



# Headteacher

## Brotherton and Byram Community Primary Academy

To provide professional leadership and management of  
Brotherton and Byram Community Primary Academy,  
part of Ebor Academy Trust

Salary: L12-18 (£58,105 - £67,351)  
Required for September 2023

Closing date for applications: 9am Monday 17 April, 2023  
Interviews: Tuesday 16 and Wednesday 17 May, 2023



## Job Advertisement

### Headteacher, Brotherton and Byram Community Primary Academy

Salary: Headteacher – L12-18 (£58,105 - £67,351)

Location: Low St, Brotherton, Knottingley WF11 9HQ

Are you a creative, motivated and emotionally intelligent professional keen to make the difference in a great school within our Trust? If so, the community at Brotherton and Byram Community Primary Academy is looking for you to be our next Headteacher who can build on the strong foundations already in place.

The person we are looking for will have a passion for excellence and will be able to demonstrate from their track record of whole school change, their ability to lead Brotherton and Byram Community Primary Academy to even greater achievements.

#### The successful candidate will:

- Have high expectations of pupil achievement and behaviour and workable strategies to achieve this
- Be a leader who can demonstrate having accelerated pupil progress across their school
- Be highly motivated and committed to working in partnership with staff, Trust colleagues and governors in taking the school forward
- Demonstrate their commitment to engaging fully with parents, the school community and the wider Ebor Academy Trust
- Understand the importance of maintaining high expectations of all whilst demonstrating and encouraging a healthy work-life balance.

#### We can offer:

- Pupils with good attitudes to learning
- A highly committed staff with well-established and supportive senior leaders
- An active and supportive governing body committed to your professional development
- A supportive and progressive Trust where integrity, collaboration, horizon scanning and professional development are key to what we do
- The Trust's vision is to deliver high quality, rich and engaging education at the heart of our diverse communities. To do this, we are committed to building professional collaborations of best practice across and beyond the Trust. In this way, we seek to enable all our learners to flourish and open doors to their best futures.

All Ebor Academy Trust staff have access to a comprehensive Wellbeing Programme to help them and their families stay healthy. This includes access to free private GP and nurse appointments, exercise advice and classes, plus a variety of specialist clinics as well as counselling services. We also offer significant discounts on many high street shops, online retailers and travel agents, not to mention free car parking at all our schools, an enviable pension scheme, sick pay and family friendly policies.

The Trust is striving to be an inclusive and diverse organisation, where everyone feels able to be themselves and experiences a strong sense of belonging. The Trust wholeheartedly supports the principle of equality and diversity in employment and opposes all forms of unfair or unlawful discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, or sex. We encourage and support the recruitment, retention and career development of people from as wide a range as possible of ethnic, cultural and social backgrounds and seek to develop a community of staff that accurately represents society as a whole. All applications for employment with the Trust will be considered against the criteria outlined in the person specification for the position advertised.

We are committed to safeguarding and promoting the welfare of children. We follow safer recruitment practices and appointments are subject to, amongst other things, an enhanced DBS check. Please see the Trust's Recruitment Policy for further information.

The school is committed to safeguarding and promoting the wellbeing of our pupils and expects all staff and volunteers to share this commitment.

Appointments will be subject to an enhanced DBS and two references, at least one being from your current employer.

The Headteacher's core purpose will be to promote a secure foundation from which to achieve high standards in all areas of work.





## Job Description

### Purpose

To provide professional leadership and management of the school that will provide a secure foundation from which to achieve high standards in all areas of school work in line with the School Teachers' Pay and Conditions Document and the Teachers' Standards.

### Principal accountabilities

#### Responsibility for staff: Developing self and working with others

- treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture
- share leadership, build teams and work co-operatively within and outside the school to achieve school goals and objectives
- build a collaborative learning culture within the school and to actively engage with other schools and build the community
- develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- ensure effective planning, allocation, support and evaluation of the work undertaken by teams and individuals, and ensure clear delegation of tasks and devolution of responsibilities
- acknowledge and celebrate the responsibilities and achievements of individuals and teams
- develop and maintain a culture of high expectations for self and for others and take appropriate action when performance falls below these high standards
- regularly review own practice, set personal targets and take responsibility for personal development
- manage own workload and that of others within the school to ensure an appropriate and healthy work/life balance
- be responsible for conducting and monitoring Performance Management of senior staff.



### Managing the organisation

- produce and implement clear evidence based improvement plans and policies for the development of the school and its facilities
- recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school
- implement successful performance management processes with all staff
- manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- integrate and use a range of technologies effectively and efficiently to support the management of the school
- ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- provide information, objective advice and support to the governing body and Trustees to enable them to meet their responsibilities for securing effective teaching and learning and improved standards of achievement and progress.

### Responsibility for customers/clients

- build on Brotherton and Byram's vision ensuring it is fully embraced, clearly articulated, and acted upon effectively by all
- embody the vision and values of the school and wider Trust
- motivate and work with others to create a shared culture and positive climate
- ensure that strategic planning takes account and responds to the diversity, values, wider local and national agendas and experience of the school community at large
- ensure that the needs of every child are considered and met appropriate to their aspirations and potential.



