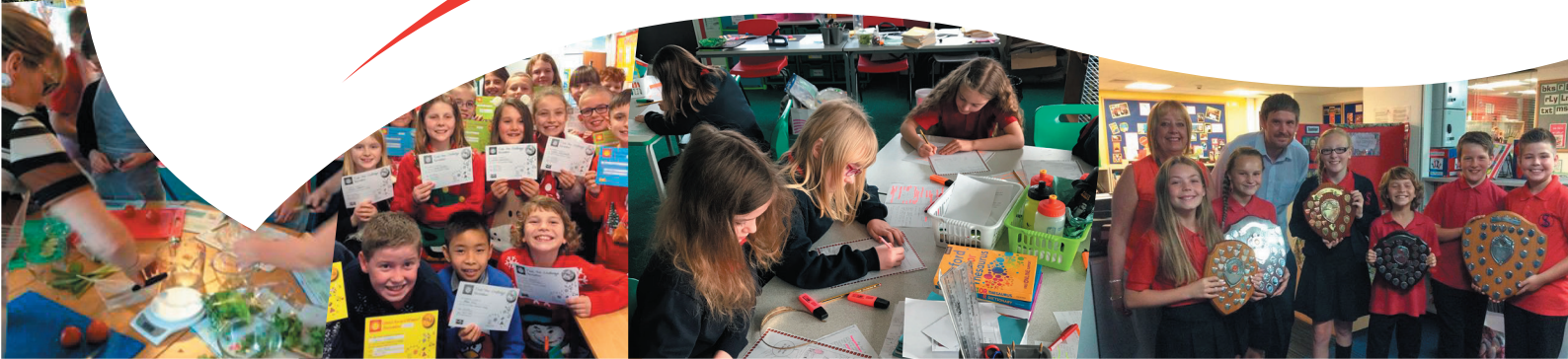
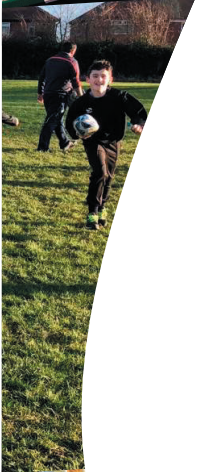
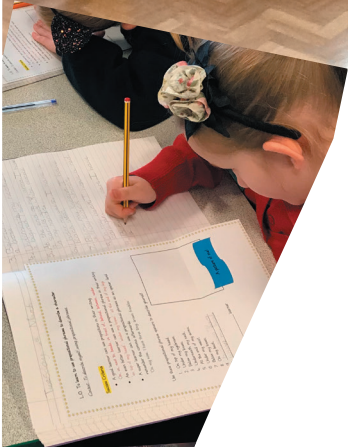




Head Teacher Recruitment Pack

Scawsby Saltersgate Junior School
Spring 2018

Striving for Excellence





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Letter from Chair of Governors

I am delighted that you have taken the time and interest in applying for the post of Head Teacher at Saltersgate Junior School to the West side of Doncaster in South Yorkshire.

The opportunity has arisen because our current Head Teacher, of 9 years is retiring. She does so having ensured that the school is in an outstanding position.

The last Ofsted inspection (March 2015) determined that our school was 'Outstanding' and clearly identified Outstanding leadership at all levels. The school is a very positive environment for our children to learn and to realise their full potential with an all-round curriculum and extra-curricular activities.

The Senior Management Team are experienced, committed and deliver outstanding results on a consistent basis, they will provide tremendous support for any incoming Head Teacher.

We have an exceptional team of teachers and support staff with an appropriate balance struck between those staff who have been at school for some time against newer recruits having joined the school within the last 18 months.

The Governors are seeking to appoint a Head Teacher committed to sustaining and building on our strengths and our shared vision from our outstanding Ofsted inspection.

We would welcome applications from anyone that believes that they can take our school from an extremely solid platform and further develop our strengths, ensuring we continue to achieve excellence in everything that we do. You will work closely with a supportive and effective Governing Body, who will ensure you are given the resources you require to secure the collective vision.

I hope that you will find this information pack helpful in appreciating where the School is today and that it excites you about how you could join us and help shape its future.

I would encourage you to visit the school so that you can witness first-hand the environment and culture of the School and its surroundings. In addition, it would provide you with the opportunity to observe the learning of our children.

Please consider carefully the job description and specifications of the type of person we are looking to appoint to the role.

I thank you for your interest in our School and look forward to meeting with those candidates invited for interview.

