



# Headteacher

## Jessie Younghusband Primary School

**Aspire - Respect - Enjoy**

For a confidential discussion about this post with Clare Few, Co-Chair of Governors, or to arrange a visit to Jessie Younghusband School please contact the Clerk to the Governing Body on 01243 782192 or via [office@jys.org.uk](mailto:office@jys.org.uk)



# Welcome from the Co-Chair of Governors

Thank you very much for downloading the details for the post of Headteacher at Jessie Younghusband School (JYS), which is a happy and successful one-form entry primary school in the beautiful city of Chichester.

We are seeking to appoint a dynamic and forward-thinking Headteacher, with proven senior leadership experience, to lead the school forward and build on the 'Good' assessment achieved at the last Ofsted inspection. A copy of the last report can be found on the website via this [link](#).

The successful candidate will be an enthusiastic and creative education practitioner, with experience of improving achievement and raising expectations. You will be required to work closely with staff, parents, Governors and the Local Authority, to lead self-evaluation and review, and to implement the School Development Plan.

I hope the following pages give you an insight into the school's vision and ethos as well as the practical details about the post itself. An information pack can only partly reflect the role, so we encourage prospective candidates to contact us to discuss the post in greater detail and/or visit the school prior to the closing date for applications, social distancing allowing.

Clare Few and Ian Lomax  
Co-Chairs of Governors

## The post

**Job title:** Headteacher

**School:** Jessie Younghusband Primary School

**Contract type/term:** Full time / permanent

**Salary:** Pay range L13-L19

**Location:** Woodlands Lane, Chichester, West Sussex, PO19 5PA

**On Roll:** 212 pupils

**Start date:** September 2021

**Closing date for applications:** 1200 on Fri 08 Jan 2021

**Interviews are scheduled for:** Wed 27 and Thu 28 Jan 2021. The intention is to hold the interviews at the school, social distancing allowing.

**Visits:** You are most welcome to visit our school prior to the closing date for applications. Please contact the Clerk to the Governing Body to arrange your visit by email to [office@jys.org.uk](mailto:office@jys.org.uk) or by telephoning 01243 782192.

**Applications forms** should be returned electronically to [h.schooladverts@westsussex.gov.uk](mailto:h.schooladverts@westsussex.gov.uk) and must be received by **1200 on Fri 08 Jan 2021**. Your application should include a **supporting statement** that provides evidence of your impact and how you would meet the requirements within the person specification. Your statement should be no longer than two sides of A4.

**Safer recruitment.** We are committed to safeguarding and providing the welfare of children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) check.

# Information about the school

JYS is an exciting school and rightly proud of the achievements of our children. We believe this success is due to the rich and varied opportunities provided by our curriculum, and our strong school aims and values which are displayed in the everyday behaviour and attitudes of all those involved with the school.

Our school values of **'Aspire - Respect - Enjoy'** underpin our school ethos, which is very much based on an holistic approach to education involving staff, pupils, governors and families of the school community.

**As such the staff and Governors of Jessie Younghusband School believe that the school should:**

- Provide a happy and safe environment where everyone is valued and respected;
- Seek to achieve good relationships with all those involved in the school through mutual support and open and honest communication;
- Encourage everyone to aim high and try to achieve their full potential, whether in academic work, sport or play;
- Collectively create a stimulating environment which fosters excitement and enthusiasm for learning;
- Encourage active participation and involvement in our local community and appreciation of our place in the wider world.

Staff and Governors at JYS are committed to providing a creative and challenging curriculum so that all children can develop an enthusiasm for, and a love of, learning which will remain with them throughout their lives. We believe that learning should be a rewarding and enjoyable experience for everyone. We constantly strive to improve our provision for children and, in so doing, encourage everyone to aim high and try to achieve their full potential.

For more information about the school, including documents and policies, please access the [school website](#).



# Job Purpose

## Overview

As Headteacher, you will provide the leadership and management necessary to secure the school's success, ensuring high quality education for all its pupils and improved standards of learning and achievement.

## Core purpose of the job

The Headteacher is the leading professional in the school. Accountable to the Governors and the Local Authority, the Headteacher will provide leadership and direction to the school and establish a culture that promotes excellence, equality and the highest expectations for all pupils.

