

William Levick Primary School

Caring, learning, succeeding together

Headteacher Recruitment Pack



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William Levick Primary School
Smithy Croft, Dronfield Woodhouse, Dronfield, S18 8YB

Telephone : 0114 289 0670
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Interim Headteacher: Helen Peckett
X/ Twitter: @William_Levick

3rd February 2025

Dear Applicant

Thank you for your interest in the post of Headteacher at our School.

We are looking for an inspirational leader who, like us, has high aspirations and a passion for a creative approach to learning, which enriches, challenges, and inspires our children to grow every day.

The successful candidate will have the knowledge, skills, and experience to take William Levick forward from a 'good to an outstanding' Primary School. This will include leading by example, interacting closely with the staff, children, and parents, both in and out of the classroom, in delivering excellent education for all.

Our new Headteacher will be externally focused, looking to work collaboratively, including within the Partnership of Dronfield Schools, to build strong working relationships helping to identify and share best practice. They will have excellent communication and people management skills, with the ability to effectively manage school resources, while respecting and valuing the ethos of our school.

Effective leadership is a prerequisite of the role, with the ability to effectively engage, empower and motivate staff, building on the good work already completed, while identifying areas for further and continuous improvement.

In return, the successful candidate will be working in a truly wonderful school with enthusiastic children, engaged parents and a dedicated staff team. In addition, there is a supportive and motivated Governing Board who are committed to your continued professional development, while providing effective challenge and support.

We would encourage you to visit our school to meet the children and staff, we look forward to hearing from you soon.

Yours sincerely

A handwritten signature in blue ink that reads 'John Higginbottom'.

John Higginbottom
Chair of Governors
William Levick Primary School



Derbyshire County Council

William Levick Primary School

Appointment of Headteacher

William Levick Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Information for Candidates

Date of Appointment	1st September 2025
Salary	Group 2 Individual School Range: L12 – L18
Estimated Number on Roll	210
Teaching Establishment	Head + 7.9
Head teaching commitment	Approx. 0.1
Current Management Structure	4 members of SLT: Headteacher, Assistant Headteacher (EYFS/KS1 Leader and SENCO), Mental Health lead and KS2 Leader.

Support Staff	Job	Hours	Posts
	Office staff	55	2
	Teaching and Learning Assistants	266.92	10
	Midday Supervisors	49.56	7

Location

The school is located on the Derbyshire / South Yorkshire border in the town of Dronfield.

Accommodation

The school comprises a one storey single building with 7 classrooms, a positive play area, a hall, a staff room, a library, a kitchen and an office.

Outdoors there is a large hard surface play area, outdoor learning spaces and extensive grassed areas.

Midday meals are prepared and served on the premises by the Derbyshire County Catering Service.

Secondary Education

Most pupils that attend William Levick Primary School from the normal area transfer to Dronfield Henry Fanshawe School, an 11 to 18 Comprehensive School.

OFSTED Inspection

The school was inspected in June 2024 and was judged to continue to be a 'Good' school.

Highlights noted include that:

- A strong focus on improving the curriculum since the previous inspection.
- Teachers use their strong subject knowledge to present new information to pupils clearly.
- Pupils are keen to discuss their ideas with their peers to help them clarify their understanding.
- Teachers anticipate pupils' misconceptions so that they can correct any errors.
- Pupils with special educational needs and/or disabilities (SEND) benefit from close support. Teachers often adapt activities for these pupils so that they can complete the same work as their peers.
- The school has done a lot of work to improve the early reading curriculum. Staff have had suitable training to deliver the new phonics programme. Reading is prioritised and commonplace around school.
- The early years provision offers children a rich learning environment.
- There are plenty of opportunities for pupils to get involved in wider curriculum activities. Pupils enjoy visiting local sites of interest and learning about different jobs.
- Staff enjoy working at this school because they feel very well supported and valued.
- Governors know the school very well and provide leaders with valuable guidance and support. Help from the local authority has had a positive impact on the curriculum.