Yours faithfully

Andrea Webber
Chair of Governors



"We have great computing facilities"



About Saltersgate

Saltersgate Junior School is located in Scawsby to the west of Doncaster, close to the Cusworth Hall Estate and Country Park. Doncaster has its own airport and excellent motorway and rail links. It has a wide range of sporting and recreational amenities along with many cultural centres and attractions including Doncaster Race Course, home of the famous St Leger Race meeting.

Saltersgate is a popular three-form entry junior school serving local families and neighbouring communities. The school has achieved Schools Financial Value Standard status and is currently in a good financial position.

The school has received many awards including:

- Eco Schools
- Healthy School
- Arts Mark Gold
- Investors in Pupils
- Charter Mark for Inclusion
- Quality in Study Support
- Basic Skills Agency Quality Mark

Our building has 12 bright, well equipped and inviting classrooms, a large well stocked computing suite with mobile technology, library, technology room, sports hall and additional communal area. The outside area benefits from a spacious playing field equipped with trim trails and play equipment, two playgrounds, outdoor learning area, pupils' garden and a multi-use games area.

In recent years, our school building has been developed with the new addition of the computing Suite and Sports Hall.



The Governing body is supportive, effective and committed to staff in ensuring an equal work life balance. The broad ranging experience and energy provided by our governors ensures that statutory duties are carried out effectively and policies and procedures are well-managed and reviewed regularly. Our school is committed to lifelong learning where every individual is valued, nurtured and respected. The school is an exciting, learning community with the emphasis on high quality teaching creating effective learners. The staff work hard to create a positive and caring environment where diversity, respect and tolerance are valued. We believe that all pupils are individuals with their own special qualities, skills and interests, which need to be encouraged. We put great emphasis on the development of confidence, self-esteem, independence, kindness and courtesy. Saltersgate Junior School is a secure and happy place. Pupils in partnership with parents and carers are supported and helped to develop academically, socially, physically and emotionally. A fee paying Breakfast Club and After School Club provide childcare facilities from 7.30am to 6pm.

Saltersgate has a strong sense of community in school between all staff, pupils, governors and parents and has developed close links with other schools.

Saltersgate PTA (Parent Teachers Association), energetically raises funds to support the school financially through a large calendar of exciting and well attended events and projects. Most recently they contributed a substantial amount to the development of the outdoor learning area and pupils' garden.

We have committed parent helpers, many of whom attend the school regularly, to assist with classroom activities or clubs. Other volunteers help on an ad-hoc basis, perhaps with school trips or our termly activity days. Our local community benefits from the letting of school facilities to various groups in the evenings.

"Everyone is always friendly"



About Saltersgate

Key School Information

Age Range	7-11 years
School Group Size	3
Co-educational or single sex	Co-educational
Location	Scawsby, Doncaster
Type of school	Community school
Management structure	Head Teacher, Deputy Head, Assistant Head and a senior leadership team
Number of teaching and support staff	13.60 FTE, plus teaching assistants, admin and premises/support staff
Number of children on roll	357
Average class size	30
Attendance 2016/17	96.7%
Date school established	1966
School Awards	Eco Schools Healthy School Arts Mark Gold Investors in Pupils Charter Mark for Inclusion Quality in Study Support Basic Skills Agency Quality Mark
% of children on FSM	6.7%
% of children with SEN	12.5%
% of children with EAL	3%

Key Stage 2 Results

2016 / 2017 attainment against the national average

88 in cohort	% of Pupils Achieving NS Nationally	% of Pupils Achieving NS Saltersgate	Difference
Reading Comprehension	71%	82%	+ 11%
Writing	76%	89%	+ 13%
SPAG	77%	93%	+ 16%
Maths	75%	89%	+ 14%
Combined	61%	76%	+ 15%

Greater Depth

88 in cohort	% of Pupils Achieving a High Standard Nat.	% of Pupils Achieving a High Standard SJS	Difference
Reading Comprehension	25%	36%	+ 11%
Writing	18%	22%	+ 4%
SPAG	31%	66%	+ 35%



Maths	23%	50%	+ 27%
Combined	9%	16%	+ 7%

Averaged Scaled Score

88 in cohort	Scaled Score Nationally	Scaled Score Saltersgate	Difference
Reading Comprehension	104.1	106.7	+2.6
SPAG	104	109	+5
Maths	104.2	108.2	+4



"We like to read in the library"



Our Shared Vision

We continually seek to remove barriers to learning, value diversity and show respect for all individuals. Through working in partnership with parents and responding to the needs of the community, we aim to maximize the potential for all pupils to lead safe, happy, healthy and successful lives.

