



Lydgate Junior School

Headship Information Pack

**glover recruitment
consultancy**



Dear applicant

Thank you for your interest in the role of Head Teacher at Lydgate Junior School. I hope the information included in this pack has helped to give you a good idea of the type of school we are and a sense of what we are looking for in our new Head Teacher.

The new Head Teacher will be joining an experienced and dedicated staffing group, alongside a committed governing body and PTA. Together we aspire to give our children the best possible junior school experience, with a focus on enabling all our children to achieve strong academic performance whilst also recognising the importance of the development of social skills, awareness of social and cultural diversity and extra-curricular activities.

We are proud to be a silver-awarded Rights Respecting school, equipping our pupils with a knowledge of the rights of the child which we hope they can take forward to become active global citizens. As part of that we aim to ensure our pupils understand the importance of tolerance and respect for one another, to understand and recognise diversity and hold an awareness of privilege and of those who are less fortunate. We aspire to be trauma informed, and above all want our pupils to leave the school with a sense of pride in themselves and an awareness of the importance of kindness to others.

We are a relatively large junior school with a strong reputation and so we are looking for a committed and experienced individual, who has vision and passion, as well as excellent communication skills and an ability to lead by example. The new Head Teacher will face short- and long-term challenges. In the short term, the shadow of the pandemic lock-down still hangs over the school, and the challenge of minimising its impact on both pupils and staff remains. In the longer term, there is the continued challenge of aspiring to excellence, balancing the budget and ensuring the needs of all children are met.

If you share our vision for the school and believe you have the skills and commitment to help move Lydgate Junior School forward, then we look forward to hearing from you.

Dr Simon Hamilton
Chair of Governors



A message from the Rights Respecting School Council

Dear applicant,

The RRS Council would like you to know what we think of our amazing school.

When we were asked how we would describe our school, these were the words we thought of:

exciting fun wonderful respectful welcoming creative exquisite

We would also like to tell you some things about our school:

- Teachers are kind, generous, helpful and good at teaching.
- We are a Rights Respecting School where children have their rights met and respected.
- We have the opportunity to go on informative school trips.
- We are super learners.
- Break times are fun and we have lots of space to play and relax so that we are ready to learn.
- We have a variety of creative and sporty afterschool clubs.
- We enjoy forest school in our very own school woods.
- The topics we learn about are interesting and fun and we love having themed days about them.
- We respect our environment and keep it clean.
- We are a caring and listening school.
- We love helping other people by fundraising for charities and campaigning for things we believe in.

We really like our school and think it is the best school ever. We hope you will think so too!

Headteacher Lydgate Junior School

Manchester Road, Crosspool, Sheffield, S10 5DP

Tel: 0114 2669500

Email: enquiries@lydgate-jun.sheffield.sch.uk

Website: www.lydgatejunior.co.uk

L18-L24 (£64,143-£73,559) (starting point dependent on experience)

Group 3 NOR 483

Required from September 2022

Lydgate Junior is a relatively large, inclusive and culturally diverse school at the heart of a supportive and welcoming community. We are looking for an outward-facing and innovative school leader who has the strategic vision to lead the school and further develop our broad and creative curriculum.

Taking a holistic view of education that focusses on developing the whole child, the appointed headteacher will also:

- be a visible and accessible leader, promoting the school and positively engaging with parents, carers, local schools and the wider community
- have senior leadership experience and be able to demonstrate a track record of contributing to whole school improvement
- have high aspirations for the performance of all our children and an ability to motivate them to reach their full potential
- develop leadership throughout Lydgate Junior School, driving the professional development of all our staff members
- take an ambitious approach to developing the school's extra-curricular offer, while maintaining its music tradition

In return, we can offer a:

- vibrant, partially open-plan school environment with engaged and well-behaved children who support one another
- skilled and experienced staff team and governing body
- commitment to your ongoing professional development

We fully embrace new ideas and understand that you want to make your mark. If this sounds like you, please get in touch.

Lydgate Junior School is committed to safeguarding and promoting the welfare and safety of children. We expect all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. All shortlisted candidates will be asked to disclose any cautions or convictions prior to interview. The amendments to the ROA Exceptions Order 1975 (2013 & 2020) provide that certain convictions and cautions are 'protected' and are therefore not subject to disclosure to employers. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.


The successful candidate will be required to complete an enhanced Disclosure and Barring Service check and a Children's Barred List check. Candidates are asked to read the school's safeguarding policy, which is available at: www.lydgatejunior.co.uk/policies.

Visits to our school are strongly encouraged and can be arranged by contacting Claire Furness, School Business Manager, on 0114 2669500. For an informal discussion about the role, please contact the current Headteacher, Stuart Jones, on the same number. Interested candidates are also invited to speak to the Chair of Governors, Simon Hamilton, on 0750 2194840.

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

Please use the Sheffield City Council leadership application form. We are unable to consider CVs or applications not submitted on this form.



A young person with dark skin and short dark hair, wearing a blue school uniform with a white star on the sleeve, is shown in profile, playing a clarinet. The background is blurred, showing other students and a colorful banner.

Please use the personal statement of the application form to demonstrate how you meet the person specification, with examples and, wherever possible, evidence of positive impact.

The deadline for receipt of applications is 1.00pm on Thursday 20th January 2022. Completed forms (and any enquiries) should be submitted to Scott Glover at scott@gloverrecruitment.co.uk. If you would prefer to send your application by post, please address it to Glover Recruitment Consultancy, 64 Valley Road, Sheffield, S8 9FY. School visits are encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by 12 noon on Saturday 22nd January.

An assessment centre and interviews will take place on Thursday 27th and Friday 28th January.

The assessment centre will consist of a series of job-related exercises designed to give candidates the opportunity to demonstrate the key attitudes, skills and knowledge required for the post. Shortlisted candidates will be fully briefed at the beginning of the process and supported throughout the day.

