



**COLLABORATIVE
LEARNING TRUST**

Working Together to Secure Success

Headteacher Recruitment



St. Mary's C of E Primary Academy
COLLABORATIVE LEARNING TRUST



INFORMATION FOR APPLICANTS

**Leadership Scale Point L15 – L21
(starting salary dependent upon experience)**

**Required for September 2021
(or earlier if possible)**



HEADTEACHER RECRUITMENT

Thank you for your enquiry regarding this post.

Please look on the school's website www.stmarysprimary-hunslet.co.uk for more information about the school and for relevant policies e.g Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the CEO of the Collaborative Learning Trust
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the school.

The closing date for applications is Friday 29 January 2021 at 12 noon. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and interviews will be held over two days during the week commencing 8 February 2021.

Following the closing date, a recruitment panel will read the information provided and ensure it matches our person specification, shortlisted candidates will then be invited in for interview and references taken. On the interview Day 1 a number of sessions will be organised which may include completing a data or written task, producing a presentation, meeting with students, staff and governors (all COVID safe virtual or socially distanced). The results of these sessions will inform the panel in their decision to take candidates through to a formal interview on Day 2.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure & Barring Service check.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.



INFORMATION ABOUT THIS POST

Following the retirement of the current headteacher, governors and trustees seek to appoint an energetic and highly motivated senior leader as headteacher at the school. This is an exciting opportunity for a talented individual to “make their mark” in leading school improvement, enhance their career and make a significant positive difference to St Mary’s Church of England Primary Academy and the close community that it serves. St Mary’s is the first Church school in the Collaborative Learning Trust and therefore the successful applicant will also have opportunity to help shape this aspect across the Trust.

St Mary's CofE Primary Academy is situated in Hunslet, approximately 3 miles south of Leeds city centre, and serves the local community and some children from farther afield. The school was established as a primary school catering for pupils aged 5-11 following the re-organisation of educational provision in Leeds. It opened in September 1992 in the former middle school building, modified to better meet the needs of the changed age group. The school converted to an Academy on the 1st February 2020 and became part of the Collaborative Learning Trust group of schools. Please see www.collaborativelearningtrust.com for more details about the Trust.

The inner-city urban area served by the school has a significant level of unemployment and high levels of poverty and social disadvantage. As such, the successful candidate will need to be a focused and committed leader, who is determined to improve the life chances of all pupils in their care.

The school provides pleasant, well-maintained, and cared for accommodation with 11 class bases and shared practical and resource areas on two floors. Two mobile laptop pods of 16 laptops provide our IT access. The outdoor area has been developed to extend the educational opportunities offered to children. Since September 2006, Hunslet Children’s Centre have shared our site in a newly refurbished Foundation Stage base where 3-4-year-old pre-school children, and 2-year olds are cared for.

Parents are valued and welcomed into school. The school actively promotes and fosters parental participation in a variety of ways, for example help in the classroom with children, parent governors, school performances and school-based workshops.

Within the school a wide variety of resources are used and staff try to provide as many first-hand experiences as possible. Children are taken out on visits and visitors come into school. The school has its own mini-bus and ready access to another. The school places the individual child very much to the fore.

Children at the school are well-behaved and are enthusiastic learners. They respond well to the wide variety of opportunities they are presented with and work hard.

Classes and staffing

With a PAN of 45 from Reception to Year 4, and 30 for Year 5 and Year 6, currently there are 259 pupils on roll and these children are organised into ten classes as follows:

- Reception- 28 children in one class (very low intake cohort)
- Year 1- 45 children in two classes
- Year 2- 44 children in two classes
- Year 3- 37 children in one class of 32, and the remaining in one of the year 2 classes
- Year 4- 45 children in two classes
- Year 5- 30 children in one class
- Year 6- 29 children in one class.

Whilst the exact arrangement of classes as we continue to expand to the full 45 PAN is yet to be determined, it is likely we will follow the model of other 1.5 form entry schools and work with vertically grouped classes in Lower KS2 and Upper KS2. However, wherever possible we hope to maintain 2 smaller classes for reception, Year 1 and Year 2.

