



Headteacher Recruitment Pack

‘There are high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND)... They benefit from the good quality of education that the school provides.’

Ofsted, January 2024





Growing and learning Together

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Within this pack you will find information and advice on applying for the role of **Headteacher** at Rufford Primary and Nursery School.

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Safeguarding Statement:

Rufford Primary and Nursery School is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff and volunteers to share this commitment.

Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks, including an online check, as outlined in Keeping Children Safe in Education (September 2024).

To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and to join us.

Rufford Primary & Nursery School's Safeguarding Policy and other related policies are available on the school website: www.rufford.nottingham.sch.uk





Growing and learning Together



Welcome from our current Headteacher

Dear Applicant,

In 2011, Rufford Infant and Nursery School amalgamated with Rufford Junior School and became Rufford Primary and Nursery School. I was headteacher at Rufford Junior School and was appointed headteacher at the new school.

'This is a happy school' – OFSTED Jan '24

This small sentence says everything I want it to about Rufford Primary and Nursery School. A happy school means lots of things are working really well. As with all schools there is always lots to do to, but there is a great foundation in place for the new headteacher to build on.

Children are proud of their school and are keen to come, attendance has been inline with national averages since COVID. They enjoy the wide range of enrichment opportunities built into the curriculum and the extra clubs and challenges they have the opportunity to take part in.

Staffing is stable and they are a strong team, made up of some very long serving staff, along with some who trained here and stayed and others who have worked elsewhere previously. This stability means routines and systems are well embedded and consequently behaviour and attitudes are good.

The school's curriculum is well structured and has been developed over many years. It is very well thought out and underpinned by research. Developments are ongoing, implemented in stages and given time to embed. This work is led by the school's very experienced and effective Deputy Headteacher.

Parents and carers are supportive and do lots of creative homework with their children. The school is very much part of the local community. Many parents and grandparents also attended Rufford, however the demographic is changing and inward mobility is high as families move into the area both from other parts of the UK and from abroad. Employment opportunities are the main motivation and recently we have been able to open onsite, high quality, low cost childcare to support the increasing number of working families using the school.

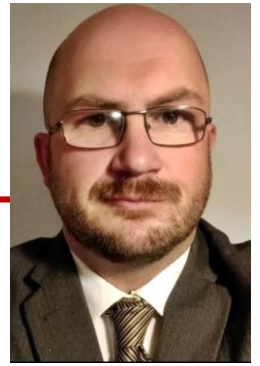
My time at Rufford has been the happiest and most fulfilling of my career. Bulwell doesn't always get 'a good press' but I strongly encourage you to come and visit and make your own mind up.

Yours sincerely,

Alison Tones – Retiring Headteacher



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Welcome from our Chair of Governors

Dear Applicant,

Thank you for your interest in the Head Teacher position at Rufford Primary and Nursery School. On behalf of the Governing Body, I am delighted that you are considering joining our school community.

At Rufford, we take pride in fostering a learning environment that is inclusive, inspiring, and centred on the success and well-being of every child. Our dedicated staff and strong leadership team are compassionate, respectful, and responsible individuals who work tirelessly to ensure that each pupil reaches their full potential, through a shared enjoyment of learning.

I am very proud of the commitment of our school team, and the significant impact they have on our children. I am equally proud that Ofsted in their latest inspection continued to recognise us as a 'good' school. Governors recognise our school's achievements, which reflect the collective efforts of staff and our children. We are committed to continuous improvement and look forward to welcoming a leader who shares our school's ambition, vision, and values.

In this applicant pack, you will find detailed information about the role, our school, and our community. I encourage you to review it carefully and think about how your skills, experience and ethos align with our aspirations. We are looking for a candidate who is not only passionate about education but also eager to contribute to Rufford Primary and Nursery School and our community.

If you share our beliefs and aspirations and have the drive and dedication to make a real difference, we warmly encourage you to apply.

We are confident that you will find our school a rewarding place to work, where you will be supported in achieving your professional goals, whilst shaping the futures of our pupils.

Thank you once again for your interest. If you have any questions or would like to arrange a visit to the school, please do not hesitate to contact us via our office team. We would be delighted to welcome you.

