**HIGH GREEN PRIMARY SCHOOL**

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**Wortley Road**

**High Green**

**Sheffield**

**S35 4LU**

**enquiries@highgreen.sheffield.sch.uk**

**www.highgreenprimary.co.uk**

*Dear applicant*

*Welcome, and thank you for your interest for the post of Deputy Headteacher at High Green Primary School.*

*I hope you find the information insightful, and that it gives you a flavour of our popular, successful and inclusive school.*

*Our dedicated team at High Green is a close-knit family with strong and positive relationships with our children and families. As you will have seen from the advert, our identity is that of a ‘small school with a big heart’ – something that was discussed at length with the Lead Inspector at our recent (and successful) Ofsted inspection. As well as being judged as Good in all areas, we are proud that strengths were identified in early years and SEN support, and the good use of outdoor spaces such as our woodland area.*

*Our new Deputy Headteacher will be an essential and very important member of the leadership team and will be instrumental in leading and supporting a skilled, motivated, welcoming and committed staff.*

*You will be supported by the newly appointed Headteacher and our passionate board of governors, who have the highest aspirations for the school, its values and ethos. We are looking for an inspirational Deputy Headteacher with the passion, vision, and resilience to both maintain and support the improvement of the excellent achievements and high standards at our school.*

*You will have a strong commitment to continue our approach in delivering a broad and enriched curriculum, whilst also having an emphasis on high attainment and the development of our pupils’ physical and mental wellbeing.*

*You will be a good communicator and be able to demonstrate strong relationship management. Your drive will be to provide the best possible outcomes for our children and to uphold and enhance the culture of respect for all, along with an understanding of the individual needs of our pupils, staff and governors.*

*We hope that you share our school vision. If you have the experience, creativity and ambition to be a part of a strong leadership team able to take our school to the next level, then we very much look forward to hearing from you.*

*Regards*

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| *Lucy Harding**New Headteacher* *September 2025* | *Paul Johnson* *Chair of Governors*  |

**GUIDANCE FOR CANDIDATES**

Please use the personal statement of your application to demonstrate how you meet the various elements set out in the **person specification.**

Please provide examples, with evidence, where possible, of positive impact.

We are also interested in your ethos and approach to school leadership and how that connects with the vision set out in the advert and the Headteachers letter.

Candidates will be shortlisted on the basis of their personal statement and their previous track record.

The deadline for receipt of applications is **6.00pm on Sunday 13th April 2025.**

Completed forms (and any enquiries) should be submitted to Dawn Aldridge at *aldridged@highgreen.sheffield.sch.uk*

Visits to the school are warmly encouraged and have been arranged for the following dates. Please contact the school on 0114 2848264 to confirm your attendance.

1. **Tuesday 18th March – 9.00am to 10.00am**
2. **Tuesday 25th March – 3.00pm to 4.00pm**
3. **Thursday 27th March – 1.00pm to 2.00pm**

For an informal conversation about the role, please ask to speak to **Lucy Harding, Headteacher (September 2025) on 0114 2848264.**

Successful candidates will be informed of the shortlisting outcome by **6.00pm on Wednesday 16th April**

* School based activities, assessment centre and interviews will take place on **Thursday 24th April and Friday 25th April**

Please use the downloadable Word version of the application form attached (other formats are available, if required). In line with Safer Recruitment guidance, CVs will not be accepted.

***SAFEGUARDING STATEMENT***

*High Green Primary School is committed to safeguarding and promoting the welfare and safety of all children; 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 relevant 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 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.*

*Please also note that an online search will be conducted for all shortlisted candidates prior to interview.*

*The successful candidate will be required to complete an enhanced Disclosure and Barring Service check and a Children’s Barred List check.*

*Please note that it is a criminal offence to apply for this post if you have been placed on the Children’s Barred List.*

*Candidates are asked to view the school’s safeguarding policies, which are available at:* [*https://highgreenprimary.co.uk/safeguarding/safeguarding-policies*](https://highgreenprimary.co.uk/safeguarding/safeguarding-policies)



**L6 - L10: £56,316 – £62,202 (starting point dependent on experience) For September 2025**

High Green Primary is a small school with a big heart. We are proud of the strong and mutually supportive relationships we have with our families, and the school plays a key role in the life of the local community.