The Headteacher is responsible for the continuous improvement in the quality of education; for raising standards; for ensuring equality of opportunity for all; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives.

The Headteacher is responsible for creating a productive, disciplined learning environment and for the day-to-day running, management, organisation and administration of the school.

Jessie Younghusband School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Headteacher will lead on this as the Designated Safeguarding Lead (DSL). We welcome applications from underrepresented groups, including, but not limited to, ethnicity, gender, transgender, age, disability, sexual orientation or religion.



# Areas of responsibility

## **The Headteacher's effective leadership will result in a school where:**

- There is a positive ethos that reflects the school's commitment to high achievement, effective teaching and learning, and good relationships;
- Staff, governors and parents have confidence in the leadership and management of the school;
- Staff and governors recognise their accountability for their tasks and contribute fully to the development and successful implementation of policies and practices;
- The curriculum is the life of the school and effectively promotes pupils' spiritual, moral, social and cultural development and prepares them for the next stage of their life;
- Effectiveness is kept under rigorous review, and links with the wider community contribute to students' attainment and personal development;
- Efficient and effective use is made of staff and resources;
- Delegated responsibilities to ensuring that finance and administration are effective, and the carefully costed development plan is focused on improving educational outcomes.

## **Pupils:**

- Make progress to at least expected or better than expected standards;
- Show good improvement in their literacy, numeracy and information technology skills;
- Understand the purpose and sequence of their learning activities;
- Are well prepared for tests and examinations;
- Are enthusiastic about the subjects they are studying and are highly motivated to learn more;
- Through their attitudes and behaviour, contribute to the maintenance of a purposeful learning environment.

## **Governors:**

- Fulfil their statutory responsibilities and hold the school to account for the quality of education it provides, and the standards pupils achieve.

## **Teachers:**

- Set high expectations for all pupils;
- Ensure improvement of all pupils;
- Have a secure knowledge and understanding of the subjects they teach;
- Plan lessons that address the needs of all pupils within the class;
- Employ the most effective approach(es) for any given content and group of pupils, including e-learning;
- Pace lessons appropriately, using time and resources effectively;
- Regularly mark and assess pupils' work and reinforce and extend pupils' learning and achievement through setting consistent and challenging homework;
- Understand the importance of structured rules and discipline and apply them consistently;
- Are systematically monitored, evaluated and supported in their work;
- Set challenging yet realistic targets that are aspirational for all pupils.

## **Parents:**

- Enjoy an effective partnership with the school, which contributes to their child's learning;
- Understand and support the work of the school;
- Are kept fully informed about their child's achievements and progress.

# Job description

**Responsible to:** The Governors of the School and the Local Authority.

## Key areas of headship

Expertise in headship is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to bring about expected outcomes. The Headteacher will work with Governors, senior leaders and other colleagues in relation to the five key areas detailed below. The Headteacher should also understand the roles of others in the school and support them as appropriate in fulfilling them.

## Shaping the Future - Strategic direction and development of the school

**The Headteacher, working with the Governing Body, should develop a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context. The Headteacher should:**

- Lead by example, providing inspiration and motivation for pupils, staff, governors and parents. Embody the vision and purpose of the school;
- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all;
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement;
- Motivate and work with others to create a shared culture and positive climate;
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence;
- Create and implement a strategic plan underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.



## Teaching and learning

### The Headteacher should:

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor and ensure progress in every child's learning;
- Ensure that learning is at the centre of strategic planning and resource management;
- Ensure a culture and ethos of challenge and support where all children can achieve success and become engaged in their own learning;
- Demonstrate and articulate high expectations and set stretching targets for the whole school community;
- Determine, organise and implement a broad and balanced curriculum and an effective assessment framework;
- Monitor, evaluate and review classroom practice and promote improvement strategies to ensure progress for all;
- Challenge underperformance at all levels and ensure effective corrective action and follow-up;
- Determine and implement policies for the pastoral care of pupils and ensure that the standard of behaviour and attendance of pupils remains outstanding;
- Maintain an effective partnership with parents to support and improve pupils' achievement and personal development;
- Continue to build on existing links with the community, including business and industry, to extend the curriculum and enhance teaching and learning.