We look forward to receiving your application and wish you the very best in this process.

Glenn Ormrod
Chair of Governors

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Our key aims are to have a school where:

- Children are encouraged to grow as individuals and to make a difference to the world as caring and thoughtful citizens
- Children are taught the importance of leading healthy lifestyles
- Children become independent, confident individuals with a love of learning
- Children excel in their learning and achievement and make rapid progress from their starting points
- Children engage fully in a rich and varied range of experiences, providing skills for life
- Children show respect and tolerance
- Learning and teaching are at the heart of everything
- Achievement and success is recognised and rewarded
- Children are involved in their learning, proud of their achievements and strive to better themselves
- There are consistently high expectations for all but academic achievement is not the only measure of success
- We work closely with parents and the wider community for the success of those who matter most of all in our school.



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Our Values and Ethos

Our 'Magnificent Seven' values underpin everything we do and expect at Rufford Primary and Nursery School.

We believe that if all the adults in our community demonstrate these values themselves and encourage these values in our children, then outcomes will be very good.





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School Information

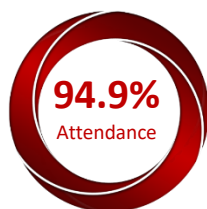
www.rufford.nottingham.sch.uk

1. GENERAL

Rufford Primary & Nursery School is a two-form entry, maintained primary school situated in Bulwell, a small town just outside Nottingham. Rufford Infant and Junior Schools were built in the 1970s on the site, which was previously an old sandstone quarry. In 2011, the schools amalgamated to become Rufford Primary & Nursery School. The building is a flat roofed 'clasp' style. Classrooms in each key stage open out onto a shared central area. There is a separate building opposite the school entrance which houses the Nursery/F1 and Reception/F2 classes. The school's outside space is not extensive but has been recently developed and includes two playgrounds, grassed areas, woodland space, a banked area with natural obstacles, ponds and areas set aside for den building/outdoor learning.

2. CONTEXT

- Rufford has the capacity for 446 (FTE) pupils. There are approximately 420 children on roll currently in F1-Year 6. Rufford is situated in an area of significant social disadvantage. Most of the children come from white British backgrounds, although the percentage of children from other ethnic backgrounds is rising with 18% EAL pupils currently on roll.
- Nursery/F1 accommodates 26 morning and 26 afternoon places for 3-4 year olds. Many pupils have not been to any childcare settings before joining Rufford and levels of oracy are very low. 30 hours childcare provision has recently been set up.
- Currently, pupils from Reception/F2 to Year 6 are taught in two parallel classes per year group.
- The proportion of pupils eligible for Pupil Premium is above average at 56%.
- Over the last few years, pupil mobility has increased significantly, particularly inward mobility. This has resulted in a changing pupil demographic as families move into the area both from other parts of the UK and from abroad.
- The proportion of children with SEND is above average, with 18% on the register.
- Since COVID, both overall attendance and persistent absenteeism have been broadly in line with National averages. This is achieved by the use of a range of systematic strategies and intensive and persistent work by the Attendance and Pastoral Teams.
- Rufford offers a free Breakfast Club to pupils and staff run lunchtime 'Catch-Up Clubs', to support children with reading and homework and as a space for children with behavioural needs. Demand has led to the opening of a steadily-growing After-School Childcare Club, which parents can book and pay for weekly. We believe that these programmes are integral to supporting the diverse needs of our families and strengthening our role within the community.



PROUD TO BE A
MUSIC MARK
SCHOOL





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3. CURRICULUM

The provision of a curriculum that is relevant, motivating and engaging is key for Rufford. Our curriculum is ambitious and well-matched to the needs of the pupils. Half-termly 'Learning Journeys' with 'drivers' in history, geography and science help our pupils make connections across the curriculum. We also make use of schemes to support progression of knowledge and skills in specific subjects such as Spanish, Music and Computing.

We carefully balance the requirement for pupils to reach National expectations in core subjects with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences. We are strongly committed to promoting learning through creativity. We work with a variety of specialist practitioners including professional dance and drumming teachers, sports specialists and artists.