The areas Ofsted stated that the school could improve further were:

- The curriculums in the foundation subjects are well planned. However, teachers do not check carefully enough that pupils' knowledge and skills in these subjects are secure. Pupils cannot always recall what they have learned in these subjects. The school needs to ensure that there is a consistent approach to checking what pupils can remember in the foundation subjects.
- Teachers do not always make it clear to pupils when they are learning about different faiths and cultures, or about what it means to live in modern Britain. Pupils confuse what they know about different religions. They cannot easily explain values such as democracy or tolerance. The school should make sure that pupils gain a rich understanding of different faiths and cultures, and of British values and why they matter.

Current Financial Budget

The school's basic school budget for this financial year is £951,925 and Pupil Premium Funding is £23,927.

Applications

Candidates should submit applications online on a DCC Leadership Application Form, together with a supporting statement letter matching their skills and experience to the headings in the Job Description and Person Specification. CVs should not be attached.

If preferred, postal application forms are available from Call Derbyshire on 01629 533190, quoting the job reference number attached to this post. Completed applications should be sent to Derbyshire County Council, Recruitment Section, County Hall, Matlock, Derbyshire DE4 3AG allowing sufficient delivery time to meet the deadline for applications.

In order to comply with the safer recruitment requirements candidates must fully complete the application form including the section on references. It is not acceptable to substitute parts of the form with your own version. All gaps in employment should be accounted for and explained.

References

Open testimonials are not accepted for this post and it is intended that the Local Authority will take up a professional reference from your existing employer and one other professional reference of your choice. If you are not currently working with children, references will be requested from a previous employer where this was the case. You are, therefore, requested to supply contact details for this organisation and also to alert all referees to expect a request, should you be shortlisted. References from relatives or people writing solely in the capacity of friends will not be accepted.

Security Checks

Due to this post having access to children and/or vulnerable adults, candidates will be required to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided. Candidates who are foreign nationals, or a UK national who has lived abroad at any point in their adult life, MUST provide a Certificate of Good Conduct prior to taking up an appointment.

Assessment and Interviews

It is intended that assessment and interviews will take place on 2nd and 3rd April 2025.

Candidates selected for interview will be contacted by telephone. If you have not been contacted by Friday 21st March 2025 you should assume, on this occasion, that you have not been shortlisted for interview. Should you wish to make any further enquiries, please contact the Headship Recruitment Team on headship.recruitment@derbyshire.gov.uk

School Visits

We would welcome and encourage applicants to visit our school by contacting the school office on 0114 2890670. School visits will be available from 24th February to 7th March 2025.

The Governors will be advised by a Local Authority HR Consultant and Education Advisor.

Closing Date: Sunday 9th March 2025



WILLIAM LEVICK PRIMARY SCHOOL

APPOINTMENT OF HEADTEACHER

Job Description

- Post Title:** Headteacher
- Responsible to:** The Governing Board of William Levick Primary School
- Main Purpose:** To carry out the duties of Headteacher in accordance with the Teachers Pay and Conditions Act and other relevant statutory provisions.

Shaping the Future

The Headteacher will work with the Governing Board and others to create a shared vision and strategic plan which inspire and motivate pupils, staff, and all other members of the school community.

The Headteacher will:

- Ensure the vision for the school is clearly articulated, shared, understood, and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and a positive climate.
- Ensure creativity, innovation, and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning and the school culture and curriculum take account of the diversity, values and experience of the school and community at large.

Managing the Organisation

The Headteacher will provide effective management of the school and continuously seek to improve organisational structures based on self-evaluation.

The Headteacher will:

- Take responsibility for safeguarding and promoting the welfare of children.
- Create an organisational structure which reflects the school's values, and enables the management systems, structures, and processes to work effectively in line with legal requirements.

- Produce and implement clear, evidence-based improvement plans and policies for the development of the School and its facilities.
- ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies, and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
- 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 that the range, quality, and use of all available resources are monitored, evaluated, and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

Leading Learning and Teaching

The Headteacher has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which all impact on pupils' achievement.

The Headteacher will:

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive, and effective approaches to learning and teaching.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies which secure high standards of behaviour and attendance.
- Determine, organise, and implement a diverse, flexible curriculum and implement Assessment for Learning.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Take a strategic role in the development of emerging technologies to enhance and extend the learning experience of pupils.
- Challenge under-performance at all levels and ensure action is taken to secure improvement.

