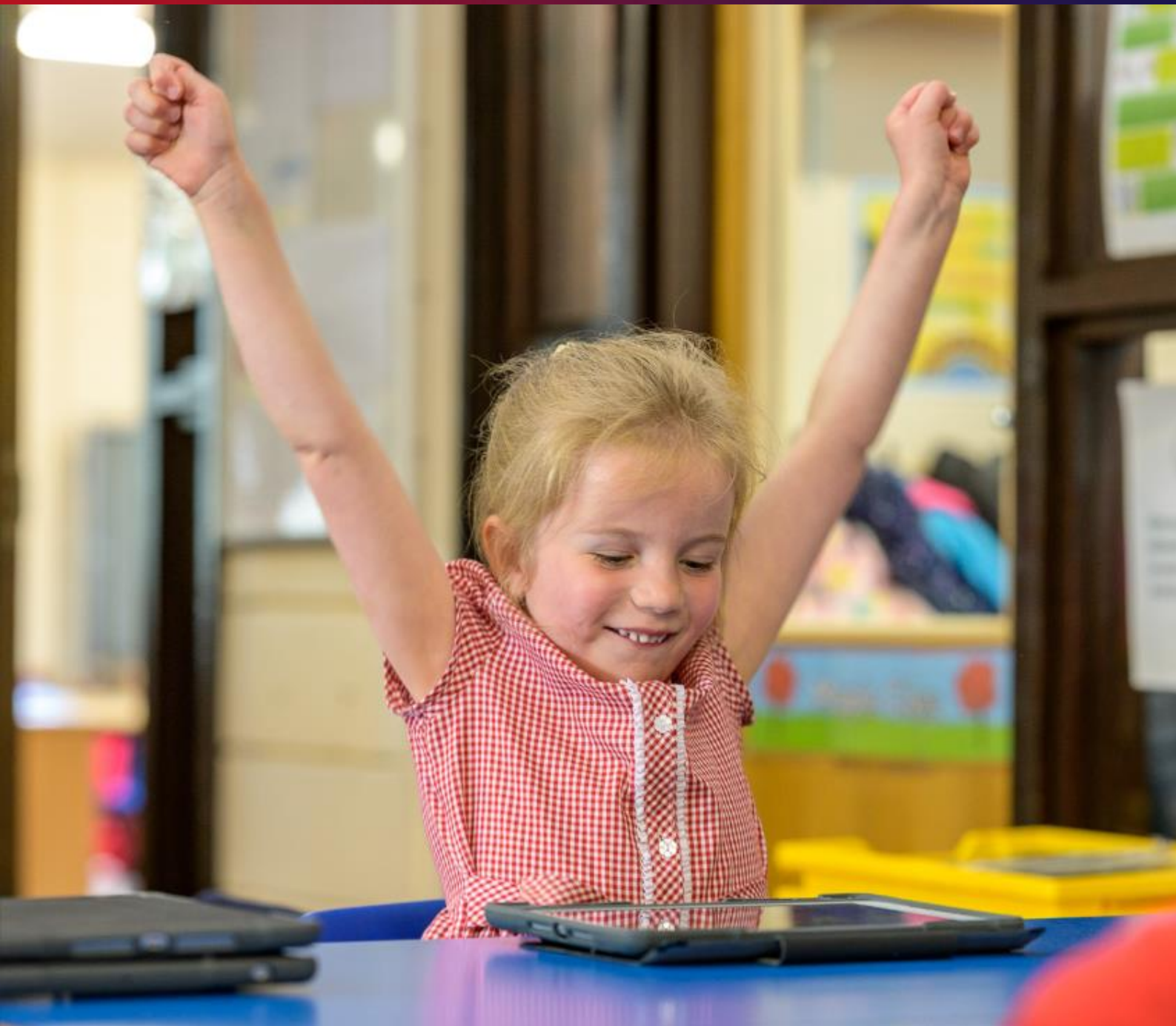




HEADTEACHER RECRUITMENT INFORMATION





March 2025

Dear Applicant

Thank you for your interest in the position of Headteacher at Cliffedale Primary School. The Governing Body is seeking to appoint an inspiring and enthusiastic leader with the vision and commitment to build on the work of our departing Headteacher, Mr David Johnson.

Cliffedale Primary School is a successful and popular school with a reputation of excellence within the community. We are proud of our achievements and are seeking to employ a Headteacher who will lead us on our journey towards become the best in our area.

Our strategic vision for the future is to be an outstanding school, where our children develop into: confident communicators; resilient learners; aspirational citizens; and community champions. There are good, established relationships with parents and carers who support the school in many ways. Our governors have a wide range of expertise and are actively engaged in supporting and developing the school. The school environment reflects our passion for learning and there is an experienced, caring team of staff and hardworking pupils.

