

Kingsland Primary School, Wakefield



Head Teacher

School Group Size: 6

Indicative Pay Range: LPR 27-33

Salary range: £89,414 - £103,578

Start date: 1st September 2024

Recruitment Pack

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Welcome from the Chair of Governors



Thank you for expressing an interest in the position of Head Teacher at Kingsland Primary School. We are now looking for an outstanding and enthusiastic Head Teacher to lead all our pupils on to the next chapter of their success stories. Paula Trow has been our inspiring, caring and supportive Head Teacher for 15 years and has led the school through many changes, including becoming a two-site primary school. Paula is retiring at the end of the Summer Term and will be much missed.

In this recruitment pack we hope to give a flavour of the school and a clear indication of what we are looking for in our new Head Teacher. Our school was recently revisited by Ofsted and we retained our Outstanding status for the fifth time, therefore the school is in an excellent position. You will find a well-run organisation. You will lead a school that has an open and friendly atmosphere, is nurturing to pupils, has supportive parents and engages with the wider community. Governors and staff are fully committed to supporting professional development and improvements. We aspire for our school to be even better, and see the recruitment of a new Head Teacher as a fantastic opportunity to enrich the school and take it in new, exciting directions.

Governors are seeking to appoint a professional who will have the commitment and passion to build on our vision to provide the highest quality education in a caring environment. If you have what it takes to deliver excellent leadership, we would like to hear from you. We very much encourage you to visit us. Please contact the school's HR Director, Michael Davis at mdavis@kingsland.wakefield.sch.uk or telephoning 07423480896 to make an appointment.

I look forward to meeting you.

Helen Ferguson

Helen Ferguson
Chair of Governors

We are an inclusive school where each pupil's ability is recognised, valued and developed through a creative and challenging curriculum. We are at the centre of a wide partnership between parents, our local stakeholders and the community providing a trusting and nurturing environment to prepare our pupils to confidently take the next steps in their lives to all our pupils.



Our Ethos, Vision and Values

*"Leaders have thought carefully about the important knowledge and skills that pupils need to learn. They have made this accessible to pupils who have very complex special educational needs" –
Ofsted 2023*

1) Our environment	<ul style="list-style-type: none"> ✦ To provide an environment which is safe, secure, enriching and enjoyable. ✦ To create a sense of belonging for all.
2) High achievement	<ul style="list-style-type: none"> ✦ To set high expectations and enable all pupils to experience success in learning.
3) Our curriculum	<ul style="list-style-type: none"> ✦ To provide access to a broad and balanced curriculum with rich and varied contexts, allowing all pupils to fulfil their potential.
4) Spiritual, moral, social and cultural development	<ul style="list-style-type: none"> ✦ To develop principles for distinguishing between right and wrong. ✦ To encourage mutual respect and dignity. ✦ To enable pupils to appreciate their own and different beliefs and cultures.
5) Equality of opportunity	<ul style="list-style-type: none"> ✦ To promote equality of opportunity and enable pupils to challenge discrimination and stereotyping.
6) Values	<ul style="list-style-type: none"> ✦ To value and facilitate the contribution of all pupils by working in partnership with them. ✦ To promote self-esteem, emotional well-being and help pupils to form worthwhile and satisfying relationships.
7) Preparation for adulthood	<ul style="list-style-type: none"> ✦ To support pupils in becoming advocates for themselves and to promote lifelong learning.
8) Partnerships	<ul style="list-style-type: none"> ✦ To work together in partnership with parents/carers in order to support them in meeting expectations for their children. ✦ To work in partnership with other professionals in order to meet pupils' diverse needs.
9) Inclusion	<ul style="list-style-type: none"> ✦ To promote inclusion by developing and sharing expertise and knowledge.

About Our School

Kingsland School is an Outstanding (Ofsted - 2023) Local Authority primary day special school providing education for 2 – 11-year-old pupils with severe or profound learning disabilities.

The school is based on two sites in West Yorkshire, one being in the Stanley area of Wakefield and the other being in Castleford. Pupils travel from across Wakefield to attend Kingsland. The position of the school sites allows easy access to the M1/M62 motorway networks, with the Stanley site being within close proximity to the local hospital and the city centre.

Kingsland is a friendly school, with lots going on and a wealth of opportunity for pupils to achieve and succeed. We aim to provide a safe and supportive environment which is both educationally stimulating and appropriately challenging in order to enable all pupils to excel in their personal development and learning. Our team are committed to working in partnership with families, other professionals and stakeholders to ensure that the highest standards of care and provision are in place for each child.

Outdoor learning is a feature of the curriculum at Kingsland. Both school sites are fortunate to have extensive grounds, which have been developed over the years. Play/leisure areas have been planned according to the needs of the pupils and to enable them to develop both physically, socially and cognitively. In addition, pupils benefit from a programme of Forest School learning both on and off-site.

School staff work closely with a range of health professionals, therapists and their own specialist support workers to support individual pupils.

We are keen to have parental involvement at all levels. By working together, our pupils benefit enormously in terms of increased confidence, security and sense of purpose.

