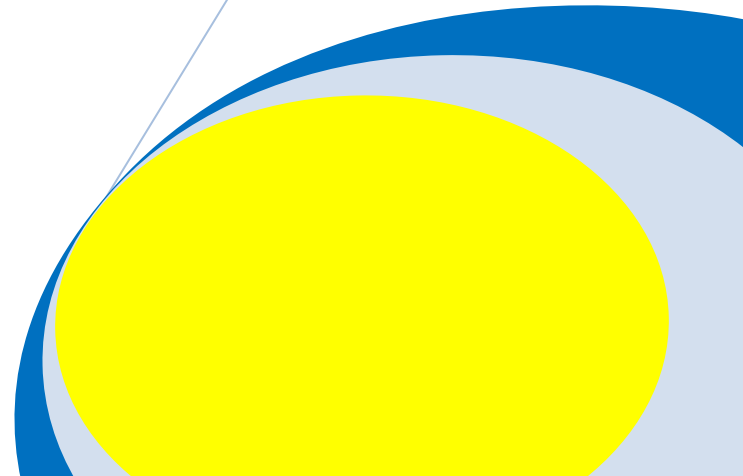




James Brindley Community Primary School

Headteacher Recruitment Pack



Dear Candidate

On behalf of our Governing Board, thank you for your interest in the role of Headteacher at James Brindley Community Primary School. We are delighted to introduce you to the school and we are certain that James Brindley CPS will provide an outstanding 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 to develop our school further, building on its ethos and values. You will be supported by an experienced Senior Leadership Team, well-developed curriculum leaders, dedicated teachers and support staff, as well as a knowledgeable Governing Board.

Our school is about to embark on a new journey as a founder school in the newly formed, 'The Link Education Trust'. The Trust will consist of six Salford primary schools and will come into being in late autumn 2023. Upon conversion, our current Headteacher will assume the role of Chief Executive Officer of the Trust.

We aim to ensure that James Brindley CPS maintains its ability of providing a wonderful learning environment for all our children, and one which prepares them for their high school and life beyond.

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 strongly encourage you to visit the school before submitting an application and this can be arranged by contacting Keeley Sutton on 0161 790 8050 and selecting one of the three designated dates.

We hope that reading about us and visiting the school will inspire you to apply for the role, as we move into an exciting new chapter.

Regards

Paul Starling
Chair of Governors

Key dates:

25.9.23	Visit to school, 9.30 am
27.9.23	Visit to school, 9.30 am
2.10.23	Visit to school, 9.30 am
4.10.23	Application Closing Date, Noon
5.10.23	Shortlisting
6.10.23	Interview information emailed to shortlisted candidates
17.10.23	Interview Day 1
18.10.23	Interview Day 2



PRIDE IN BELONGING

James Brindley CPS is a highly successful and vibrant school that believes that, *"Working Together to Fulfil Potential"* is the key to achievement. We provide a warm and inclusive learning environment for 250 children from Nursery to Year 6 and are heavily oversubscribed each year.

We have a very successful track record of achievement and are supported by children and families that attend well and are keen to learn. They, like us, value education and this allows our staff to facilitate excellent attainment. We have a well-earned reputation for supporting children who have additional needs extremely well, regardless of their starting points. We pride ourselves on preparing children for their next educational step so that they can access their next challenge confidently and with resilience. We encourage our children to drive their own learning by challenging them to continually reflect and question. Reading and talking is a high priority in our school and we have invested heavily, both financially and with training, to ensure that our already high outcomes in this field are not only maintained, but enhanced. Our 2023 results were excellent and confirmed that the strategic approach that we have taken to address the post pandemic malaise has been vindicated. <https://primarysite-prod-sorted.s3.amazonaws.com/james-brindley-community-primary-school/UploadedDocument/946b0cf0-4b2f-433b-8f36-0af48a95c134/ks2-summary-data-2023-website.pdf>

Whilst our school remains committed to providing quality-first teaching, we also prioritise child welfare and well-being. Our safeguarding procedures are robust and we share information with professionals carefully to ensure that children can feel safe and thrive.



Our School Vision

To shine as a vital, caring community, nurturing and valuing each individual, treating all as equal.

Mission Statement

Our mission is to develop mature, self-motivated people who have characteristics of: resilience, confidence, aspiration, tolerance and respect.