We have a small but well-established team of caring, dedicated and experienced staff who share a commitment to secure the best possible outcomes for each and every one of our children.

Here at High Green, we recognise that education is the development of the whole child, and we aim to support our young people in becoming skilled, fulfilled and confident citizens. We prioritise and value a holistic approach to learning.

Through our broad curriculum we offer a wide range of musical, sporting and residential opportunities to help our children achieve future success. Through imagination and inspiration, challenge and creativity, our children will become the visionaries and innovators of tomorrow.

As a ‘Woodland School’ we value outdoor learning and active breaks, not only to promote our children’s imagination and creativity but to also support their mental health and wellbeing. We have a range of outdoor spaces, all of which play an integral role in the delivery of our curriculum.

We are looking for a warm, inspirational and enthusiastic Deputy headteacher who will:

* Have the passion and resilience to support all our children in developing the skills and knowledge they need for their successful future.
* Share our commitment to inclusivity; generate innovative solutions to ensure equality of opportunities; and celebrate the contribution of all our children to the school community.
* Support a culture of continued development and high standards in teaching and learning, through coaching, team-teaching and demonstrating excellence.
* Ensure that safeguarding remains high profile across school and support the Safeguarding team through being the **Deputy Designated Safeguarding Lead.**
* Support the continued development of our whole school curriculum by **leading on the curriculum, including assessment** across school, taking accountability for monitoring and supporting all subject leaders.
* Maintain a strong community by promoting good relationships with parents and carers, which are based on mutual respect.
* Recognise and build upon High Green’s existing achievements, sharing the school’s investment in outdoor learning and environmental sustainability.
* Recognise the positive impact that outdoor learning and active play has on overall well-being and mental health.
* Quickly establish trust, respect and credibility with staff, children and parents alike.
* Have experience across the primary age range and able to demonstrate secure knowledge and understanding of effective teaching and learning.
* A leader in securing good outcomes for pupils across the primary phase.
* Be prepared to take on a **teaching role**.

In return we can offer:

* A genuine commitment to both your continued professional development and personal wellbeing
* The support of a stable, motivated and highly skilled staff team and a dedicated governing body
* The opportunity to work with our wonderful children and families to make a real difference to their lives.

We are looking for someone who shares our ethos and is excited about bringing new ideas to our successful and inspirational school.

If this sounds like you, please get in touch



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| **HIGH GREEN PRIMARY SCHOOL JOB DESCRIPTION (DHT)** |
| **Salary range:**  | **Group:** 2**ISR:** **L6 - L10 (£56,316 – £62,202)** |
| **Role of the Deputy Headteacher:**  | A deputy headteacher, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in: * formulating the aims and objectives of the school.
* establishing the policies through which they are to be achieved.
* managing staff and resources to that end.
* monitoring progress towards their achievement; and undertake any professional duties of the headteacher reasonably delegated by the headteacher

 If the headteacher is absent from the school, a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.  *(Paragraph 49, School Teachers’ Pay and Conditions Document)*   |
| **Responsible to:**  | The Headteacher, the Governing Body of the school and the Executive Director of Children, Young People and Families.  |
| **Responsible for:**  | The teaching and support staff of the school and its children and young people.  |
| **The Deputy Headteacher will be expected to work with the** **Headteacher to:**  | * Fulfil all the requirements and duties set out in the School Teachers’ Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
* Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015.
* 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.
* 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.
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| **Job Description - National Standards** |
|  The ‘National Standards of Excellence for Headteachers’ expressed through four ‘Domains’ can be tailored by the Governing Body to identify the specific characteristics that are vital for the post, to ensure the school is led effectively. By undertaking this process, a job description that is appropriate to the context and the needs of the school will be drawn up.  The job description should be subject to annual review as part of the performance management cycle.   |

