

glover recruitment  
consultancy



Reignhead Primary School  
Information for headteacher candidates



# A message from the Chair of Governors

Dear Applicant

On behalf of the governing body, staff and children, welcome and thank you for your interest in the post of Headteacher at Reignhead Primary School. We're delighted that you are interested in becoming our next Headteacher and hope that this pack gives you some insight into our school, of which our whole community is really proud. Our school is a really happy place to be — as a pupil and a member of staff. You will join and lead a team of committed and highly-skilled professionals, supported by a governing body who cares deeply about the school community.

Staff at our school are dedicated to achieving the best outcomes for the pupils that they teach, and also ensuring they are happy at school, and develop and grow into content and productive citizens. At Reignhead, we know how important the early years are and with an excellent Nursery provision and Foundation Stage, led by expert practitioners, children receive a very strong start at our school. You can see our vision and values later in the pack — our new Headteacher will honour these values and continue to maintain and build upon a culture with these at the core.

A commitment to high quality CPD is shared by all staff and the governing body, and the new Headteacher will demonstrate this commitment and investment in staff. At Reignhead, we know that high quality, rigorous research and evidence, should inform our decision making and can positively impact our practices. Our new Headteacher will know how to engage critically with research and continue to foster this professionally curious ethos.

Reignhead has inclusion at its heart, and the next Headteacher will demonstrate a commitment to maintaining this ethos and also to maintaining the level of resourcing all children at school deserve to be successful at school. We are incredibly proud of our nurture provision and urge you to visit to find out more about this very special part of our school.

We welcome your interest in this role. It is a really exciting opportunity to lead an ambitious school and build on very firm existing foundations.

I wish you all the best in your application.

Rhiannon Jones, Chair of Governors

# Our Core Values

Our B.E.S.T Core Values help us create a positive attitude and are the heart of everything we do! The ethos of the school stems from this – if we work together, and everyone is trying to be the best they can be, we will achieve success for all.

**Be determined**  
**Embrace learning**  
**Show respect**  
**Take responsibility**

We take pride in our core values because they help children set high aspirations for themselves, enabling them to develop a love of learning and a determination to succeed.

In addition to our core values, we teach our children to follow three golden rules. These are simple to remember and help our children to understand how to behave so they can be successful learners and responsible citizens. Our golden rules are:

**I am ready to learn**  
**I am kind and gentle**  
**I keep myself and others safe**

‘I am ready to learn’ refers not only to being prepared with the correct equipment, but also about being ready to listen and follow instructions the first time they are given.

‘I am kind and gentle’ refers to being kind with words and gentle with actions.

‘I keep myself and others safe’ encourages children to be aware of potential dangers – this can be as simple as tucking your chair under the table, sitting properly and walking sensibly around school, but also extends to wider issues such as online safety.



# Headteacher Reignhead Primary School

Tel: 0114 2475767

Email: [enquiries@reignhead.sheffield.sch.uk](mailto:enquiries@reignhead.sheffield.sch.uk)

To start September 2024

Group 2 - NOR 275

## L15-L21\* (£66,628 - £76,430)

Reignhead is a warm, inclusive and welcoming primary school with our own on-site nursery. This means the majority of our children begin their educational journey with us at three-years-old. Our aim is that every child at Reignhead feels safe, valued and, quite simply, loves coming to school!

We are looking for an inspirational headteacher who, like us, is passionate that all our children achieve their full potential – in their work, attitudes and as good citizens. Our next headteacher will have the resilience and strategic vision to lead the school through a changing education landscape while ensuring the school continues to provide a kind and supportive community for its learners and staff.

Building upon our current success, the appointed candidate will:

- have leadership experience and a proven record of delivering whole-school improvement
- promote the school, engaging with parents, carers and the wider community
- lead an outward-looking school, which values collaboration and seeks opportunities to work with external partners
- lead by example, embracing accountability while setting and
- maintaining high standards for all pupils and staff

In return, we can offer:

- a vibrant school environment with engaged and well-behaved children
- a talented and ambitious staff team and a governing body that is committed to your ongoing professional development

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

Visits to the school are warmly encouraged. To arrange a visit, please phone Clare Hollingworth, School Business Manager, on 0114 2475767. For an informal conversation about the role, please ask to speak to Carole Stafford, the current Headteacher.