Spiritual, moral, social and cultural development, along with a well-planned and structured programme of personal development underpins all of our work, along with opportunities to explore British Values and an understanding of the Protected Characteristics.

Provision to ensure all children are given equitable opportunity to succeed is wide and varied. Pupils and teaching staff are supported by a non-class based Inclusion Lead/SENDCO, along with additional support from pastoral staff and a Senior Learning Mentor. Social, emotional and behavioural support are an integral part of the curriculum.

Recognising a need for greater support in the use of technology within our community, we have made it a priority to provide every child from Year 2 to Year 6 with their own individual iPad. This initiative, which integrates technology into our teaching practices, ensures that our pupils have the tools they need to enhance their learning experiences across the curriculum, promoting Digital Literacy and preparing them for the challenges of the modern world.

Curriculum Intentions at Rufford

- To foster a love of learning and to give children the knowledge and skills they need to be future citizens.
- To develop children's moral values, spiritual, social, cultural awareness and character, and to nurture their mental health and self-esteem.
- To ensure our children have the opportunity to take part in rich, first-hand experiences they would otherwise be unlikely to encounter.





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4. STAFFING

Rufford Primary and Nursery School is a family focused, welcoming school. Along with safeguarding, ensuring every child achieves their potential is the most important thing we do and everyone working in school has a key role in making this happen.

The senior leadership team is large and includes the Headteacher, Deputy Headteacher, Assistant Headteacher, plus 4 Phase Leaders. A PE/Healthy Schools Co-Ordinator, a Subject Leader Champion, plus an Inclusion Leader and the School Business Manager complete the team. This breadth of representation ensures good communication and brings a wealth of knowledge and skills when identifying and implementing school improvement priorities.

Currently, all teachers have at least two years' experience with no ECTs, although many teachers completed their NQT/ECT years at Rufford. We regularly host students and this has been beneficial for recruitment on a number of occasions. All teaching staff make a positive contribution to the school curriculum as Subject Leaders. We have a comprehensive CPD offer for staff both through the Local Authority and the Nottingham Schools Trust, including a series of Subject Leadership Networks. This empowers our staff to refine their teaching strategies, ensuring that they have the tools and knowledge to inspire and elevate our pupils' learning experiences.

There is a large team of support staff. They are all permanent members of staff and the majority are qualified. The Pastoral Team cover SEND, safeguarding and attendance. The team is large because the workload is significant. Communication is good and because there is a lot of overlap between areas, staff are multi-skilled. All members have completed full DSL training.

There are also three full time office staff and a large team of Midday Supervisory Assistants (some also work in the Breakfast Club or After School Club). The Site Manager works from 6am to 2pm (After-School Club staff lock up the school at the end of the day). Cleaning staff are provided by Nottingham City Council.

5. ROLE OF GOVERNORS

The Governing Body at Rufford Primary & Nursery School plays a pivotal role in supporting and challenging our leadership team. Our governors are deeply invested in the wellbeing of both staff and pupils, ensuring that a nurturing environment is a top priority. With robust relationships and effective practices already in place, our governors are well-informed and actively involved in the school's strategic direction and priorities.

6. OFSTED

Rufford Primary & Nursery School was most recently inspected in January 2024. We were judged to be 'good' in all areas.





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Strategic Priorities 2024-2025

QUALITY OF EDUCATION

Curriculum

- To improve the quality of teaching in writing and maths, including improved greater depth outcomes.
- To improve the quality of teaching in Computing.

Effective Teaching & Learning

- To embed AfL and retrieval practices for prior learning and ensure that precise task design across the curriculum means that children's learning is moved on, resulting in them making effective progress.

Inclusion

- To ensure a high-quality and ambitious provision across the curriculum that takes account of, and ensures good outcomes for, pupils with SEND.

BEHAVIOUR AND ATTITUDES

- To ensure that all pupils understand what respectful behaviours are and demonstrate them consistently.

PERSONAL DEVELOPMENT

- To continue to enhance opportunities for pupils to engage in outdoor learning, have the opportunity to play, be active and learn from being out in the environment.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- To continue to enhance the effectiveness and impact of subject leaders across the curriculum.