Our community is seeking to appoint a Headteacher who is an inspirational, visionary and committed leader to further embed our vision for the future in a sustainable and innovative way.

For the right candidate, this post will be both a challenging and an extremely rewarding experience, with the opportunity to make a real difference and lead the school into an exciting future. I trust that the candidate pack will give you a flavour of our school and encourage you to apply for the position. The school's website has a section where you will find any additional information that you may need to apply for the post. Visits to the school are warmly welcomed on **Tuesday 25 March and Monday 31 March 2025**. These can be arranged by contacting Sheila Malham, Clerk to the Governing Body, at sheila.malham@lincolnshire.gov.uk.

Interviews will be held on Monday 28 April 2025.

If you think that you may be the school leader that we are looking for, then we look forward to receiving your application form by **12 Noon on Friday 11 April 2025**. Applications should be sent to the Clerk to the Governing Body (on the email specified above) copying me into your email (nicholas.farrington@cliffedale.lincs.sch.uk).

Yours faithfully

Nick Farrington

Chair of Governors
For and on behalf of the Headteacher selection panel

Who we are

Cliffedale Primary School is an excellent school that continues to be popular with parents, with approximately half of pupils from the immediate local area and half from the wider Grantham district.

Our pupils are extremely well behaved and have good attendance. They are highly motivated and work and play together good-naturedly.

School Community

We admit a maximum of 45 pupils into EYFS each year and take pupils right through until Year 6.

Presently there are 297 pupils, 14 full time teachers, who are supported by a team of 17 Teaching Assistants for classroom and SEN duties. All teachers fulfil a Subject Leader role.

A wide range of extra-curricular activities including swimming lessons, art, and various sports, as well as educational and residential visits, are provided throughout the year.

For the right candidate, this post will be both a challenging and an extremely rewarding experience, with the opportunity to lead the school as it pursues its' strategic vision to again become an outstanding school in which children develop into inspired, confident, happy, engaged and independent learners.

An active parental community supports the school throughout the year.

The Locality

The school is located in pleasant surroundings on the Manthorpe Estate, north-east of Grantham. A small market town with a good choice of available, competitively priced housing, Grantham has a range of shops, eateries and sports facilities. The cities of Lincoln and Nottingham are within 25 miles and there is immediate access to the A1. Excellent rail services on the East Coast Main Line mean that London is only about 65 minutes away, and Peterborough a mere 20 minutes away.



"Parents and carers are overwhelmingly positive about the education and support their children experience at Cliffedale. They praise the strong leadership at the school." (Ofsted, February 2024)

Our vision and values

We believe that all children in our school family are talented and unique individuals with the potential to become inspirational and fulfilled citizens of the world.

Our aim is to provide a rich, inspiring and engaging education, within a nurturing environment, to enable our children to be the best they can be. Our children should leave Cliffedale having developed a love of learning and skills for a successful life.

To support our vision, the Skillsbuilder programme is integrated into daily life at Cliffedale, helping to develop eight skills that have been identified as essential in allowing our children to thrive and ready themselves for their life-long learning journey. The skills are embedded into everything we do in our school and act as our eight school values below:



To support the implementation of our vision and values, we have four curriculum drivers where our children should be:

1. **confident communicators** who listen and share ideas confidently;
2. **resilient learners** who do not give up and learn from their mistakes;
3. **aspirational citizens** who strive to be the best they can be; and
4. **community champions** who work together and respect others.



Job Description

This Job Description has been developed with reference to the key areas of Headship as set out in the 'National Standards of Excellence for Headteachers' (January 2015)

SALARY: Group 2: L14-L20

REPORTING TO: The Governing Body/Lincolnshire County Council (Local Authority)

MAIN PURPOSE: To provide strategic leadership for the school, which secures it's success and continuing improvement, ensuring high quality education for all its pupils and excellent standards of learning, achievement and behaviour.

CLOSING DATE: Friday 11 April 2025 at 12 noon

SHORTLISTING: Tuesday 22 April 2025

INTERVIEWS: Monday 28 April 2025

KEY ACCOUNTABILITIES:

Shaping the future:

- With the Governing Body, share a vision for the school for its next phase of development, which is understood and acted upon by all.
- Work within the school community to translate the vision into agreed objectives and operational plans that will promote and sustain school improvement.

- Demonstrate the vision and values in everyday work and practice.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure strengthening links with the wider community is a feature of strategic planning.

Leading, Learning and Teaching:

- Ensure that learning and teaching are at the centre of strategic planning and resource management, raising standards and outcomes for pupils across all abilities and age ranges.
- Enhance creative, dynamic and effective approaches to learning and teaching.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and are engaged in their own learning.
- Implement a diverse, flexible curriculum and an effective assessment framework that focuses on developing each child as an individual beyond the classroom.



