



Long Toft

PRIMARY

"Together we will be the best"

HEAD TEACHER RECRUITMENT

INFORMATION PACK

SALARY RANGE: L15- L21

(£70,293 - £81,441)

NOR: 292

RECRUITMENT INFORMATION PACK

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Dear Applicant,

Thank you for your interest in the post of Headteacher at Long Toft Primary School. We trust that this information pack and the school website will provide you with the information you need to decide whether Long Toft is the right school for you, but we strongly recommend visiting our school to fully appreciate our ethos in action.

The position of Headteacher becomes vacant as a result of the retirement of our highly experienced and respected Head, Alison Buxton, who has expertly led the school through many changes and developments to be the flourishing school it is. The focus of Alison and the governing body has always been the continuous improvement of every member of the Long Toft Team, from children in Nursery, through to teaching and non-teaching staff and governors. As a result, we have a highly skilled and committed staff team, and a governing body that knows the school well. This new appointment we see as an exciting opportunity for our school to become even better.

At Long Toft, we are proud of the welcoming, nurturing environment that we have created: it really is a wonderfully vibrant and dynamic place to work and learn. We are blessed with a large site with excellent facilities from our sports hall, outdoor learning areas and extensive grounds to our beautiful reading room and refurbished staffroom. Our site has been constantly updated and maintained to a high level to ensure that it provides a stimulating and inclusive learning environment.

Inclusion is at the heart of Long Toft: we serve a complex community with a high level of deprivation and we provide a range of additional support for our children and parents to develop their resilience. We have our own internal inclusion panel, pastoral team and mental health coach and run a range of programs such as Thrive and parenting programs. We also have a highly developed Life Skills Curriculum and a vast amount of enrichment activities, sports and after school clubs to ensure that our children have many opportunities to develop their emotional intelligence, confidence, mindfulness and skills for life.

Naturally, we could not achieve what we do without working in partnership with parents and community groups and we have excellent working relationships with outside agencies and the Local Authority. We also work in close collaboration with 3 other local schools, taking part in peer reviews, sharing expertise and training and occasionally organising staff secondments. In short, though we are proud of our achievements we are never complacent and are always looking for new ideas and strategies to improve.

If you are an ambitious, resilient, reflective leader committed to continuous development and improvement for everyone in your care, we would encourage you to consider this post. Should you decide to apply you will have a warm welcome! This is a very important appointment for us as we look towards a bright future for our children and community.

Best wishes

Janice Lyons Chair of Governors

Genny Bradley Vice Chair

THE APPLICATION PROCESS

Further details about Long Toff Primary School can be found on the website:

<https://www.longtoff-doncaster.co.uk/>

If you feel you are the person we are looking for, please complete our application form (CV's will not be accepted) and add a concise letter of no more than two pages of A4 addressing the following:

- Why you are applying for this position
- How your experience to date will enable you to successfully take on the role

Completed application forms should be sent to gemma.addison@longtoftschool.co.uk

Visits to the school are welcomed and encouraged. Please contact the School Business Manager, Gemma Addison, on the email address above or on 01302 841246 to make arrangements.

The closing date for applications is 6th January 2025, 12 noon.

Shortlisted candidates will receive an email detailing the interview process.

Written references will be sought for all short-listed candidates prior to interview.

If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.

If you have any queries on any aspect of the application process, please contact the school on the email / telephone number above.

Key Dates

- Closing date for receipt of applications: **Monday 6th January 2025, 12 noon**
- Shortlisting will take place on: **Thursday 9th January 2025**
- Interviews will be held on: **Monday 20th January & Tuesday 21st January 2025**

Good luck with your application.

Job Advert

Salary range: L15-L21 (£70,293 - £81,441)

Permanent Full Time

Start Date: 1st September 2025



The governing body are seeking to appoint an exceptional and inspirational leader to become our new headteacher from September 2025. The position has become available due to the retirement of our highly respected current headteacher at the end of this academic year.