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Our new Headteacher...

We are looking to appoint an experienced school leader to join us and lead our dedicated staff team. We are seeking someone who will understand and build on the existing culture of the school but also be ambitious, driven and committed to looking for opportunities to improve outcomes for all.

You will need to be friendly and approachable, but also have the resilience to deal with inevitable challenges as needed.

We need an individual who is truly child-focused and whose approach demonstrates passion and dedication to building successful relationships with every member of our school community.

You will have a collaborative approach to enable you to utilise and build on expertise from across the school, as well as from local forums.

You will bring:

- A successful record of school leadership as a Headteacher or Deputy Headteacher.
- A child focused approach, demonstrating the passion and dedication to help every child achieve their very best.
- A friendly, approachable presence, with the ability to build successful relationships with every member of our school community.
- The resilience to deal with inevitable challenges as needed.
- An absolute commitment to inclusivity and a passion for raising standards.
- A collaborative approach to support, motivate and inspire staff and to communicate a clear vision and direction for the school.

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Pupil Voice

...be kind, friendly, organised and respectful. They need to be confident to speak in assemblies and will make them fun and interesting. They will be determined, so they can work hard to make our school the best it can be.

...be strict when they need to and make sure everyone follows the rules, so we all feel safe and can learn. They also need to be fair as we all make mistakes.

...take pride in our school and lead everyone in following our school values. They will care about what we think and will want to make sure we are happy to come to school.

...communicate with everyone regularly so we know what is going on and make sure we have a say in what happens in our school.

We would like a new Headteacher who will...

...be someone who cares about us all, understands that we come from different cultures and will help the teachers and teaching assistants support all children with their learning.

...be interested in our learning and visit us in class. They will be excited to see our work and will set us challenges, with prizes and rewards. They will want to sit with us at lunchtime and speak to us around school.

...bring new ideas to share but will also listen to our ideas and work with everyone to find out what we love about our school, e.g. RED TED reading, playing and learning outside and Superstar rewards.

...be a good person. They will be funny, make us smile and tell good jokes sometimes! They will also be supportive to the staff.

We will make them feel very welcome at Rufford.





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Thoughts from the Staff

...We need a leader who is enthusiastic and will put children at the heart of all decisions that are made. They should have the ability to clearly articulate their ideas and the reasons behind them, whilst listening and responding to comments and ideas made by staff.

...We need someone who is 'hands-on' with the day-to day running of the school but also proactive, looking at developments and expectations for the curriculum. Good communication with staff and pupils is important so everyone understands the expectations for Rufford.

...A Headteacher, particularly at a school like ours, needs to understand the challenges faced by children, parents and staff and work hard to ensure that they all feel represented, encouraged and understood.

...We think that a Headteacher should have a clear vision for the school's future but that needs to be formed through collaboration with other school stakeholders - governors, staff and pupils.

...A Headteacher should be a visible presence around school. They need to be approachable and will need to be able to share their personality with the children. The children should want to see the Headteacher to show off their achievements and be excited to see them in the dinner hall.

...Staff and pupils need to feel that they can talk to the Headteacher and not be anxious if having to raise something with them. They should be the leader of good communication and set an example for everyone else.

...We need a leader who will be supportive, listen and work together towards a shared solution to any concerns or ideas. They should be proactive in offering help and give staff the opportunity and platform to share ideas or voice concerns.

...We think a Headteacher should prioritise communication with parents, guardians and the community, so that they are aware of, and can support with, the school culture and vision. They should be available at the start and end of the day as much as possible, on the school premises, so that parents know who they are.





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About the Nottingham Schools Trust

In 2017, a group of 34 Nottingham schools joined forces to establish the Nottingham Schools Trust; a collaborative partnership bringing together maintained primary and nursery, special schools and standalone academies focused on improving education for the children of Nottingham.

Our guiding principles are to challenge, support and improve our member schools and academies to ensure that all our children succeed.

Every school, as a member, has a voice in the decision-making process, through the Trust's open and transparent governance. Moreover, the Trust values the diversity which exists in our schools and actively encourages each school in the Trust to maintain and further develop its own distinctive culture and identity.

