

# **Headteacher**

## **Candidate Information Pack**

# **Halewood Church of England Primary School**



# Who are we looking for?

**Title:** Headteacher

**Contract Term:** Permanent

**Salary:** L15 – L21 (Scale point will be allocated commensurate to current salary)

**Commencement date:** September 2023

**Location:** Halewood Church of England Primary School

Due to the promotion of the most recent postholder, **we are looking for our next inspirational Headteacher**. Our new Headteacher will have the knowledge, experience, and resilience to steer the future direction of our school and to develop leaders at all levels. They will have the interpersonal skills to motivate others and lead our school community. They will be committed to implementing a rich and engaging curriculum and promoting an inclusive 'can do' culture where all can flourish and achieve their potential.

Halewood CE Primary School is proud to be part of the Liverpool Diocesan Schools Trust - a multi-academy trust of 17 schools from across the Liverpool Diocese. Our Trust is inclusive and values-driven and all schools within it benefit from working collaboratively and sharing a vision of providing an excellent education, built on distinctly Christian values.

Our new Headteacher will:

- have proven leadership experience
- have the strategic vision to inspire and lead the school team into the future
- support our staff in their continuing professional development, encouraging excellence and high standards
- inspire our children to develop a love of learning
- maximise the potential of our resources to provide a stimulating, inclusive learning environment
- promote our distinctly Christian school developing links with parents, carers, and the wider community

In return, we can offer you:

- a committed and caring staff team who are dedicated to the school and its Christian ethos
- happy children who enjoy learning and wider opportunities
- supportive and engaged parents
- ongoing professional development opportunities and career progression across our Trust

- the support of an active and committed local, governing body and parish community
- opportunities for collaboration within LDST and across local Knowsley networks

# About Halewood C of E Primary School



At Halewood C of E Primary we serve the community by providing a happy, secure, and caring Christian environment where all are valued and respected. We believe in the uniqueness of the individual and recognize the diversity and range of contributions that each can make.

We aim to provide for the spiritual, emotional, physical, mental, and social development of the whole child; this includes a growth in knowledge and understanding of self, and the world in which we live. We seek to foster self-esteem and a sense of responsibility to others and the world around.

In all that we do we endeavour to provide a high quality of education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require for living.

Halewood C of E Primary is a popular and successful school. As a Church of England school, our Christian values, underpin all that we do, and we have close links with two local churches. We joined LDST in October 2017 to deepen these links and to continue to improve the education we provide to our children. Under the previous Ofsted framework, Halewood was judged to be Outstanding, LDST and the local governing body recognise that the framework has now changed and will fully support the new headteacher in this new era for the school.

Our staff are committed to raising standards for all pupils. They pride themselves in working effectively together, and in partnership with parents, to provide a caring and supportive learning environment.

We want children to enjoy their education and develop an enthusiasm for learning and so have designed a curriculum that allows children to become confident and fluent with powerful knowledge and vocabulary, as well as providing a wealth of opportunities to develop their strengths and talents. Children are taught in such a way that they acquire knowledge that they can take with them for the rest of their lives, knowledge that they can use when articulating themselves, or when reading and solving problems. Challenging opportunities to apply knowledge are embedded throughout our curriculum. Progressively planned learning enables children to constantly apply prior knowledge and build upon it.

We are proud of our school and encourage you to visit our website and twitter page to further help you with the application and get a further feel for our school community.

[www.halewoodcofe.co.uk](http://www.halewoodcofe.co.uk)

@halewoodcofe

## Letter from the Chair of Governors

Halewood Church of England school is a thriving community with an experienced and committed Local Governing Body, a talented staff and parents and carers keen to support the development of their children.

The school is part of the Liverpool Diocesan Schools Trust, which through the core values of collaboration, inclusion, valuing the local and celebrating difference, offers a vision of excellence and academic rigour and is committed to providing children of all faiths and none with a high-quality education and environment where Christian values and principles permeate all that we do.