The vision is based on:

- Effective learning for all pupils, forming the foundations for lifelong learning skills.
- High, consistent and achievable expectations for all.
- The effective delivery of a broad and balanced curriculum with a strong focus on excellence and enjoyment.
- Individuals who constantly self-review and assess their own performance.
- A community of people constantly striving for excellence.
- Children and staff who enjoy school, are fully involved in its processes, and who are highly motivated and develop independence.
- Strong community cohesion linked to positive partnerships with parents and the local community.

Saltersgate Junior School Aims

The intended outcome of our education at school is:

- To help each pupil achieve the highest educational standards they possibly can in order to fulfil their individual potential.
- To provide all pupils with a high quality learning experience in order to develop the necessary knowledge, skills and understanding required to be successful learners.

- To ensure that all pupils are kept safe and secure.
- To ensure that students acquire knowledge and skills relevant to future economic wellbeing and through this, develop into life-long learners.
- To promote an inclusive approach to all aspects of school life and to deal with all forms of discrimination.
- To promote a healthy lifestyle.
- To develop students' sense of self-respect, self-discipline, self-esteem and the capacity to enjoy learning as independent, self-motivated pupils.
- To give pupils a voice through encouraging them to be actively involved in the decision making processes in school.
- To encourage pupils to understand, care for and respect the world in which they live and the interdependence of individuals, families, groups, and nations.
- To foster moral, spiritual, creative and intellectual awareness through the provision of a broad, balanced and creative curriculum.
- To nurture sensitivity and creative responses to a wide range of aesthetic experiences.



"Caring, Learning, succeeding"



Our wishes

At Saltersgate Junior School the opinions of all the staff, pupils, PTA and of course Governors are extremely important. The school community was asked to share their wishes for their new Head Teacher which have been included over the following pages.

KIND

...Have a good sense of humour

...Patient, Kind and helpful

...Make SJS a fun place to learn

...Encouraging and supportive

...Sort out problems straight away

Our children would like their new Head Teacher...

FAIR

...Have high standards for our school

STRICT

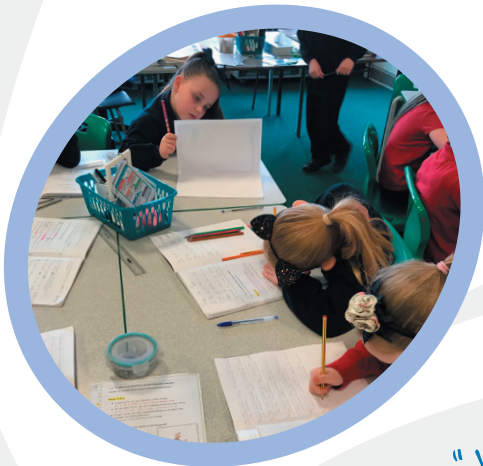
...Reward good behaviour and hard work

FUN

...Inspires us to do our best

...Believes in us

...Help us to feel safe



"We have great after school clubs"

Our wishes



APPROACHABLE

...Proud of our school and recognise and build on our strengths Visible and support champion and publicise our fantastic school and events

FORWARD THINKING

...Someone who is forward thinking and always looking to be a leading, innovative school

...Supportive and value and develop the whole staff team considering everyone's professional and emotional wellbeing

POSITIVE

SUPPORTIVE

A TEAM PLAYER

SOCIABLE

Teaching & Support Staff & Governors would like their new Head Teacher...

ENERGETIC

...Someone who considers reward at the forefront of behaviour management

A ROLE MODEL

ORGANISED

...An ability to sustain and develop the high standards of the children and staff

...AND HAVE A GOOD SENSE OF HUMOUR



"We are encouraged to do music, sport and book awards"

Head Teacher Job Description



Job Title:	Head teacher
Grade:	Standard National scale in line with the current School Teachers' Pay and Conditions document
School:	SCHOOL
Salary Scale:	Leadership Scale L22 to L28
Responsible to:	The governing body
Supervisory responsibility:	The senior leadership team and ultimately all school staff
Principal responsibility:	The appointment is subject to the current conditions of employment of head teachers contained in the school Teacher's Pay and Conditions document and other current educational and employment legislation. In carrying out her/his duties, the head teacher is required to implement the governing body's policies concerning diversity in all posts in the school. The head teacher shall consult, where appropriate, with the LA, the governing body, the staff of the school and the parents of its pupils in the exercise of all the duties of the post.

Main purpose of the post

Managing the Organisation

Head teachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Head teachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Head teachers should also seek to build successful organisations through effective collaboration with others.

