

Two Gates



Slaithwaite C of E Junior & Infant School



INFORMATION FOR CANDIDATES

SLAITHWAITE CHURCH OF ENGLAND
JUNIOR AND INFANT SCHOOL

**APPLICATION CLOSING DATE:
SUNDAY 23RD JANUARY 2022 AT MIDNIGHT**

**SHORTLISTING DATES:
WEDNESDAY 26TH / THURSDAY 27TH JANUARY
2022**

**INTERVIEW DATES:
WEDNESDAY 9TH FEBRUARY AND THURSDAY
10TH FEBRUARY 2022**

SCHOOL
GROUP: 2

Pay Range:
L14 - L20

Starting Date:
September
2022

Additional information about our school can be found on our website:

<https://slaithwaitejandi.co.uk>



APPLICATION PROCESS:

Thank you for your interest in this post.
Please find the following documents included in this candidate pack:

- Information for candidates
- Letter from the Chair of Governors
- Views from the children
- Job Description
- Personal Specification

We are committed to safeguarding and promoting the welfare of children and young people.

All appointments will be subject to receipt of satisfactory Enhanced DBS check and pre-employment checks and satisfactory references.



Dear Applicant,

Thank you for taking the time to consider applying for the role of headteacher at Slaithwaite C of E Junior and Infant School. As chair of the governing body, I would like to take this opportunity to tell you a little bit about the qualities we are looking for in our new headteacher.

First and foremost, we want someone who is extremely positive and passionate about what they do. Who constantly strives to ensure that the best interests of our children are met at all times with a genuine passion for children's all-round growth and development.

Someone who smiles, is kind and considerate with empathy and understanding, who promotes the wellbeing of all stakeholders and appreciates the importance of a work/life balance.

A person who is firm, yet fair, proactive with a "hands on" approach, forward thinking and able to lead by example.

The person applying for this role must be a fantastic teacher with a clear understanding of the current demands of the curriculum and the implications that this brings to everyday life within school.

The successful candidate must be approachable, a good listener, able to recognise and celebrate the strengths of the individuals they lead, as well as encouraging and supporting them to develop and grow within an ever changing and challenging profession.

The rapport and relationships that you establish with our children is so important, along with the need to be a visible presence around school, involved in every aspect of school life.

Your ability to inspire and lead a strong team is essential along with enthusiasm, drive, and determination. Someone who has a clear understanding of our school values with a definite vision of the journey ahead, ensuring our children are excited to learn. Setting and achieving high targets for our school to enable us to successfully evolve and progress, continuing to be the fantastic school that we have built.

Slaithwaite is a very popular, vibrant and friendly village with an increasingly younger demographic. As a school we have an excellent relationship with our local church and Christian values underpin our values in school. We are looking for someone who will continue to maintain and extend this and someone who is committed to getting involved with community initiatives, especially those which improve and support the physical and emotional wellbeing of our children.

When you visit our school, you will find children who are eager to learn as well as dedicated, committed staff who want the best for our school community.

I hope that I have given you a flavour of the high expectations that we want in our new headteacher. We have every confidence that we will successfully recruit a headteacher who will help us to continue to develop our vision to provide the best possible education provision for the benefit of our children, their families and the community in which they live.

Yours sincerely

Miss Natalie Bailey
Chair of Governors

Children's requirements for a new Headteacher

"At our amazing school, we are looking for a new Headteacher. We expect everyone within our school community to be kind and respectful, pupils and staff alike. Below you will see some of the qualities that you will need to suit our school and be a wonderful Head."



- The head will need to be firm but fair and not tolerate unacceptable behaviour.
- To be part of our staff you must be hard working, creative and always try your best.
- You must be friendly, fun, kind-hearted and bring a smile to our day.
- As a school we want someone who will take care of us and the school and make good decisions to keep us safe and lead our school.
- At "Two Gates" we have teachers who are not just a teacher but a friend as well. We want someone with a good sense of humour.
- We want someone with a bright personality, approachable and happy.
- Someone who gets to know us, be understanding of our needs and follow our 5R's: Respect, Relationships, Resilience, Risk taking and Responsibility.
- A good aspect in a headteacher for us is to not have favourites and to give everyone equal opportunities and be inclusive, and never leave anyone out
- We want our new headteacher to have a listening ear, be thoughtful and encourage, guide and challenge us
- Know we are a church school
- Finally, the most important thing is to be a role model and to be INSPIRATIONAL.

JOB DESCRIPTION

Job Title: Headteacher
Location: Slaithwaite
Salary: Group ISR: L14 – L20

Purpose of the Job

To be responsible for all aspects of the internal organisation, professional leadership, management and control of the school and for exercising supervision over the teaching and all school-based staff.