## Leading and managing staff

### The Headteacher should lead, motivate, support, challenge and develop staff to secure improvement:

- Treat people fairly and equitably, with dignity and respect, to maintain the school's positive culture;
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;



- Build on the collaborative learning culture within the school and actively engage with other schools to build effective learning communities;
- Continue to develop and maintain effective strategies and procedures for staff induction, professional development and performance review;
- Motivate and enable all staff in the school to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams;
- Report to the Governing Body annually on the professional development of all teachers at the school and advise on the adoption of effective procedures to deal with any concerns over competency;
- As the Designated Safeguarding Lead (DSL), ensure safeguarding and the welfare of children is in line with national requirements and followed by all staff;
- Manage own workload and that of others to allow an appropriate work/life balance.

## **Managing the organisation**

**The Headteacher should deploy people and resources efficiently and effectively to meet the specific objectives in line with the strategic plan and financial context by:**

- Create an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements;
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities;
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities;
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals for the school;
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and Health and Safety regulations;
- Ensure compliance with the Data Protection Act (2018) and the General Data Protection Regulation and the Freedom of Information Act (2000).

## **Accountability**

**The Headteacher should:**

- Continue to develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- Work with the Governing Body, providing information, objective advice and support to enable it to meet its responsibilities;
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers, the local community, Ofsted and the Local Authority;
- Liaise and co-operate with the officers of the Local Authority, reporting as required, and seek their advice when necessary.
- Ensure that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieve the school's targets for improvement.

# Skills and attributes

**Leadership skills - the ability to lead and manage people to work towards common goals.**

**The Headteacher should be able to use appropriate leadership styles in different situations to:**

- Create a secure commitment to a clear vision for an effective school;
- Initiate and manage change and improvement in pursuit of strategic objectives;
- Prioritise, plan and organise;
- Direct and coordinate the work of others;
- Build, support and work with high-performing teams;
- Work as part of a team;
- Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
- Motivate and inspire pupils, staff, parents, governors and the wider community;
- Set standards and provide a role model for pupils and staff;
- Seek advice and support when necessary;
- Deal sensitively with people and resolve conflicts.

**Decision making skills: the ability to investigate, solve problems and make decisions.**

**The Headteacher should:**

- Make decisions based upon analysis, interpretation and understanding of relevant data and information;
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities;
- Demonstrate good judgment.

**Communication skills: the ability to make points clearly and understand the views of others.**

**The Headteacher should:**

- Communicate effectively orally and in writing to a range of audiences;
- Negotiate and consult effectively;
- Manage good communication systems;
- Chair meetings effectively;
- Develop, maintain and use an effective network of contacts.

**Self-management skills: the ability to plan time effectively and to organise oneself well.**

**The Headteacher should:**

- Prioritise and manage time effectively;
- Work under pressure and to deadlines;
- Achieve challenging professional goals;
- Take responsibility for own professional development.

**The Headteacher should draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles including:**

- |                                   |  |
|-----------------------------------|--|
| ▪ Self confidence                 | ▪ Reliability and integrity            |
| ▪ Energy, vigour and perseverance | ▪ Adaptable to change and new ideas    |
| ▪ Passionate about the team       | ▪ Dedication, hard work and commitment |
| ▪ Enthusiasm                      | ▪ Innovation and creativity            |

**The Headteacher should have knowledge and understanding of:**

- Safeguarding and promoting the welfare of children and follow all associated child protection and safeguarding policies as adopted by schools, in line with national requirements;
- What constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising pupils' achievement and promoting their spiritual, moral, social and cultural development and their good behaviour;
- Strategies to achieve effective teaching and learning of English and Maths;
- How to use comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement;
- Requirements and models for the curriculum and its assessment;
- Effective teaching and assessment methods, including the use of information and communications technology;
- Political, economic, social, religious and technological influences that have an impact on strategic and operational planning and delivery;
- Different leadership styles and practices and their effects in different contexts within the school;
- Management, including employment law, equal opportunities, legislation, personnel, external relations, finance and change;
- The national policy framework and the complementary rules and functions of government and national bodies;
- The statutory framework for education now in place, and its importance to the key tasks of headship;
- The implications of information and guidance documents from different sources including DfE, LAs and national bodies and associations;
- Governance at national, local and school levels;
- The contribution that evidence from inspection and research can make to professional and school development;
- Strategies for teaching pupils about the duties, opportunities, responsibilities and rights of citizens;
- Strategies for teaching pupils about ethnic and cultural diversity;
- The need to prevent children from being radicalised ('the Prevent duty').