Long Toft Primary School is at the heart of Stainforth, working in collaboration with all stakeholders to provide a rich and nurturing environment, where all children thrive. Our school has a commitment to the development of all, in order for every member of the school community to reach their full potential - "together we will be the best"

We live by our vision and values. At Long Toft Primary, we are very proud of the bespoke knowledge and skills-based curriculum we have created for our pupils. Children are given opportunities to become inquisitive, independent and self-critical learners, unafraid of making mistakes within an ethos of challenge and support.

There are equal opportunities for all pupils regardless of background, gender, race, ability or disability through an atmosphere of respect and celebration of diversity. Inclusion is at the heart of everything that we do.

Could you be the next person to lead us forward on our continuing journey?

The successful candidate will:

- Be resilient, and have a proven record of successful and sustained school improvement
- Be passionate about championing inclusion and maintaining an exceptional safeguarding culture
- Have a commitment to a collaborative leadership style, and to developing themselves and others
- Continue to develop strong relationships and work in partnership with our:
 - Parents and the community
 - Governors
 - Partnership schools
 - Local Authority
 - Multi-agencies

Candidates are encouraged to visit the school before applying. Please contact Gemma Addison for an appointment on gemma.addison@longtoftschool.co.uk or 01302 841246. For details of how to apply please see the application pack.

Closing Date: **6th January 2025 (Noon)**

Shortlisting: **9th January 2025**

Interview Days: **20th / 21st January 2025**

This post involves working with children and therefore if successful you will be required to apply for a disclosure of criminal records check at an enhanced level. Further information about the Disclosure Scheme can be found at www.gov.uk/disclosure-barring-service-check

In line with our safer recruitment policy two references will be sought prior to interview. The school will carry out on-line searches as part of their due diligence checks on shortlisted candidates who will also be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview.

Head Teacher Job Description



School:	Long Toft Primary School
Salary Scale:	L15 – L21
Responsible to:	The Governing Body
Supervisory responsibility:	The Senior Leadership Team (and ultimately, all school staff)
Principal responsibility:	The appointment is subject to the current conditions of service for Headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out their duties the Headteacher shall consult, when appropriate: the Governing Body, the Local Authority, the staff of the school and the parents of its pupils. Leadership posts that affect directly the vision of the school should, wherever possible be staffed by skilled practitioners who are committed excellent teachers.

Main purpose of the post:

1. To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
2. To meet the National Standards for Headteachers as published by the DfE.
3. To 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.
4. To promote and safeguard the welfare of all children and young people within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

Shaping The Future

To work with the governing body, to develop a strategic vision for the school within its community;

To analyse and plan for the future needs and further development of the school within the local, national and international context, by:

1. Providing educational vision and direction and creating an ethos that secures effective teaching and successful learning and achievement by pupils, preparing them for the opportunities, responsibilities and experiences of adult life.
2. Ensuring that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
3. Working within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement.
4. Demonstrating the vision and values in everyday work and practice.
5. Ensuring that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short-term objectives and targets that secure the success of the school.
6. Creating and implementing a strategic plan that takes account of the diversity, values and experience of the school and the wider community.
7. Ensuring that the strategic plan is underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress and increases teachers' effectiveness and secures school improvement.
8. Ensuring creativity, innovation and the use of appropriate technologies to achieve excellence.
9. Ensuring that policies and practices take account of national, local and school data and inspection research findings; and
10. Monitoring, evaluating and reviewing the effects of policies, priorities and targets of the school in practice and taking necessary action.

Leading Teaching and Learning

To work with the Governing Body to secure and sustain effective teaching and learning throughout the school;

To monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement, by:

1. Ensuring that all pupils receive a high-quality education in a happy, stimulating, safe and healthy environment.
2. Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
3. Ensuring that learning is at the centre of strategic planning and resource management.
4. Establishing creative, responsive and effective approaches to learning and teaching.
5. Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
6. Demonstrating and articulating high expectations and setting aspirational targets for the whole school community.
7. Implementing strategies that secure high standards of behaviour and attendance.
8. Determining, organising and implementing a diverse, flexible and purposeful curriculum that is relevant to pupils' needs and is supported by an effective assessment framework.
9. Implementing approaches that develop pupils' understanding of themselves as learners and motivate and support them to improve their learning.
10. Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
11. Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies to ensure that the highest standards of teaching and learning are maintained, and that underperformance is challenged at all levels; and
12. Giving and receiving effective feedback and acting to improve personal performance.

