Scott Glover at scott@gloverrecruitment.co.uk or by phoning 0776 6773682.

Closing date: 1.00pm Monday 9th April 2018
Assessment centre and interviews: Tuesday 24th and Wednesday 25th April 2018

Reignhead Primary School

Headteacher Job Description

Salary range:	Group 2 ISR: L15-21
Role of the Headteacher:	<p>Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.</p> <p><i>(Preamble: The Role of the Headteacher, from the National Standards of Excellence for Headteachers January 2015)</i></p>
Responsible to:	The Governing Body and the Executive Director, Children Young People & Families, Sheffield City Council
Responsible for:	The teaching and support staff of the school and its children and young people.
The Headteacher will be expected to:	<ul style="list-style-type: none"> • Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher. • Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015. • Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document. • Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.

Job Description

Detailed below are the 24 characteristics expected of an excellent school leader, divided into the four 'Excellence As Standard' domains. The Governing Body has identified these as the specific characteristics that are vital for the post to ensure the school is led effectively.

This job description will be subject to annual review as part of the performance management cycle.

Domain One Qualities & Knowledge	Domain Two Pupils & Staff	Domain Three Systems & Processes	Domain Four The Self-Improving School System
<p><i>Headteachers:</i> 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</p>	<p><i>Headteachers:</i> 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</p>	<p><i>Headteachers:</i> 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p>	<p><i>Headteachers:</i> 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</p>
<p>2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</p>	<p>2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</p>	<p>2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p>	<p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</p>
<p>3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</p>	<p>3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</p>	<p>3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under- performance, supporting staff to improve and valuing excellent practice.</p>	<p>3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self- regulating and self- improving schools.</p>
<p>4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p>	<p>4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p>	<p>4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.</p>	<p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p>

Job Description continued

5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	6. Hold all staff to account for their professional conduct and practice.	6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

This job description may be amended at any time after discussion with the Governing Body.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment procedures.

Person Specification

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification.

Qualifications and experience

Candidates should have and be able to evidence:

1	Qualified Teacher Status (QTS)
2	Experience across the appropriate age range(s)
3	Evidence of recent senior leadership experience
4	A proven track record of leading whole school improvement successfully
5	Evidence of recent, appropriate leadership development (e.g. NPQH*)

Personal qualities

Domain

Candidates should:

1	Demonstrate a passion for teaching and learning	2:2
2	Communicate effectively both orally and in writing to a range of audiences	1:1
3	Develop positive relationships with pupils, staff, parents, governors and members of the local community	1:2
4	Adapt to changing circumstances and be receptive to new ideas	
5	Demonstrate excellent interpersonal skills	
6	Be decisive, consistent and focused on solutions	
7	Demonstrate the capacity to be reflective, flexible and adaptable	
8	Have a positive, enthusiastic outlook, embracing risk, innovation and creativity	4:5
9	Show resilience, perseverance and optimism in the face of difficulties and challenges	1:3
10	Lead by example with integrity and clarity	1:3
11	Listen carefully, learn from others and seek advice and support when necessary	1:3
12	Demonstrate a commitment to the continuing professional development of self and others within the school	4:4

Skills

Domain

Candidates should be able to:

1	Formulate a vision and strategy for the school and secure commitment to it from others	1:6
2	Analyse and interpret data accurately to inform school improvement and to monitor pupil progress	2:3
3	Plan strategically and set challenging targets for improvement	2:1
4	Managing change successfully	
5	Assess, monitor and evaluate the quality of teaching and learning, providing next steps for improvement	2:2
6	Work effectively with parents and the community	1:2

Person specification continues on next page

7	Work effectively with the governing body, enabling governors to fulfil their roles and meet their core responsibilities	3:4
8	Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children	4:1
9	Drive improvement and challenge underperformance	3:3
10	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines	
12	Distribute leadership, enabling staff and teams to take on responsibility and hold each other to account for their decision making	3:6
13	Manage resources efficiently	3:5
14	Engage leaders at all levels in systematic and rigorous self-evaluation	3:1

Professional knowledge and understanding		Domain
Candidates should:		
1	Be committed to securing equality of opportunity throughout the school	2:1
2	Have an understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including the new Ofsted Inspection Framework	1:4
3	Have knowledge of what constitutes good and outstanding teaching and a secure understanding of how pupils learn and the impact of a highly creative curriculum	2:2
4	Have knowledge of effective assessment for learning practices and an understanding of the impact of excellent questioning and immediate verbal feedback on the progress of learners	2:2
5	Have knowledge of the management of children's behaviour and attitudes to learning and the ability to put this into practice	3:2
6	Have knowledge of effective strategies to include and meet the needs of all children, including the most able and those who are disadvantaged	2:1
7	Have experience of multiagency working to support vulnerable children and families	4:2
8	Have an understanding of effective financial management	3:5
9	Have experience of school self-evaluation and performance management processes and their impact on raising standards	3:3
10	Have experience of using local and national research to support school improvement	2:3

Safeguarding		Domain
Candidates should have:		
1	Knowledge of national and local safeguarding guidance	3:2
2	Experience of safeguarding and promoting the welfare of children and young people	3:2
3	A commitment to co-operate and work with relevant agencies to protect children and young people	3:2
4	Knowledge of best practice and procedures for safeguarding children and young people	3:2

*It is no longer mandatory for all first-time headteachers to have been awarded the National Professional Qualification for Headship (NPQH) *before* being appointed to the post. However, NPQH is a credible threshold qualification, which signals readiness for headship.

Queries about the application
and recruitment process
should be addressed to
scott@gloverrecruitment.co.uk
or by phoning 07766773682

glover recruitment
consultancy