

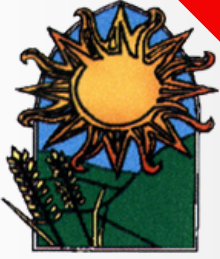
**Sunnyfields Primary
School**



HEADTEACHER INFORMATION PACK

“Respect, challenge, enquiring mind and confident”





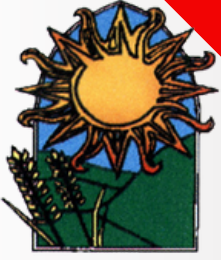
Sunnyfields Primary School

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Sunnyfields Primary School

About Our School

Sunnyfields Primary School is a happy, caring and fun environment to spend time in. We pride ourselves on working well as a team to ensure that our children have the very best education possible. Our team includes children, staff, governors, parents and carers. We believe that children achieve their very best when all those that are there to support, work in partnership.

We provide an education that covers all elements of the statutory curriculum as well as developing skills that will allow our children to be successful citizens. We take great care to develop good communication, problem solving skills, resilience, creativity, independence and the ability to work as part of a team. We affectionately refer to these skills as 'The Sunny Six'.

We work hard to make sure that everybody feels welcome at Sunnyfields. We welcome parents and carers into school each Friday for our 'Special Mentions assembly'.

Our school has ten classes providing education for children from three years to eleven years old. The ten classes are split into three phases; Early Years, Key Stage One and Key Stage Two. Each Phase is led by a Phase Leader. The team are passionate about providing as many opportunities for our children as possible through a wide range of extra-curricular activities that take place most evenings after school.



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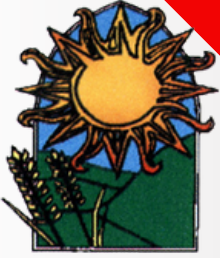
PROBLEM SOLVER



TEAMWORK

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Sunnyfields Primary School

Letter from the Co-Chair of Governors

Dear Applicant

Thank you for taking an interest in applying for the position of Headteacher, here at Sunnyfields.

Sunnyfields is a vibrant, welcoming school and there is always a “buzz” about the place with fun, exciting learning activities around every corner.

Sunnyfields children are happy, friendly, proud of themselves and proud to belong to their school.

The staff at Sunnyfields are hard-working and enthusiastic and strive to be the best that they can be for themselves and the children they teach and care for. The team spirit within Sunnyfields is one of support and celebration.

Sunnyfields has an inclusive ethos and has positive connections with families. We have always had a strong reputation within the community meaning that there are, and have been, many familial links within the school over the years.

The Governing Body are very proud of our unique school – Sunnyfields really is a special place to be.

I look forward to reading your application and meeting you.

Louise Laycock
Co-Chair of Governors

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Job Advert

SUNNYFIELDS PRIMARY SCHOOL HEADTEACHER

Salary Grade: L15 – L21
(£70,293.00 to £80,634.00)
(dependent on experience)

Sunnyfields is an inclusive primary school that develops every individual to ensure that we achieve 'Excellence and Enjoyment in Everything' we do.

We are an all-through primary school located in Scawthorpe, Doncaster, with currently 317 pupils on roll, including a large nursery provision. We are privileged to have exciting and extensive grounds and provision which promotes and encourages many opportunities for outdoor learning. Our staff team are passionate and inspirational professionals who have the best interest of the children at heart, making Sunnyfields a special place for children to learn. The governing body are actively involved in supporting and challenging the school's strategic development.

We pride ourselves on being at the forefront of our community. We, as a school, are always on hand to offer support and advice. We also recognise the importance of developing and providing all our children with the skills to be independent, resilient, creative, problem-solvers, communicators and to work as part of a team. All skills required to flourish and succeed during their education, but also to promote traditional values of courtesy, respect and to be a good citizen.

We are seeking to appoint an outstanding individual to become our next Headteacher, ideally to start 1st May 2025.

The successful candidate will:

- Be inspirational and deliver a clear vision and strong leadership moving the school to even greater success.
- Lead a dedicated team, building upon existing strengths.
- Have a commitment to developing staff.
- Have organisational, management, financial and interpersonal skills.
- Build relationships and work in partnership with the Governing Body, parents, the Local Authority and the local community.

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Job Advert Continued

Candidates are strongly encouraged to visit the school before applying. Please contact Emma Oxtoby (school business manager) or Louise Laycock (co-chair of governors) for an appointment by email on recruitment@sunnyfields.doncaster.sch.uk, or by telephone 01302 780386. For details of how to apply please see the information pack available by email or via the school website <https://www.sunnyfields.doncaster.sch.uk/>

Closing Date: Monday 6th January 2025 noon

Shortlisting: Friday 10th January 2025

Interview Dates: Friday 24th January 2025 and Monday 27th January 2025

(Candidates will only be informed if successfully shortlisted.)