- Monitor, evaluate and review classroom practice, promoting improvement and appropriate intervention strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up is in place.

Leadership:

- Develop and maintain a culture of high expectations for self and for others, taking prompt and effective action when performance and/or behaviour is unsatisfactory.
- Monitor the responsibilities and celebrate achievements of individuals and teams.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals together with clear delegation of tasks and devolution of responsibilities.
- Review own practice regularly, set personal targets and take responsibility for own personal development, demonstrating resilience along the way.
- Manage own workload and that of others to allow an appropriate work/life balance.

Management:

- Implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.

- Recruit, retain and deploy staff appropriately and monitor their workload to achieve the vision and goals of the school.
- Conduct an effective, transparent, and robust performance management process with all staff.
- Enable management systems, structures, and processes to work effectively in line with legal requirements.
- Ensure policies and practices take account of national and local circumstances, policies, and initiatives.
- Manage the school's financial and human resources effectively to achieve the school's educational goals and other priorities.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure the range, quality and use of all available resources is monitored, evaluated, and reviewed to improve the quality of education for all pupils and provide value for money.
- Proactively identify and effectively address emerging issues.

Accountability:

- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.



- Ensure that everyone works collaboratively, sharing knowledge and understanding, celebrating successes, and accepting responsibility for outcomes and driving future improvements.
- Work closely with the Governing Body, providing information, objective advice, and support, to enable it to meet its responsibilities.
- Present a coherent, understandable, and accurate account of the school's strategy and performance to a range of audiences including staff, governors, parents, and carers. Take prompt and effective action to address emerging issues.
- Reflect on personal effectiveness in relation to school achievements, acting promptly on feedback presented to you.
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Invite parents and carers, community figures, businesses or other organisations into school to enhance and enrich its value to the wider community.
- Create and promote positive strategies for preventing and dealing with prejudice or harassment, complying with legal obligations.

Safeguarding Children:

Strengthening Community Links:

- Ensure learning experiences for pupils are linked into and integrated with the wider community, reaching beyond academic progress.
- Create and maintain effective partnerships with parents and carers to support and improve pupils' achievement and personal development.
- Work in partnership with other schools and organisations, sharing effective practice and promoting innovation.
- Take the lead responsibility for safeguarding and promoting the welfare of children within school.
- Provide advice and support to staff, liaising with the Local Authority and working with the family support worker and other agencies to ensure child protection concerns are dealt with promptly and effectively.
- Ensure Safeguarding policies and procedures are fully implemented, updated, and adhered to by all staff.
- Ensure there is a designated lead for Safeguarding/Child Protection matters and that all staff discharge their duties effectively in this regard.
- Ensure all staff and volunteers can raise concerns about poor or unsafe practice regarding children, and that such concerns are handled sensitively and effectively in accordance with appropriate procedures.

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future and the appointment is subject to the current conditions of employment in the School Teachers' Pay & Conditions as they relate to Headteachers.



Cliffedale Primary School is committed to safeguarding and protecting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Any offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check and up-to-date safeguarding training.

"Cliffedale benefits from ambitious, efficient leadership at all levels, with clear direction and support. Staff enjoy working at the school."
(Ofsted, February 2024)



This Person Specification has been developed with reference to the key areas of Headship as set out in the 'National Standards of Excellence for Headteachers' (January 2015)

Professional Qualifications & Experience

Essential

- Successful Headteacher, experienced Deputy or Assistant Headteacher committed to high quality learning and teaching.
- Qualified Teacher Status.
- Significant commitment to Continued Professional Development for self and others.
- Evidence of identifying areas for improvement, developing strategies to facilitate positive change, leading to demonstrable improvements in pupil outcomes.
- Experience of School Self Evaluation, strategic thinking and planning to implement a vision for continued school improvement.
- Experience of working across the whole primary provision and demonstrable positive impact.
- Abreast of the latest educational developments and research (nationally and internationally).
- Clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to learning.

Desirable

- NPQH or other post-graduate qualification or working towards.
- Experience of successful *teaching* in more than one Key Stage.
- Has recent experience, in a leadership role, of Ofsted and other inspection processes.

Shaping the Future

Essential

- Articulates a shared vision and engages with people to secure that vision.
- Has experience of working effectively alongside the Governing Body and other agencies to enable the school to realise its vision.
- Proactively seeks opportunities for professional development and can evidence the impact of this on both themselves and pupil outcomes.
- Demonstrates the vision and values in everyday work and practice.
- Thinks strategically and evidence of developing strategies of improvement for the future.
- Encourages staff to proactively engage with and contribute to the development of the school's vision and values.
- Has demonstrable experience in change management.



