



Sandal Primary School and Nursery

**Deputy Headteacher
Recruitment
March 2024**



About Our School



Thank you for your interest in the role of Deputy Head Teacher of Sandal Primary School & Nursery, Baildon, commencing in September 2024.

Following the promotion of our highly effective Deputy Head Teacher, the Governing Body is seeking to appoint a new Deputy Head who will take the school to the next stage of its development, building on all its strengths and finding new ways forward.

Sandal is a busy, happy, village primary school with a strong, caring, inclusive ethos and a firm commitment to the benefits of outdoor education.

The staff are talented and dedicated, valuing every child as an individual and respecting each other as a professional team. During the pandemic, they worked together with extraordinary commitment and flexibility to help our children and families through the challenges. The school is currently rated by Ofsted as Good and we are pleased with the high standards that judgement represents.

In our most recent Ofsted report the inspector recognised that

“pupils love coming to school. In lessons they are interested and motivated. They are keen to learn”.

“The school has high expectations for every pupil... high expectations of behaviour and well-established routines have led to a very calm and positive environment.”

“The school’s offer for pupils’ personal development is exceptional. Outdoor learning is a real strength – phenomenal.”

Leaders and governors have a strong moral commitment to ensuring pupils are well prepared for their next stages and for life.

We are proud of our strong culture of safeguarding, our focus on developing the whole child, and our commitment to the restorative approach, in line with our values. We are active in our concern for the environment – children, staff and governors – and sustainability is one of our priorities in school and governing body decision-making.

This information pack has been put together to give you an introduction to Sandal and the community around the school. We hope it may lead you to consider a future with us.

As our new Deputy Headteacher, you would be supported by a very skilful and cohesive staff team, committed governors and an engaging and energetic parent and local community, ready to work with you to make a difference in the lives of our children and families. If you think you could be the right person for this role, please get in touch to arrange an informal visit, or send us your completed application form. We hope you will – we look forward to hearing from you!



Sandal is an exciting, vibrant school, committed to providing the very best education possible for every child. As a former secondary school and then middle school, the additional facilities which include a music room, gym, hall, stage, separate dining room and extensive school grounds which are very well used to support learning across the whole school. Sandal is a two-form entry primary school situated at the top of Baildon. It commands great views over Saltaire World Heritage Site, the Aire Valley and the surrounding countryside. Just over the hill is picturesque Ilkley, the North Yorkshire towns of Skipton and Harrogate are close at hand, as are the thriving shopping and commercial centres of Bradford and Leeds. Bradford will be UK City of Culture 2025 and an ambitious pipeline of projects are in progress that are designed to unleash the District's potential.



The bustling friendly village of Baildon is a great resource for the school, it offers: local shops, country walks on the moors, in forests and canal side and Shipley Glen. Baildon is well-connected by road and public transportation. It has bus services connecting it to neighbouring towns and cities. The nearby Baildon railway station provides access to the rail network. Baildon has a vibrant community with various local events and activities taking place throughout the year.

The school is much larger than the national average with over 440 pupils on roll. We offer a fun vibrant and colourful learning environment in a safe and secure building and an exciting outdoor learning facility where the curriculum is tailored to meet our pupils' personalised needs.

The Early Years Curriculum and National Curriculum are used as a framework for teaching and we take great care to ensure breadth and balance, with every opportunity taken to enrich learning through first-hand experience. Our aim is to provide children with the knowledge and understanding they need for their future lifelong learning, to develop skills and self-confidence and to promote and encourage well-being and healthy lifestyles. We believe that recognising and supporting the potential of each child is the foundation of a successful education alongside a strong partnership with parents and home.



Nurture Grow Succeed



Our Ethos

We will provide a responsive and aspirational environment that challenges, encourages and inspires everyone. We are committed to maintaining a caring, stimulating atmosphere that nurtures confidence, self-esteem, respect and independence to support learning and development.

Our Values

Nurture

Kindness
Understanding
Forgiveness
Inclusion
Respect
Fairness
Patience
Humility
Truth
Integrity

Grow

British values
Curiosity
Courage
Commitment
Responsibility
Ambition
Aspiration
Challenge

Succeed

Sandal Roots of Learning
Active learning
Excellence – provide and expect
nothing but the best

Sandal Roots of Learning

Aiming high – Challenge yourself and see what you can do! **Challenge**
Working together – everybody is important! **Collaboration**
Thinking for ourselves – you decide! **Independence**
Looking back – What went well? What could have been better? **Reflection**
Keep going – believe in yourself! **Resilience**
Daring to be different – take a risk; you're one in a million! **Risk taking**

British values

Democracy
The rule of law
Individual liberty
Mutual respect and tolerance of those with different faiths and beliefs

Our Aims

- We will foster a nurturing environment which values every child, their families and all staff members and allows everyone to realise and fulfil their potential.
- Our curriculum will be broad and balanced, responsive and creative and will meet the needs of our children and allows everyone to foster a love of learning and to discover their talents, interests and passions.
- Our children will be active, curious and reflective learners.
- Our children will be active, responsible citizens and will be prepared for life beyond the gates of Sandal.