We will ensure the safety and security for each person in our community through inclusion and equality for all. We will foster enquiring, creative minds by providing an engaging and challenging curriculum matched to the needs of each child. We will be proactive in implementing and promoting inclusive, dyslexia friendly teaching and practice.

In partnership with parents and the community, we will encourage understanding and compassion for others, with responsibility for choices that are made.

Aims

Our school aims to:

For every child, provide a broad, balanced, relevant and challenging learning experience which matches their needs and develops a wide range of skills and knowledge.

Develop values based on our 'Golden Rules' respecting the views and beliefs of others.

Enable children to develop as successful learners who, make progress and achieve.

Enable children to become confident individuals who are able to live safe, healthy and fulfilling lives.

Instil a sense of responsibility and therefore develop responsible citizens who make a positive contribution to society.

Build relationships with parents, the community and other agencies involved with our school.

Maintain a secure, happy and positive atmosphere in school.

Our School Values

Our values will be reflected in what we do, what we think and what we say.

We offer respect, friendship, consideration and compassion.

Through perseverance and by valuing ourselves, we know that we can achieve our full potential.



CURRICULUM

We provide a broad and balanced curriculum that is highly creative whilst maintaining a strong emphasis on learning the basic skills of English and Mathematics. Our children are exposed to questions and stimuli that kick-start learning. We use 'Accelerated Reader', 'Vipers' and 'Supersonic Phonic Friends' to support excellence in reading and have recently introduced the, Concrete Pictorial Abstract (CPA) approach for our maths teaching. Science and other subjects start with key vocabulary so our children can access content confidently. We offer as wide a range of culture and arts as possible and vary these from year to year to further expand exposure. We offer a range of clubs and activities throughout the year and the participation levels are always high. The after-school activities support the children's interests and comprise: choir, football, netball, basketball, athletics, cross-country, individual music tuition amongst others.

LEADERSHIP TEAM AND STAFFING

The Headteacher is well supported by a Deputy Headteacher, an SEND lead, EYFS lead and KS1 lead. We have 1 class per year group with a teacher in each, 1 HLTA and 12 TAs. We run our own kitchen and provide morning and evening wrap-around care. In total, we have 37 members of school staff.

THE GOVERNING BOARD

We have a total of 10 Governors, comprising Parent Governors, a Staff Governor and Co-opted Governors. The Governors offer a wide range of professional skills, to fulfil the role of 'critical friend' and to support the Headteacher in driving the school forward.

THE LOCAL AUTHORITY

Salford Local Education Department provides support to its many primary schools. A representative from the LA will support the Headteacher appointment process in an advisory capacity.

THE LINK EDUCATION TRUST

Our school will soon be part of a newly formed Multi-Academy Trust alongside 5 other Salford primary schools. By the time we convert, our journey towards this goal will have taken nearly two years. The Governors are excited to be securing the future of James Brindley CPS alongside other schools who hold the same values and who harbour the same aspirations. The 'Link' schools will maintain the vast majority of their autonomy and look forward to aligning more closely during the coming years. Upon conversion, our current Headteacher will leave his role at James Brindley to take up the post of Chief Executive Officer of the Trust and as a result, will be able to work closely with the successful candidate to ensure a smooth transition.



Post:	Headteacher – James Brindley Community Primary School
Salary:	L18 - L24 £71,729- £83,081 (Pending Confirmation of National Pay Award)
Contract Type:	Permanent
Contract term:	Full Time
Closing Date:	4 th October 2023 (Noon)
Start Date:	1 st April 2024 (or sooner, by negotiation)

The Governors at James Brindley Community Primary School are seeking to appoint an experienced and ambitious school leader who has a strong blend of professional and interpersonal skills that will allow the successful applicant to build upon the school's current excellent outcomes.

Our school is set to be a founder school of a new Multi-Academy Trust - 'The Link Education Trust' - along with 5 other Salford primary schools. This conversion will take place on 1st December 2023 at which point our current Headteacher will assume the role of CEO of this new Trust. The 6 schools within this new Trust are all categorised as 'Good' or better and have a history of collaborative work that will now be formalised. This an exciting opportunity for all involved and the new Headteacher at James Brindley will be integral to the evolution of the Trust.

