

# Nessfield Primary School

## Welcome from the Interim Executive Board

Dear Deputy Headteacher Applicant,

Thank you very much for your interest in Nessfield Primary School. I am Chair of the school's Interim Executive Board (IEB) which took over the governance of the school in June of this year. I think it is really important that I give you an accurate and honest view of the school so that you can see the challenges that we face, but also recognise the tremendous opportunity for a strong Deputy Headteacher to work alongside our newly appointed Headteacher, Miss Linda Hanson, to rebuild a school that has fallen on hard times and develop your own career at the same time. You won't be doing this alone – a strong IEB, the local authority, school partners, the community, parents and the fantastic children have all committed to making Nessfield Primary School a great school again.

In the recent past, the school has struggled to meet the challenges that it has faced and despite support and interventions, Ofsted judged the school to require 'special measures' in late May 2017. At that point the school had been without a substantive Headteacher for over 18 months and the Governing Body were overwhelmed by the challenges faced. Arrangements for a strong interim Headteacher and the IEB were already in place when Ofsted arrived.

Much has been done in the 7 weeks since the new team took over. Strong interim leadership at head and Deputy level is in place. Health and safety issues are being addressed rapidly, staff have been trained, new processes are in place and essential physical changes to the buildings and environment are being made. There will be a full complement of staff in post in September, although some of these are temporary appointments to allow a new staffing structure to be implemented. The IEB has agreed for additional posts to be appointed on a temporary basis, such as a SMSC development post. Communications with parents and the community have been reopened with a commitment to further this in the new school year.

The new Deputy will have opportunity to work alongside our new Headteacher to appoint three middle leader posts in the new staffing structure. Our plan is to have all the new staff in post by January 2018.

Of course, as a school now in 'special measures', the government expects Nessfield Primary School to become an academy. Prior to Ofsted's visit, plans were already in place for Nessfield to join the Beckfoot Trust – a highly successful Trust of secondary and primary schools based in the Bingley and Keighley area. The previous Governing Body and the local authority support this move, so the IEB are now working to enable this change. To date the Regional Schools' Commissioner (RSC) has supported this arrangement. Therefore, whilst the Deputy Headteacher

appointment is being made by the IEB to a local authority community school, the Beckfoot Trust will be fully involved in the appointment process, and the successful candidate will either TUPE into the MAT (multi-academy trust) with the rest of the permanent staff or will be appointed directly to the MAT should we achieve our target conversion date of 1 January 2018.

Nessfield Primary School is currently a 2 form entry school with nursery, with over 400 children on roll. The school is situated on the hilly outskirts of Keighley, West Yorkshire. Nestled between the moorlands of the Yorkshire Dales National Park and Nidderdale Area of Outstanding Natural Beauty. We are also less than a couple of hours drive from 3 other National Parks - The Lake District, The Peak District and The North York Moors and the big cities of Manchester, Leeds and Bradford.

We are looking for a confident and highly capable Deputy Headteacher to work alongside Linda Hanson. You, as a team, will hit the ground running and successfully take up the reigns to deliver stability to the school, whilst moving quickly to set up necessary plans and infrastructure that deliver quickly on the improvements required as outlined in the Ofsted report. This will require strong people skills, vision and self-belief.

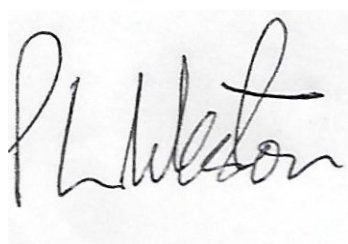
We seek a professional who will enhance our new Headteacher and :-

- Is committed to developing the 'whole child', whilst ensuring each and every child matters and achieves their full potential
- Understands how to effectively harness the benefits of engaging with the increasingly vocal local community
- Has the ability to formulate and communicate a clear strategy and vision for raising teaching standards, pupil achievement and capitalising on the assets available to the school.
- Can demonstrate proven leadership and management skills that engage, motivate and inspire all teaching and non-teaching staff to work together to achieve high standards.
- Has experience and knowledge of effective foundation stage and KS1 & KS2 curriculum development and will promote and achieve knowledge/resource sharing with other schools.
- Has excellent communication, interpersonal and organisational skills and will use these to improve the reputation of the school and integrate it into effective partnerships which benefit the school.
- Has the ability to recognise and realise all the opportunities available to our school in the current education climate and be innovative in collaborating with other schools to make sound joint investment decisions.
- Will work in an effective and positive manner with the our IEB and any future school governing body, in order to achieve the best possible outcomes for the school's children