Rufford Primary & Nursery School has been an integral part of the Nottingham Schools Trust since its launch and like every member school, it contributes to, and benefits from, a unique and broad school improvement offer.

As a Trust we provide 20 termly Subject Leader Network sessions, covering everything from phonics to assessment, through to ICT. Sessions are led by a mixture of National bodies and local experts. We also provide bespoke support around aspects of work such as safeguarding and data protection.

Nottingham Schools Trust – Your support network



NST is of course accountable for the performance of each of its member schools, and so, will also:

- provide an annual risk assessment and analysis of outcomes for your learners
- support schools to forensically analyse pupil performance data
- challenge schools to set aspirational targets
- analyse standards of learning and teaching (including moderated lesson observations to ensure consistent judgements about standards across all our schools)



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Nottingham Schools Trust – Your support network...continued

- deliver key messages from the DfE Statistical First Releases with all Head Teachers
- develop a suite of policies
- support accurate self-evaluation
- deploy school to school support (S2S) and associated grant funding.

As a newly appointed Head Teacher, you will be given the opportunity to attend the termly Induction Group and Headspace groups which, amongst other things, enable you to connect with other Head Teachers and Local Authority Departmental Leads. Into your 3rd year, you will also be offered half termly professional 1:1 supervision from our 3rd party provider, Ccat.

Weekly, you will receive an email from the CEOs and a copy of our bulletin, 'Headship'. Each of these keeps you up to speed with latest developments (local and National) and upcoming events and training sessions.

The NST website 'member portal' provides a vast range of support, advice, guidance, policy matter, toolkits and exemplar documents developed for your use as required - [Nottingham Schools Trust – "Run by schools, for schools"](#)

And finally, you will have direct access to the CEOs, your appointed SIA and of course the 33-member school Head Teachers.

Patrick Fielding

Chief Executive Officer





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Rufford Primary & Nursery School:

Headteacher Job Description

Responsible to: The Governing Body at Rufford Primary & Nursery School

Main Purpose:

- To carry out the duties of Headteacher in accordance with the Teachers' Pay and Conditions Act and other relevant statutory provisions.
- To provide professional vision and leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.
- In carrying out his/her duties a Headteacher shall consult, where this is appropriate, with the authority, the governing body, the staff of the school, the parents of its pupils, the pupils themselves and the local community.

Shaping the Future

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

- 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 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.
- Implement a broad and balanced curriculum across the school and ensuring that improvements are a priority for all pupils including those with SEN, Gifted and Talented and EAL.

Managing the Organisation

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

- Fully understand the current legal requirements, local and national policies and guidance on safeguarding and will ensure that all requirements are met in full.
- 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.



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- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities, ensuring that all aspects of school performance are monitored and evaluated.
- 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.
- Allocate, control and account for those financial and material resources of the school which are under the control of the Headteacher and adhering to the relevant financial regulations.
- Recruit and retain staff appropriately.
- Deploy and manage all teaching and non-teaching staff of the school and allocating particular duties to them in a manner consistent with their conditions of employment and grade.
- Arrange for a deputy Headteacher or other suitable person to assume responsibility for the functions of the Headteacher at any time when s/he is absent from the school.
- Ensuring that the duty of providing cover for absent teachers is shared equitably among all teachers within school taking account of their teaching and other duties.
- Lead, motivate, support, challenge and develop staff at all levels in order to secure and sustain continuous improvement and staff well-being and be committed to personal continuing professional development.
- 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.
- Make appropriate arrangements for the security, maintenance, development, and effective supervision of the school building(s) and their contents of the school grounds and ensuring that any lack of maintenance is promptly reported accordingly.

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.

- Ensure a consistent and continuous schools-wider focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning and using data to support and improve standards.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to learning and teaching.
- Lead on establishing and driving the ethos, vision and values of the school.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.



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- 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 teaching and learning and classroom practise and promote improvement strategies to ensure that standards of professional performance are established and maintained.
- Challenge under-performance at all levels and ensures that 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.

