



Holt House  
Infant School  
and Pre-School



## Holt House & Carterknowle Schools Federation Deputy Headship information brochure



glover recruitment  
consultancy





## Nurturing a caring community in which every child learns well

Dear Applicant,

Welcome to the Federation of Holt House Preschool and Infant School with Carterknowle Junior School. Please look at our websites and gain some information which will help you formulate questions you may have when you visit. I would encourage you to visit, the schools are a short distance apart and have their own grounds.

As a federation, we are determined to give every single child the opportunity to develop their full potential. We do this by ensuring the children are immersed in an intelligent, stimulating and broad curriculum which is delivered within a nurturing environment.

We want our children to become resilient, confident and collaborative so that they are comfortable with accepting challenges that are progressively more demanding through the schools. Well-being is key to enjoyment of all aspects of their life and we seek to provide opportunities that are memorable and wide ranging.

Oracy, reflective thinking and creativity are developed through our curriculum. Ensuring children leave the federation numerate and literate

which is a non-negotiable and one which the staff work very hard to achieve. This is essential for progress in secondary education. We want them to have a love of learning and the opportunity to explore areas of personal interest.

A supportive working partnership with parents and carers is essential thus parents are very much encouraged to visit as often as possible, formally and informally, so they can see for themselves what we do and how we do it.

Our staff are friendly, well-trained and enthusiastic. There are opportunities to teach and manage across the full primary phase and to guide, mentor and support the next generation of talented teachers and those that support the operation of a school.

Our children are quite wonderful! Do visit and see for yourself and contact the school if you require any further information.

I look forward to your application.

Alison Warner, Chair of Federation 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. Candidates will be shortlisted on the basis of their personal statement and previous track record.

Please note that candidates should clearly state their preferred base — Holt House or Carterknowle. Shortlisted candidates will be asked to participate in in-school activities based on their stated preference.

The deadline for receipt of applications is 12 noon on Friday 14th March 2025. 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 1.00pm on Tuesday 18th March.

An assessment centre and interviews will take place in the week commencing 24th March. Candidates expressing a preference to work at Holt House will be asked to take part in in-school activities on Monday 24th; those expressing an interest in working at Carterknowle will be asked to come in to school on Tuesday 25th. The assessment centre and interviews for all candidates will take place on Wednesday 26th March.

Holt House  
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# Deputy Headteacher

## Holt House and Carterknowle Schools Federation

Carter Knowle Road, Sheffield, S7 2DY  
Tel: 0114 255 2347  
Email: [enquiries@carterknowle.sheffield.sch.uk](mailto:enquiries@carterknowle.sheffield.sch.uk)  
Web: [www.carterknowle.sheffield.sch.uk](http://www.carterknowle.sheffield.sch.uk)

**L8-L12: £59,167-£65,286 (starting point dependent on experience)**

**For September 2025**

Holt House and Carterknowle are happy, caring and inclusive schools, committed to providing our children with the best quality education. Both are city schools, positioned next to one another in a rural setting, with well-resourced and inspiring learning environments.

We are looking for two Deputy Headteachers to work in partnership across the federation. One will be based in our infant school, Holt House, the other in our junior school, Carterknowle. Both posts will have 0.3 teaching commitment in their respective setting and will carry SENCO and DSL responsibilities.

The successful candidates will subscribe to our vision, which is to nurture a caring community in which every child is safe and learns well. We have high expectations and aspirations for all our children, creating warm and friendly learning atmosphere in which children display excellent attitudes and behaviour while achieving the best possible education.

We are looking for a passionate and approachable deputy headteacher who will:

- share, celebrate and promote the inclusive ethos of our cohesive and inclusive community
- have previous leadership experience and be able to demonstrate the ability to lead whole school improvement
- maintain and continually develop the strong relationships we have with children, parents, staff, governors and the wider community
- work strategically alongside the Headteacher and Executive Headteacher

In return, we can offer the successful candidate:

- an opportunity to work with our Headteacher and Executive Headteacher, developing your

skills as a school leader while receiving professional support and advice

- a leadership position in a warm, welcoming and stable school that is committed to your physical and emotional wellbeing
- the governors' commitment to your ongoing professional development

Candidates should state whether they wish to be considered for the Holt House, Carterknowle or both vacancies.

