**Job Vacancy: HEADTEACHER**

**Closing date: 10th March 2025**

Dear Candidate,

On behalf of our Governing Body, thank you for your interest in the role of Headteacher at Baguley Hall Primary School. We are delighted to introduce you to the school and we are certain that Baguley Hall Primary will provide a unique and rewarding opportunity, as you take the next step in your career.

In recruiting a Headteacher we are seeking to appoint someone who will provide the vision, passion and leadership to take the school in to the next exciting phase of its journey, building upon its ethos and values, which we believe are a real strength of our school. These include respect for each other, quality and success for all and being a caring community. Our school is a friendly place and we believe that we are a successful school but are always looking ahead to be even better.

We aim to ensure that Baguley Hall Primary provides a wonderful learning environment for all our children, and sets an excellent foundation for their high school life and beyond. You will be supported by an experienced senior leadership, good teaching and support staff, as well as a knowledgeable Governing Body. Our governing body is ambitious and eager for further success and we are fully committed to school improvements, whatever they may be. We will offer the Headteacher our full support as well as robust challenge in leading and managing the School.

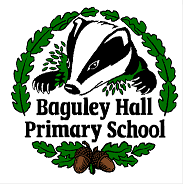
We are looking for a Headteacher who is dynamic, passionate about learning and eager to build on the high standards already in place to strive for further excellence. We seek to appoint someone who will lead staff in a compassionate and caring manner to develop a vision for Baguley Hall Primary School to take it into the future. This pack contains further information about our school, as well as a detailed job description, person specification and details on how to apply. We would encourage you to visit the school before submitting an application and this can be arranged by contacting Anne-Marie Dorsey (School Business Manager) using [htrecruitment@baguleyhall.manchester.sch.uk](mailto:htrecruitment@baguleyhall.manchester.sch.uk) and selecting one of the two designated dates.

If you believe you can share, and develop, our strong vision for the direction for the school, but above all be passionate and care, first and foremost, about our children, our school, and our community then we would welcome your application and to have the opportunity to learn more about you.

Kind regards

Paul Marshall

Chair of Governors



**Baguley Hall Primary School Headteacher Recruitment Information**

Thank you for taking an interest in the Headteacher at Baguley Hall Primary School. This pack aims to provide more information about the role, the school and the recruitment process.

I include in this information pack the following:

* details of the post, job description and person specification;
* an application form (separate attachment);
* information about the school (separate attachment).

**E-Mailing your Application**

Please submit your application by e-mail and send it to [[htrecruitment@baguleyhall.manchester.sch.uk](mailto:htrecruitment@baguleyhall.manchester.sch.uk)](mailto:htrecruitment@northenden.manchester.sch.uk) ensuring that it arrives by the deadline date of **10th March 2025 at 9a.m.**

In the meantime, if you require further information about the school or the position, please contact the school or e-mail via our dedicated e-mail address [htrecruitment@baguleyhall.manchester.sch.uk](mailto:htrecruitment@baguleyhall.manchester.sch.uk). You can also access a range of information about the school via our website [www.baguleyhall.manchester.sch.uk](http://www.baguleyhall.manchester.sch.uk) We look forward to receiving your application.

**RECRUITMENT SCHEDULE**

We aim to complete our recruitment process as follows:

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| **Job Advertisement** | 4th February 2025 |
| **School Visits** | Thursday 27th & Friday 28th February 2025 |
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| **Closing Date** | 10th March 2025 at 09:00 |
| **Shortlisting** | Tuesday 11th & Wednesday 12th March 2025 |
| **Candidates Informed** | 13th March 2025 |
| **Interviews** | Thursday 27th & Friday 28th March 2025 |
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Candidates who are shortlisted for interview will be informed in writing, usually by email. If you have not heard from the school within two days of the shortlisting date, please assume that your application has not been successful. Due to the high volume of applications we may receive and the time involved in this process, we do not normally give feedback to candidates who are not shortlisted for interview. Those who attend an interview but are not appointed to the post may ask for brief feedback from a member of the interview panel

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|  | **Baguley Hall Primary School Job Description : Headteacher** |

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| **Post** | **Headteacher** |
| **Salary** | **Leadership Scale L21 – L27 (£81,441 - £93,400)** |
| **Contract Type** | **Permanent, full time** |
| **Start Date** | **1st September 2025** |
| **Reporting to** | **The Governing Body of Baguley Hall Primary School** |

# Main Purpose of Job

The Headteacher is accountable overall to the governing body for ensuring the educational success of Baguley Hall Primary School. The Headteacher should create a culture of constant improvement and be an inspirational leader.

