



Frizinghall Primary School

'Meeting the challenge, fulfilling the dream'



Frizinghall Primary School

Head Teacher Recruitment Pack



© Frizinghall Primary School 2018
Salisbury Road, Frizinghall, Bradford BD9 4HP
Tel: 01274 543072
Email: office@frizinghall.ngfl.ac.uk



a CarbonZero website by
GreenSchoolsOnline



Table of Contents

Welcome from Chair of Governors	2
Our School.....	3
Key Facts & Statistics	4
Our Ethos & Values	5
Job Advert	6
Core Purpose.....	7
Job Description.....	8
Equal Rights.....	12
Job Sharing	12
Disabled Applicants.....	12
Key Dates & Information.....	13



Welcome from Chair of Governors

Dear Applicant

Thank you for your interest in the position of Head teacher at our school .We hope you find all the information you need to make an informed decision to apply for the post which has arisen due to the retirement of the previous long serving Head .

We are looking for a candidate who can lead by example and inspire others to fulfil their potential. You must have a passion for great teaching and a desire to instil this in others to nurture and grow all members of the school. You will be looking to build a strong team committed to continuous learning development and excellence. The right candidate will share our school vision and ambitions.



We have high standards and are always striving for progress and improvement. We have a committed board of governors with a wide range of skills and expertise. As a governing board we seek to challenge ourselves and to develop the way in which we support, question and encourage the Head teacher.

If you are considering applying for the post you are very welcome to visit our school and look round our facilities.

On behalf of our school I look forward to receiving your application.

Yours sincerely

David Servant

Chair of Governors

Our School

Our school is a large, two form entry set within the close knit community of Frizinghall. We are a warm and energetic school which prides itself on a culture of openness and collaboration. The relationship with our parents and families is a vital part of this culture as we work with them to realise the potential in all of our children, develop their love of learning and to become responsible citizens in their community.



Pupils are proud to be a part of Frizinghall Primary School, they come to school ready to learn and this can be seen in their exceptional behaviour and the care and understanding they show towards each other.

All our staff are highly skilled and work incredibly hard to achieve improvement and outcomes for the children. The staff work as a team, feel valued, are fully engaged and benefit from a well established and robust leadership team.

The school believes in the importance of collaboration to bring about improvement and share best practice and is heavily involved in partnership arrangements with other local schools. This collaboration and commitment to the continued development of the school, it's pupils and staff is supported by a Governing Body who know the strengths and weaknesses of the school and work hard to support, challenge and drive consistent improvement.

Key Facts & Statistics

Type of School	Community
Age Range	3 – 11
% Ethnic Minority*	98.6%
Number of Children*	439
% SEN Support*	14.4%
% EHCP*	1.4%
% Children with English as an additional language*	84.5%
% Children eligible for free school meals*	30.3%
Pupil Premium (17/18)	29.4%

(*January 2018 Census Data)



Our Ethos & Values

Meeting the challenge – fulfilling the dream

‘Man can only achieve happiness by using all his abilities and capabilities’ (Aristotle)

When pupils leave Frizinghall Primary School they will have developed self-respect which will help to keep them safe. Their confidence and resilience along with knowledge and skills learned here will help them to face life’s challenges so that they experience the achievements which are waiting to happen. With a positive and healthy mind these firm foundations will form the basis of your child’s future.

As a school we aim to:

1. Work with partners and parents to ensure that our pupils are receptive, have a positive mind state for learning and that all basic (physical, mental, emotional) needs are met.

A positive mind is a healthy mind.

2. Encourage self-discipline by creating a positive ethos where honesty, respect and tolerance are fundamental qualities, evident both in school and in the wider community.



Self-respect will keep you safe.

3. Continually challenge ourselves to ensure that all learners reach their full academic potential by providing opportunities for learning suitable for all within a meaningful and relevant curriculum.

Challenges are achievements waiting to happen.

4. Place pupils at the heart of decision making by inviting participation and developing responsibility regarding the formulation of school policies and practices as they relate to themselves and their position in the community.

Contribute positively to our community.

5. Give priority to the pupils’ intrinsic self worth and potential for spiritual, moral, intellectual, creative and physical development in order to nurture, develop and shape aspirations.

Firm Foundations for the Future



Job Advert

The Governing Board of Frizinghall Primary School are seeking to appoint a forward thinking and inspirational leader to drive this established school forward and lead the staff and pupils into a new and exciting period. Our aim is to bring us back to being a “good” school and take us forward to become an “outstanding” school in the future with a strong commitment to learning and collaboration.