The teaching staff structure is currently:

- Headteacher
- Assistant Head/Key Stage 2 leader/teaching and learning coordinator*
- Assistant Head/Key Stage 1/Foundation Stage leader/teaching and learning coordinator
- 9 class teachers
- 2 support teachers providing focussed support, PPA, management release etc. across school

**This post is currently vacant and provides an opportunity for the successful candidate to be involved in recruitment*

The support staff structure is currently:

- 2 nursery officers
- 10 Learning Support Assistants
- a school-based Safeguarding and Child Protection officer
- a welfare and attendance officer

The school has strong links with the Parish Church and celebrates its links through frequent visits from the Parish Priest, and half termly school/parish communion services held in school. Whilst the school workforce are not all practicing Christians, all are in sympathy with the ethos and aims of a faith-based school, and actively support the links with church, and the school's Christian foundation.

Please see the school's prospectus document [here](#) for more information.



St. Mary's C of E Primary Academy
COLLABORATIVE LEARNING TRUST



COLLABORATIVE
LEARNING TRUST

Working Together to Secure Success

INFORMATION FROM JANET SHERIFF: CEO, COLLABORATIVE LEARNING TRUST

Dear Prospective Applicant

On behalf of the Collaborative Learning Trust Board of Trustees and members of the school's Local Governing Committee, I would like to thank you for your interest in applying for the post of headteacher at St Mary's Church of England Primary Academy.

The school joined the Trust in February 2020. It is at an exciting time in its development, having begun a journey of improvement with the aim of securing at least 'good' in its next Ofsted Inspection. Applicants should appreciate that whilst there will be challenges in leading the school out of Special Measures, it is an ideal opportunity for a talented leader to "make their mark" in school improvement and enhance their career. The successful candidate will be supported by the collaborative networks and high-quality professional development which is available from the successful leaders within the Collaborative Learning Trust www.collaborativelearningtrust.com and membership of the Red Kite Teaching School Alliance www.redkitealliance.co.uk.

The Christian ethos at St Mary's is of central importance to governors, trustees and other stakeholders. We are seeking a headteacher who will ensure that this Christian ethos, and associated values, are effectively promoted and upheld. The post is open to individuals who have relevant experience and the proven successful leadership skills needed to engage and motivate all members of the school community.

During the National Lockdown it is unfortunately not possible for applicants to visit the school. However prospective applicants are welcome to request an informal telephone call with me to gain further understanding of the school and the role. Please email my PA, Tracy Dinsey, to arrange a telephone call: dyt@princehenrys.co.uk. I would also recommend that candidates visit the school's website to watch the virtual tour www.stmarysprimary-hunslet.co.uk.

The closing date for applications is 12 noon on Friday 29 January 2021. Shortlisting will take place immediately and assessment and interviews will take place over two days during the week commencing 8 February 2021.

I hope that after reading the information about this vacancy you will want to submit an application. Please clearly describe the positive impact of your skills & abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form. Please also use the 'Additional Information' section to explain how these attributes would be used to secure your successful leadership of St Mary's Church of England Primary Academy.

Yours faithfully

Ms Janet Sheriff OBE
CEO, Collaborative Learning Trust

**JOB DESCRIPTION
HEADTEACHER COLLABORATIVE LEARNING TRUST**

ETHICS AND PROFESSIONAL CONDUCT

The headteacher will be expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

The headteacher will be expected to uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

The headteacher will be expected to uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, the headteacher will be expected to:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leader of their school community and profession, the headteacher will be expected to:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

SCHOOL CULTURE

The headteacher will be expected to:

- inspire the whole school community to learn and aspire in an inclusive environment, promoting the school's Christian vision and values (where relevant) and supporting the vision and values of the Collaborative Learning Trust.
- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

TEACHING

The headteacher will be expected to:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

CURRICULUM AND ASSESSMENT

The headteacher will be expected to:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

BEHAVIOUR

The headteacher will be expected to:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The headteacher will be expected to:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

PROFESSIONAL DEVELOPMENT

The headteacher will be expected to:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

ORGANISATIONAL MANAGEMENT

The headteacher will be expected to:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

CONTINUOUS SCHOOL IMPROVEMENT

The headteacher will be expected to:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

WORKING IN PARTNERSHIP

The headteacher will be expected to:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with the Collaborative Learning Trust as well as other schools and organisations including, where relevant, the diocese (in a climate of mutual challenge and support)
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

GOVERNANCE AND ACCOUNTABILITY

The headteacher will be expected to:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

The school and the Trust is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment.

