

glover recruitment
consultancy



Athelstan Primary School

Headship information brochure





A message from the Governing Body

Dear prospective colleague

Thank you for considering applying for the position of headteacher at our school.

Athelstan Primary School is a place to THRIVE. We have that vision for a reason. We fundamentally believe that mentoring our pupils through the invaluable formative years of primary education is a unique privilege and responsibility and every one of them deserves our best, every day. We are looking for a headteacher who can show us how they will live, breathe and inspire our team to THRIVE.

We are a large primary school and welcome over 600 fantastic pupils through our gates every school day. We are a wonderfully diverse school community where every pupil enriches our culture. We are seeking someone who demonstrates the full repertoire of the safeguarding, legal, compliance, financial and organisational skills required of the head of a school of our size, together with the empathy, passion, educational intellect and inspirational leadership our pupils and staff deserve.

Despite our scale, we are dynamic and open to change. We are reflective practitioners, we welcome collaboration, we embrace best practice and we share it with peers. We are looking for

someone who can show us how they will seek, evaluate, embed and review optimal ways of working, collaborating and inspiring our team, overseeing a safe, stable and happy place to work, play and learn.

The last two years have brought us some challenges but we are proud that, with the passion and commitment of the whole team, staff have continued to produce positive outcomes for our young people. Now is the time to join and lead us whilst we shape a fantastic future.

As a governing body we trust our headteacher. We are supportive critical friends, but we do not interfere in the operational running of the school.

Athelstan Primary School is not somewhere to just be comfortable, or just good. We believe we are, as a school community, outstanding. If you are interested in being our next headteacher, we will be delighted to meet you.

Best wishes

The Governing Body

Headteacher

L21-L27 (£84,699 – £97,136), starting point dependent on experience

Group 4 NOR 605

To start January 2027



A place to THRIVE

Athelstan Primary sits at the heart of a diverse and vibrant community. Despite being one of the largest primaries in Sheffield, we retain a family feel and place a huge emphasis on the relationships we have with our children and families.

After a period of relative instability (during which the school has been supported by an interim Executive Head), we are now in a position of clarity, security and consistency. This provides an excellent foundation from which our next headteacher can deliver real change.

The successful candidate will be expected to work with governors, staff and other stakeholders in developing an ambitious and inspirational vision for the school. They will also deliver that vision – securing success for our pupils and making a mark as they drive the school forward.

The governors are looking for an experienced, resilient and inclusive school leader who has the vision, drive and emotional intelligence to lead the school on the next stage of its journey. Our new headteacher will:

- Be a creative and strategically-minded individual who has demonstrable experience of delivering successful and sustained whole school improvement.
- Have the confidence, empathy and emotional resilience to lead a large primary school, ensuring it remains a safe and welcoming environment in which to work, learn and play.
- Possess the ability to create and implement a vision that inspires staff, pupils and the local community.
- Believe that a broad provision is essential in developing the whole child and their unique interests and talents.
- Share our commitment to ensure that every single pupil at Athelstan – irrespective of their background or needs – has the opportunity to *thrive*.

In return, we can offer:

- The opportunity to work with our fantastic children and their families.
- A large and pleasant site with an exciting outdoor provision, including our library – a retired London double decker called Buster!
- The support of an experienced and outward-looking governing body, with recent appointments bringing fresh ideas and a breadth of knowledge.
- Our commitment to both your work/life balance and ongoing professional development.

At Athelstan, we have always been committed to working collaboratively with other schools – both in the city and further afield. We are part of the Crucible Co-operative Learning Trust – a partnership with Ballifield and Brunswick Primary Schools – but remain fully autonomous, with our own leadership team and our own governing body.

We are looking for a personable, innovative and visionary leader who will bring enthusiasm, ambition and new ideas to our school. If this sounds like you, please get in touch.

Visits to the school are warmly encouraged. These can be arranged by contacting the school office directly on 0114 269 2301. If you wish to book an informal discussion about the role with Martin Fallon, the school's current Interim Executive Head, please contact us using the same number.



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, quantitative evidence of positive outcomes. 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 the person specification at the back of this pack.

The deadline for receipt of applications is 12 noon on Monday 29th June 2026. Completed forms should be submitted directly to scott@gloverrecruitment.co.uk.

Applications must 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 on other formats.

School visits are warmly encouraged and should be arranged by contacting the school office directly on 0114 269 2301.

All candidates will be informed of the shortlisting outcome by 2.30pm on Wednesday 1st July.

Shortlisted candidates will be asked to attend the school on Thursday 9th July for in-school activities. An assessment centre and interviews will take place on Friday 10th July.