Sandal Primary School - Key pupil results

EYFS

1. School results compared to national

Result %	2019	2022*	2023	National
Reading	83	80	90	
Writing	79	80	83	
Number	89	86	90	
GLD	75	76	82	
Mean Score		32.1		

*new profile from 2022

2. Y1 Phonics results

Year 1 Phonics Check	2019	2022	2023	National
%	85	77	81	79

3. Achieved Expected standard by the end of Key Stage1

% achieving the standard by end of KS1	2019	2022	2023	National
%	97	92	93	89

4. End of Key Stage 1 Results

		Reading				Writing				Maths			
		2019	2022	2023	National	2019	2022	2023	National	2019	2022	2023	National
All Pupils	ARE	80	64	72	68	61	56	60	60	67	78	70	70
	GD	31	15	11	19	20	7	4	8	23	17	10	16
Combined ARE										72	77		
Combined GD											17		

5. End of Key Stage 2 Results

		Reading				Writing				Maths			
		2019	2022	2023	National	2019	2022	2023	National	2019	2022	2023	National
ARE		81	88	78	73	92	70	71	71	85	87	84	73
GD		31	40	35	29	31	12	21	13	47	32	22	24
ASS		105	107	106	105	-	-			108	106	104	104
Progress		(-0.6)	0.0			0.5	-2.7			1.4	0.4		
						GPS							
GPS ARE						90	87	76	72				
GPS GD						36	37	30	30				
ASS						107	107	105	105				
Combined ARE										71	62	63	59
Combined GD										22	8	11	8

Qualities you should have:

Pupils:

- Kind
- Friendly
- Fun
- Caring
- Understanding
- Calm
- Smiley
- Supportive
- Good listener
- Approachable
- Child focussed



Staff:

- Child-centred
- Leads by example
- Approachable
- Maintain the ethos of the school
- Genuine listener
- Supportive of staff development
- Good communicator
- Be positive and visible



Advert

Sandal Primary School and Nursery
Pupils on roll: Reception – Year 6: 412, Nursery: 35
Website: www.sandalprimaryschool.co.uk



Deputy Headteacher
Required 1st September 2024

Salary L9 – L13

As our ideal candidate are you:

- An inspirational, dynamic and compassionate leader who will nurture our children to grow and reach their potential?
- Someone with high expectations, dedicated to inclusivity and the removal of barriers to learning for all our pupils?
- Approachable, personable and visible as a leader?
- A strong role model who has the ability to bring out the best in people?
- Able to create and embed a shared vision which leads to positive change for all the school community, building on our existing solid foundations?
- Brave enough to accept challenges, make difficult decisions and make changes where necessary?
- Outward looking, innovative & creative with the confidence to bring new ideas?
- Someone who will lead by example and be willing to do anything for the Sandal Community?
- Have a proven record of excellent classroom practice
- Have proven effective middle leadership experience and be dedicated to school improvement

We can offer

- A happy, friendly, welcoming school where all are committed to providing the best education for our pupils
- Good rated school by Ofsted
- A creative learning environment, both indoors and out, which motivates and encourages pupils and staff.
- Hard working, talented and enthusiastic staff
- A safe, happy and nurturing environment
- Happy children and a supportive parent/carer network
- An inspiring and creative curriculum
- A skilled and supportive Governing Body that offers challenge and support
- A commitment to your own continuing professional development

Visits to school are strongly encouraged, please contact Sarah Lester on 01274 598115 or email office@sandalprimaryschool.co.uk to arrange a visit to the school on one of the following dates.

Thursday 14th March, Tuesday 19th March, Friday 22nd March & Tuesday 9th April 2024

Closing Date: Monday 15th April 2024, midday

Interviews: Tuesday 30th April & Wednesday 1st May 2024

Interested candidates are requested to apply online, please visit www.prospectsonline.co.uk.
Please note: CVs are not accepted for this post.

Sandal Primary School is committed to safeguarding and promoting the welfare of all our children. All posts are subject to an Enhanced DBS check and references.