- Lead where required, supervise, and participate in the arrangements for the appraisal of the performance of teachers in the school.
- 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.
- Ensure that all staff in the school have access to advice and training appropriate to their role/needs.
- Supporting middle and senior leaders of the school to build capacity, recognise existing talents and encourage delegation.
- Be responsible for the supervision and training of teachers during their induction periods in accordance with the regulations and making a recommendation at the end of such induction period as to whether prescribed standards have been met.
- Assessing whether a teacher has met the required standards for threshold assessment when required and feeding back on the outcome of any application providing appropriate advice regarding further development.
- Maintain liaison and cooperation with the officers of the maintaining authority.
- Maintain liaison with other schools and education establishments with which the school has a relationship.



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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.

- Will work with staff, governors, parents/carers to build on strong foundations that are in place in order to maintain and further improve all aspects of the school's standards and quality.
- Fulfil commitments arising from contractual accountability to the governing body and assist the governing body in the fulfilment of their functions.
- 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 body (provide 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.
- Develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including governors, parents, and carers.
- Maintain relationships with organisations and Trade Unions representing teachers and support staff within the school.
- Make arrangements for parents/carers to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote a common understand of its aims.
- Creating and maintaining an effective partnership with parents/carers to support and improve pupils' achievement and personal development.

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.

- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- 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 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.
- Promote the concept of lifelong learning and family engagement with learning through the school.

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Safeguarding and Promoting the Welfare of Children

- Substantial knowledge and effective experiences of addressing safeguarding issues.
- Ensures a safe and supportive school culture.
- Ensures the welfare of children is safeguarded and prompted in line with best practice and LA advice.
- Identified key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Develop and introduce policies and practice that minimise or prevent opportunities for abuse or ensures it's promptly recorded.

'This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'





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Rufford Primary & Nursery School:

Headteacher Person Specification

Application means the requirements that applicants are expected to demonstrate in their applications.

Documentary – refers to the any specific requirements that will need to be backed up by documentary evidence – in addition to the information required in the pre-employment checks.

Interview and Assessment indicate the likely methods of assessment if shortlisted to participate in the recruitment process.

Essential	Desirable	Assessment Method			
		Application	Documentary	Interview	Assessment

EDUCATION AND TRAINING

1. Qualified Teacher Status (QTS)	✓		✓			
2. Experience of extended and appropriate professional development.	✓		✓			
3. National Professional Qualification of Headship (NPQH)		✓	✓	✓		
4. Further qualification in a related area, e.g., Med, MA, MBA		✓	✓	✓		

EXPERIENCE AND KNOWLEDGE

5. Successful senior management experience i.e. Headteacher, Deputy, Assistant Headteacher	✓		✓		✓	✓
6. Experience of leading professional development.	✓		✓		✓	
7. Thorough understanding of teaching in EYFS, KS1 and KS2.	✓		✓		✓	✓
8. Successful development of learning and teaching strategies.	✓		✓		✓	✓
9. Planning and organising of successful curriculum development.	✓		✓		✓	
10. Effective resource management (people, physical resources, and finance).	✓		✓		✓	✓

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11. Experience of harnessing the potential of digital technologies through school wide initiatives		✓	✓		✓	
12. Leadership of school development and improvement.	✓		✓		✓	✓
13. Evidence of managing or making a substantial contribution to the effective management of change.		✓	✓		✓	

STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

14. Ability to generate and share a clear and relevant educational vision for our primary school	✓		✓		✓	✓
15. Ability to manage change effectively	✓		✓		✓	
16. Commitment to school improvement, including focus on high standards of behaviour and attendance	✓		✓		✓	✓
17. Ability to create and implement a strategic school plan reflecting appropriate priorities	✓		✓		✓	✓
18. Ability to monitor and evaluate the performance and progress of the school, in particular standards, achievement and the quality of teaching and learning	✓		✓		✓	✓
19. Ability to establish appropriate priorities for spending and effectively manage and monitor the school budget		✓			✓	✓
20. Knowledge and understanding of the process of school self-evaluation	✓		✓		✓	
21. Ability to interpret and act upon a range of evidence in the pursuit of excellence	✓				✓	✓
22. Demonstrate reasoned judgement in difficult circumstances	✓				✓	✓
23. Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict.	✓				✓	✓