Frizinghall Primary sits in the heart of a diverse and close knit community and is strongly supported by a dedicated and committed team of staff, pupils and parents who are all eager to support any prospective head teacher. The school population reflects the local area with the majority of pupils from minority ethnic groups. Our underpinning ethos is that of providing high quality learning and experiences to enable pupils to achieve their full potential throughout their life.

We are seeking a dynamic, visionary and motivational leader who:

- Will strive for continuous improvement, building on the current ethos of ‘meeting the challenge, fulfilling the dream’ and have a passion to inspire further change and development.
- Will encourage, inspire and effectively challenge our staff to deliver high quality teaching and learning for all our children.
- Will place a high value on staff and pupil development and seek to encourage and nurture high standards and expectations for them.
- To continue to embrace our rich and diverse community maintaining a culture of collaboration locally and further afield and to continue to fortify linked work and partnerships.

Prospective candidates are encouraged to visit our school on **Friday 14th September 2018** between **9.30am** and **12 noon** or on **Monday 17th September 2018** between **13.00pm** and **15.00pm**. Visits can be arranged by contacting the school office office@frizinghall.bradford.sch.uk.

Interested candidates are also encouraged to look online at our school website to find out more about our school, ethos and values and latest Ofsted report at: Frizinghall.bradford.sch.uk.

To download the job details and apply online, please visit www.prospectsonline.co.uk.

Closing date: Sunday 30th September 2018

Shortlisting: Friday 5th October 2018

Interviews: Monday 15th and Tuesday 16th October 2018

We are committed to safeguarding and promoting the welfare of children.

All posts are subject to an enhanced DBS check.

Proof of eligibility to live and work in the UK will be required.

Please note: CVs are not accepted for this post.



Core Purpose

The core purpose of the head teacher at Frizinghall Primary is to provide professional leadership and management in our school in order to bring the school back to a “good” rating and subsequently achieve “outstanding” in the future.

The newly appointed head teacher is accountable for the education of current and future generations of children and as such will be expected to adopt and promote the school’s ethos and values as documented on page 5 of this pack; ensuring a high quality education and personalised learning for all it’s pupils is achieved across the school.

The Governing Body will expect the head teacher to lead by personal example in order to demonstrate a full and professional commitment to excellence in primary education; minimise unnecessary teacher workload and provide room to be left for high quality continuous professional development for all staff. It is the responsibility of the head teacher to secure a climate for the continued exemplary behaviour of pupils and set standards and expectations for high academic standards within and beyond this school, recognising differences and respecting cultural diversity within society.

The school’s forthcoming objectives which the head teacher will be expected to address are:

1. The quality of teaching, learning and assessment;
2. Outcomes for pupils
3. Overall effectiveness of the school

With the following specific improvements needing to be made:

- An increase in the level of consistency achieved within key stage 1 & 2 to ensure that pupils continue to progress and achieve desired results
- Greater challenges are to be continuously provided for all children
- The skills, knowledge and expertise of all teaching assistants is to be developed to ensure more detailed plans and monitoring of pupil progress is used effectively
- An improvement on the levels of pupil absence
- An improvement in the use of the school’s pupil premium funding

The jobholder will carry out the duties of a head teacher as set out in the current edition of the School Teachers’ Pay and Conditions Document issued by the Department for Education and will fully meet the national standards for head teachers.

This Job Description is based on the four ‘Excellence As Standard’ domains identified in the 2015 National Standards of Excellence for head teachers. These four domains are:

1. Qualities and knowledge
2. Pupils and staff
3. Systems and process
4. The self-improving school system



Job Description

A = Assessed at Application

I = Assessed at Interview

T = Assessed through Selection Test

Standards of Excellence	Attributes required
<u>Domain 1</u> Excellent Head Teachers: Qualities and Knowledge	<p><u>Essential</u></p> <ol style="list-style-type: none"> 1. Able to hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. (A,I,T) 2. Able to demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. (A, I) 3. Proven 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. (A, I) 4. A determination to sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. (A,I,T) 5. The determination to work with political and financial astuteness, 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, with the ability to translate local and national policy into the school's context. (A,I,T) 6. Has the drive, commitment and ability to communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel. (A,I,T) 7. Ability to uphold, promote and nurture the distinctive character of our school. (A, I) <p><u>Desirable</u></p> <ol style="list-style-type: none"> a. Proven experience of raising standards of achievement within a school of a similar standing. (A, I) b. Has experience of strategy formation and implementation in a school or other appropriate setting. (A, I) c. Ensures that strategic planning takes account of the diversity, values and experience of the school and its community. (A, I) d. Ensures creativity, innovation and the use of appropriate technologies to achieve excellence. (A,I) e. Experience of managing a budget. (A,I,T) f. Ability to manage a school budget. (A,IT) g. Knowledge of funding streams and experience of securing external funding for projects. (A,I)