The Headteacher will:

- Set the respectful, caring and aspirational tone for the school.
- Ensure that safeguarding is paramount
- Draw together the enthusiasm of all stakeholders towards common goals
- Respond appropriately to national, local and Trust led initiatives and offer innovation
- Use professional experience to support development and change
- Aspire for all children at James Brindley CPS, regardless of starting points
- Work collaboratively with the Link Education Trust schools
- Maintain a culture of continuous professional and career development for our staff
- Undertake careful financial planning to gain 'best value'

James Brindley CPS can offer:

- Children who love to learn
- Families that support the school
- A dedicated and hard-working staff
- A culture of making every day matter
- A commitment to a breadth of curriculum that supports both academic attainment and personal growth
- A Governing Board that recognises the challenges of school leadership and supports this work
- A warm, friendly and well ordered place of work

Whilst this appointment will be made by the Governors of James Brindley Primary School and Salford Local Authority, the school will be part of an Academy Trust by the time the postholder takes up post. The successful candidate's employment will be transferred to The Link Education Trust at this time.

Prospective applicants are strongly encouraged to visit the school on one of the dates below.

Please contact Keeley Sutton, School Business Manager to make an appointment keeley.sutton@salford.gov.uk
tel: 0161 790 8050

Visit dates:

25.9.23: 9.30am

27.9.23: 9.30am

2.10.23: 9.30am

To apply for this position please go to Greater Jobs <https://www.greater.jobs/search-and-apply/job-details/SF-83552/>

James Brindley Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service

At the forefront of the school's ethos is the commitment to providing:

- A creative and values-led curriculum
- High quality SEND provision and equality of opportunity in all aspects of school life
- The highest level of level of aspiration for all children by all staff
- A reflective and motivated staff team

The duties outlined here are in addition to those covered by School Teachers' Pay and Conditions, which should be read in conjunction with this document.

Other duties include:

- Meeting the National Standards for Headteachers
- Achieving any performance criteria agreed with the school's Governing Board in conjunction with the Trust Chief Executive Officer



HEADTEACHER JOB DESCRIPTION

This job description reflects the 'National standards of excellence for Headteachers' (2020). These standards are built upon 'The Teaching Standards' (2011) which apply to all teachers, including Headteachers. The appointment is subject to the current conditions of employment for Headteachers, contained in the 'School teachers' pay and conditions document 2020'.

The role of the Headteacher

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 headteachers to account, but also for those who train and develop school leaders.

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are 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' 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
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position

- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- 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
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- 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
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- 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
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs

- 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
- 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

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- 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
- 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
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

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

The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations

Person Specification

Post – Headteacher at James Brindley Community Primary School

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.

A. Training and qualifications	Essential	Desirable	Assessment : A – Application I –Interview R – References P – Presentation CC-Checking of Certificates
Qualified Teacher Status	/		A/CC
Degree or equivalent	/		A/CC
Evidence of commitment to ongoing continuing professional development	/		A/R
NPQH or equivalent leadership qualification.		/	A/CC
B. Experience of teaching and school management	Essential	Desirable	Assessment
Significant primary teaching experience	/	In 2 key	A/I/R
Effective leadership experience at deputy Headteacher or senior management team level	/		A/I/R
Experience of successful implementation of strategies for raising achievement and ensuring effective teaching and assessment	/		A/I/R
Effective leadership experience as Headteacher		/	A/I/R
C. Headteacher Standards	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 commitment to creating a culture where pupils experience a positive and enriching school life	/		
An ability to uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life	/		
An ability to promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment	/		

Be able to ensure a culture of high staff professionalism	/		
Teaching			
To be able to 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	/		
be able to ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains	/		
To be able to ensure effective use is made of formative assessment	/		
Curriculum and assessment			
An ability to ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	/		
To be able to establish effective curricular leadership, developing	/		
To be able to 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	/		
To be able to ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum	/		
Behaviour	/		
Experience of establishing and sustaining high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils	/		
An ability to ensure high standards of pupil behaviour and courteous	/		
Experience of implementing consistent, fair and respectful approaches to managing behaviour	/		
To be able to ensure that adults within the school model and teach the behaviour of a good citizen	/		

Additional and special educational needs and disabilities			
Experience of ensuring the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities	/		
Experience of establishing and sustaining culture and practices that enable pupils to access the curriculum and learn effectively	/		
ability to ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs [footnote 9] and special educational needs and disabilities [footnote 10] of pupils, providing support and adaptation where appropriate	/		
ability to ensure the school fulfils its statutory duties with regard to the SEND code of practice	/		