



Executive Head Teacher Recruitment Pack

Group size 4 (ISR: L20- L26)







Our new Executive Headteacher should be a strong and focused leader who can build effective working relationships with a wide range of stakeholders. They will lead with confidence and purpose, drive forward our inclusive culture, and maintain the nurturing, safe and secure environment that makes our schools the fantastic schools they are.

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, collaborative and confident so that they are comfortable with accepting challenges which become progressively more demanding as they move through school. Well-being is the key to happiness and so we supply our children with a wide range of opportunities and memorable experiences.

A positive and supportive working partnership with parents is essential if children are to achieve their academic potential. Thus, parents are very much encouraged to visit as often as possible, formally and informally, so they can see for themselves what we do.

We are looking for that outstanding leader who will embrace our values whole-heartedly and drive the school forward with passion and interest.

The person specification provides a more comprehensive list of the qualities we are looking for, but in essence we wish to appoint somebody with the wisdom, experience and confidence to take the schools forward; someone who builds on what is currently excellent and ensures we continue to improve by embracing the opportunities and challenges that are offered in the future.

Kevin Corke
Chair of Governors



Our Shared Vision and Ethos

To value diversity

Where individual children are understood, valued and accepted for who they are, irrespective of culture, faith, heritage, gender or disability. Where they are cared for unreservedly and their individual needs met in full with a harmonious learning community.

To enjoy and achieve

For all children to be given the opportunity to experience success and pursue excellence, facilitated by teachers who excel in their knowledge and expertise.

To work in partnership

Welcoming parents and the wider community with staff who are friendly, approachable, professional and supportive of each other. Where effective communication is the key to success.

To make a positive contribution

Through a sense of belonging, children are given the knowledge, skills, understanding and confidence to play their part within a democratic society whilst following the rule of law. They understand their personal responsibilities and make the right choices.

To stay safe and secure

From any kind of harm within a relaxed, calm environment that is clean, tidy and stimulating.

To be happy

For the physical and mental well-being of children to be of paramount importance. Where staff take time to listen without interruption, treat children fairly and foster a sense of mutual respect, consideration and dignity for themselves and other people.

To achieve economic well-being

To empower all children for their future lives in order that they make informed judgement and make effective decisions regarding the use and management of money, irrespective of whether they come from high or low income families.



Coit Primary School

Coit is a small, very popular primary school serving the semi-rural community of Chapeltown in North Sheffield.

Most pupils are from White British families with a growing group of pupils from 12 out of 17 possible ethnic backgrounds. There are 5 differing religious beliefs followed by our pupils, predominantly Christian.

The school location deprivation indicator was in quintile 1 (least deprived) and the pupil base in in quintile 2 (less deprived).

A significant number of pupils apply for a place at Coit who live outside the catchment area, and this has been the trend for several years. There is almost no movement of pupils in and out of school.

In our school, pupils in receipt of Pupil Premium funding comprise those pupils who are eligible for Free School Meals, children who have been adopted from care, looked after children and service children.

Pupils generally enter at levels typical for their age with gaps in particular areas. At KS2, pupils leave above national average albeit since Covid, gaps not previously identified have emerged.

Coit is an outward facing school that actively maintains an outstanding quality of education. Partnership work is well recognised not only in the locality but across Sheffield. Several of our experienced teachers work outside of school and this work includes integrated working with the NHS, CCG, Learn Sheffield, Sheffield Hallam University and supporting other schools at the request of the local authority/Learn Sheffield.

Coit created an off-site 12 place nurture provision for pupils with SEMH in 2017 funded by the Local Authority. Pupils from across Locality A attend this part-time provision in small carefully formed groups for 2 sessions a week. This has been in operation for almost 6 years and supports KS1 to KS3 pupils from across Locality A.

The School was judged Good at its last OFSTED inspection 27th February 2024 with Behaviour & Attitudes, Personal Development and Early Years Provision judged Outstanding

<https://reports.ofsted.gov.uk/provider/21/107060>



Ecclesfield Primary School

Ecclesfield Primary school serves the urban community of East Ecclesfield in North Sheffield. Ecclesfield primary is a larger than average primary school compared to other primary schools nationally, with 410 pupils currently on roll (11.3.25).

