



# Greystones Primary School Headship Information Pack

**glover recruitment  
consultancy**



Dear prospective applicant

On behalf of the Governing Body I would like to thank you for your interest in our school.

Due to the planned retirement of our current Headteacher we are seeking to appoint a school leader who has the vision, drive and experience to build upon our existing good practice.

Greystones Primary School exudes a warm, welcoming and positive atmosphere where children enjoy learning from an ambitious, rich and vivid curriculum. High standards of attainment result from the combined effort of skilled, dedicated staff, curious and creative pupils and the support of parents and carers who are engaged with their children's education. We are proudly passionate about our outdoor learning provision and also of our mission to promote sustainability and green living values to help our children in becoming caring and responsible citizens, not only of the local area but also of the planet. We are fortunate to have a very proactive Home School Association who, through their tremendous efforts, have provided invaluable support for various projects around school to improve the learning experiences and recreational facilities for our pupils.

In terms of School Improvement the strengths that we recognise in current practice are:

- Cultivating positive behaviour and attitudes
- Nurturing the personal development of our pupils

At present our areas of development are focused on three key areas as we strive towards an outstanding level of provision:

- The curriculum
- The quality and consistency of teaching (pedagogy)
- Learning behaviours and attitudes to learning (including the social and emotional aspect of learning)

In addition to this Leaders are working to ensure that summative assessment is used effectively to support

teachers' planning in order to meet the differing needs of pupils.

Outcomes for pupils at Greystones Primary School are very high and progress is at least good. However, attention is needed to improve outcomes:

- at the end of KS1 and in phonics in Year 1;
- for boys across school in reading, writing and SPAG;
- for disadvantaged pupils and for EAL pupils.

Continued efforts are also needed to plug the gaps created by the pandemic and the reduction in the proportion of children achieving/working at greater depth, especially in writing.

The Covid Pandemic, our recent Ofsted inspection and the changing landscape of education in the UK mean that our school vision and priorities have and continue to evolve and we appreciate that a new leader may identify other areas to develop and prioritise. Our new headteacher can be assured that as a Governing Body we aim to be supportive and would also be concerned for their wellbeing, work-life balance and professional development.

In return we would expect them to have the confidence, skills and acumen to lead the way forward, bringing new ideas to improve the quality of teaching and learning and in doing so they would be mindful and sensitive to practices that our school community have been used to. It is important to us that our Headteacher is an approachable, motivational and supportive leader who cares for our staff. Valued staff feed forward to our commitment that all pupils in school, regardless of any challenges they may come with, know that they are safe, valued and cared for.

I thank you once again for your interest in our school and would encourage you to arrange a visit to see for yourself what Greystones Primary has to offer. We look forward to receiving your application and wish you all the very best in doing so.

Yours sincerely  
Tanveer Naqvi (Chair of Governors)



Dear potential Headteacher

We are writing as School Council Members at Greystones and we would like to let you know some of the things that we value about our school.

They are that our school:

- Promotes fairness and equality
  - Is inclusive
  - Has lots of resources for people who have special needs or disabilities
  - Is a Hedgehog Friendly School
  - Values outdoor learning and has an outdoor classroom
  - Has lots of playground equipment and P.E. facilities
  - Makes everyone feel safe
  - Makes us look forward to coming to school every day because we see our friends and we know that we will be learning lots about new things
  - Values our learning
  - Has very little bullying and it does get sorted out, if it ever happens.
  - Has people who look after each other
  - Has teachers who make things fun
  - Has Edge Team Points, Gold Awards and good effort is rewarded
  - Has lots of visitors, visits and residential visits
  - Has a lot of lunchtime and after school clubs
  - Values music and art
  - Supports people who need help with their learning – they get the help they need
  - Has Peer Mediators (for conflict resolution) and Play Leaders, Edge Team Captains and Head Pupils
  - Has Sports Days at the English Institute of Sport
  - Takes part in competitions
  - Has a lot of people who look after and care about us
- Be authoritative but not too stern
  - Be fair, don't be biased and promote equality
  - Make sure everyone feels included
  - Support the teachers and other staff
  - Look after everyone
  - Support healthy food and living
  - Make sure children have a fresh start every day
  - Make time for people, for example if someone comes to you for help
  - Be around school and in the playground
  - Get to know everyone – try to remember names
  - Do assemblies
  - Smile at people and be approachable
  - Run fun days to raise money for charities
  - Let people get to know them – tell us about yourself in an assembly
  - Allow competitions and activities, like our 'Bolted Book' writing competition
  - Not change too much too quickly, just change things gradually, if they do need changing

We hope that you like our school and, if you are a candidate, look forward to meeting you.