In the event of restrictions being imposed in respect of Covid cases, the assessment centre and interviews may be delayed or run remotely. Shortlisting will, nevertheless, go ahead and candidates will be kept informed throughout the process. Reasonable adjustments will be made wherever possible.



Lydgate Junior School

Headteacher Job Description

Salary range:	Group 3 ISR: L18-24
Role of the Headteacher:	<p>Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.</p> <p><i>(Preamble: The Role of the Headteacher, from the National Standards of Excellence for Headteachers January 2015)</i></p>
Responsible to:	The Governing Body and the Executive Director, Children Young People & Families, Sheffield City Council
Responsible for:	The teaching and support staff of the school and its children and young people.
The Headteacher will be expected to:	<ul style="list-style-type: none">• Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.• Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015.• Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.• Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.

Job Description

Detailed below are the 24 characteristics expected of an excellent school leader, divided into the four 'Excellence As Standard' domains. The Governing Body has identified these as the specific characteristics that are vital for the post to ensure the school is led effectively.

This job description will be subject to annual review as part of the performance management cycle.

Domain One Qualities & Knowledge	Domain Two Pupils & Staff	Domain Three Systems & Processes	Domain Four The Self-Improving School System
<p><i>Headteachers:</i></p> <p>1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</p>	<p><i>Headteachers:</i></p> <p>1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</p>	<p><i>Headteachers:</i></p> <p>1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p>	<p><i>Headteachers:</i></p> <p>1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</p>
<p>2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</p>	<p>2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</p>	<p>2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p>	<p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</p>
<p>3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</p>	<p>3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</p>	<p>3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under- performance, supporting staff to improve and valuing excellent practice.</p>	<p>3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self- regulating and self- improving schools.</p>
<p>4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p>	<p>4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p>	<p>4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.</p>	<p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p>

Job Description continued

5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	6. Hold all staff to account for their professional conduct and practice.	6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

This job description may be amended at any time after discussion with the Governing Body.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment procedures.

Person Specification

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification.

Qualifications and experience

Candidates should have and be able to evidence:

1	Qualified Teacher Status (QTS)
2	Experience across the appropriate age range(s)
3	Evidence of recent senior leadership experience
4	A proven track record of leading whole school improvement successfully
5	Evidence of recent, appropriate leadership development (e.g. NPQH*)

Personal qualities

Domain

Candidates should:

1	Demonstrate a passion for teaching and learning	2:2
2	Communicate effectively both orally and in writing to a range of audiences	1:1
3	Develop positive relationships with pupils, staff, parents, governors and members of the local community	1:2
4	Adapt to changing circumstances and be receptive to new ideas	
5	Demonstrate excellent interpersonal skills	
6	Be decisive, consistent and focused on solutions	
7	Demonstrate the capacity to be reflective, flexible and adaptable	
8	Have a positive, enthusiastic outlook, embracing risk, innovation and creativity	4:5
9	Show resilience, perseverance and optimism in the face of difficulties and challenges	1:3
10	Lead by example with integrity and clarity	1:3
11	Listen carefully, learn from others and seek advice and support when necessary	1:3
12	Demonstrate a commitment to the continuing professional development of self and others within the school	4:4

Skills

Domain

Candidates should be able to:

1	Formulate a vision and strategy for the school and secure commitment to it from others	1:6
2	Analyse and interpret data accurately to inform school improvement and to monitor pupil progress	2:3
3	Plan strategically and set challenging targets for improvement	2:1
4	Managing change successfully	
5	Assess, monitor and evaluate the quality of teaching and learning, providing next steps for improvement	2:2
6	Work effectively with parents and the community	1:2

Person specification continues on next page

7	Work effectively with the governing body, enabling governors to fulfil their roles and meet their responsibilities	3:4
8	Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children	4:1
9	Drive improvement and challenge underperformance	3:3
10	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines	
12	Distribute leadership, enabling staff and teams to take on responsibility and hold each other to account for their decision making	3:6
13	Manage resources efficiently	3:5
14	Engage leaders at all levels in systematic and rigorous self-evaluation	3:1

Professional knowledge and understanding		Domain
Candidates should:		
1	Be committed to securing equality of opportunity throughout the school	2:1
2	Have an understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including the new Ofsted Inspection Framework	1:4
3	Have knowledge of what constitutes good and outstanding teaching and a secure understanding of how pupils learn and the impact of a highly creative curriculum	2:2
4	Have knowledge of effective assessment for learning practices and an understanding of the impact of excellent questioning and immediate verbal feedback on the progress of learners	2:2
5	Have knowledge of the management of children's behaviour and attitudes to learning and the ability to put this into practice	3:2
6	Have knowledge of effective strategies to include and meet the needs of all children, including the most able and those who are disadvantaged	2:1
7	Have experience of multiagency working to support vulnerable children and families	4:2
8	Have an understanding of effective financial management	3:5
9	Have experience of school self-evaluation and performance management processes and their impact on raising standards	3:3
10	Have experience of using local and national research to support school improvement	2:3

Safeguarding		Domain
Candidates should have:		
1	Knowledge of national and local safeguarding guidance	3:2
2	Experience of safeguarding and promoting the welfare of children and young people	3:2
3	A commitment to co-operate and work with relevant agencies to protect children and young people	3:2
4	Knowledge of best practice and procedures for safeguarding children and young people	3:2

*It is no longer mandatory for all first-time headteachers to have been awarded the National Professional Qualification for Headship (NPQH) *before* being appointed to the post. However, NPQH is a credible threshold qualification, which signals readiness for headship.

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Queries about the application and recruitment process
should be addressed to scott@gloverrecruitment.co.uk or
by phoning 07766773682.