Leading Learning and Teaching

Desirable

- Innovative and sustainable approach to bring new ideas building on previous success.
- Reflective practitioner who has reviewed and refined a previous strategy to increase its effectiveness.

Essential

- Can evidence an ability to use data, benchmarks, and progress against targets to formulate successful improvement plans and improve outcomes for each child's attainment and wider personal development.
- Can think, plan and act strategically to develop learning and teaching, leading change and improving outcomes.
- Evidence of promoting and integrating innovative practices into teaching and learning through research led thinking.
- Has demonstrable experience of helping other leaders to lead teaching and learning, achieving a distributed leadership model.
- Has experience of monitoring, evaluating, and improving the quality of learning and teaching with high standards and clear expectations.
- Acknowledges excellence and challenges poor performance across the school.
- Evidence of taking prompt and effective action in identifying and addressing barriers to success.
- An ability to evaluate the longer-term impact of strategic decisions and mitigate against potential pitfalls and problems.
- Is committed to, and has a vision for, ensuring equality, inclusion, diversity, and access for all.
- Ability to continue and further develop the wider curriculum in order to nurture the "whole child".
- Demonstrable experience of collaborating with other schools and engaging with sector level initiatives to improve the standard of teaching and learning.

Desirable

- Has experience of developing a broad and enriching curriculum, in which all pupils are engaged in their own learning, and each can personally excel academically and in their own personal development, beyond the school.



Developing Self and Working with Others

Essential

- Has experience of building, developing, inspiring, motivating and supporting successful teams leading to improved outcomes for pupils.
- Evidence of identifying and developing emerging talent and leadership ability.
- Can evidence effective support and challenge staff to bring about change and improvements.
- Can develop and maintain a culture of high expectations for self and others, taking appropriate action to support and improve as required.
- Is resilient and able to deal effectively with demanding situations.
- Is a confident and persuasive leader, who listens to and values the views of others, and acts upon these views, where appropriate.
- Can converse at ease with others and provide advice in accurate spoken English.
- Demonstrable commitment to helping children overcome barriers to learning and working with families to achieve the same.

Desirable

- Has experience of networking with other schools to positively impact our own.
- Has experience of engendering links with and promoting a positive profile in the community of the school and its work.

Managing the Organisation

Essential

- Experience of managing the school's financial resources effectively to deliver value for money. Engaging with & understanding the impact of financial planning.
- Experience of supporting and empowering staff to achieve the school's goals and priorities.
- Has experience of rigorous performance management, demonstrating consistency, appreciation, and high expectations.
- Is proactive in effective planning for the future, to ensure stability and sustainable progress.
- Has experience of policy development from consultation to implementation and review.
- Takes personal accountability for effective and professional management of the school to maintain a safe and well-ordered school environment.
- Can demonstrate a thorough understanding of systems for Safeguarding and Child Protection to ensure the welfare of children.
- Can identify where there are needs for improvement and develop effective strategies to address those needs. Can evaluate the success of strategies and refine appropriately to increase effectiveness.

Desirable

- Is analytical, with strong problem-solving skills.



- Can demonstrate creativity in the use of limited resources.

Strengthening Community Links

Essential

- Is an excellent communicator across a range of media, both to large audiences and individuals
- Works with the wider school community to promote engagement with and contribution to the development of the school's vision and values.
- Approachable and proven track record of building positive relationships with all members of the school community.
- Evidence of proactively fostering parental engagement.
- Able to maintain and develop opportunities for partnerships with parents, other schools, and other community groups
- Can work with feeder pre-schools and secondary schools and others to ensure positive relationships and transitions

Securing Accountability

Essential

- Will work closely with the Governing Body to enable it to meet its statutory requirements and deliver on their strategic vision. Welcomes support and challenge from the Governing Body.
- Can present a coherent, understandable and accurate account of the school's performance to stakeholders, including academic progress and the wider personal development of pupils.
- Can hold others to account and secure improved outcomes for pupils.
- Successful participation in collaborative partnerships with other schools and academies as part of the peer review process.
- Can demonstrate political insight and is aware of new initiatives.

Personal Attributes

Essential

- Dedicated, child centred and with a sense of humour.
- Confident decision-maker making sustainable decisions.
- Reflective and resilient.
- Able to effectively deal with conflict and confrontational situations.
- Approachable and accessible.
- Excellent communicator and have strong interpersonal skills (written, verbal and aural) and resilience to engage the whole school community



"Children get off to a flying start in the early years. They benefit from a warm, nurturing environment that allows them to be independent."

Ofsted, February 2024

Cliffedale Primary School

Northcliffe Road, Grantham, NG31 8DP

Tel: **01476 568 740**

Email: sheila.malham@lincolnshire.gov.uk (Clerk to Governors)

www.cliffedale.org