Governors are seeking to appoint someone with passion, determination and the leadership skills needed to build on the work of the previous head teacher, to build the staff team and to take the school even further forward in providing an excellent, rounded education for all of our children. Governors are also committed to supporting the successful candidate in their own career development.

The school community has a lot of achievements to be proud of; however, since the last inspection, education has evolved and creativity and new ideas will help to maintain momentum and progress in the school. The role offers an exciting opportunity to develop the future vision and ethos of Halewood Church of England school and begin the journey of implementing the next chapter of the school development.

If you believe you share the Governors' ambition for the school and you can realise it, then we would love to hear from you. The successful candidate can look forward to outstanding support from the Governors, in all elements of the role.

Yours sincerely,

**C Madeloso**

# About Liverpool Diocesan Schools Trust

## We believe

Jesus said, 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools. The Liverpool Diocesan Schools Trust (LDST) has an important role to play in improving the attainment of pupils across the Diocesan region.

## What is our Purpose?

**Working together with our school communities, providing an excellent education and life-enhancing relationships with the Christian faith and Jesus Christ.**

We do this through:

- Being a family of schools that is committed to well-being and supporting each other, so that all children, learners and staff across our Trust, flourish.
- Connecting with each other to share practice and provide an excellent education that is built on distinctly Christian values.
- A commitment to inclusion, ensuring that all learners thrive through an education that teaches wisdom, instils hope, nurtures community, and embeds dignity and respect.
- Strong bonds of collaboration, innovative approaches to education and a shared purpose amongst schools, families, and communities.

## What is our vision?

As a Diocesan Trust, our Christian values are intrinsically linked to our commitment to provide an innovative, high quality education, so that children and learners make excellent progress and fulfil their academic potential, by ensuring that:

- We live out our **Christian values** to **develop future citizens** who can contribute positively to a caring, compassionate nation.
- We share a Trust-wide commitment to providing an **education** that enables children and learners to **flourish and achieve** - academically spiritually, morally, socially, culturally, physically.
- We celebrate **diversity**, **address inequality**, **overcome disadvantage** and **raise aspirations** so that learners can achieve their **highest academic potential**.

- Access to an **inspirational curriculum** and **excellent teaching** enables our children to acquire a **deep body of knowledge** and a zest for **life-long learning**.
- Our schools can thrive under outstanding **local leadership**, accountable to the Executive team and Board of Directors.
- We identify **talents** and provide opportunities for **staff** to develop, pursue career developments and contribute significantly to **wider improvements**
- We maintain a strong emphasis on **safeguarding** and the **mental health and well-being** of all our pupils and staff.
- Our schools are self-sustaining, **inclusive learning communities** of professionals who **connect and collaborate** to **share best practice** and **innovative approaches rooted in informed evidence**.

## Our Core Values

### We value Difference

We are respectful of the:

- **Uniqueness** of each individual school
- **Differences** within each school and community

### We value Local

- Providing aligned support and central services to empower local leaders to make local decisions that meet the needs of the local communities

### We value Collaboration

- We value the opportunities to **collaborate** and work as a **team** to improve outcomes across our Trust

### We value Inclusion

- We welcome **all** and are committed to ensuring that **each pupil** receives an educational experience related to their **own** personal gifts or needs
- We celebrate **diversity** and the individual talents of our pupils and staff

We welcome pupils of all faiths and none

**We are a fully inclusive organisation and encourage applications from individuals from minority communities.**

# Job Description

This job description reflects the **National Standards of Excellence for Headteachers** (2020). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education, and the terms of the National Society contract. In carrying out his/her duties, the headteacher shall consult, where appropriate, with the LDST, the local governing body, the staff of the school, its pupils, and the parents of its pupils.

## **A. The Core Purpose of the Headteacher**

The headteacher is the prime mover in creating, inspiring and embodying the Christian ethos and culture of this Church school, securing its Mission statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The core purpose of the headteacher is to provide professional leadership and management for the school within the context of the Trust Deed. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher should establish a culture that promotes excellence, equality, and high expectations of all pupils within a strong Christian ethos.