In my short time working with the school I have seen a community that is desperate for Nessfield to be successful, a staff that is committed to meeting the challenges of turning the school around, fantastic children that just want to be well taught, to learn and be successful, a big school site with loads of potential (but in need of some TLC), and a local MAT that is committed to building on the work that is already being done at Nessfield (with their help). I am convinced that with the right leadership Nessfield can quickly be a successful school again.

We are very optimistic about the future. I hope you share that optimism and can see the great potential for the school and your own career by becoming the next Deputy Headteacher at Nessfield Primary School.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Phil Weston', written in a cursive style.

Phil Weston

Chair of Nessfield Primary School IEB



## Deputy Headteacher – Nessfield Primary School

### Core Purpose

Nessfield Primary School is currently facing challenging circumstances and needs to secure rapid and sustainable improvement on the journey to good. The core purpose of the Deputy Headteacher is to assist the Headteacher in providing professional leadership and management for our school and ensure stability and continuous improvement through the academy process.

Deputy Headteachers occupy an influential position within the school and are expected to use this influence to support the agenda for achieving standards with the school. Deputy Headteachers are lead professionals and significant role models within the school and the local community they serve. The jobholder will carry out the duties of a deputy Headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education. A person appointed as a deputy Headteacher, in addition to carrying out the professional duties of a teacher other than a Headteacher, must play a major role under the overall direction of the Headteacher in:

- formulating the aims and objectives of the school;
- establishing the policies through which they are to be achieved;
- managing staff and resources to that end;
- and monitoring progress towards their achievement;

The Deputy Headteacher will be expected to undertake any professional duties of a Headteacher reasonably delegated by the Headteacher.

Where the Headteacher is absent from the school the Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the relevant body/governing body

This Job Description is based around the four 'Excellence As Standard' domains identified in the 2015 National standards of excellence for Headteachers. These four domains being 1) Qualities and knowledge; 2) Pupils and staff; 3) Systems and process & 4) The self-improving school system.

**A = Assessed at Application**

**I = Assessed at Interview**

**T = Assessed through Selection Test**

Job Description	Attributes required
<p><b><u>Domain 1</u></b></p> <p><b><u>Qualities and Knowledge</u></b></p>	<p><b><u>Essential</u></b></p> <ul style="list-style-type: none"> <li>• Able to hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. <b>(A,I,T)</b></li> <li>• Able to demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community. <b>(A, I)</b></li> <li>• Experience of leading by example - with integrity, creativity, resilience, and clarity by drawing on your own scholarship, expertise and skills, and that of those around you. <b>(A, I)</b></li> <li>• A determination to sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. <b>(A,I,T)</b></li> <li>• The determination to work with political and financial astuteness, and the ability to work with the SLT to ensure that the school's vision and budget is managed and operates within a clear set of principles centred on the school's vision. <b>(A,I,T)</b></li> <li>• Has the drive, commitment and ability to communicate compellingly the school's vision, empowering all pupils and staff to excel. <b>(A,I,T)</b></li> </ul> <p><b><u>Desirable</u></b></p> <ul style="list-style-type: none"> <li>• Proven experience of raising standards of achievement within a school of a similar standing. <b>(A, I)</b></li> <li>• Ability to uphold, promote and nurture the distinctive character of our school. <b>(A, I)</b></li> <li>• Ensures creativity, innovation and the use of appropriate technologies to achieve excellence. <b>(A,I)</b></li> <li>• Experience of or ability to manage a school budget. <b>(A,IT)</b></li> <li>• Knowledge of funding streams and experience of securing external funding for projects. <b>(A,I)</b></li> </ul>