All job descriptions may change and/or be amended, following negotiation. Job descriptions are not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to fulfil other duties commensurate with the role.

PERSON SPECIFICATION

TITLE OF POST		HEADTEACHER	
SPECIFICATION PREPARED BY		SFJ	
DATE		January 2021	
Qualifications		Essential/ Desirable (E/D)	How identified
1.	Qualified teacher status	E	Application
2.	NPQH or CofEPQH	D	
Experience		Essential/ Desirable (E/D)	How identified
1.	Successful senior leadership role within the primary phase	E	Application
2.	Experience of leading and role modelling excellent teaching and learning	E	
3.	Experience across more than one phase of the primary school	D	
4.	Experience in more than one school	D	
5.	Experience of working in a church school context	D	
6.	Experience, at a senior level, of a successful Ofsted and/or SIAMS Inspection	D	
Skills and Abilities		Essential/ Desirable (E/D)	How identified
1.	Has a clear understanding of Church of England education and the ability to develop, support, maintain and actively live out the Christian vision and core Christian values of the school	E	Application and Selection process
2.	Ability to motivate, lead and engage pupils, staff, parents/carers and governors	E	
3.	Ability to communicate effectively (both orally and in writing) to a variety of audiences	E	
4.	Ability to develop and support effective partnership working	E	
5.	Skills to evaluate and improve learning through excellent teaching and pupil support	E	
6.	Excellent organisational skills	E	
7.	The ability to develop a curriculum which promotes pupils' academic achievement alongside their personal development (spiritual, moral, social, cultural, creative and physical) and well-being	E	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	Up to date knowledge of national initiatives and developments in Early Years and Primary Education	E	Application and Selection process
2.	Knowledge of effective school evaluation and strategic planning to bring about sustained school development	E	
3.	Knowledge and skills to lead collective worship	E	
4.	Knowledge and experience of how to set and manage budgets to support school improvement	E	
5.	Knowledge and understanding of equality and diversity issues and how they can be effectively addressed in schools	E	
6.	Knowledge of effective procedures for managing and promoting pupils' positive behaviour	E	

7.	Knowledge and understanding of data analysis and the important impact this can have on pupil achievement	E	
8.	Knowledge and understanding of how to maximise the positive impact of progressive IT application in an educational setting	D	
Professional Development and Training		Essential/ Desirable (E/D)	How identified
1.	Engagement in a wide range of recent and relevant training and professional development activities	E	Application
Other Requirements and Qualities		Essential/ Desirable (E/D)	How identified
1.	Commitment to inclusion, meeting the needs of all children, including the vulnerable, those SEND and potential high achievers	E	Application and Selection process
2.	A commitment to working positively with Governors and Trustees to establish effective and transparent governance	E	
3.	A commitment to working positively in partnership with the church/Diocese	E	
4.	A commitment to continuing professional development	E	
5.	Adaptability to changing circumstances and new ideas	E	
6.	A strong focus on staff well-being	E	
7.	Excellent interpersonal skills	E	
8.	An appetite and stamina for challenging work	E	
9.	A solution-focused mind-set and determined “no excuses” approach to raising standards	E	
10.	Commitment to upholding the school’s and the Trust’s ethos, aims, policies and procedures	E	
Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the school's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID and Enhanced DBS and criminal background check
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Health Declaration



GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

References

Please supply details of three referees, one of which must be your current or most recent employer, one of which could be a church minister. Dependent on your current post then one of the referees should be your current Headteacher or Chair of Governors. Friends and family cannot be used as referees. Please give details of the third referee in the Additional Information section headed 'third referee' on the system if you are unable to add three in the allocated Reference spaces on the electronic form.

Safer Recruitment procedures require that we contact at least one referee before interview.

Employment History

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g. Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

Education History

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

Other Courses or Professional Development

Please include any professional development that may be relevant including dates and grades obtained.

Information to address the Person Specification

Please clearly describe the **positive impact** of your skills & abilities, knowledge, and experience (see Person Specification) in the appropriate sections of the application form. Please use the 'Additional Information' section to explain how these attributes would be used to secure your successful leadership of St Mary's Church of England Primary Academy.

STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure & Barring Service to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service (DBS) check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.

We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).

- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.
- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



**COLLABORATIVE
LEARNING TRUST**

Working Together to Secure Success