In June 2015, a formal federation between Ecclesfield and Coit Primary Schools was established. As a result of the partnership, school leadership and management has been distributed and strengthened by widening opportunities for other leaders and managers at all levels to help shape the strategic direction of school. An Executive Head has been in post since this time and the partnership has been successful in terms of the vast improvement in Ecclesfield as confirmed by OFSTED 2024.

As an outward facing school, the school works closely with other schools and partners such as the English and maths hubs, Learn Sheffield and Sheffield Hallam University alongside the South Yorkshire Teaching Hub who support our ECTs, mentors and induction tutor.

The school continues to rigorously deal with the ongoing challenges. We place a very high value on the importance of the pastoral care that we offer. We see it as our mission to give our young people and families the aspirations and ambitions to achieve well and become successful in life. We aim to provide the very best teaching and learning so that all the pupils fulfil their potential and achieve well.

Ecclesfield Primary School has a large inclusive team. We have the Trauma Informed Schools UK Practitioner accreditation badge. We have staff qualified as trauma informed practitioners. We also have two qualified nurture practitioners, one learning mentor, one family liaison worker, two SENDCOs on site and one member of staff qualified in art therapy.

The School was judged Good at its last OFSTED inspection 8th May 2024.

<https://reports.ofsted.gov.uk/provider/21/107001>



How to apply:

Candidates will be shortlisted on the basis of how well they demonstrate the various elements set out in the person specification, with examples provided and, wherever possible, evidence of positive impact.

Governors will also consider candidates' previous track record in school leadership.

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.

The deadline for receipt of applications is 1.00pm on Monday 14th April 2025. Completed forms (and any enquiries about the process) should be submitted to: Chair@Coit.sheffield.sch.uk

School visits are positively encouraged.

All candidates will be informed of the shortlisting outcome by 17th April 2025

An assessment centre and interviews will take place the following week.

The assessment centre will consist of a series of job-related exercises designed to give candidates the opportunity to demonstrate the key qualities, skills and knowledge required for the post.



Salary Range	Group Size 4 ISR L20-L26
Role of the Headteacher:	<p>Executive Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools.</p> <p>They:</p> <ul style="list-style-type: none">• Provide effective leadership and management to a group of schools in the Federation• Drive Federation-wide improvement priorities• Ensure that the schools in the Federation• are delivering high-quality provision and securing the best outcomes for pupils• Promote a culture of unity and collaboration among the schools in the Federation
Responsible to:	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 schools and its children and young people.
The Executive Headteacher will be expected to:	<p>Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.</p> <p>Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2020.</p> <p>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.</p>



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.

Domain One Qualities & Knowledge	Domain Two Pupils & Staff	Domain Three Systems & Processes	Domain Four The Self-Improving School System
Headteachers: 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.	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.	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.	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.

Job Description continued

Domain One Qualities & Knowledge	Domain Two Pupils & Staff	Domain Three Systems & Processes	Domain Four The Self-Improving School System
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.

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

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Evidence of recent, appropriate leadership development (e.g. NPQH)
Experience	<ul style="list-style-type: none"> • Evidence of recent senior leadership experience that has contributed to school self-evaluation and the development of whole school priorities • Involvement in school self-evaluation and development planning • Demonstrable experience of successful line management and staff development • Experience of strategic leadership
Skills and knowledge	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Have experience of school self-evaluation and performance management processes and their impact on raising standards • Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve • Understanding of curriculum development • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Drive improvement and challenge underperformance
Personal qualities	<ul style="list-style-type: none"> • Commitment to uphold the 7 principles of public life (the Nolan principles) at all times • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the trust • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position • Demonstrate the capacity to lead others, be reflective, resilient and adaptable • Be able to motivate and inspire others
Safeguarding	<ul style="list-style-type: none"> • Knowledge of national and local safeguarding guidance • Experience of safeguarding and promoting the welfare of children and young people • A commitment to work with relevant agencies to protect children and young people • Knowledge of best practice and procedures in school for safeguarding children and young people

The Governing Body and Sheffield City Council are committed to safeguarding and promoting the welfare of children and young people. Executive Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

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



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