The headteacher is the leading professional in the school. Accountable to the CEO and Local governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the LDST, the Diocese, higher education institutions and employers. Through such



partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

## **B. The Four Domains of Headship**

### **Domain One: Qualities and knowledge.**

Within the school's Christian ethos, the headteacher will:

1. Hold and articulate clear Christian values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Church foundation of the school.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local Church and wider community.
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise, and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue continuous professional development that reflects the needs of a Church of England school.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision, ably translating local, national, and Diocesan policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **Domain Two: Pupils and staff.**

Within the school's Christian ethos, the headteacher will:

1. Demand ambitious standards of achievement and attendance 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.
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, taking full account of the school's Church of England foundation.

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.
4. Create an ethos based on Christian values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### **Domain Three: Systems and process.**

In a Church school, the relationship between the mission statement and the provision of effective governance, organisation and management should reflect the school's Christian aims. In order to provide an efficient, effective, and safe Christian learning environment, the headteacher will:

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 within a Christian context.
2. Within the school's Christian ethos, 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.
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.
4. Welcome strong governance and actively support the local governing body 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.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Christian character.
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.

## **Domain Four: The self-improving school system**

Working in a spirit of collaboration to secure Christian principles of equity and entitlement, the headteacher will:

1. Create an outward-facing school which works with other schools, organisations, and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers, and the Church community to improve academic and social outcomes for all pupils.
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. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
5. Within the school's Christian ethos, model entrepreneurial and innovative approaches to school improvement, leadership, and governance, confident of the vital contribution of internal and external accountability.
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 especially within a Christian context.

*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.*

All applicants must be committed to safeguarding and promoting the welfare of children. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

Any offer of employment will be subject to statutory pre-employment checks including satisfactory references, online checks, Enhanced DBS, and Barred List checks. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (as amended in 2013 & 2020) and shortlisted candidates will be required to disclose any relevant criminal history prior to interview.

# Person Specification – Headteacher

**The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the Trust deeds.**

Those marked 'E' are essential and must be met in order for a candidate to be shortlisted for interview or appointed to the post. Those marked 'D' are desirable and will strengthen a candidate's likelihood of being invited to interview or appointed to the post.

All other abilities and aptitudes will be judged 'by degree' from application, references, and interview activities/tasks to guide the selection panel in appointing a candidate who is personally and professionally suited to successfully filling this particular post.

**A** = application form: **I** = interview process: **R** = reference: **T** = task

Candidates should ensure that they will satisfy the essential elements before applying and ensure that they construct their letter of application to include the areas requested in the details sent to potential candidates.

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded.

## [A] Qualifications

	Essential	Desirable	Source
Qualified teacher status	E		A
Degree or equivalent	E		A

## [B] Faith Commitment

	Essential	Desirable	Source
A practising and worshipping member of a church which has membership of Churches Together in Britain and Ireland, AMiE, Evangelical Alliance or North West Gospel Partnership		D	A, R, I
Able to demonstrate a commitment to promote the Christian vision, values and ethos of Halewood CE Primary school, recognising its Church of England distinctiveness	E		

**To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
The importance of collective worship and RE in a church school	E		T
Ways of developing religious education	E		I
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school.	E		A, I, T, R
How relationships should be fostered and developed between the school, Trust, local Church and its community and Diocese of Liverpool.	E		A, I

### **[C] Professional Development**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Evidence of appropriate professional development for the role of head Teacher.	E		A
Successfully undertaken or willingness to complete NPQH	E		A
Has successfully undertaken appropriate Safeguarding training with a commitment to undertake Designated Senior Person training.	E		A, I
Understanding the role of leaders within Multi Academy Trust and commitment to working Trust-wide.	E		A, I
Willingness to engage in research to ensure evidence-based school improvement.	E		A, I

### **[D] School Leadership and Management Experience**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Recent successful leadership as a Head Teacher.		D	A

	Essential	Desirable	Source
Recent successful leadership as a Deputy Head Teacher or Assistant Head Teacher.	E		A
To have taken an active involvement in school self-evaluation and development planning.	E		A
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school development		D	A, T, I
To have had responsibility for policy development and implementation.	E		A, I
To have had experience of and ability to contribute to staff development across the primary range. (e.g. coaching, mentoring, INSET for staff).	E		A, I
Experience of identifying talent and developing pathways for support	E		A, I