# Person Specification

Category	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>▪ Qualified Teacher Status</li> <li>▪ A 'good' degree from a recognised university</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevant further professional studies or NPQH</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Proven track record of successful Senior Leadership in a Primary school as Deputy Head, Assistant Headteacher or Headteacher</li> <li>▪ Experience of providing high standard of pastoral care</li> <li>▪ Experience of curriculum development and in monitoring and whole school self-evaluation and improvement strategies</li> <li>▪ Track record of raising standards in English and Mathematics.</li> <li>▪ Experience of teaching or leading Early Years and/or KS1/KS2</li> <li>▪ Some experience of budget management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Management experience in more than one school</li> <li>▪ Leadership in pastoral and curriculum development</li> <li>▪ Creation of strong links with the local community</li> </ul>
<b>Strategic leadership</b>	<p><b>Commitment and ability to:</b></p> <ul style="list-style-type: none"> <li>▪ Build, communicate and implement a shared vision of excellence, equity and high standards for every child</li> <li>▪ Communicate and model vision and values, both within and beyond the school</li> <li>▪ Lead change, create and innovate, so that others carry the vision forward</li> <li>▪ Set and achieve ambitious, challenging goals and targets</li> <li>▪ Use appropriate new and emerging technologies to enhance organisational effectiveness</li> <li>▪ Understand and practise educational inclusion so that all have the opportunity to be the best they can be</li> </ul>	
<b>Teaching and Learning</b>	<p><b>Commitment and ability to:</b></p> <ul style="list-style-type: none"> <li>▪ Implement strategies for raising achievement and achieving excellence for pupils, staff and self</li> <li>▪ Use appropriate models and principles of effective learning and assessment for learning, informed by research</li> <li>▪ Lead the management of behaviour and attendance</li> <li>▪ Lead curriculum design and management</li> <li>▪ Implement strategies for developing effective teachers to ensure the entitlement of all pupils to effective teaching and learning</li> <li>▪ Ensure choice and flexibility in learning to meet the personalised learning needs of every child</li> <li>▪ Utilise the wider curriculum beyond school and the opportunities it provides for the children and the school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience as a provider of professional development to other teachers</li> </ul>
<b>Developing Self and Managing Staff</b>	<p><b>Commitment and ability to:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate a sensitive, approachable leadership style with energy, drive and enthusiasm</li> <li>▪ Delegate work and support colleagues in undertaking responsibilities</li> <li>▪ Promote individual and team development and sustain a learning community that impacts on school improvement</li> <li>▪ Give and receive effective feedback and act to improve personal performance</li> <li>▪ Accept support from others including colleagues, Governors and the Local Authority</li> </ul>	

# Person Specification contd.

Category	Essential	Desirable
<b>Managing the organisation</b>	<b>Commitment and ability to:</b> <ul style="list-style-type: none"> <li>▪ Create policies, through informed decision-making, consultation and review</li> <li>▪ Carry out strategic financial planning, budgetary management and apply principles of best value</li> <li>▪ Apply good practice in performance management</li> <li>▪ Understand legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, SEN and Disability, Human Rights and Employment legislation</li> <li>▪ Develop and sustain a safe, secure and healthy school environment by understanding personnel, governance, security and access issues</li> </ul>	
<b>Accountability</b>	<b>Commitment and ability to:</b> <ul style="list-style-type: none"> <li>▪ Communicate school performance effectively, orally and in writing to a range of audiences</li> <li>▪ Provide clear information and advice to staff and Governors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of offering challenge and support to improve performance</li> <li>▪ Experience of school inspections</li> </ul>

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria, where applicable.



## **Aspire - Respect - Enjoy**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.