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| **Domain One**  | **Domain Two**   | **Domain Three**  | **Domain Four**   |
|  **Qualities and knowledge** *Headteachers:* 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.  | **Pupils and staff**  *Headteachers:* 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.  | **Systems and process**  *Headteachers:* 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.  | **The self-improving school system** *Headteachers:* 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.  |
| 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.  | 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.  | 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.  | 2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.   |
| 3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.  | 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.  | 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.  | 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.  |
| 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.  | 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.   | 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.  | 4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.   |
| 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.  | 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.   | 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.  | 5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.  |
| 6. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel.  | 6. Hold all staff to account for their professional conduct and practice.  | 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.  | 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.  |

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| **Person Specification (DHT) High Green Primary School** |
| *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.* |

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| **Qualification and experience**  |
| **Candidates should have:**  |
| 1  | Qualified Teacher Status (QTS)  |
| 2  | Experience across the primary age range(s)  |
| 3  | Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities  |
| 4  | Supported whole school strategic improvement to improve pupil outcomes  |
| 5  | Evidence of recent, appropriate professional development  |

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| **Personal qualities**  |
| **Candidates should:**  |
| 1 | Have a can-do attitude and the ability to problem solve in an incisive way. |
| 2 | Demonstrate a passion for high quality teaching and learning  |
| 3 | Communicate effectively and develop positive relationships with all stakeholders and external agencies. |
| 4 | Demonstrate excellent interpersonal skills  |
| 5 | Be decisive, consistent and focused on solutions  |
| 6 | Demonstrate the capacity to lead others, be reflective, resilient and adaptable  |
| 7 | Be able to motivate, inspire, challenge and empower others  |
| 8 | Listen carefully and consider the views of others  |
| 9 | Believe in and be able to foster a fair, open and supportive culture across school. |
| 10 | Be able to prioritise workload and work to specific deadlines. |

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| **Skills**  |
| **Candidates should be able to:**  |
| 1 | Support a vision for the school and secure commitment to it from others  |
| 2 | Demonstrate their involvement in the interpretation and analysis of data to accurately inform school improvement and to monitor pupil progress  |
| 3 | Evidence successful strategies for planning, implementing, monitoring and evaluating school improvement. |
| 4 | Support systematic and rigorous whole school monitoring, assessment and evaluation  |
| 6 | Demonstrate their ability to plan to support whole school priorities and improve pupil outcomes  |
| 7 | Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes  |
| 8 | Support the development of teaching and learning in school, with a focus on continued improvements and drive for excellence. |
| 9 | Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines  |
| 10 | Develop strategic plans, set targets and monitor and evaluate progress towards these.  |

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| **Safeguarding**  |
| **Candidates should have:**  |
| 1 | Knowledge of national and local safeguarding guidance  |
| 2 | Experience of safeguarding and promoting the welfare of children and young people  |
| 3 | A commitment to work with relevant agencies to protect children and young people  |
| 4 | Knowledge of best practice and procedures in school for safeguarding children and young people  |
| 5 | Evidence of recent safeguarding training. |

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| **Professional knowledge and understanding**  |
| **Candidates should:**  |
| 1 | Be committed to securing equality of opportunity for all pupils in school  |
| 2 | Have an excellent understanding of curriculum and assessment and how they support pupils’ learning. |
| 3 | Take a lead on continuing curriculum development across school by monitoring and supporting all subject leaders. |
| 4 | Have secure knowledge and understanding of what constitutes highly effective teaching and its impact on the outcomes of all pupils  |
| 5 | Maintain high standards of pupil behaviour and attitudes to learning  |
| 6 | Have experience of supporting vulnerable pupils in school. |
| 7 | Can demonstrate knowledge and understanding of different groups of pupils across school. |
| 8 | Knowledge and understanding of statutory assessment arrangements including EYFS, phonics, MTC and KS2. |
| 9 | Take a lead in the supporting staff in their professional development  |

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).

Thank you for taking the time to read through the information. Please don’t hesitate to get in touch if you have any questions.

We look forward to hearing from you.