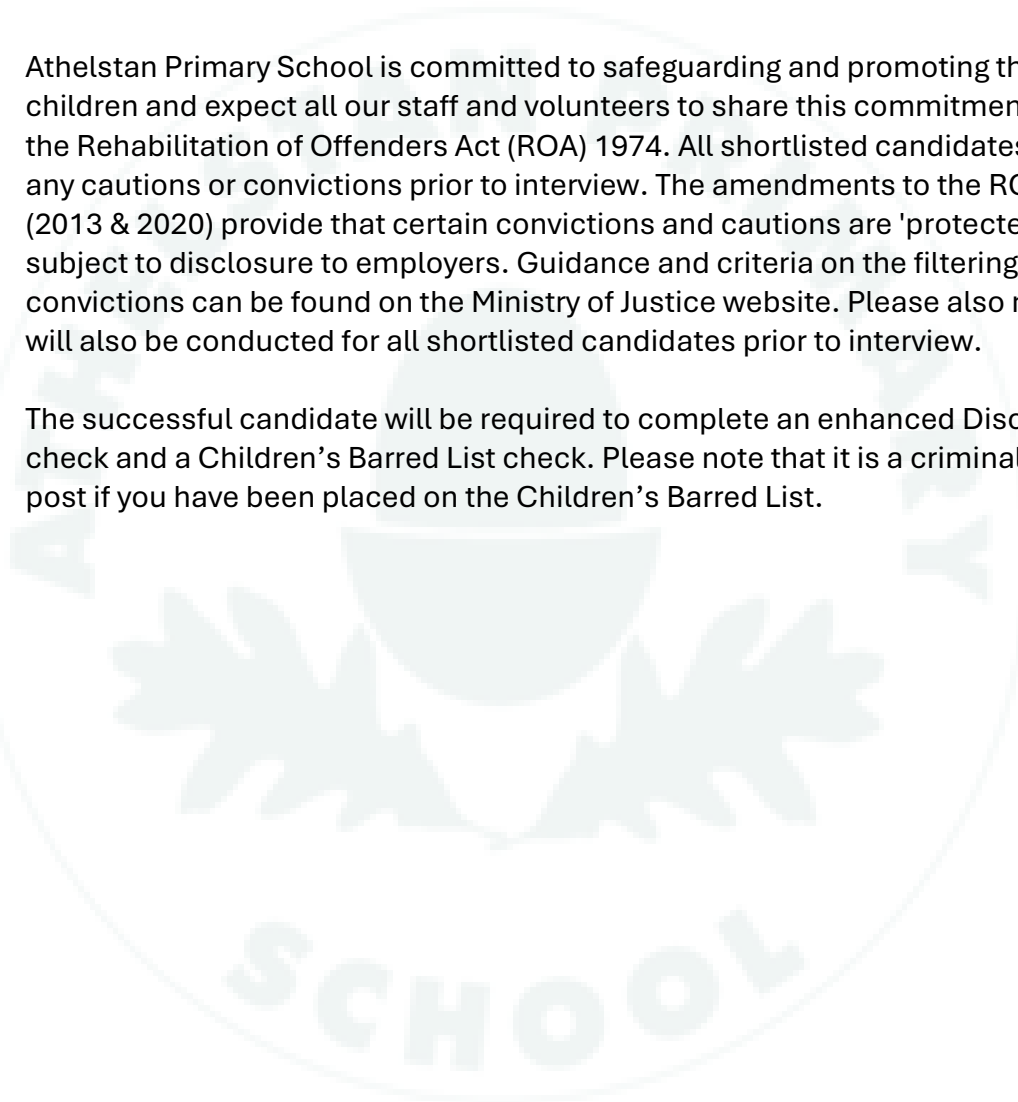
The assessment centre will consist of a series of job-related exercises designed to give candidates the opportunity to demonstrate the key competencies required for headship. Shortlisted candidates will be fully briefed at the beginning of the process.

Any queries about salary or the recruitment process should be addressed to Scott Glover at scott@gloverrecruitment.co.uk, or by calling 07766 773682.



Athelstan 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.





Sheffield City Council Headteacher job description

Role of the Headteacher:

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.

Responsible to:

The Governing Body and the Executive Director, Children Young People & Families, Sheffield City Council

Responsible for:

The teaching and support staff of the school and its children and young people.

The Headteacher will be expected to:

- Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- Meet the standards set out in the guidance document National Standards of Excellence for Headteachers.
- 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.
- 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.

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

<p>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.</p>	<p>5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</p>	<p>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.</p>	<p>5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</p>
<p>6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.</p>	<p>6. Hold all staff to account for their professional conduct and practice.</p>	<p>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.</p>	<p>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.</p>

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

Professional knowledge and understanding		Domain
Candidates should:		
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
Candidates should have:		
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.

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Queries about the application and recruitment process
should be addressed to scott@gloverrecruitment.co.uk or by
phoning 07766773682.