

glover recruitment
consultancy



High Green Primary School
Headship information brochure



Dear applicant

Welcome, and thank you for your interest for the post of Headteacher at High Green Primary School.

I hope you find the information in this pack insightful, and that it gives you a flavour of our popular, successful and inclusive school. Our dedicated team at High Green is a close-knit family with strong and positive relationships with our children and families.

As you will have seen from the advert, our identity is that of a small school with a big heart – something I discussed at length with the Lead Inspector at our recent (and successful) Ofsted inspection. As well as being judged as Good in all areas, we are proud that strengths were identified in early years and SEN support, and the good use of outdoor spaces such as our woodland area.

Our new Headteacher will lead this team of skilled, motivated, welcoming and supportive staff, and our dedicated and enthusiastic leadership team. You will be supported by a passionate board of governors who have the highest aspirations for the school, its values and ethos.

We are looking for an inspirational Headteacher with the passion, vision, and resilience to both maintain and improve upon the excellent achievements and

high standards at our school. You will need a strong commitment to continue our approach in delivering a broad and enriched curriculum, whilst also having an emphasis on high attainment and the development of our pupils' physical and mental wellbeing. You will be a good communicator and be able to demonstrate strong relationship management.

Your drive will be to provide the best possible outcomes for our children and to uphold and enhance the culture of respect for all, along with an understanding of the individual needs of our pupils, staff and governors.

We hope that you share our school vision. If you have the experience, creativity and ambition to take our school to the next level, then we very much look forward to hearing from you.

Regards
Paul

Paul Johnson
Chair of Governors
High Green Primary School



Guidance for candidates

Please use the personal statement of your application to demonstrate how you meet the various elements set out in the person specification. Please provide examples, with evidence, where possible, of positive impact. We are also interested in your ethos and approach to school leadership and how that connects with the vision set out in the advert and the Chair's letter. Candidates will be shortlisted on the basis of their personal statement and their previous track record.

The deadline for receipt of applications is 6.00pm on Monday 17th February 2025. Completed forms (and any enquiries) should be submitted to Scott Glover at scott@gloverrecruitment.co.uk.

Visits to the school are warmly encouraged and have been arranged for the following dates. Please contact the school on 0114 2848264 to confirm your attendance.

Wednesday 29th January - 9.00am to 10.00am

Thursday 6th February - 1.30pm to 2.30pm

Wednesday 12th February - 3.30pm to 4.30pm

For an informal conversation about the role, please ask to speak to Diane Smales, Headteacher, on 0114 2848264.

All candidates will be informed of the shortlisting outcome by noon on Saturday 22nd February. An assessment centre and interviews will take place on Tuesday 4th and Wednesday 5th March.



Headteacher

High Green Primary School

Wortley Road
Sheffield, S35 4LU
Tel: 0114 2848264
Email: enquiries@highgreen.sheffield.sch.uk
Website: www.highgreenprimary.co.uk

L11-L17: £63,815 – £73,819 (starting point dependent on experience) For September 2025

High Green Primary is a small school with a big heart. We are proud of the strong and mutually supportive relationships we have with our families, and the school plays a key role in the life of the local community. We have a small but well-established team of caring, dedicated and experienced staff who share a commitment to secure the best possible outcomes for each and every one of our children.

Here at High Green we recognise that education is the development of the whole child, and we aim to support our young people in becoming skilled, fulfilled and confident citizens. We prioritise and value a holistic approach to learning. Through our broad curriculum we offer a wide range of musical, sporting and residential opportunities to help our children achieve future success. Through imagination and inspiration, challenge and creativity, our children will become the visionaries and innovators of tomorrow.

As a 'Woodland School' we value outdoor learning and active breaks, not only to promote our children's imagination and creativity but to also support their mental health and wellbeing. We have a range of outdoor spaces, all of which play an integral role in the delivery of our curriculum.

We are looking for a warm, inspirational and enthusiastic headteacher who will:

- Have the passion and resilience to guide High Green over the coming years to support all our children in developing the skills and knowledge they need for their successful future
- Collaborate effectively with the governing body to develop and implement a long-term strategic vision that drives the school's growth and success
- Ensure the school continues to support and promote the safety and wellbeing of both our children and staff
- Share our commitment to inclusivity; generate innovative solutions to ensure

equality of opportunities; and celebrate the contribution of *all* our children to the school community

- Recognise and build upon High Green's existing achievements, sharing the school's investment in outdoor learning and environmental sustainability
- Quickly establish trust, respect and credibility with staff, children and parents alike

In return we can offer:

- A genuine commitment to both your continued professional development and personal wellbeing
- The support of a stable, motivated and highly skilled staff team and a dedicated governing body
- The opportunity to work with our wonderful children and families to make a real difference to their lives

We are looking for someone who shares our ethos and is excited about bringing new ideas to a successful school. If this sounds like you, please get in touch.

Visits to High Green Primary are warmly encouraged and have been arranged for the following dates. Please contact the school on 0114 2848264 to confirm your attendance. For an informal conversation about the role, please ask to speak to Diane Smales, Headteacher, on 0114 2848264.

Please use the downloadable Word version of the application form attached (other formats are available, if required). In line with Safer Recruitment guidance, CVs will not be accepted.

Closing date: 1.00pm Monday 17th February 2025
**Assessment centre and interviews: Tuesday 4th
and Wednesday 5th March 2025**



High Green Primary School is committed to safeguarding and promoting the welfare and safety of all 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 relevant 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 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 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. Candidates are asked to view the school's safeguarding policies, which is available at:

<https://highgreenprimary.co.uk/safeguarding/safeguarding-policies>

Headteacher Job Description

| | |
|---|---|
| Salary range: | Group 2 ISR: L11-17 |
| Role of the Headteacher: | <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> |
| 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: | <ul style="list-style-type: none"> • 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 2015. • 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

| | | | |
|---|--|--|--|
| 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 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.

glover recruitment
consultancy

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