*Applicants will be subject to an online search if shortlisted.
Proof of eligibility to work in the UK will be required.*





Job Description

Salary:	L9 – L13
Hours:	Full time
Contract type:	Permanent
Reports to:	Headteacher
Responsible for:	Providing direct support to the Headteacher in the leadership and management of the school Building leadership capacity in the school and supporting the embedding of the core values and developments to meet our commitments to diversity, equity, inclusion and belonging Working collaboratively with all stakeholders within and beyond the school and to promote our vision and ethos

Core Purpose

Deputy Headteachers occupy an influential position within the school and are expected to use this influence to support the agenda for achieving standards with the school. Deputy Headteachers are lead professionals and significant role models within the school and the local community they serve. The jobholder will carry out the duties of a Deputy Headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education. A person appointed as a Deputy Headteacher, in addition to carrying out the professional duties of a teacher other than a Headteacher, must play a major role under the overall direction of the Headteacher in:

- Formulating the aims and objectives of the school.
- Establishing policies for achieving these aims and objectives.
- Managing staff and resources to that end.
- Monitoring progress towards the achievement of the school's aims and objectives.
- Leading on the strategic planning, monitoring and evaluation of inclusion; safeguarding; behaviour; attendance; personal & social development; pupil voice and wellbeing.
- Maximising achievement at all Key Stages through ensuring staff have the skills, strategies, information, communication and referral routes they need to manage and meet a wide range of significant SEN, including challenging behaviours/presentations.
- Ensuring school systems provide an orderly and safe environment in lessons and at play.
- Utilising research evidence, school-based evaluations and external review to improve.
- Playing an active role in developing, sustaining and modelling skills, attributes and behaviours of a high performing leadership team, including highly effective communication to all stakeholders.

If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the governing board.

The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Qualities

The Deputy Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils.

Duties and responsibilities

School culture and behaviour

Under the direction of the Headteacher, the Deputy Headteacher will:

- Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Develop, evaluate and lead on behaviour policies.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.
- Provide a safe, calm and well-ordered environment for all students and staff.

Teaching, curriculum and assessment

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise.
- Effectively use formative assessment to inform strategy and decisions.
- Ensure the teaching of a broad, structured and coherent curriculum.
- Develop curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read.

Additional and special educational needs (SEN) and disabilities

Under the direction of the Headteacher, the Deputy Headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Organisational management and school improvement

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community.
- Establish and oversee systems, processes and policies so the school can operate effectively.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Manage staff well with due attention to workload.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Allocate financial resources appropriately, efficiently and effectively.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented.
- Sustaining wide, current knowledge and understanding of education locally, nationally and globally, and pursuing continuous professional development.
- Working 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.

Professional development

Under the direction of the Headteacher, the Deputy Headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs
- Have 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 pupil' outcomes.
- Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design.
- Establishing an educational culture of 'open classrooms' to share best practice within and between schools.
- Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identifying and coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Holding all staff to account for their professional conduct and practice.

Governance, accountability and working in partnership

Under the direction of the Headteacher, the Deputy Headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility.
- Ensure that staff 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.
- Work successfully with other schools and organisations.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
- Actively supporting the governing board to understand its role and deliver its functions effectively.

Impact within and beyond the School

Under the direction of the Headteacher, the Deputy Headteacher will:

- Champion best practice and securing excellent achievements for all students.
- Develop effective relationships with colleagues in other settings to improve academic and social outcomes for all students.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Ensure arrangements are in place for safeguarding & child protection for all involved in providing services to children and families and vulnerable adults who are parents and/or who may pose a risk to children.
- Promote good practice and effective communication internally between different year groups, phases, subjects and services and externally between agencies on all matters relating to the protection of children.

Safeguarding

Under the direction of the Headteacher, the Deputy Headteacher will:

- Ensure the school's safeguarding processes are of the highest standard.
- Keep staff updated with current procedures and practice, ensuring all new and temporary staff receive the necessary training to enable them to carry out their safeguarding and child protection responsibilities.
- Monitor the attendance and the development and wellbeing of children who are the subject of Child Protection Plans.
- Be a source of advice and expertise on child protection matters to all staff at the point of need
- Maintain accurate and secure child protection records. Ensuring there are regular audits of child protection files to ensure records are up to date and that agreed action plans are being implemented.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Advanced Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Notes

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the DSL.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Application & Selection Guidance

Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment through a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

Inclusion

We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, or sexual orientation. The personnel specification sets out the criteria used to assess candidates through the selection process. We ask all applicants to complete the Equal Opportunities monitor section of the application form so that we can continue to monitor and improve our recruitment process.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Sandal Primary School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

How to Apply

Vacancies are advertised on our website and Prospects Online. Please complete the application form in full, ensuring you have provided full and accurate information including your education and employment history and any unpaid or voluntary work. Where there are gaps in your employment history, please explain why (e.g. gap year, career break). Use the job description and person specification as a guide and give specific examples to demonstrate how your experience and skills make you suitable for the position. Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Applications should be submitted via the Prospects website.