Developing Self and Working with Others

To lead, motivate, support, challenge and develop individuals and teams.

To foster an open, fair, equitable culture, treating people with dignity and respect to create and maintain a positive school culture, by:

1. Maximising the contribution of staff to improve the quality of education provided and standards achieved and ensuring that constructive working relationships are formed between staff and pupils.
2. Planning, allocating, supporting and evaluating work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service.
3. Maintaining a collaborative learning culture within the school.
4. Implementing and sustaining effective systems for staff induction, professional development and the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement.
5. Ensuring that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status, the Career Entry Profile and standards for induction.
6. Regularly reviewing own practice, setting personal targets, and taking responsibility for own personal development in conjunction with the Governing body, and participating in arrangements for headteacher performance management.
7. Challenging, influencing and motivating others to attain high goals, maintaining a culture of high expectations for self and for others, acknowledging and celebrating the achievements of individuals and teams and taking appropriate action when performance is unsatisfactory.
8. Collaborating and networking with others beyond the school and accepting support from others including colleagues, governors and the Local Authority; and
9. Managing own workload and that of others to allow an appropriate work/life balance.

Managing the Organisation

To manage the school efficiently and effectively on a day-to-day basis to meet specific objectives in line with the school's strategic plan and financial context, making professional managerial and organisational decisions based on informed judgments.

To establish and sustain appropriate structures and systems, delegating management tasks and monitoring their implementation, and prioritising, planning and organising self and others;

To think creatively to anticipate and solve problems, by:

1. Creating an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and appropriate LA policies.
2. Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
3. Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities.
4. Managing the school's financial and human resources in order to ensure effectiveness and efficiency in achieving the school's educational goals and priorities.
5. Ensuring that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
6. Working with governors and senior colleagues to recruit, retain and deploy staff appropriately and managing their workload to achieve the vision and goals of the school.
7. Advising the governing body on the adoption of effective procedures to deal with the competence and capacity of staff.
8. Advising governors on appropriate priorities for expenditure, allocating funds and ensuring effective administration and control.
9. Making arrangements for the security and effective supervision of the school buildings, contents and grounds.
10. Undertaking responsibilities as defined in the LA's Health and Safety Policy and/or such Health and Safety Policy as the governing body may have determined, and to ensure that appropriate risk assessments are undertaken.
11. Managing, monitoring and reviewing the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money as laid out in the SFVS.
12. Undertaking responsibility for promoting and safeguarding the welfare of the children and young persons that s/he is responsible for or comes into contact with; and
13. Using and integrating a range of technologies effectively and efficiently to manage the school.

Securing Accountability

To be accountable for the efficiency and effectiveness of the school to the Governors and others, including pupils, parents, staff, local employers and the community.

To engage the school community in the systematic and rigorous self-evaluation of the work of the school, collecting and using a rich set of data to understand the strengths and weaknesses of the school and combining the outcomes of regular school self-review with external evaluations in order to develop the school;

To demonstrate political insight and anticipate trends, by:

1. Fulfilling commitments arising from contractual accountability to the Governing Body.
2. Working closely with the governing body by providing information, objective advice and support that enables it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money as laid down in the SFVS.
3. Developing a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility and accountability for outcomes.
4. Reporting to the governing body on the discharge of the headteacher's functions and the affairs of the school.
5. Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management review timelines as issued by the Local Authority.
6. Using a range of evidence, including national data and the school's own performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.
7. Developing suitable quality assurance systems, including school review, self-evaluation and performance management and presenting a coherent and accurate account of the school's performance to a range of audiences including governors, parents/carers, the Local Authority, the local community, Ofsted and others, to enable them to play their part effectively.
8. Ensuring that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement.
9. Reporting to the governors annually on the performance management of teachers at the school in relation to the School Teachers Pay and Conditions Document.
10. Providing information about the work and performance of staff where it is relevant to their future employment; and
11. Reflecting on personal contribution to school achievements and taking account of feedback from others.

Strengthening Community

To recognise and take account of the richness and diversity of the school's communities.

