Headteacher Recruitment Pack

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Headteacher: Mrs Corinne Thornton Deputy Headteacher: Mrs Rachel MacLeod

11 February 2025

Dear Applicant,

Thank you for your interest in the post of Headteacher at Gorseybrigg Primary School and Nursery. We are a very popular school in the heart of Dronfield Woodhouse, set within beautiful grounds and with a friendly and welcoming feel.

We have worked very hard over the years to make every aspect of our school inviting and have invested a great deal of time and energy into making the offer to our community, 'the best that it can be'. We hope that you can come and visit us to see why we think our school is so special and to meet the staff and children.

We are particularly proud of our efforts to make our school carbon neutral and we have a strong commitment to Forest Schools. Our curriculum is as rich and diverse as possible, and we work hard to make sure that the children have a wide range of exciting experiences during their time with us. We have a highly skilled and experienced staff team, who work collaboratively across all subjects to ensure that our pupils make the best progress possible. As we are a primary school and nursery, we would like someone who has experience of interacting with children of all ages and can quickly make strong and lasting relationships with our pupils and families. Our parents are very involved in the life of the school and we have strong links with our local community.

Our Partnership of Dronfield Schools (PODS) is one of the strongest clusters in Derbyshire, and we work collaboratively in a wide range of circumstances. If joint working and a collegiate approach is the way that you like to work, we would be delighted to hear from you.

Our ideal applicant is someone who can engage with our whole school community to ensure a smooth transition and would be someone who can mould and shape the future of the school without losing the ethos that makes our school what it is.

Kind regards,

Wendy Temple

Chair of Governors

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Website: www.gorseybrigg.co.uk





APPOINTMENT OF HEADTEACHER

Information for Candidates

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

<u>Date of Appointment</u> September 2025

<u>Salary</u> ISR: L14 – 20

Estimated Number on Roll Currently 215, plus 33 in our Nursery

<u>Teaching Establishment</u> Headteacher + 8.30

<u>Head teacher commitments</u> No class commitment

<u>Management Structure</u> Headteacher + Deputy Headteacher

Support Staff

| Job Description | Hours | Posts |
|---|--------|-------|
| School Business Manager | 29.50 | 1 |
| School Business Assistant | 16.50 | 1 |
| Teaching Assistants | 308.83 | 15 |
| Midday Supervisors | 42.53 | 8 |
| Extended Schools Staff | 53.33 | 7 |
| School Clerk | 4.00 | 1 |
| Caretaker (+cleaners employed through Astrum) | 20.00 | 1 |
| Cleaner | 30.00 | 3 |

Location

Gorseybrigg Primary School and Nursery opened in September 2003, following the merger of the Infant and Junior schools onto one site, which included a new building for KS2. The school is one form entry, from Foundation Stage to Y6 and there is also a popular Nursery which is closely linked to the Reception classroom. The school stands on attractive and large grounds, serving the community of Dronfield Woodhouse, where parental choice is great and competition for pupils is high. All classes are currently full, with some junior classes above 30 pupils and we are oversubscribed for places every year in our Reception class. The school engages in close partnership working with the local Dronfield Cluster (PODS) and also

works with an LA Link Adviser. Our highly popular Breakfast and After School Clubs opened in September 2020, offering provision for children from FS1 upwards. We offer up to 24 places per session.

Accommodation

The school is in a well-maintained building, which has been recently improved due to the awarding of a large grant as part of the Public Sector Decarbonisation Scheme. This has enabled us to install of air source heat pumps, a biomass back up boiler, insulation and LED lighting. We have improved both our indoor and outdoor spaces, and are particularly proud of our new library, our eco gardening area and we have recently also planted many more trees to improve our site. All areas have been recently decorated and over the past eight years have also been repurposed where needed to make maximum use of the space that we have and ensure that the pupils have the best resources to help them learn. The building houses 8 classrooms, a hall, a staff room, a library, a servery, a kitchen, 4 intervention spaces (one with a table for meetings), pastoral rooms and a resources room.

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

OFSTED Inspection

The school was inspected in April 2023 and was judged to be a 'Good' school.

Financial Budget

The school's basic school budget for this financial year is £1,048,092.

We are also eligible for Early Years Funding through our Nursery.

Applications

Candidates should submit applications **online** on a DCC Teacher Application Form, together with a supporting statement letter matching their skills and experience to the headings in the Job Description and Person Specification. The letter should be no longer than 1500 words (please include word count). 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.

<u>Interviews</u> It is intended that interviews will take place on 22nd and 23rd April 2025. Candidates selected for interview will be contacted by telephone. If you have not been contacted within seven days of the proposed interview dates 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 via <u>Headship.recruitment@derbyshire.gov.uk</u> or on 01629 539455 quoting JOB/25/00485

The Governors will be advised by a Local Authority HR Consultant and Senior Advisor for School Improvement.

Closing Date

Tuesday, 18th March 2025



APPOINTMENT OF HEADTEACHER

Job Description

Post Title: Headteacher

Responsible to: The Governing Board of Gorseybrigg Primary School & Nursery

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.
- Continue to develop the Forest Schools programme, offering excellence in outdoor learning for all pupils.
- Continue to develop the school's eco mission to become a carbon neutral school.

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.



APPOINTMENT OF HEADTEACHER

Person Specification

| Measurements: A = Application I = Interview R = Reference | |
|---|---------|
| Qualifications | |
| - | |
| DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL) | Α |
| status and registered with the Institute for Learning (IFL) | |
| Appropriate leadership and management training, accreditation, or qualifications, which may include NPOLL are considered desirable. | A, I |
| which may include NPQH, are considered desirable | |
| Experience | |
| Significant recent and relevant experience as a Headteacher, Deputy, or Assistant | A, I, R |
| Headteacher | |
| A recent senior leadership post for at least 3 years | A, I |
| A proven track record of successful leadership | A, I, R |
| Successful experience of raising achievement | I, R |
| Working with and engaging the involvement of external partners and the local | A, I |
| community | |
| Successful teaching of pupils in Early Years/KS1/KS2 phases | A, R |
| Planning, determining, and organising major curriculum areas | A, I |
| Knowledge and understanding of current issues and best practice including: | |
| Safeguarding children and young people | A, I |
| What constitutes a good/outstanding school | ^, ' |
| The process of strategic planning and school self-evaluation | A, I |
| Ways to communicate and translate a shared vision into practice | A, I |
| 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 | A, I |
| Principles of effective teaching and assessment for learning | |
| Roles and responsibilities of Governing Body, LA and of the requirements for | |
| accountability | |
| ···· y | I |

| • | School budget management and financial responsibilities Strategies for fostering school improvement, including attendance and behaviour for learning | A, R I |
|-----|---|-----------|
| • | Equal opportunities and commitment to their pursuit Legal issues relating to school management | |
| Ме | asurements: A = Application I = Interview R = Reference | |
| Per | sonal and Professional Qualities | |
| • | Commitment to the welfare and safeguarding of young people | 1 |
| • | 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 | А, І |

| 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 |
| | |