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consultancy



# Angram Bank Primary School Headship information pack



## Angram Bank Primary School

Welcome and thank you for your interest in the post of Headteacher of Angram Bank Primary School.

I hope you find the information in this pack helpful and that it gives you a flavour of the happy, calm, inclusive and successful school we are.

As a school, our vision is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly.

At Angram Bank our motto is "Where learning, fun and friendship meet" and this can be seen through everything we do at our school.

We are proud of our school ethos where children and staff are immersed in a culture of high expectations and aspirations. We know our children and families well, which ensures that our school is a warm, welcoming and happy place to be.

We have strong and positive relationships, which are at the foundation of everything we do. There is a powerful sense of "team" throughout the school. We have a passionate and committed team of staff who consistently and continually go beyond the expected to ensure that our children access a wide range of opportunities and are enabled to reach their full

potential. Our children are engaged, well mannered and enjoy life at school, where they thrive, achieve and belong.

Our new headteacher will lead this team of skilled, highly motivated and supportive staff and our dedicated and enthusiastic leadership team.

You will be supported by passionate governors who have the highest aspirations for the school, its values and ethos.

We are looking for an inspirational Headteacher who will lead with passion, vision and resilience to build upon the excellent achievements, high standards and positive relationships we have built.

We encourage you to visit our school to experience first-hand the warmth, energy and potential that make our school a special place for both staff and children alike.

Looking forward to meeting you.

Regards  
Sue

*Susan Crookes  
Chair of Governors  
Angram Bank Primary School*

# Headteacher

**L15-L21 (£73,105 – £83,860) (starting point dependent on experience)**

**Group 2 NOR 212**

**To start September 2026**

***'Together we will succeed to enable Every Child to Enjoy and Achieve Life Long Learning'***

Angram Bank is a warm, friendly and vibrant school at the heart of a close-knit community. We are looking for a dynamic, creative and strategically-minded headteacher who shares our commitment to ensuring that every child has the opportunity to succeed, both academically and in terms of their personal development.

Here at Angram Bank, we provide a safe, caring, high-quality learning environment in which children benefit from a consistent ethos of positive attitudes and high expectations. We aim to provide our pupils with the tools to be confident, successful lifelong learners, able to achieve their full potential, whatever that looks like. The children at Angram Bank are respectful, well-behaved and eager to learn.

Our next headteacher will lead by example, engaging with all staff and providing a listening ear. With well-developed skills of understanding and communication, they will be a current school leader who:

- has a demonstrable record of delivering whole school improvement in a senior leadership role.
- has the vision, insight and resilience to inspire both staff members and the wider community, taking the team with them as they guide the school through a shifting educational landscape.
- is outward-facing, collaborative and comfortable assuming a high profile approach, while remaining approachable to all members of the school community.
- values the contribution of colleagues and maintains the school's ethos of teamwork and cooperation.
- will delegate leadership and identify talent, providing professional development opportunities for all staff.
- is committed to the physical and mental wellbeing of everyone at Angram Bank, ensuring the school remains a happy, safe and rewarding place in which to learn, work and play.
- shares our commitment to maintain and further develop the school's partnership with parents and the local community.

In return, we can offer:

- our commitment to their continued professional development and personal wellbeing.
- the support of an experienced governing body and a friendly, enthusiastic and committed staff team.
- the opportunity to shape the lives of our wonderful, enthusiastic and inspiring children.

We are looking for a headteacher who will bring fresh ideas to Angram Bank, while recognising the team's existing achievements. For more information, please see the attached candidate information pack.

Visits to the school are warmly encouraged. You can arrange a visit, or an informal discussion with the current Headteacher, by contacting the school office on 0114 284 8553.

# Information for candidates

**Please use your personal statement to demonstrate how you meet each element of the person specification. You should provide examples and, wherever possible, evidence of positive impact. Candidates will be shortlisted on their track record as a school leader and how well they demonstrate the attributes set out in the person specification. You will find a copy of this document in the information pack.**

**The deadline for receipt of applications is 12 noon on Thursday 5th March 2026. Completed forms should be submitted directly to [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk).**

**Applications should be completed using the attached Sheffield City Council application form. In line with Safer Recruitment guidance, CVs will not be accepted, nor will applications submitted using other forms.**

**School visits are warmly encouraged and should be arranged by contacting the school office on 0114 284 8553.**

**All candidates will be informed of the shortlisting outcome by 1.00pm on Tuesday 10th March.**

**Shortlisted candidates will be asked to attend the school on Thursday 19th March for in-school activities. An assessment centre and interviews will take place on Friday 20th March.**

**The assessment centre will consist of a series of job-related exercises designed to give all candidates the opportunity to demonstrate the key competencies required for headship. Shortlisted candidates will be fully briefed at the beginning of the process.**

**Any queries about salary or the recruitment process should be addressed to Scott Glover at [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk), or by calling 0776677 3682.**





Angram Bank Primary School is committed to safeguarding and promoting the welfare and safety of children and 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 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 are 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 also 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.