To engage in a dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities.

To listen to, reflect and act on community feedback and build and maintain effective relationships with parents, carers, partners and the community, which enhance the education of all pupils by:

1. Building a school culture and curriculum that takes account of the richness and diversity of the school and the wider community.
2. Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.
3. Ensuring learning experiences for pupils are linked into and integrated with the wider community.
4. Ensuring a range of community-based learning experiences.
5. Working in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
6. Developing communication flow with the wider community to build upon all stakeholders' confidence and understanding of the school.
7. Seeking opportunities to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
8. Ensuring that the school promotes effective links with the local community and continues the development of close liaison with other local primary and secondary schools.
9. Contributing to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
10. Co-operating and working with relevant agencies to protect and safeguard children.
11. Ensuring that the school offers appropriate extended services.
12. Co-operating and working with relevant agencies to secure the outcomes of Every Child Matters.
13. Creating a wholly inclusive environment whereby all children, including those with physical or learning difficulties, can be welcomed and supported appropriately; and
14. Creating and maintaining an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

This job description may be amended at any time in accordance with the needs of the school after discussion and appropriate consultation with the post holder.

Headteacher Person Specification



Long Toft
PRIMARY

(Assessment key: 'A' is application; 'I' is interview and 'R' are references)

	Essential	Assessed
Qualifications and Training <ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of recent and relevant continuing professional development including leadership • Degree 	<p>X</p> <p>X</p> <p>X</p>	<p>A</p> <p>A & I</p> <p>A</p>
Relevant Experience <ul style="list-style-type: none"> • Recent experience as a successful senior leader in the primary phase • Proven outstanding teaching ability • Curriculum leadership experience • Proven experience of leading the raising of standards in teaching and learning • Strategic leadership in building and maintaining effective relationships with Governors, parents, the community and LA • Strategic planning and resource management • Experience in leading school improvement planning and self-evaluation • Experience of leading and managing successful change • Experience of full primary age range • Experience of managing Personnel and Health/ Safety issues 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>A & R</p> <p>A & R</p> <p>A & R</p> <p>A & R & I</p> <p>A & R & I</p> <p>A & I</p> <p>A & R & I</p> <p>A & R & I</p> <p>A</p> <p>A & I</p>
Knowledge & Understanding of: <ul style="list-style-type: none"> • Models of effective teaching and learning • Models of behaviour and attendance management • Up to date knowledge of the National Curriculum (& EYFS curriculum) • Safeguarding requirements • Current educational priorities, legislation, research and developments • Strategies to promote individual and team development • School improvement strategies to include raising attainment, data analysis, target setting and appraisal • Financial planning and budget management • Successful management strategies for monitoring the quality of teaching and learning, pupil outcomes and the quality of provision 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>A</p> <p>A & I</p> <p>A</p> <p>A & I</p> <p>A & I</p> <p>A & R & I</p> <p>A & R & I</p> <p>A & I</p> <p>A & R & I</p> <p>A & I</p> <p>A & I</p>

<ul style="list-style-type: none"> • Developed vision and philosophy to include inclusion, ethos, communication, behaviour, school improvement and diversity • School self-evaluation and its relationship with the process of school development and improvement • The work of other agencies and opportunities for successful collaboration with them • Working with, and understanding the role of school Governors 	<p>X X</p>	<p>A & R & I A & I</p>
<p>Professional Skills</p> <ul style="list-style-type: none"> • Outstanding strategic leadership skills • Ability to lead, monitor and evaluate the quality of teaching and learning • Collaborative partnership working to secure the commitment and support of the wider community • Effective interpersonal and communication skills (including written, oral, ICT and presentation) • The delivery (use and impact) of new technologies to support teaching and learning • Highly developed organisational, self-management and time management skills • Ability to motivate, enthuse and empower staff and pupils • Proven ability to think creatively to anticipate and to identify problems and needs and to construct solutions 	<p>X X X X X X</p>	<p>A & R A & R A & I A & I A & I A & R & I</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Resilient, empathetic, approachable, have strong interpersonal skills and passionate about inclusion. • Open to innovation and willingness to take onboard different views. 	<p>X X</p>	<p>A & I A & I</p>