- Responsible for the overall management of the school to ensure a high standard of education provision for pupils
- To ensure the efficient running of the school by developing and maintaining effective whole school systems, practices and procedures.
- To ensure that there is consistency of teaching, continuity in context and skills, and high standards of learning and pastoral care throughout the school.
- Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- To lead, help, support and encourage all teaching and non-teaching staff in school, promoting and developing an effective internal communication system.
- To maintain and develop effective school self-review and improvement planning processes.
- To be an excellent practitioner and lead by example at all times by demonstrating consistent high standards of personal and professional conduct, acting within the statutory frameworks which set out their professional duties and responsibilities.
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.
- Lead and work with colleagues within the leadership team to monitor children's progress and attainment and continue to raise standards.
- Leading by example making a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues



"We love our outdoor learning facility"

Responsibility for leadership in the School

Critical to the role of the headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

- To share with the Governors the management and running the School by helping to produce clear aims, effective policies and strategic planning.
- To have the responsibility for ensuring that the school's aims and objectives are achieved and to develop and maintain high morale and confidence amongst all staff and to set an example of high professional standards and leadership.
- Demonstrate an ambitious vision for the school and strive for high expectations for every pupil by setting high standards and leading by example in all areas of work.
- Constantly evaluate the strengths and weaknesses in the school and use the findings to actively promote improvement, ensuring that a thorough understanding of the school's performance, staff and pupils' skills and attributes are present
- Develop leadership capacity through CPD and work effectively at all times with the Deputy head teacher, governing body, parents, members of staff and other schools as representative of the SLT
- Work together in the SLT to effectively develop strategies and promote and sustain an effective leadership model that is focused on the rigorous implementation of improvement plans
- To take a lead role in the review, development and management of activities relating to the curriculum across the school
- Ensure that a consistent approach to policies and procedures is adhered to
- To take a lead role in the review, development and management of activities relating to the curriculum to pursue excellence for the school.
- Work closely with other leaders to ensure effective transition across phases.
- To lead on the selection and appointment of staff to the school
- To lead on the effective management and deployment of teaching and support staff, financial and physical resources within the school to support the delivery of the curriculum

Leading Teaching and Learning

Head teachers have a central responsibility for raising the quality of learning and teaching and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

- To embed the development of good practice in teaching and learning methods and ensure that staff consistently provide high standard teaching, curriculum planning to extend and build pupils knowledge.
- To ensure that the standards of teaching and learning in school are monitored and evaluated, taking action to ensure that the standards are consistent with the aims and objectives of the school.
- To advise teaching staff in planning and implementation of long and medium term plans across the curriculum.
- To lead on raising the quality of teaching and learning across the school through the monitoring of curriculum delivery ensuring that it is appropriate to the needs and abilities of individual children.
- To devise and implement strategies to remove barriers to learning and enable all pupils to have full access to a broad and balanced curriculum.
- To be responsible for the performance management of the senior leadership team
- To work with all staff to provide high quality learning setting
- high expectations and establishing a stimulating environment for pupils.
- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- To ensure pupils' behaviour is managed effectively to create a good and safe learning environment and establish a framework for discipline with a range of strategies
- To lead on all necessary arrangements and procedures relating to national and local assessments.
- To maintain good order and discipline among pupils with particular reference to health & safety
- To provide pastoral care, guidance and advice to pupils as appropriate.
- To lead and participate in meetings covering school and pupil activities and attend and lead assemblies.
- To communicate and consult with parents/carers and other relevant bodies

Safeguarding

Safeguarding is paramount in the school, it is the Head teacher's responsibility to create a culture in the school where safeguarding is a priority and every member of staff understands their responsibility.

- To maintain and uphold the highest standards of safeguarding for all pupils of the school
- To ensure that staff are trained and kept up to date with regard to Safeguarding
- To Liaise and foster successful working relationships with external agencies in relation to the safeguarding of pupils
- To create and maintain a culture of vigilance in the school at all times

Person Specification

The following outlines the key skills and experience required for our Head Teacher position. The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied this in the school context.

The panel will use the following assessment tools: application pack; interview/assessment activities; reference and other employment checks. In your application for this position please describe (for those assessed by application) how you meet the competencies by giving examples of your knowledge and experience of applying the skills listed below.