The school is committed to safeguarding and promoting the welfare of our children and expect all staff to be committed to this. Our comprehensive Safeguarding policy is available on our school website. Any offer of employment to this post will be subject to receipt of a satisfactory Enhanced Disclosure from the Disclosure & Barring Service (DBS). Further information about the Disclosure scheme can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>



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Job Description

SCAWTHORPE SUNNYFIELDS PRIMARY SCHOOL HEADTEACHER JOB DESCRIPTION



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Job Title: Headteacher

Grade: L15 to L21

School: Scawthorpe Sunnyfields Primary School

Salary Scale: £70,293 to £80,634 (dependent on experience)

Responsible to: The Governing Body of the school

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.

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Job Description Continued



COMMUNICATE

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.



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Job Description Continued



COMMUNICATE

Leading Learning and Teaching

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.



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Job Description Continued



COMMUNICATE

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:



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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.
9. Managing own workload and that of others to allow an appropriate work/life balance.

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Job Description Continued



COMMUNICATE

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 keeping with the FMSIS (Financial Management Standard in Schools) 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.



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Job Description Continued



COMMUNICATE

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.



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Job Description Continued



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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:



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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.

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Person Specification



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Scawthorpe Sunnyfields Primary School Headteacher Person Specification



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(X notes whether the criteria is essential / desirable)

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



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| | Essential | Assessed |
|--|-----------|-----------|
| Qualifications and Training | | |
| • Qualified Teacher Status | X | A |
| • Evidence of recent and relevant continuing professional development including leadership | X | A & I |
| Relevant Experience | | |
| • Recent experience as a successful senior leader in the primary phase | X | A & R |
| • Proven outstanding teaching ability | X | A & R |
| • Curriculum leadership experience | X | A & R |
| • Proven experience of leading the raising of standards in teaching and learning | X | A & R & I |
| • Strategic leadership in building and maintaining effective relationships with Governors, parents, the community and LA | X | A & R & I |
| • Strategic planning and resource management | X | A & I |
| • Experience in leading school improvement planning and self-evaluation | X | A & R & I |
| • Experience of leading and managing successful change | X | A & R & I |
| • Experience of full primary age range | X | A & I |
| • Experience of managing Personnel and Health/ Safety issues | X | A & I |



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Person Specification Continued

| <i>Knowledge & understanding of</i> | | |
|---|---|-----------|
| • Models of effective teaching and learning | X | A |
| • Models of behaviour and attendance management | X | A & I |
| • Up to date knowledge of the National Curriculum (& EYFS curriculum) | X | A |
| • Safeguarding requirements | X | A & I |
| • Current educational priorities, legislation, research and developments | X | A & I |
| • Strategies to promote individual and team development | X | A & R & I |
| • School improvement strategies to include raising attainment, data analysis, target setting and appraisal | X | A & R & I |
| • Financial planning and budget management | X | A & I |
| • Successful management strategies for monitoring the quality of teaching and learning, pupil outcomes and the quality of provision | X | A & R & I |
| • Developed vision and philosophy to include inclusion, ethos, communication, behaviour, school improvement and diversity | X | A & I |
| • School self-evaluation and its relationship with the process of school development and improvement | X | A & I |
| • The work of other agencies and opportunities for successful collaboration with them | X | A & R & I |
| • Working with, and understanding the role of school Governors | X | A & I |
| • Commitment to further enhance the school legacy in promoting active learning across the curriculum | X | I |
| • Commitment to further develop the creative arts and wider curriculum | X | I |



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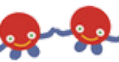
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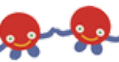
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Person Specification Continued

| | | |
|--|---|-----------|
| Professional Skills | | |
| • Outstanding strategic leadership skills | X | A & R |
| • Ability to lead, monitor and evaluate the quality of teaching and learning | X | A & R |
| • Collaborative partnership working to secure the commitment and support of the wider community | X | A & I |
| • Effective interpersonal and communication skills (including written, oral, ICT and presentation) | X | A & I |
| • The delivery (use and impact) of new technologies to support teaching and learning | X | A & I |
| • Highly developed organisational, self-management and time management skills | X | A & I |
| • Ability to motivate, enthuse and empower staff and pupils | X | A & I |
| • Proven ability to think creatively to anticipate and to identify problems and needs and to construct solutions | X | A & R & I |
| Personal Qualities | | |
| • Resilient, empathetic, approachable, have strong interpersonal skills and passionate about inclusion. | X | A & I |
| • Open to innovation and willingness to take onboard different views. | X | A & I |
| • To lead by example, consistently maintaining excellent attendance and punctuality to inspire and set a professional standard for others. | X | A & R & I |

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How to Apply

If you are still interested in this position after reading about our wonderful school, and you meet **all of the 'essential' criteria** within the Person Specification, please complete the application form. Submit your application, along with a covering letter (no more than 2 sides of A4), addressed to Mrs Louise Laycock, Co-Chair of Governors.

Please ensure all documents are sent via email to recruitment@sunnyfields.doncaster.sch.uk. Applications must be received by noon on Monday 6th January to be considered. Governors look forward to hearing from you and considering you for this exciting opportunity!



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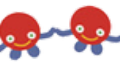
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