The Headteacher will:

1. Fulfil all the requirements and duties as set out in the [School Teachers’ Pay and Conditions Document](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110990/2022_STPCD.pdf) relating to the Conditions of Employment of the Headteacher.
2. Meet the [Headteachers’ Standards](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020) as published by the DfE.
3. Seek to achieve any performance criteria, objectives or targets agreed with or set by the school’s governing body/(s)/board of governors/ board of trustees in accordance with the requirements set out in the School Teachers’ Pay and Conditions Document.
4. Promote and safeguard the welfare of all children and young people within the school, by ensuring that the schools' policies and procedures are fully implemented and followed by all staff
5. Ensure that resources are effectively managed and allocated to allow staff to discharge their responsibilities to ensure the smooth running of the school.
6. Ensure that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.
7. Develop a highly effective workforce to provide the best possible educational opportunity for all pupils. Provide leadership and strategic direction to the school by ensuring the provision of high-quality teaching and learning, expecting high standards and aspirations for pupils and staff through delivering and developing innovative practice.
8. Create links between the wider education community and local stakeholders to develop a climate of mutual challenge. Champion best practice and secure excellent achievements and experiences for all pupils.
9. Lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.

# Governing Body Priorities

The governing body wish a particular emphasis to be placed upon the following:

* 1. To lead in the provision of excellent teaching and learning and raise standards across the schools in terms of academic performance so that all pupils achieve to the very best of their ability.
  2. To build on and develop the excellent SEND provision already in place.
  3. To build on and develop the vision of school improvement and to lead the staff and the governing body in reviewing and evaluating the effectiveness of the School Development Plan.
  4. To report to the governing body on progress made against School Development Plan objectives, making recommendations as to future priorities and ensuring best value.
  5. To further develop partnerships with a variety of stakeholders through collaboration.
  6. To develop, inspire and motivate staff to raise standards across the schools and monitor progress towards achieving aims and objectives.
  7. To establish and sustain the schools’ ethos and strategic direction in partnership with the governing body and the local community.
  8. To continue development of the school’s curriculum
  9. To maintain high standards of behaviour across the school.
  10. To ensure equality, diversity, and opportunity in all aspects of the school’s work and life.

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

# Conditions of Employment

The above responsibilities are in accordance with the current School Teachers' Pay and Conditions Document. It is also subject to any local agreements and LA guidance on interpreting conditions of service.

# Review and Amendment

This job description may be amended at any time after consultation with the post holder. It is normally subject to annual review in line with any governing body priorities which may change. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Headteacher but only after full consultation between them. If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

# Disability and Equality Act 2010

Where the postholder holder is disabled, every effort will be made to supply all necessary support, aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

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|  | **Baguley Hall Primary School Person Specification: Headteacher** |

The **Essential Criteria** are the qualifications, experiences and skills or knowledge you MUST SHOW YOU HAVE to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet all the Essential Criteria. The Assessment Column shows how the school will obtain the necessary information about you. If the Assessment column says Application Form next to the Essential Criteria or Desirable Criteria, you must include enough information to show how you meet these criteria.

**The Governing Body and Manchester City Council are committed to safeguarding and promoting the welfare of children and young people. 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 subject to Enhanced Disclosure and Barring Service (DBS) checks, satisfactory reverences and is exempt from the provisions of the Rehabilitation of Offenders Act 1974.**

**Assessment Key**

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| **A** | **Application Form and Supporting Statement** |
| **I** | **Interview** |
| **R** | **References** |
| **P** | **Presentation (as part of interview)** |
| **CC** | **Checking of Certificates** |

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| **A. Training and qualifications** | **Essential** | **Desirable** | **Assessment** |
| Qualified Teacher Status |  |  | A / CC |
| Degree or equivalent |  |  | A / CC |
| Evidence of commitment to ongoing continuing professional development |  |  | A / R |
| NPQH or equivalent or willing to gain the qualification once in post |  |  | A / CC |

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| **B. Experience of teaching and school management** | **Essential** | **Desirable** | **Assessment** |
| Significant primary teaching experience |  |  | A / R |
| Effective leadership experience at Headteacher / Deputy Headteacher management team level |  |  | A / R |
| Experience of successful implementation of strategies achievement and ensuring effective teaching and assessment for raising standards |  |  | A / R |
| Experience of teaching in more than one school |  |  | A |
| Data analysis skills and the ability to use data for strategic decision making and target setting. |  |  | A / I / P |
| Understanding of high-quality teaching based on evidence |  |  | A |
| The ability to model high-quality teaching for others and coach others to improve |  |  | P |
| Effective communication skills and ability to build effective and professional working relationships |  |  | A / I |
| To inspire and collaborate with others to implement the ongoing development of the school vision |  |  | I / P |
| Displays a commitment to the protection and safeguarding of children and young people |  |  | A / I |
| Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people |  |  | A / I / CC |