## Angram Bank Primary School

### Headteacher job description

<b>Role of the Headteacher:</b>	<p>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. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.</p> <p><i>(Preamble: The Role of the Headteacher, from the National Standards of Excellence for Headteachers January 2015)</i></p>
<b>Responsible to:</b>	The Governing Body and the Executive Director, Children Young People & Families, Sheffield City Council
<b>Responsible for:</b>	The teaching and support staff of the school and its children and young people.
<b>The 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 relating to the Conditions of Employment of Headteacher.</li><li>Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015.</li><li>Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.</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.

Domain One Qualities & Knowledge	Domain Two Pupils & Staff	Domain Three Systems & Processes	Domain Four The Self-Improving School System
<b>Headteachers:</b>  1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.	<b>Headteachers:</b>  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.	<b>Headteachers:</b>  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.	<b>Headteachers:</b>  1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.	2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.	3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.	4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

# Job Description continued

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

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
4	A proven track record of leading whole school improvement successfully
5	Evidence of recent, appropriate leadership development (e.g. NPQH*)

## Personal qualities

## Domain

### Candidates should:

1	Demonstrate a passion for teaching and learning	2:2
2	Communicate effectively both orally and in writing to a range of audiences	1:1
3	Develop positive relationships with pupils, staff, parents, governors and members of the local community	1:2
4	Adapt to changing circumstances and be receptive to new ideas	
5	Demonstrate excellent interpersonal skills	
6	Be decisive, consistent and focused on solutions	
7	Demonstrate the capacity to be reflective, flexible and adaptable	
8	Have a positive, enthusiastic outlook, embracing risk, innovation and creativity	4:5
9	Show resilience, perseverance and optimism in the face of difficulties and challenges	1:3
10	Lead by example with integrity and clarity	1:3
11	Listen carefully, learn from others and seek advice and support when necessary	1:3
12	Demonstrate a commitment to the continuing professional development of self and others within the school	4:4

## Skills

## Domain

### Candidates should be able to:

1	Formulate a vision and strategy for the school and secure commitment to it from others	1:6
2	Analyse and interpret data accurately to inform school improvement and to monitor pupil progress	2:3
3	Plan strategically and set challenging targets for improvement	2:1
4	Managing change successfully	
5	Assess, monitor and evaluate the quality of teaching and learning, providing next steps for improvement	2:2
6	Work effectively with parents and the community	1:2

Person specification continues on next page

7	Work effectively with the governing body, enabling governors to fulfil their roles and meet their responsibilities	3:4
8	Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children	4:1
9	Drive improvement and challenge underperformance	3:3
10	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines	
12	Distribute leadership, enabling staff and teams to take on responsibility and hold each other to account for their decision making	3:6
13	Manage resources efficiently	3:5
14	Engage leaders at all levels in systematic and rigorous self-evaluation	3:1

<b>Professional knowledge and understanding</b>		<b>Domain</b>
<b>Candidates should:</b>		
1	Be committed to securing equality of opportunity throughout the school	2:1
2	Have an understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including the new Ofsted Inspection Framework	1:4
3	Have knowledge of what constitutes good and outstanding teaching and a secure understanding of how pupils learn and the impact of a highly creative curriculum	2:2
4	Have knowledge of effective assessment for learning practices and an understanding of the impact of excellent questioning and immediate verbal feedback on the progress of learners	2:2
5	Have knowledge of the management of children's behaviour and attitudes to learning and the ability to put this into practice	3:2
6	Have knowledge of effective strategies to include and meet the needs of all children, including the most able and those who are disadvantaged	2:1
7	Have experience of multiagency working to support vulnerable children and families	4:2
8	Have an understanding of effective financial management	3:5
9	Have experience of school self-evaluation and performance management processes and their impact on raising standards	3:3
10	Have experience of using local and national research to support school improvement	2:3

<b>Safeguarding</b>		<b>Domain</b>
<b>Candidates should have:</b>		
1	Knowledge of national and local safeguarding guidance	3:2
2	Experience of safeguarding and promoting the welfare of children and young people	3:2
3	A commitment to co-operate and work with relevant agencies to protect children and young people	3:2
4	Knowledge of best practice and procedures for safeguarding children and young people	3:2

\*It is no longer mandatory for all first-time headteachers to have been awarded the National Professional Qualification for Headship (NPQH) before being appointed to the post. However, NPQH is a credible threshold qualification, which signals readiness for headship.

# **glover recruitment consultancy**

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