School visits are strongly encouraged. To arrange an appointment, please contact Gemma Jolliffe, PA to the Headteacher, on 0114 255 3717. To discuss the role informally, please ask to speak to the Executive Headteacher, Helen Haynes.

Completed applications forms, and any queries about the recruitment process, should be addressed to Scott Glover at [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk) or by phoning 0776677 3682.

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.

**Closing date for applications: 12 noon on Friday 14<sup>th</sup> March 2025**

**Assessment centre and interviews: Monday 24<sup>th</sup> March (for KS2 applicants), Tuesday 25<sup>th</sup> March (for EYFS & KS1 applicants), and 26<sup>th</sup> March 2025 for all applicants**





Holt House and Carterknowle Schools Federation 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 schools' safeguarding policies, which are available at:

<https://www.holthouse.sheffield.sch.uk/safeguarding/our-safeguarding-duty>

<https://www.carterknowle.sheffield.sch.uk/safeguarding/our-safeguarding-duty>



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## Holt House & Carterknowle Schools Federation Deputy Headteacher Job Description

|  |   |
|--|---|
| <b>Salary range:</b>                               | <b>Group 3</b><br><b>ISR: L8-12</b>   |
| <b>Role of the Deputy Headteacher:</b>             | <p>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:</p> <ul style="list-style-type: none"> <li>• formulating the aims and objectives of the school;</li> <li>• establishing the policies through which they are to be achieved;</li> <li>• managing staff and resources to that end;</li> <li>• monitoring progress towards their achievement;</li> </ul> <p>and undertake any professional duties of the headteacher reasonably delegated by the headteacher.</p> <p>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.</p> <p><i>(Paragraph 49, School Teachers' Pay and Conditions Document)</i></p> |
| <b>Responsible to:</b>                             | The Headteacher, Executive Headteacher and the Executive Director, Children's Services, Sheffield City Council  |
| <b>Responsible for:</b>                            | The teaching and support staff of the school and its children and young people.   |
| <b>The Deputy 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.</li> <li>• Achieve any performance criteria, objectives or targets agreed with or set by the Headteacher and/or 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.

| <b>Domain One</b><br><b>Qualities &amp; Knowledge</b>  | <b>Domain Two</b><br><b>Pupils &amp; Staff</b>   | <b>Domain Three</b><br><b>Systems &amp; Processes</b>  | <b>Domain Four</b><br><b>The Self-Improving School System</b>   |
|--|--|--|---|
| <p><i>Deputy 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>Deputy 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>Deputy 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>Deputy 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

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| <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 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 leadership development  |

## Personal qualities

### Candidates should:

|   |  |
|---|--|
| 1 | Demonstrate a passion for teaching and learning                                  |
| 2 | Communicate effectively and develop positive relationships with all stakeholders |
| 3 | Demonstrate excellent interpersonal skills                                       |
| 4 | Be decisive, consistent and focused on solutions                                 |
| 5 | Demonstrate the capacity to lead others, be resilient, reflective and adaptable  |
| 6 | Be able to motivate and inspire others   |
| 7 | Listen carefully and consider the views of others                                |

## 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 | Support systematic and rigorous whole school monitoring and evaluation   |
| 4 | Demonstrate their ability to plan to support whole school priorities and improve pupil outcomes  |
| 5 | Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes                   |
| 6 | Support the development of teaching and learning in school   |
| 7 | Have excellent organisational skills, prioritising and managing time well under pressure and meeting deadlines                                 |

*Person specification continues on next page*

## Professional knowledge and understanding

### Candidates should:

|   |   |
|---|---|
| 1 | Be committed to securing equality of opportunity throughout the school  |
| 2 | Have an understanding of curriculum and assessment developments and how they support pupils' learning         |
| 3 | Have secure knowledge of what constitutes highly effective teaching and its impact on outcomes for all pupils |
| 4 | Maintain high standards of pupil behaviour and attitudes to learning  |
| 5 | Take a lead in the supporting staff in their professional development   |

## 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 work with relevant agencies to protect children and young people        |
| 4 | Knowledge of best practice and procedures for safeguarding children and young people |

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