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| **C. Headteacher’s Standards** |
| Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation’s schools. Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility.  The headteachers’ standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold them to account, but also for those who train and develop school leaders. Headteacher are expected to demonstrate consistently high standards of principled and professional conduct. They are also expected to meet the teachers’ standards and be responsible for providing the conditions in which teachers can fulfil them.  Headteachers uphold and demonstrate the [Seven Principles of Public Life](https://www.gov.uk/government/publications/the-7-principles-of-public-life) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders : selflessness, integrity, objectivity, accountability, openness, honesty and leadership. |

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| **C1. School Culture : An ability / commitment to:** | **Essential** | **Desirable** | **Assessment** |
| Establish and sustain the school’s ethos and strategic direction in partnership with those responsible for  governance and through consultation with the school community |  |  | A / I / P |
| Create a culture where pupils experience a positive and enriching school life |  |  | A / I / P |
| Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of  education and life |  |  | A / I / P |
| Promote positive and respectful relationships across the school community and a safe, orderly and inclusive  environment |  |  | A / I / P |
| Ensure a culture of high staff professionalism |  |  | A / I / P |
| **C2. Teaching : An ability / commitment to:** | **Essential** | **Desirable** | **Assessment** |
| Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-  informed understanding of effective teaching and how pupils learn |  |  | A / I / P |
| Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the  distinct nature of subject disciplines or specialist domains |  |  | A / I / P |
| Ensure effective use is made of formative assessment |  |  | A / I / P |
| **C3. Curriculum and Assessment : An ability / commitment to** | **Essential** | **Desirable** | **Assessment** |
| Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and  values that will be taught |  |  | A / I |
| Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with  access to professional networks and communities. |  |  | A / I |
| Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading,  particularly the use of systematic synthetic phonics in schools that teach early reading |  |  | A / I |
| Ensure valid, reliable and proportionate approaches are used  when assessing pupils’ knowledge and understanding of the curriculum |  |  | A / I |
| **C4. Behaviour : An ability / commitment to** | **Essential** | **Desirable** | **Assessment** |
| Establish and sustaining high expectations of behaviour for all pupils, built upon relationships, rules and  routines, which are understood clearly by all staff and pupils |  |  | A / I |
| Ensure high standards of pupil behaviour and courteous |  |  | A / I |
| Implement consistent, fair and respectful approaches to managing behaviour |  |  | A / I |
| Ensure that adults within the school model and teach the behaviour of a good citizen |  |  | A / I |

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| **C5. Additional and special educational needs and disabilities : An ability / commitment to** | **Essential** | **Desirable** | **Assessment** |
| Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities |  |  | A / I |
| Establish and sustaining culture and practices that enable pupils to access the curriculum and learn effectively |  |  | A / I |
| Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate |  |  | A / I |
| Ensure the school fulfils its statutory duties with regard to the SEND code of practice |  |  | A / I |
| **C6. Professional Development : An ability / commitment to** | **Essential** | **Desirable** | **Assessment** |
| Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs. |  |  | A / I |
| Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development. |  |  | A / I |
| Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning. |  |  | A / I |
| **C7. Organisational Management : An ability / commitment to** | **Essential** | **Desirable** | **Assessment** |
| Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care. |  |  | A / I |
| Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds. |  |  | A / I |
| Ensure staff are deployed and managed well with due attention paid to workload. |  |  | A / I |
| Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently. |  |  | A / I |
| Ensure rigorous approaches to identifying, managing and mitigating risk |  |  | A / I |

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| **C8. Continuous School Improvement : An ability / commitment to** | **Essential** | **Desirable** | **Assessment** |
| Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for  improvement. |  |  | A / I |
| Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which  are realistic, timely, appropriately sequenced and suited to the school’s context. |  |  | A / I |
| Ensure careful and effective implementation of improvement strategies, which lead to sustained school  improvement over time. |  |  | A / I |
| **C9. Working in Partnership : An ability / commitment to** | **Essential** | **Desirable** | **Assessment** |
| Forge constructive relationships beyond the school, working in partnership with parents, carers and the local  community. |  |  | A / I |
| Commit their school to work successfully with other schools and organisations in a climate of mutual challenge  and support. |  |  | A / I |
| Establish and maintain working relationships with fellow professionals and colleagues across other public  services to improve educational outcomes for all pupils. |  |  | A / I |
| **C10. Governance and Accountability : An ability / commitment to** | **Essential** | **Desirable** | **Assessment** |
| Understand and welcome the role of effective governance, upholding their obligation to give account and  accept responsibility. |  |  | A / I |
| Establish and sustain professional working relationship with those responsible for governance. |  |  | A / I |
| Ensure that staff know and understand their professional responsibilities and are held to account. |  |  | A / I |
| Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties. |  |  | A / I |