## Domain 2

### Pupils and Staff

#### Essential

- Proven ability of being able to demand ambitious standards for all pupils by instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes whilst overcoming disadvantage and advancing equality. **(A,I,T)**
- Experience of securing and leading on the development of excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design. **(A,I,T)**
- A proven track record of establishing an educational culture of 'open classrooms' as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis. **(A,I)**
- Committed to creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. **(A,I,T)**
- Possesses the ability, drive and commitment to coach current and aspiring leaders in a climate where excellence is the standard. **(A,I,T)**
- The resolve, ability and resilience to hold all staff to account for their professional conduct and practice. **(A,I,T)**
- Has a DFE recognised teaching qualification. **(A)**
- A minimum of 5 years relevant teaching experience in Primary education. **(A,I,T)**
- A minimum of 3 years successful experience of senior leadership. **(A)**

#### Desirable

- Has in depth knowledge of excellence in primary teaching practice, including appropriate teaching and learning styles. **(A,I,T)**
- Understands available school performance data, its analysis and use. **(I,T)**
- Up-to-date knowledge of primary school improvement strategies. **(I,T)**
- Understands school self-evaluation and its link with school improvement and the Ofsted inspection process. **(A,I,T)**
- Has experience of observing and feeding back on learning and teaching to staff in order to improve further the quality of learning and teaching across the school. **(I,T)**
- Has a clear understanding of the SEN Code of Practice and the implications for effective teaching. **(A,I)**
- Successful experience of Senior Leadership within a school in challenging circumstances. **(A,I)**
- Has experience of planning and delivery of key teaching and learning training to teaching and support staff. **(A, I)**

<p><b><u>Domain 3</u></b></p> <p><b><u>Systems and Process</u></b></p>	<p><b><u>Essential</u></b></p> <ul style="list-style-type: none"> <li>• Commitment to ensuring that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. <b>(A,I)</b></li> <li>• Committed to providing 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. <b>(A,I)</b></li> <li>• The ability to assist in establishing and maintaining rigorous, fair and transparent systems and measures for managing the performance of all staff and the ability to assist in addressing any under-performance, supporting staff to improve and valuing excellent practice. <b>(A,I,T)</b></li> <li>• A purposeful character who welcomes strong leadership and possesses a proven track record of supporting the governing board in understanding its role and delivering its functions effectively. <b>(A,I)</b></li> <li>• An ability to demonstrate an understanding of curriculum-led financial planning in order to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability. <b>(I,T)</b></li> <li>• The commitment and ability to assist the Headteacher in distributing leadership throughout the organisation, through working with and supporting teams of colleagues who have distinct roles and responsibilities while holding each other to account for their decision making. <b>(A,I,T)</b></li> <li>• Commitment to supporting the transition to academy systems and processes and in particular those that relate to school improvement (teaching and learning) <b>(I)</b></li> </ul> <p><b><u>Desirable</u></b></p> <ul style="list-style-type: none"> <li>• Treats people fairly, equitably and with dignity to create and maintain a positive school culture <b>(I)</b></li> <li>• Able to balance work and personal life and is considerate of the well-being of others. <b>(A,I)</b></li> <li>• Experience of transition to academy status and/or of leadership within an multi academy trust <b>(A, I)</b></li> </ul>
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## Domain 4

## The Self-Improving School System

## Essential

- Commitment to creating 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. **(A,I)**
- Experience of developing effective relationships with fellow professionals and colleagues to improve academic and social outcomes for all pupils. **(A,I)**
- The ability and confidence to 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. **(A,I,T)**
- The ambition, drive and commitment to lead the development of teaching within the school through high quality training and sustained professional development for all staff. **(A,I,T)**
- The confidence to adopt and adapt model entrepreneurial and innovative approaches to school improvement. **(A,I)**
- An ambitious character with the ability to inspire and influence others - to believe in the fundamental importance of education in young people's lives and to promote the value of education. **(A,I,T)**

## Desirable

- Has experience of leading or participating in the implementation of school, Trust or DFE education initiatives. **(A,I)**
- Willingness to work with partner schools across the Trust and where necessary out of operational hours as required. **(I)**

## **Equal Rights**

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

## **Job Sharing**

This post is not available for Job Share.

## **Disabled Applicants**

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.



