



## Headteacher Information Pack





# Welcome to Ballifield Primary School

Dear colleague

Thank you for expressing an interest in the post of headteacher of Ballifield Primary School. I enclose an application pack containing information about the role and the selection process.

We are very proud of our school, which is firmly established as a Good school (recently confirmed by the Ofsted judgement at our most recent inspection in March 2022) that is both popular with the local community and ambitious for still greater improvement.

The governing body sees the recruitment of a new headteacher as a great opportunity for the right person to take the school to the next stage of its journey.

We are committed to its local and city-wide partnerships, including the close relationship with our local partner schools in the Crucible Co-operative Learning Trust, Brunswick and Athelstan Primary Schools. The trust, which was formed in January 2016, brings us closer together and has been an excellent partnership to harness and enhance the collective talents of our pupils and staff.

The school is currently exploring the possibility of joining a multi-academy trust to ensure that we can continue to improve outcomes for our children.

We are also delighted to have been informed very recently that the school has been identified for a rebuild or major refurbishment as part of the Department for Education's capital programme for schools. This is a really exciting development that will transform the learning environment that we are able to offer to our children, families and the wider community

In addition to the information in this pack, I would suggest that you visit the school website at [www.ballifield.co.uk](http://www.ballifield.co.uk) where you can find out more about the school.

We welcome candidates visiting the school, please contact Mrs Rachael Binns on 0114 269 7557 (email [headteacher@ballifield.sheffield.sch.uk](mailto:headteacher@ballifield.sheffield.sch.uk)) to arrange a visit. If you would like an informal conversation about the school and this role in particular, please contact me – telephone 07905 127001, email [awynne@ballifield.sheffield.sch.uk](mailto:awynne@ballifield.sheffield.sch.uk)).

I very much look forward to receiving your application.

With best wishes

Andy Wynne  
Chair of Governors



# Headteacher at Ballifield Primary

L18-L24: £67,351 - £77,237 (starting point dependent on experience)  
Group 3 NOR 470

For September 2023

## ***A Family of Learning***

Ballifield Primary is a welcoming and nurturing school that works collaboratively with parents, governors and the wider community to support our pupils in becoming respectful, confident and lifelong learners.

We are committed to providing the very best outcomes for all our children. We share our parents and carers' high ambitions and are looking for a headteacher who shares these aspirations, not only in terms of academic progress but also in the personal development and wellbeing of our pupils.

We are looking for a creative and strategically minded leader who will:

- Work with governors to provide vision and leadership as the school moves forward
- Draw upon their prior experience of leading whole school improvement to provide the best possible outcomes for our children
- Be committed to and engaged with the professional development of all our staff members
- Be visible and accessible, maintaining the school's strong and positive relationships with parents, carers and the wider community

In return, we can offer our new head the opportunity to work with a talented staff team

and governing body, both of which are committed to your ongoing professional development. We are looking for an inspirational headteacher who wants to make their mark. If this sounds like you, please get in touch.

Completed application forms, and any queries about the recruitment process, should be addressed to Scott Glover at [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk) or by phoning 07766 773682. Please note that only applications submitted using the attached Sheffield City Council application form will be considered.

Ballifield Primary is committed to safeguarding and promoting the welfare and safety of children. We expect all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. All shortlisted candidates will be asked to disclose any 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.

The successful candidate will be required to complete an enhanced Disclosure and Barring Service check and a Children's Barred List check. Candidates are asked to read the school's safeguarding policy, which is available at [www.ballifield.co.uk/safeguarding](http://www.ballifield.co.uk/safeguarding).

Deadline for applications: 4.00pm Friday 27<sup>th</sup> January 2023

Assessment centre and interviews: Monday 6<sup>th</sup> and Tuesday 7<sup>th</sup> February 2023









Please use the personal statement of the application form to demonstrate how you meet the various elements of the person specification. Please provide examples and evidence, wherever possible, of positive outcomes. Candidates will be shortlisted on the basis of their previous track record and how well they demonstrate the attributes set out in the person spec.

The deadline for receipt of applications is 4.00pm on Friday 27th January. Completed forms (and any enquiries) should be submitted to Scott Glover at [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk). If you would prefer to send your application by post, please address it to Glover Recruitment Consultancy, 64 Valley Road, Sheffield, S8 9FY. School visits are encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by 1.00pm on Wednesday 31st January.

An assessment centre and interviews will take place on Monday 6th and Tuesday 7th February.

The assessment centre will consist of a series of job-related exercises designed to give candidates the opportunity to demonstrate the key attitudes, skills and knowledge required for the post. Shortlisted candidates will be fully briefed ahead of the process.



## Ballifield Primary School

### Headteacher job description

<b>Salary range:</b>	<b>Group 3</b> <b>ISR: L18-24</b>
<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 Director of Children's Services, Sheffield City Council
<b>Responsible for:</b>	The teaching and support staff of the school and its children and young people.
<b>The 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
<p><i>Headteachers:</i></p> <p>1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</p>	<p><i>Headteachers:</i></p> <p>1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</p>	<p><i>Headteachers:</i></p> <p>1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p>	<p><i>Headteachers:</i></p> <p>1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</p>
<p>2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</p>	<p>2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</p>	<p>2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p>	<p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</p>
<p>3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</p>	<p>3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</p>	<p>3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under- performance, supporting staff to improve and valuing excellent practice.</p>	<p>3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self- regulating and self- improving schools.</p>
<p>4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p>	<p>4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p>	<p>4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.</p>	<p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p>



## Job Description continued

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 education, 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 governors, enabling them 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

Professional knowledge and understanding		Domain
<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

Safeguarding		Domain
<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.