Standards of Excellence	Attributes required
Domain 2 Excellent Head teachers: Pupils and Staff	<p>Essential</p> <ol style="list-style-type: none"> 1. 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) 2. Substantial experience of securing 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. (A,I,T) 3. A proven track record of establishing 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. (A,I) 4. 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) 5. Possesses the ability to identify emerging talents, and the drive and commitment to coach current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. (A,I,T) 6. The resolve, ability and resilience to hold all staff to account for their professional conduct and practice. (A,I,T) <p>Desirable</p> <ol style="list-style-type: none"> a) A minimum of 5 years relevant experience in Primary education with a minimum of 3 years successful experience of senior leadership. (A) b) Has been awarded NPQH (A) c) Has a DFE recognised teaching qualification. (A) d) Has in depth knowledge of excellence in primary teaching practice, including appropriate teaching and learning styles. (A,I,T) e) Understands available school performance data, its analysis and use. (I,T) f) Understands school self-evaluation and its link with school improvement and the Ofsted inspection process. (A,I,T) g) 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) h) Has a clear understanding of the SEN Code of Practice and experience of managing SEN. (A,I)



Standards of Excellence	Attributes required
Domain 3 Excellent Head teachers: Systems and Process	<p>Essential</p> <ol style="list-style-type: none"> 1. 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. (A,I) 2. 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. (A,I) 3. The ability to establish and maintain rigorous, fair and transparent systems and measures for managing the performance of all staff and the experience of addressing any under-performance, supporting staff to improve and valuing excellent practice. (A,I,T) 4. A purposeful character who welcomes strong governance and possesses a proven track record of actively supporting the governing board in understanding its role and delivering its functions effectively – in particular its functions to set school strategy and hold the head teacher to account for pupil, staff and financial performance. (A,I) 5. Experience of exercising strategic, 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. (A,I,T) 6. The vision, commitment and ability to 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. (A,I,T) 7. Treats people fairly, equitably and with dignity to create and maintain a positive school culture (I) 8. Able to balance work and personal life and is considerate of the well-being of others. (A,I) <p>Desirable</p> <p><i>(none)</i></p>

Standards of Excellence	Attributes required
<p><u>Domain 4</u></p> <p>Excellent Head teachers:</p> <p>The Self-Improving School System</p>	<p><u>Essential</u></p> <ol style="list-style-type: none"> 1. Experience of/or 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) 2. Substantial experience of developing effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. (A,I) 3. 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) 4. The ambition, drive and commitment to shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. (A,I,T) 5. The confidence to adopt and adapt model entrepreneurial and innovative approaches to school improvement, leadership and governance, remaining confident of the vital contribution of internal and external accountability. (A,I) 6. An inspirational leader with the ambition and character to 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. (A,I,T) 7. Willingness to work out of operational hours as required. (I) <p><u>Desirable</u></p> <ol style="list-style-type: none"> i) A minimum of 5 years relevant experience in Primary education with a minimum of 3 years successful experience of senior leadership. (A) j) Has been awarded NPQH (A) k) Has a DFE recognised teaching qualification (A) l) Has in depth knowledge of excellence in primary teaching practice, including appropriate teaching and learning styles. (A,I,T) m) Understands available school performance data, its analysis and use. (I,T) n) Understands school self-evaluation and its link with school improvement and the Ofsted inspection process. (A,I,T) o) 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) p) Has a clear understanding of the SEN Code of Practice and experience of managing SEN. (A,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

Job Share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

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.



Key Dates & Information

Pay Range	Group 3 school. L18 – L24 £59,857 - £69,330
Visit the School	Friday 14th September 2018, 9.30am – 12 noon Monday 17th September 2018, 13.00pm – 15.00pm
Closing Date	Sunday 30th September 2018
Shortlisting Date	Friday 5th October 2018
Interview Date	Monday 15th October 2018 & Tuesday 16th October 2018
Start Date	April 2019 (or earlier, dependent on availability)