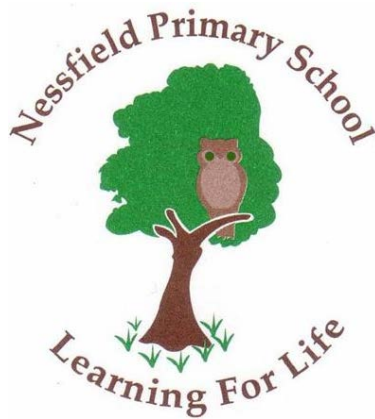
## Location

Nessfield Primary is situated on the hilly outskirts of Keighley, on a large greenfield site with a fantastic potential for improving both indoor and outdoor learning. It is less than 3 miles from the Brontë Parsonage Museum and even closer to the famous and beautiful moorland paths.

Keighley is a characterful, industrial town, nestled between the charming countryside of Airedale and the Haworth Moorland. The town itself is a terminus of the Keighley and Worth Valley Railway, a heritage steam line. There are several national parks on your doorstep: Yorkshire Dales National Park – 12 miles; Nidderdale Area of Outstanding Natural Beauty – 12 miles; Forrester of Bowland A.O.N.B – 18 miles; The Peak District National Park – 26 miles; The Lake District - 52 miles.

Candidates with young families are well catered for by the diverse local amenities and a raft of excellent schools in the local area – 4 outstanding state primaries within a 4 mile radius and 5 outstanding state secondary schools within an 8 mile radius.

If you are interested in relocating to 'God's own county', the popular and well regarded spa towns of Harrogate and Ilkley, as well as historic market towns of Skipton and Horsforth are all easily commutable to the school as well as countless more beautiful and thriving towns and villages.



## School Data

### Pupil Profile

The school serves its immediate local community and key pupil data for 16/17 was as follows: Pupils - 448, SEN – 13.8%; EHCP – 2.2%; EM – 28.6%; EAL – 17.6%.

### 2016 Results

Early Years – 70% GLD

Phonic Results – 75% Yr 1

KS1 Result Data – 31% Combined Reading, Writing and Maths; 44% Writing; 51% Maths; 49% Reading

KS2 Result Data – 31% Combined Reading; Writing and Maths (national 53%); 41% Writing (national 74%); 64% GPS (national 72%); 54% Maths (national 70%); 66% Reading (national 66%)

### Ofsted Report Key Data - Inspection dates 23–24 May 2017

Overall effectiveness, Effectiveness of leadership and management, Quality of teaching, learning and assessment, Personal development, behaviour and welfare, Outcomes for pupils, Early years provision – **All Inadequate**

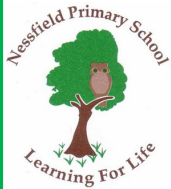
Overall effectiveness at previous inspection - **Requires improvement**

### Summary of Key Findings

This is an inadequate school. The school's overall effectiveness has declined since the previous inspection. There is a lack of direction, and leadership and governance show little capacity to secure improvement. The high number of staffing changes has had a detrimental effect on the continuity of teaching and pupils' progress. Arrangements for pupils' safety and well-being lack rigour and are ineffective. Leaders and governors have not made effective use of support, training or performance management to improve the quality of teaching and

assessment. Outcomes remain low. Staff do not feel well supported by leaders in addressing behaviour issues. Pupils, parents and staff have concerns over bullying and harassment. Expectations of pupils are not high enough. Teaching does not provide the right level of challenge or guidance to help pupils make good progress. The teaching of skills in reading, writing and mathematics is very inconsistent and pupils do not apply their skills in depth across a wide range of subjects. Disadvantaged pupils and those who have special educational needs and/or disabilities do not receive effective support so are well adrift of other pupils in their learning. Provision in the early years does not sufficiently engage children or develop their thirst for learning. The majority of parents do not have confidence in the school and feel communication from leaders and governors is poor.