Developing Self and Working with Others

Effective communication and relationships are key to effective headship. The Headteacher needs to build a professional learning community which enables others to achieve.

The Headteacher will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development, and performance management.
- Ensure effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others.
- Regularly review own practice and achievements, set personal targets, and take responsibility for own personal development. Take account of feedback from others.
- Manage own workload and that of others to allow an appropriate work/life balance.

Securing Accountability

With values at the heart of leadership, the Headteacher has a responsibility to the whole school community and is accountable to a range of groups particularly pupils, parents, carers, Governors and the LA.

The Headteacher will:

- Take responsibility for establishing and monitoring the systems and culture of the school to promote and safeguard the welfare of young people.
- Fulfil commitments arising from contractual accountability to the Governing Board.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood, and agreed and are subject to rigorous review and evaluation.
- Work with the Governing Board (providing information, objective advice, and support) to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of attainment and for achieving efficiency and value for money.
- Reflect on personal contribution to school achievements and take account of feedback from others.

- Develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including governors, parents, and carers.

Strengthening Community

The Headteacher should engage with the internal and external school community to secure equity and entitlement and collaborate strategically and operationally with a wide range of partners to bring positive benefits.

The Headteacher will:

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses, or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.



WILLIAM LEVICK PRIMARY SCHOOL APPOINTMENT OF HEADTEACHER

Person Specification

Measurements: A = Application I = Interview R = Reference	
<p>Qualifications</p> <ul style="list-style-type: none"> • DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL) • Appropriate leadership and management training, accreditation, or qualifications, which may include NPQH, are considered desirable 	<p>A</p> <p>A, I</p>
<p>Experience</p> <ul style="list-style-type: none"> • Significant recent and relevant experience as a Headteacher, Deputy, or Assistant Headteacher • A recent senior leadership post for at least 3 years • A proven track record of successful leadership • Successful experience of raising achievement • Working with and engaging the involvement of external partners and the local community • Successful teaching of pupils in the primary phase • Planning, determining, and organising major curriculum areas 	<p>A, I, R</p> <p>A, I</p> <p>A, I, R</p> <p>I, R</p> <p>A, I</p> <p>A, R</p> <p>A, I</p>
<p>Knowledge and Understanding of current issues and best practice including:</p> <ul style="list-style-type: none"> • Safeguarding children and young people • What constitutes a good school • The process of strategic planning and school self-evaluation • Ways to communicate and translate a shared vision into practice • Leading the management of change • Application of new technologies to teaching, learning and management • Comparative data and performance indicators to establish benchmarks and set targets for improvements • National policy framework and current educational legislation and initiatives • Principles of effective teaching and assessment for learning • Roles and responsibilities of Governing Body, LA and of the requirements for accountability • School budget management and financial responsibilities • Strategies for fostering school improvement, including attendance and behaviour for learning • Equal opportunities and commitment to their pursuit • Legal issues relating to school management 	<p>A, I</p> <p>I</p> <p>A, I</p> <p>A, I</p> <p>I</p> <p>I</p> <p>I</p> <p>A, I</p> <p>I</p> <p>I</p> <p>A, R</p> <p>I</p> <p>I</p> <p>I</p>

Measurements: A = Application I = Interview R = Reference

Personal and Professional Qualities

- Commitment to the welfare and safeguarding of young people I
- Strong personal motivation and drive I, R
- A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community I
- The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision I,R
- Commitment to ensuring inclusion, addressing diversity and access A, I
- Commitment to own personal and professional development and that of all staff A,I
- High order analytical and problem-solving skills and the ability to make informed judgements I
- Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues, and the wider school community A,I
- The ability to project the school in a positive way and establish the school at the heart of the community I
- The ability to engage parents and carers in supporting children’s learning I,R
- The ability to fill the role of lead professional in classroom practice R
- Commitment to an open, collaborative style of management I
- Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community A,I
- The ability to understand and appreciate the school’s current strengths and the ways in which these might be further developed I
- The ability to form and maintain appropriate relationships and personal boundaries with young people I,R