**“Staff are overwhelmingly positive about the support they receive for their workload and well-being”.
- Ofsted 2023**



Our Wish List

What our parents want in a Head Teacher

- Is visible, welcoming and approachable
- Has strong community involvement
- Knows each child by name and gets to know them as individuals
- Communicates regularly with parents about school events and outcomes
- Will champion school wide wellbeing
- Makes sure the school is inclusive for everyone and ensures every child reaches their full potential

What our staff want in a Head Teacher

- Is calm under pressure, is well organised and who makes careful decisions
- Is innovative, open to change and implements improvements
- Is a strong communicator and motivator
- Values the incredible team ethos
- Makes use of staff strengths and encourages them to develop their skills
- Places high value on the whole school experience

What our children want in a Head Teacher

- Is kind, patient and firm but fair
- Keeps their door open
- Gives us exciting activities like art and sport
- Spends money wisely
- Is a good listener and helps keep us safe

Pupils feel safe and secure. They love coming to school and learning. Staff notice pupils' every achievement, talent or interest. Ofsted 2023



Job Description and Personal Specification



Job Title: Head Teacher	
School: Kingsland Primary Schools	
Locations: Kingsland Primary School - Stanley Aberford Road, Stanley, Wakefield, West Yorkshire. WF3 4BA Kingsland Primary School - Castleford Poplar Avenue, Townville, Castleford, West Yorkshire WF10 3QJ	
Group Size of School: 6 Age Range: 2-11 years NOR: 201 (Subject to significant growth in 2024/5)	Indicative or Individual Pay Range (7 pts): LPR 27-33, £89,414 - £103,578
Reporting to: Chair of Governors	

Service Directorate: Children & Young Peoples Services
The overall purpose of the post of Head Teacher: <ul style="list-style-type: none"> To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Head Teacher. To meet the National Standards for Head Teachers (including "The Seven Principles of Public Life" formerly known as the Nolan principles) as published by the DfE (October 2020). To seek to 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 current School Teachers' Pay and Conditions Document. To promote and safeguard the welfare of all children and young people within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection is fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively. The head teachers' standards cover the full breadth of leadership responsibilities and are designed to be relevant to all head teachers. They are non-statutory and intended as guidance to be interpreted in the context of each individual Head Teacher and school when setting objectives but there is no expectation that these are met simultaneously. To provide clear and concise leadership and management of the Senior Leadership Team. To live our school values.

Requirements for the post <u>Job Specification is held on a separate document</u>	
Head Teachers' Standards (DfE – October 2020)	
School Culture	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community • Commit their school to work successfully with other schools and organisations 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	<ul style="list-style-type: none"> • 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

Key Outcomes / Activities

1. Whole School Organisation, Strategy and Development

- Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Develop, implement and evaluate the school's policies, practices and procedures.
- 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.
- Create an organisational structure which 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.

2. Teaching and Learning

- Lead and manage teaching and learning throughout the school. Including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Determine, organise and implement a diverse, flexible curriculum and implements an effective assessment framework.

3. Safeguarding and Behaviour

- Manage the school's responsibility for safeguarding pupils' wellbeing and in providing a safe environment in which pupils can learn.
- Ensure good order and discipline amongst pupils and staff.

4. Management of Staff and Resources

- Lead, manage and develop the staff, including appraising and managing performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the Governing Body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
- Organise and deploy resources within the school.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing teachers and other members of the staff.
- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

5. Professional Development

- Promote the participation of staff in relevant continuing professional development.

- Participate in the arrangements for own performance and further training and professional development.
- Develop and maintain a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.

6. Accountability

- Consult and communicate with the Governing Body, staff, pupils, parents and carers.
- Fulfil commitments arising from contractual accountability to the Governing Body.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Governing Body 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.

7. Work with Colleagues, other Relevant Professionals and the Community

- ✦ Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.
- ✦ Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- ✦ Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- ✦ Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

Responsibility for Resources

Employees (supervision):

For all staff employed to work at the school (Teaching and Support Staff) except for staff employed to provide school meals/cleaning through a service level agreement.

Financial:

Overall responsibility for the agreed school budget which includes the setting and overall monitoring to ensure effective spend and income generation.

Physical:

Overall responsibility for the physical resources held in school e.g., manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies.

Employment checks

The following employment checks are required:

- ✦ Identity Check
- ✦ Rehabilitation of Offenders Act 1974
- ✦ Children's Barred List
- ✦ Section 128 Check
- ✦ Prohibition from Teaching Check
- ✦ Evidence of a satisfactory safeguarding check e.g., Enhanced DBS Check
- ✦ Evidence of entitlement to work in the UK.
- ✦ Childcare Disqualification Declaration (where applicable)
- ✦ Evidence of Essential Qualifications – see Job Specification
- ✦ Two satisfactory references (including current or most recent employer)
- ✦ Confirmation of medical fitness/ clearance for employment
- ✦ Driving Licence clearance
- ✦ Professional Registration with appropriate bodies (where applicable)
- ✦ Fluency Duty
- ✦ Lived or worked abroad declaration

Head Teacher Person Specification

The person specification below shows the key abilities and skills we are looking for in our new Head Teacher. The selection panel will shortlist candidates on the basis of how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a school context.