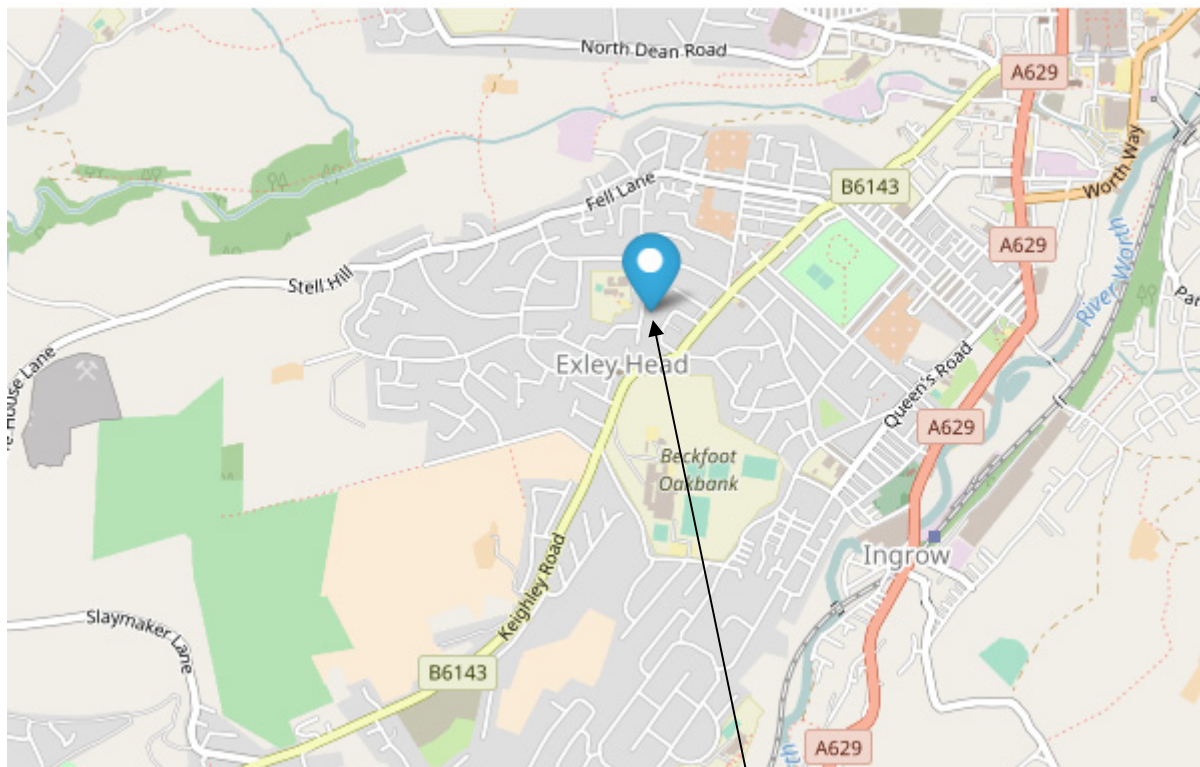
**The school has the following strengths.** The work of the family liaison officer is effective and appreciated by parents. Some pockets of effective teaching are helping pupils to develop effective work habits. Relationships between adults and pupils are positive. Movement around the school and in the dining hall is orderly.



**Nessfield Primary School**  
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[www.nessfieldprimary.org.uk](http://www.nessfieldprimary.org.uk)



## Map and Directions



**Nessfield Primary School**  
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Keighley  
BD22 6NP  
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Email: [office@nessfield.bradford.sch.uk](mailto:office@nessfield.bradford.sch.uk)

We are here!



## How To Apply

If you wish to apply for this exciting post, please complete the enclosed/online application form outlining how you meet the criteria on person specification in the relevant sections.

If you would like to download an application form online, please visit: [www.prospectsonline.co.uk](http://www.prospectsonline.co.uk)

You may supplement your application with a letter of no longer than two sides of A4. Your letter of application should outline your reasons for applying for the post and give an indication of what you can offer the school. Please ensure this is typed into the personal statement/letter of application section when applying online.

We would be grateful if you could provide details of any daytime and evening contact telephone numbers as well as your email address should you be called for interview.

You are warmly encouraged to visit the school on one of the set Visit Days given below. Please contact Nicola Mansfield Smith, School Business Manager on 01535 665 628 or email [office@nessfield.bradford.sch.uk](mailto:office@nessfield.bradford.sch.uk) to arrange.

### Key Dates:

Visit Day: 10th October 2017

Closing Date: 2pm Sunday 15th Oct 2017

Shortlisting: Monday 16th October 2017

Interviews: 19th & 20th October 2017

Thank you once again for your interest in this post; we very much look forward to receiving your completed application.