Shortlisting

We assess all applications against the specification criteria using the evidence you provide in your application, this is done by a panel of school governors. We carefully check all applications for anomalies. In line with Keeping Children Safe in Education (KCSIE) 2022 we will be carrying out online checks. Candidates who best meet the personnel specification will be invited to an interview. We will notify you by telephone with e-mail confirmation to follow. If you have not heard from us within 3 days of the closing date, you have not been successful at this stage.

References

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last employer.

Interview Process

The interview process will consist of various tasks and a formal interview. This is designed to allow you to demonstrate your skills and abilities and share your experiences. You will be asked to bring proof of qualifications and identity on the day.

Appointment and Pre-employment Checks

Successful candidates will receive a conditional offer of appointment and will be subject to satisfactory pre-employment checks.

Privacy Notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.

Sandal Primary School

Deputy Headteacher



PERSONNEL SPECIFICATION

A - Application stage	E - Essential
P- Pre-employment check stage including references	D - Desirable
I – Interview and Assessment stage	

QUALIFICATIONS & TRAINING	D or E	EVIDENCE
Holds a degree level qualification or equivalent.	E	A, P
Holds Qualified Teacher Status (QTS) or other recognised teaching qualification.	E	A, P
Holds a National Professional Qualification or equivalent experience	D	A, P
Evidence of continuing professional development and a willingness to continue further development as appropriate	E	A, P
Experience of supporting CPD	D	A, I

EXPERIENCE	D or E	EVIDENCE
Senior leadership of a primary school setting (age range 5 to 11 years).	D	A, I
An inspirational teacher with a minimum of 5 years relevant experience in Primary education	D	A, I
A proven track record leading curriculum development within a large primary school setting	D	A, I
Experience of creating an environment and culture that raises attainment, sets high expectations and continually raises standards of teaching and learning.	E	A, I
Able to implement a climate of learning which enables the best outcomes for all pupils.	E	A, I
Experience of evaluating and using a range of data to improve pupil outcomes.	E	A, I
Experience of building productive, trusted relationships and successful partnerships with a wide range of stakeholders.	E	A, I
An ability to demonstrate an understanding of curriculum-led financial planning in order to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability	D	I

PERSONAL & LEADERSHIP QUALITIES		
Abides by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).	E	I
Ability to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.	D	A, I
Ability to champion and sustain a culture which is inclusive, supportive, promotes diversity and equality, with ambitious expectations for all pupils.	E	A, I
Create a culture where SEND pupils experience a positive and enriching school life regardless of age ability aptitude or SEND across all phase groups.	E	A, I
Is a visible and high-profile role model with a professional approach that demands excellence, confidence, trust and respect through inspiring and empowering staff to succeed.	E	A, I
Ensures staff have access to high-quality, sustained professional development opportunities to raise standards of teaching and learning for all pupils.	D	A, I
Ensure rigorous approaches to identifying, managing and mitigating risk.	D	A, I
Able to communicate a vision to a wide range of audiences and inspire others	E	I
Committed to safeguarding, inclusion and promoting the welfare of all stakeholders.	E	A, I
Treats people fairly, equitably and with dignity to create and maintain a positive ethos	E	I
Have ambitious expectation for all pupils with SEN and Disabilities.	E	A, I

KNOWLEDGE AND SKILLS		
Up to date knowledge and understanding of the National Curriculum and experience of curriculum design at the relevant age range (5 to 11 years).	E	I
Up to date knowledge of national policy, legislation, financial frameworks and school governance	D	I
Knowledge and application of setting high expectations and monitoring progress to continually raise standards of teaching and learning and outcomes for pupils across all subjects and primary phase groups.	E	I
Operates with financial astuteness, within a clear set of principles centred on the school's vision.	E	I
Ability to analyse and interpret comparative data, establishing benchmarks and set targets for improvement.	D	A, I
Ability to embed clear quality assurance systems that drive consistency and improvement in performance across the school.	E	A, I
Experience of networking and working collaboratively with other schools and education providers, agencies and the wider community to enrich the learning experience of pupils	D	A, I
Ability to engage in partnership with parents/carers to enhance a pupil's enjoyment, wellbeing, achievement and personal development	E	A, I