No	Qualifications and Training	E	D	AM
1.	Degree	X		A/I
2.	Qualified Teacher Status	X		A/I
3.	NPQH or be willing to undertake this		X	A/I
5.	Evidence of continuous professional development relevant to school leadership, special education, and safeguarding.	X		A
6.	Senior Mental Health Leadership Award (DfE or equivalent)		X	A/I

	Experience, knowledge, and skills	E	D	AM
7.	Successful and extensive experience of working with children with severe or profound learning disabilities, and SEN.	X		A/I
8.	Successful senior school leadership at Head Teacher, Deputy Head Teacher, or Assistant Head Teacher level in a special school.	X		A/S/I/P
9.	Expertise in special school curriculum design, assessment and monitoring the quality of teaching and learning.	X		A/S/I
10.	Experience in schools at Foundation and Key stages 1-2.	X		A
11.	Successful experience of leading or managing the expansion of schools (e.g., off-site provision, amalgamation, capital works).		X	A/S/I
12.	Demonstrate experience of successful line management, coaching, mentoring, staff development and HR processes.	X		A/I/S
13.	Demonstrate sound understanding of the different roles of the Head Teacher and Governing Body; the partnership this plays in school improvement and fulfilment of the Governing Body's strategic responsibilities.	X		A/I
14.	Ability to create and communicate a vision and inspire others.	X		A/S/I/P
15.	Maintains good awareness of local, regional, and national education policy and strategy.	X		A/I/P
16.	Possess the abilities to effectively analyse school data and identify appropriate actions which then form part of the school improvement plan.	X		A/S/I/P
17.	An ability to communicate effectively, both orally and in writing, with a range of audiences including parents, carers, school workforce and other stakeholders, e.g., governors, SIP, local authority etc.	X		A/S/I/P
18.	Experience of effective budget management, financial analysis and funding models, together with an understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement		X	A/I/S

	Safeguarding	E	D	AM
19.	Demonstrate a commitment to safeguarding and the welfare of children.	X		A/S/I
20.	Experience of managing the school's responsibility for safeguarding pupils' wellbeing and providing a safe environment in which pupils can learn.	X		A/S/I
21.	Recent accredited safeguarding training, e.g., Senior DSL	X		A
22.	Understanding of, and commitment to school wide wellbeing.	X		I/S

Head Teachers' Standards

The Selection Panel will require evidence that you work within the Head Teachers' Standards (DfE October 2020). In particular, the panel will focus attention on the following qualities and characteristics:

Head Teachers' Standards (October 2020)			E	D	AM
23.	School Culture	<ul style="list-style-type: none"> Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community. Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment. 	X		A/S/P/I
			X		A/S/P/I
24.	Teaching	<ul style="list-style-type: none"> Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains. 	X		A/S/P/I
25.	Curriculum and Assessment	<ul style="list-style-type: none"> Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities. 	X		A/S/P/I
26.	Additional special educational needs and disabilities	<ul style="list-style-type: none"> 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 	X		A/S/P/I
			X		A/S/P/I
27.	Professional Development	<ul style="list-style-type: none"> 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. 	X		A/S/P/I
28.	Continuous School Improvement	<ul style="list-style-type: none"> Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time. 	X		A/S/P/I
29.	Key	<p>E = Essential on appointment D = Desirable on appointment</p> <p>AM = Assessment method (See below)</p> <p>A = Application Form S = Selection Tests P = Presentation I = Interview</p>			

How to Apply

If you are considering an application to be our next Head Teacher, and would like an informal conversation about this role or to arrange a visit we would welcome this. Visits are available on, 23rd January 2024 at the Castleford Site between 9.30 - 11.00 am. To attend this Open Day Event, you must call and book your visit via Michael Davis either via emailing MDavis@kingsland.wakefield.sch.uk or telephoning 07423480896.

To apply for this post, you must **fully complete** the school's **Application Form** available to download by visiting the school website, TES or Wakefield Jobs. You should also enclose a **letter of no more than 2 sides of A4 paper** telling the Governors what experience you have, your professional impact and how you would be the best fit for a school that repeatedly achieves Outstanding OFSTED judgements.

Applications must be returned to the school's HR Director, Michael Davis by email to: MDavis@kingsland.wakefield.sch.uk in advance of the closing date.

Prospective applicants should note that appointment will be subject to verification of qualifications, satisfactory enhanced DBS with barred list check, two satisfactory references and evidence of the right to work in the UK.

Wakefield Council is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Key Dates

Key Action	Date, time and location
Open Day	23/01/2024 at the Castleford Site
Closing date	29/01/2024 at 9am
Interviews/Assessment	22 nd and 23 rd February 2024

Privacy notice

You are advised to read the attached Council Jobs data processing notice for information about how we may use your data. This can be found as a separate document available to download from our vacancy page.

How long will we keep your data?

If your application for employment is unsuccessful, the Council will hold your data on file for six months (twelve months for head teacher recruitment) after the end of the relevant recruitment process. At the end of that period, your data is deleted or destroyed.