### Leading learning and teaching

- ensure a consistent and continual school-wide focus on raising pupils' achievement and progress
- develop a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- implement strategies which secure high standards of behaviour and attendance
- determine, organise, and implement a progressive and ambitious curriculum
- monitor and evaluate the curriculum and its assessment and identify and act on areas for improvement
- use data and benchmarks to monitor progress in every child's learning and focus teaching
- take a strategic role in the development of new technologies to enhance and extend the learning experience of pupils
- monitor and evaluate the quality of teaching and standards of learning and achievement of pupils across the school
- be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.

### Inclusion, equity and entitlement

- build a school culture and curriculum which takes account of the richness and diversity of the school's community
- create and promote positive strategies for developing good race relations and dealing with racial harassment
- ensure learning experiences for pupils are linked into and integrated with the wider community and celebrate cultural diversity
- collaborate with other agencies internally and externally in providing for the intellectual, spiritual, moral, social and cultural wellbeing of pupils and their families.

### School teachers' pay and conditions document

- To perform the professional duties and responsibilities of a Headteacher in accordance with the Part 9 of School Teachers' Pay and Conditions Document 2012 (STP&C).



## Person Specification

**Job title:** Headteacher: L18-24

The information listed as essential (shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.

*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBSs), T = Test/Assessment, P = Presentation*

1. Qualifications	Essential	Desirable	Codes
Qualified Teacher Status	✓		AF
Additional award bearing qualifications		✓	AF
National Professional Qualification for Headship [NPQH]		✓	AF
2. Relevant Experience	Essential	Desirable	Codes
Experience in Senior Management in a primary phase of at least Deputy Headship, Assistant Headteacher or equivalent	✓		AF
Successful leadership in a major area of school work e.g whole school leadership of a curriculum subject or area	✓		AF
Successful leadership of a whole school initiative	✓		AF
Successful teaching experience across the primary phase, in more than one key stage	✓		AF
Successful experience of raising standards in a core subject, for specific groups of children, for children with SEN/AA, in a key stage in a subject or area of the curriculum	✓		AF
3. Skills (including thinking challenge/mental demands):	Essential	Desirable	Codes
Motivation to work with children and young people and/or vulnerable adults	✓		I
Is able to think strategically to build a coherent vision for the School and communicate that to all stakeholders	✓		I/R
Is able to demonstrate personal commitment to promoting effective learning for all children	✓		I/R
Is able to access, analyse and interpret a range of data and information to improve learning	✓		I/R
Is able to develop, empower and sustain teams and individuals including the development of future leaders through delivery of school vision	✓		I/R
Is able to challenge and influence and motivate others to attain high goals	✓		I/R
Is able to make effective decisions based on informed judgements	✓		I/R
Is able to provide governors with the high quality information that is needed to implement their role as critical friends	✓		I/R
Is able to demonstrate political insight and the ability to anticipate trends	✓		I/R
Is able to listen to, reflect upon and act on community feedback from all stakeholders	✓		I/R

4.	<b>Knowledge:</b>	<b>Essential</b>	<b>Desirable</b>	<b>Codes</b>
	A knowledge and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults.	✓		I/R
	Knows how to set high expectations and to monitor progress in order to raise standards of learning and teaching	✓		I/R
	Knows how to make good use of Performance Management and Continuing Professional Development to support all staff in achieving high standards and to challenge poor performance wherever it occurs	✓		I/R
	Knows how to develop self through: collaborating/networking with others, accepting and using feedback to improve own practice and that of the school, accepting support from others, commitment to own continuing professional development, modelling and sustaining an appropriate work-life balance, delegating to others, planning and organising own time effectively	✓		I/R
	Knows how to manage the organisation effectively and efficiently on a day-to-day basis including budgetary management	✓		I/R
	Knows how to establish and sustain appropriate structures and systems eg. strategies to improve attendance or behaviour	✓		I/R
	Knows how to ensure that all necessary resources are provided and evaluated to improve education and ensure good value for money, to maximise the development of the workforce and improve outcomes for children	✓		I/R
	Understands the relevance of key aspects of the national and local agenda to the school – eg. Ofsted inspections	✓		I/R
	Knows how to combine the outcomes of regular school self-evaluation with external evaluations to raise standards	✓		I/R
	Knows how to build and maintain effective relationships with all stakeholders to enhance the education of all children	✓		I/R
	Understands the importance of all individual and groups of pupils reaching their full potential	✓		I/R
	Awareness of Health & Safety issues	✓		AF
5.	<b>Interpersonal /communication skills – verbal skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>Codes</b>
	Is able to communicate effectively with the Governing Body	✓		I/R
	Is able to engage the whole school community in the rigorous self-evaluation of the school's work	✓		I/R
	Verbal communication skills – highly developed verbal skills to be able to a) influence, b) motivate, c) negotiate d) train others	✓		I
	<b>Interpersonal /communication skills – written skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>Codes</b>
	Excellent written communication skills – production of reports and letters as well as other documentation associated with the role.	✓		AF
6.	<b>Reference</b>	<b>Essential</b>	<b>Desirable</b>	<b>Codes</b>
	Supportive reference from employer	✓		R
	Declaration of full details of everything on candidate's criminal record. The successful candidate's appointment will be subject to the LA obtaining a satisfactory Enhanced Disclosure from the Disclosure Barring Service	✓		AF/I
7.	<b>Disclosure of criminal record</b>	<b>Essential</b>	<b>Desirable</b>	<b>Codes</b>
	Declaration of full details of <b>everything</b> on candidate's criminal record. The successful candidate's appointment will be subject to the LA obtaining a satisfactory Enhanced Disclosure from the Disclosure Barring Service.	✓		