



Holt House
Infant School
and Pre-School



Holt House & Carterknowle Schools Federation Headship information brochure



glover recruitment
consultancy



Nurturing a caring community in which every child learns well

Dear Applicant,

Welcome to the Federation of Holt House Preschool and Infant School with Carterknowle Junior School. Please look at our websites and gain some information which will help you formulate questions you may have when you visit. I would encourage you to visit, the schools are a short distance apart and have their own grounds.

As a federation, we are determined to give every single child the opportunity to develop their full potential. We do this by ensuring the children are immersed in an intelligent, stimulating and broad curriculum which is delivered within a nurturing environment.

We want our children to become resilient, confident and collaborative so that they are comfortable with accepting challenges that are progressively more demanding through the schools. Well-being is key to enjoyment of all aspects of their life and we seek to provide opportunities that are memorable and wide ranging.

Oracy, reflective thinking and creativity are developed through our curriculum. Ensuring children leave the federation numerate and literate

which is a non-negotiable and one which the staff work very hard to achieve. This is essential for progress in secondary education. We want them to have a love of learning and the opportunity to explore areas of personal interest.

A supportive working partnership with parents and carers is essential thus parents are very much encouraged to visit as often as possible, formally and informally, so they can see for themselves what we do and how we do it.

Our staff are friendly, well-trained and enthusiastic. There are opportunities to teach and manage across the full primary phase and to guide, mentor and support the next generation of talented teachers and those that support the operation of a school.

Our children are quite wonderful! Do visit and see for yourself and contact the school if you require any further information.

I look forward to your application.

Alison Warner, Chair of Federation Governors



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. Candidates will be shortlisted on the basis of their personal statement and previous track record.

The deadline for receipt of applications is 1.00pm on Friday 17th January 2025. Completed forms (and any enquiries) should be submitted to Scott Glover at scott@gloverrecruitment.co.uk. School visits are encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by noon on Tuesday 21st January.

An assessment centre and interviews will take place on Wednesday 29th and Thursday 30th January.

Holt House
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and Pre-School



Headteacher

Holt House and Carterknowle Schools Federation

Carter Knowle Road, Sheffield, S7 2DY

Tel: 0114 255 2347

Email: enquiries@carterknowle.sheffield.sch.uk

Web: www.carterknowle.sheffield.sch.uk

L15-L21: £70,293-£80,634 (starting point dependent on experience)

For September 2025

Holt House and Carterknowle are happy, caring and inclusive schools, committed to providing our children with the best quality education. Both are city schools, positioned next to one another in a rural setting, with well-resourced and inspiring learning environments.

Our vision is to nurture a caring community in which every child is safe and learns well. We have high expectations and aspirations for all our children, creating warm and friendly learning atmosphere in which children display excellent attitudes and behaviour while achieving, through a rich and varied curriculum, the best possible education.

We are looking for a passionate and approachable headteacher who will work across both schools and:

- share, celebrate and promote the inclusive ethos of our cohesive and inclusive community
- have previous leadership experience and be able to demonstrate the ability to lead whole school improvement
- maintain and continually develop the strong relationships we have with children, parents, staff, governors and the wider community
- promote the work of the school and work strategically alongside colleagues and governors

In return, we can offer the successful candidate:

- an opportunity to work with our Executive

Headteacher, implementing your ideas while receiving professional support and advice from an experienced school leader

- a highly engaged and supportive community of parents and carers who share our ambitions to secure the very best outcomes for their children
- the governors' commitment to your ongoing professional development

School visits are strongly encouraged. To arrange an appointment, please contact Gemma Jolliffe, PA to the Headteacher, on 0114 255 3717. To discuss the role informally, please ask to speak to the Executive Headteacher, Helen Haynes.

Completed applications forms, and any queries about the recruitment process, should be addressed to Scott Glover at scott@gloverrecruitment.co.uk or by phoning 0776677 3682.

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 for applications

1.00pm 17th January 2025

Assessment centre and interviews

29th and 30th January 2025



Holt House and Carterknowle Schools Federation 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 schools' safeguarding policies, which are available at:

<https://www.holthouse.sheffield.sch.uk/safeguarding/our-safeguarding-duty>

<https://www.carterknowle.sheffield.sch.uk/safeguarding/our-safeguarding-duty>



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Holt House & Carterknowle Schools Federation Headteacher Job Description

Salary range:	Group 3 ISR: L15-21
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

<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.