Reignhead Primary School is committed to safeguarding and promoting the welfare and safety of children and 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. Please also note that an online search will also be conducted for all shortlisted candidates prior to interview.

The successful candidate will be required to complete an enhanced Disclosure and Barring Service check and a Children's Barred List check. Please note that it is a criminal offence to apply for this post if you have been placed on the Children's Barred List. Candidates are asked to read the school's safeguarding policy, which is available at:

<https://www.reignhead.sheffield.sch.uk/key-information/safeguarding/safeguarding-1>

Completed applications forms, and any queries about the recruitment process, should be addressed to Scott Glover at [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk) or by phoning 0776677 3682.

**Closing date for applications: 1.00pm  
Friday 5<sup>th</sup> April 2024**

**Assessment centre and interviews:  
Wednesday 24<sup>th</sup> and Thursday 25<sup>th</sup> April  
2024**





# Information for candidates

Please use your personal statement to demonstrate how you meet the various elements set out in the person specification, providing examples and, wherever possible, evidence of positive impact. Candidates will be shortlisted on their track record as a school leader and how well they demonstrate the attributes set out in the person specification.

The deadline for the receipt of applications is 1.00pm on Friday 5th April 2024. Completed forms should be submitted to [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk).

School visits are warmly encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by 1.00pm on Tuesday 16th April.

Shortlisted candidates will be asked to attend the school on Wednesday 24th April for in-school activities. An assessment centre and interviews will take place on Thursday 25th April.

The assessment centre will consist of a series of job-related exercises designed to give all candidates the opportunity to demonstrate the key competencies required for the post. Shortlisted candidates will be fully briefed at the beginning of the process.

Telephone feedback will be available for all applicants, regardless of outcome.

# Reignhead Primary School

## Headteacher job description

<b>Salary range:</b>	<b>Group 2</b> <b>L15 – L21*</b>
<b>Role of the Headteacher:</b>	<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>
<b>Responsible to:</b>	The Governing Body and the Executive Director, Children's Services, Sheffield City Council
<b>Responsible for:</b>	The teaching and support staff of the school and its children and young people.
<b>The Headteacher will be expected to:</b>	<ul style="list-style-type: none"> <li>• Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.</li> <li>• Meet the standards set out in the guidance document Headteachers' Standards 2020.</li> <li>• 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.</li> <li>• 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.</li> </ul>

# 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.

**The Governing Body is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.**

**The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).**

## 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)
3	Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities
4	A proven track record of leading whole school improvement successfully
5	Evidence of recent, appropriate leadership development (e.g. NPQH*)

### Personal qualities

#### Candidates should:

1	Demonstrate a passion for teaching and learning
2	Communicate effectively both orally and in writing to a range of audiences
3	Develop positive relationships with pupils, staff, parents, governors and members of the local community
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
9	Show resilience, perseverance and optimism in the face of difficulties and challenges
10	Lead by example with integrity and clarity
11	Listen carefully, learn from others and seek advice and support when necessary
12	Demonstrate a commitment to the continuing professional development of self and others within the school

### Skills

#### Candidates should be able to:

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

Person specification continues on next page

7	Work effectively with the governing body, enabling governors to fulfil their roles and meet their core responsibilities
8	Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children
9	Drive improvement and challenge underperformance
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
13	Manage resources efficiently
14	Engage leaders at all levels in systematic and rigorous self-evaluation

### Professional knowledge and understanding

#### Candidates should:

1	Be committed to securing equality of opportunity throughout the school
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
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
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
5	Have knowledge of the management of children's behaviour and attitudes to learning and the ability to put this into practice
6	Have knowledge of effective strategies to include and meet the needs of all children, including the most able and those who are disadvantaged
7	Have experience of multiagency working to support vulnerable children and families
8	Have an understanding of effective financial management
9	Have experience of school self-evaluation and performance management processes and their impact on raising standards
10	Have experience of using local and national research to support school improvement

### Safeguarding

#### Candidates should have:

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

\*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.

## **glover recruitment consultancy**

Queries about the application and recruitment process should be addressed to [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk) or by phoning 07766773682.