### **[E] Experience and Knowledge of Teaching**

	Essential	Desirable	Source
Experience of teaching in more than one school.		D	A
Significant teaching experience within the primary phase.	E		A
To have a knowledge and understanding of whole school curriculum in the primary phase.	E		A, I
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses in meeting the needs of pupils through high quality teaching.	E		A, T, I

### **[F] Professional Attributes**

	Essential	Desirable	Source
Demonstrate an understanding, awareness, and empathy for the needs of the pupils at Halewood C of E Primary School and how these could be met.	E		A, I

Demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	E		A, I
Excellent written and oral communication skills (which will be assessed at all stages of the process).	E		A, T, I
To be a leader of learning; demonstrating, promoting, and encouraging outstanding classroom practice.	E		A, I

### [G] Professional Skills

(Based on the National Standards of Excellence for Headteachers 2015)

	Essential	Desirable	Source
A clear understanding, demonstrable experience, and adherence to the National Standards of Excellence for Head Teachers 2015	E		A, I

### [H] Personal Qualities

	Essential	Desirable	Source
Commitment to a distinctively Christian education connected to the life of the Parish	E		R, I
Inspire, challenge, motivate and empower teams and individuals to achieve high goals.	E		R, I
Be approachable, person centred and compassionate	E		R, I
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	E		R, I
Build and maintain quality relationships with all key stakeholders, through interpersonal skills and effective communication.	E		R, I
Foster and develop positive working relationships with the Local Governing Body	E		

Demonstrate personal and professional integrity, including modelling values and vision.	E		R, I
Manage and resolve conflict.	E		R, I
Prioritise, plan, and organise self and others.	E		R, I
Think analytically and creatively and demonstrate initiative in solving problems.	E		R, I
Be aware of own strengths and areas for development. Welcome and reflect constructively on feedback from others, taking action as appropriate.	E		R, I
Build resilience in self and others to ensure the ability to sustain hard work	E		R, I
Possess an insatiable desire for knowledge and wisdom to improve performance for self, staff, and children	E		R, I
Demonstrate an open, flexible attitude and ability to embrace change when necessary	E		R, I

### **[I] Confidential References.**

Positive and supportive faith reference from the priest/minister	D
Two additional positive references from referees, including current employer.	E

### **[J] Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise, and related to the specific post (1,000 words maximum).



# How to Apply

## Application Process

The application process for this role is a 2-stage process:

- Application form
- Interview (including tasks and a presentation)

To be considered for this role you must complete the LDST application form. We are unable to accept CV applications, or applications from agencies.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

To ask any questions, or to submit your completed application form, please email [karen.sefton@ldst.org.uk](mailto:karen.sefton@ldst.org.uk) or contact 0151 487 5673.

LDST reserves the right not to progress candidates to the next stage of the process, or not to appoint to the role if candidates fail to demonstrate the essential criteria in the person specification.

Applicants from overseas are advised to obtain an overseas criminal check before they apply for a visa as the post is in the education sector.

**Closing Date: 26<sup>th</sup> April 2023**

**Shortlisting: 28<sup>th</sup> April 2023**

**Interview Date: 4<sup>th</sup> and 5<sup>th</sup> May 2023**

**Start Date of Post: September 2023**

**School visit dates: Wednesday 19<sup>th</sup> April AM and Friday 21<sup>st</sup> April PM**

**Please contact the school office on 0151 487 5673 or email [karen.sefton@ldst.org.uk](mailto:karen.sefton@ldst.org.uk) to arrange a visit.**

## **Our Trust Prayer**

Heavenly Father,  
Let peace, friendship and love grow in our schools.  
Send the Holy Spirit to give  
excellence to our learning  
love to our actions and  
joy to our worship.  
Guide us to help others,  
so that we may all  
Learn, Love and Achieve, Together with Jesus.  
Amen