Qualifications and Training	Essential	Desirable	How Assessed
• NPQH		X	AF/CQ
• Qualified teacher status	X		AF/CQ
• Educated to degree Level.	X		AF/CQ
• Masters or higher-level degree		X	AF/CQ
• A commitment to and record of continued professional development in primary leadership	X		AF
• Recent and relevant Professional Development	X		AF
Relevant Experience	Essential	Desirable	How Assessed
• Evidence of strong Strategic leadership at Senior Leadership level	X		AF/I/R
• Proven experience of safeguarding, child protection and health and safety practice	X		AF/I
• Experience of managing budgets and resources		X	AF/I
• Significant experience in promoting the continued professional development of all staff	X		AF/I/R
• Experience of managing collaborative approaches to the development of the curriculum and whole school improvement	X		AF/I/R
• Proven track record of leading on pupil premium (or equivalent) resources with successful outcomes	X		AF/I
• Proven track record of successful people management, in recruitment, performance management and leading and motivating successful teams in a climate of accountability	X		AF/I/R
• Experience of working positively with School Improvement Partners to improve school outcomes	X		AF/I/CQ/R
• Experience of leading, collaborating and communicating with parents, the community and other agencies	X		AF/I/R
Professional Knowledge and Skills	Essential	Desirable	How Assessed
• Ability to inspire and motivate staff to ensure the highest standards of teaching, learning and assessment	X		AF/I/R
• A proven track record of outstanding leadership skills, knowledge and expertise	X		AF/I/R
• Ability to develop a clear vision to move the school towards continuing excellence with all stakeholders	X		AF/I/R
• Thorough understanding and experience of leading school self-evaluation and school improvement planning	X		AF/I/R
• A thorough understanding of current developments in inclusive education and removing barriers to effective learning	X		AF/I
• A clear effective understanding of current government policies and initiatives	X		AF/I
• Develop and maintain relationships with all the stakeholders of the school	X		AF/I
• Recognise, develop and promote new opportunities for the school and learners	X		AF/I

• Significant knowledge and involvement in promoting equality and diversity	X		AF/I/R
• Excellent communication, written and oral, interpersonal, time management and organisational skills.	X		AF/I/R
• A proven ability to analyse and communicate complex data and written information.	X		AF
• Good level of ICT skills.		X	AF
• A good understanding of Early Years Foundation Stage and KS1 issues as a basis for subsequent pupil learning.	X		AF
• Excellent understand of assessment strategies, analysis and evaluation of pupil progress and attainment.	X		AF
Safeguarding	Essential	Desirable	How Assessed
• Exceptional and successful experience of modelling and promoting a culture of safeguarding in school	X		AF
• Experience of dealing with and leading on challenging safeguarding issues and developing effective working practice with outside agencies	X		AF
• Excellent understanding of safeguarding and child protections issues with knowledge of up-to-date legislation and best practice	X		AF
• Putting children first by demonstrating and developing a safe culture in school	X		AF
• Ability to uphold and sustain the highest professional standards and relationships, challenge and hold others accountable to make tangible improvements, contribute and lead a safe and protective environment	X		AF
Other/Personal Skills and Qualities	Essential	Desirable	How Assessed
• Approachable with excellent interpersonal skills.	X		AF/R
• Record of commitment to continuous improvement and excellence.	X		AF/I/
• Highly motivated with personal drive and ambition as a leading teaching professional	X		AF/I/
• Ability to prioritise, delegate and build effective teams.	X		AF/I/R
• Ability to work under pressure, whilst maintaining a level head and with a good sense of humour	X		AF/I/R

AF Application Form
I Interview
CQ Certification/Qualifications
R References
OT Occupational Task....part of the selection process



"Our Cornerstones topics are fun and exciting"



Selection Process

We ask you to complete the application form which should relate to the person specification and job description detailed in the recruitment pack.

Please support your application with a covering letter detailing your personal qualities and unique attributes that will set you apart as the exceptional leader we are looking for.

Application Closing Date

Please return the completed application form, additional equality form, and a covering letter with your application to the school by **12:00pm on 6th April 2018**

Emailed applications (including all relevant attachments and enclosures) should be sent to:

gillian.richardson@saltersjun.doncaster.sch.uk

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) check. Reference checks will be performed prior to interview.

School Visit

We strongly encourage applicants to make a visit to the school, which can be arranged by appointment only, contacting the school office on **01302 782100**

Interviews

Interviews will take place on the **18th and 19th April**. Please confirm your availability to attend both days of interviews in your covering letter.

Appointment Timescales

It is the school's intention to appoint our new Head Teacher by the end of the school day on **20th April 2018** in order to allow them to take up the post in September 2018.

Pay Scale

The school is a Group 3 and the pay scale for this post is L22 to L28.

Contact Information

Scawsby Saltersgate Junior School
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Scawsby
Doncaster
DN5 8NQ

Tel: 01302 782100

www.saltersjun.doncaster.sch.uk



"We have won lots of awards"