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TEACHING AND LEARNING/CURRICULUM

24. Commitment to lifelong learning	✓				✓	
25. Commitment to establish the school at the heart of the community incorporating integrated Children's Services and Extended Services	✓				✓	✓
26. Ability to ensure that a stimulating, rigorous and suitably challenging learning environment is in place	✓				✓	✓
27. Ability to organise and implement an appropriate early years and primary school curriculum	✓				✓	
28. Knowledge of the principles of effective teaching and assessment for learning	✓				✓	✓
29. Experience of using a variety of digital approaches to planning and delivering teaching and learning		✓			✓	
30. Effective use of data to analyse and track pupils' progress to identify strengths and areas for improvement and to respond accordingly	✓					✓

INCLUSION

31. Clear understanding of all elements of the continuum of educational inclusion with a specific vision for children with special needs and/or disabilities	✓		✓		✓	✓
32. An agreed positive and consistent approach to school discipline and behaviour	✓		✓		✓	
33. Experience of upholding and promoting a diversity pledge		✓			✓	

LEADING AND MANAGING STAFF

34. Ability to demonstrate and implement a range of management and leadership styles	✓				✓	✓
35. Ability to solve problems creatively, including under pressure	✓				✓	✓
36. Awareness of the need for all staff to maintain suitable work/life balance	✓				✓	
37. To be a lead professional in promoting classroom practice	✓		✓		✓	✓



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38. Ability to delegate tasks and responsibilities as appropriate.	✓				✓	✓
39. Evidence of developing effective teamwork across the school community.	✓		✓		✓	
40. Ability to manage and motivate staff to achieve the highest standards within the resources available.	✓				✓	✓

ACCOUNTABILITY

41. Ability to maintain records and manage information so that the school can account for all aspects of performance to governors, parents, the community, the LA and others	✓				✓	✓
42. Ensuring compliance with safeguarding requirements	✓				✓	✓
43. Understanding of the responsibilities of the Headteacher in ensuring compliance with Health and Safety Legislation	✓				✓	✓
44. Demonstrate an understanding of and lead the school's role in the community.	✓				✓	✓

EFFECTIVE RELATIONSHIPS AND NETWORKS

45. Work alongside and can relate effectively with and gain the respect of staff, children and parents in our diverse community	✓		✓		✓	✓
46. Work effectively and in partnership with Governors	✓				✓	✓
47. Evidence of working with parents and the community.	✓		✓		✓	
48. Evidence of working in collaboration with other schools to realise improvement and raise standards.	✓		✓		✓	✓
49. Able to identify, discuss and report safeguarding issues including child protection with the relevant representatives.	✓				✓	✓



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Application process and timeline

Pay Range:	Spine Points L18 - L24A £75,675 - £86,783
Position start date: <i>(Negotiable)</i>	Summer Term 2025 (Term begins 22. 04. 2025) but will consider Autumn Term 2025
School visits:	Flexible appointments available in week beginning 16 th December 2024 and 6 th January 2025. Please contact the school office on 0115 9155755 to arrange a tour.
Application closing date:	Wednesday 15 th January 23:59
Shortlisting date:	Monday 20 th January
Two-day Interview Selection Process:	Tuesday 28 th January Wednesday 29 th January

How to apply

This recruitment is managed internally with support from Nottingham City Council, in line with the latest guidance on safer recruitment. Please apply online at www.eteach.com or send your completed application form and supporting statement to: admin@rufford.nottingham.sch.uk. If you require any further information, please contact us on 0115 915 5755.

Application Form

Applicants must use the standard application form provided (CVs are not accepted). Please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years, which have helped to prepare you for Headship.

Supporting Personal Statement

When writing your personal statement, it is important you address the requirements in the person specification. Be sure to evidence relevant, additional aspects such as training and qualifications, together with your background and experience.

References

Please make sure your referees are aware of your application so that they are able to provide a swift turnaround. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee will be your last Headteacher or Chair of Governors