Yours faithfully  
Greystones Primary School Council

In addition, we would like to let you know the characteristics that we would like our new Headteacher to have. We would like our new Headteacher to:



## Headteacher

Group 4 NOR 627  
L21-27 (£72,483-£83,126), starting point  
dependent on experience

To start January 2024

### *Everyone Matters*

Here at Greystones Primary, we want our children to experience the joys of discovery – of learning, having fun, solving problems and being creative. Ours is a joyful, safe and welcoming environment in which all pupils are encouraged to develop their self-confidence, while maturing both socially and emotionally as they engage with the world.

Centred at the heart of a vibrant and supportive community that shares our high aspirations for its children, Greystones Primary is situated approximately 2.5-miles southwest of Sheffield city centre. Though the original building dates back to 1904, the school has been extensively developed; the new Dobbin building was opened in 2016 and we have modern facilities to enhance children's learning. For over forty years, Greystones has provided an Integrated Resource for Deaf and Hearing-Impaired Children. This resource caters for both oral/aural children and for those who use BSL. Our children are passionate supporters of the school's green ethos.

Due to the retirement of our current headteacher, the governors are looking to recruit an enthusiastic and outward-looking school leader who:

- Has prior and demonstrable whole-school leadership experience
- Is committed to delivering a broad and relevant curriculum that not only engages, but excites our children and embeds their love of learning
- Values difference and will achieve the best possible outcomes for every single one of our children

- Recognises the key role of the school's endeavours in curriculum enrichment to enhance our children's education
- Leads, manages and empowers our large staff team while supporting and promoting their well-being
- Has the vision and strategic ability to work alongside and advise governors as we navigate a changing educational landscape

Our new headteacher will be rewarded with:

- The chance to make their mark in a school that welcomes innovation
- The opportunity to work with our confident, curious and inspiring children
- The support of an experienced and committed governing body which is fully committed to their ongoing professional development

School visits are strongly encouraged. To arrange an appointment, please contact Nigel Brooke-Smith, School Business Manager, on 0114 2663413. To discuss the role informally, please ask to speak to our current headteacher, Chris Jennings. If you would like to discuss the post with the Chair of Governors, please contact Tanveer Naqvi by email in the first instance at:

[chairofgovernors@greystonesprimary.com](mailto:chairofgovernors@greystonesprimary.com).

Completed application forms, and any queries about the recruitment process, should be addressed to [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk).

Closing date for applications: 2.00pm Friday 17<sup>th</sup> March

Assessment activities and interview: Monday 27<sup>th</sup> and Tuesday 28<sup>th</sup> March

# Greystones Primary School

## Headteacher Job Description

<b>Salary range:</b>	<b>Group 4 ISR: L21-27</b>
<b>Role of the Headteacher:</b>	<p>Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.</p> <p><i>(Preamble: The Role of the Headteacher, from the National Standards of Excellence for Headteachers January 2015)</i></p>
<b>Responsible to:</b>	The Governing Body and the Executive Director, Children Young People & Families, Sheffield City Council
<b>Responsible for:</b>	The teaching and support staff of the school and its children and young people.
<b>The Headteacher will be expected to:</b>	<ul style="list-style-type: none"> <li>• Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.</li> <li>• Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015.</li> <li>• Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.</li> <li>• Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.</li> </ul>

# Job Description

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

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

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

## Job Description continued

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

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

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

## Person Specification

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

### Qualifications and experience

#### Candidates should have and be able to evidence:

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

### Personal qualities

### Domain

#### Candidates should:

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

### Skills

### Domain

#### Candidates should be able to:

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

Person specification continues on next page

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

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

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

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



Please use the personal statement of your application to demonstrate how you meet the various elements of the person specification, with examples provided along with evidence, wherever possible, of positive impact.

The deadline for receipt of applications is 2.00pm on Friday 17th March. Completed forms (and any enquiries) should be submitted to Scott Glover at [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk). School visits are encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by 11.00am Tuesday 21st March.

An assessment centre and interviews will take place on Monday 27th and Tuesday 28th March.

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

Greystones Primary is committed to safeguarding and promoting the welfare and safety of children and young people; we expect all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. All shortlisted candidates will be asked to disclose any cautions or convictions prior to interview. The amendments to the ROA Exceptions Order 1975 (2013 & 2020) provide that certain convictions and cautions are 'protected' and are therefore not subject to disclosure to employers. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

The successful candidate will be required to complete an enhanced Disclosure and Barring Service check and a Children's Barred List check. Candidates are asked to read the school's safeguarding policy, which is available at: [www.greystonesprimary.com/safeguarding](http://www.greystonesprimary.com/safeguarding).

## **glover recruitment consultancy**

Queries about the application and recruitment process  
should be addressed to [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk) or  
by phoning 07766773682.