Consultation

In carrying out these duties, to consult, where this is appropriate, with the local authority, Leeds Diocese, the Governing Body, the staff of the school and the parents/carers of its children.

Headteachers – overriding requirements

The headteachers professional duties must be carried out in line with the conditions of employment as set out in the current School Teachers Pay and Conditions document, the National Standards of Excellence for Headteachers (2020) and the policies and procedures of the Governing Body, in accordance with and subject to:

- The provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation. This appointment will be made subject to statutory authority in force at the time of the appointment;
- The instrument of government of the Head teacher's school;
- Any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the Headteacher's employers;
- Where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
- The terms of their appointment.

Delegation

1. Subject to paragraph 1, a Headteacher's responsibilities may be delegated to a deputy headteacher, or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance between work and other commitments for each teacher.

Professional responsibilities

2. A Headteacher may be required to undertake the following duties:

Whole school organisation, strategy and development

3. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, distinctive Christian vision, values and priorities of the school.
4. Develop, implement and evaluate the school's policies, practices and procedures.

Teaching

5. Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of children:
 - a) in the foundation stage, key stage one and key stage two, and other core subjects and religious education
6. Teach.

Health, safety and discipline

7. Promote the safety and well-being of children and staff.
8. Ensure good order and discipline amongst children and staff.

Management of staff and resources

9. Lead, manage and develop the staff, including appraising and managing performance.
10. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
11. Organise and deploy resources within the school.
12. Promote harmonious working relationships within the school.
13. Maintain relationships with organisations representing teachers and other members of the staff.
14. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Professional development

15. Promote the participation of staff in relevant continuing professional development.
16. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and all school based staff.
17. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

18. Consult and communicate with the governing body, staff, children, parents and carers.

Work with colleagues and other relevant professionals

19. Collaborate and work with colleagues including local partnership, and other relevant professionals within and beyond the school including relevant external agencies and bodies.

Dedicated headship time

20. A Headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

Daily break

21. A Headteacher is entitled to a break of reasonable length in the course of each school day and must arrange for a suitable person to assume responsibility for the discharge of their functions as Headteacher during that break.

As part of your wider duties and responsibilities you are required to promote and actively support the Councils responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young. Please click here to read our safeguarding policy. Alternatively go to:
<https://jobs.kirklees.gov.uk/GenText.aspx?page=page1>

Person Specification

Job Title: Headteacher
 Location: Slaithwaite
 Salary: Group ISR: L14 – L20

The person specification below shows the key abilities, skills and experience we require in our new Headteacher. The selection panel will assess each candidate against these criteria, expecting candidates to demonstrate knowledge and understanding of each area and to show evidence of having applied (or awareness of how to apply) this knowledge in the school context. The information you provide on this application form in the 'personal statement' section must show how you meet the requirements listed in the person specification. Please limit your written supporting statement to no more 3 pages of A4 using font size 12. This will determine whether you are invited for interview.

	Criteria	Essential / Desirable	How it is identified
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of further relevant professional development in school leadership such as NPQH, Higher Degree, Postgraduate qualification • Evidence of regular and relevant professional development. 	<p>E</p> <p>D</p> <p>E</p>	<p>A</p> <p>A</p> <p>A</p>
Experience	<ul style="list-style-type: none"> • Experience of teaching within the primary age range: the foundation stage, key stage 1, or key stage 2. • Substantial experience of working within a senior management team, with experience of successful whole school responsibility 	<p>E</p> <p>E</p>	<p>A</p> <p>A & L</p>
Qualities & knowledge	<ul style="list-style-type: none"> • Evidence of the ability to communicate and implement our shared Christian vision • Evidence of developing, leading, and monitoring strategic plans to realise the school vision and sustain school improvement • Demonstrate excellent inter-personal skills to secure positive relationships and attitudes towards children, staff, parents, Governors, and the wider community 	<p>E</p> <p>E</p> <p>E</p>	<p>L & I</p> <p>L & I</p> <p>I & R</p>

	<ul style="list-style-type: none"> • Evidence of developing successful leadership and management qualities, demonstrating the ability to lead by example • Experience of leading and empowering staff and children to excel • A knowledge of current educational developments, national policy and research and their potential to enhance school self-improvement 	<p>E</p> <p>E</p> <p>E</p>	<p>I & R</p> <p>L & I</p> <p>I</p>
<p>Developing children and staff</p>	<ul style="list-style-type: none"> • Experience of securing excellent teaching through a clear understanding of how children learn and of the core features of successful classroom practice and curriculum design, leading to successful outcomes in terms of children' achievement and well-being • Experience of organising and sharing best practice within and between schools, to establish a culture of professional development • An ability to create an ethos in which all staff are supported to develop their own skills and subject knowledge, building upon emerging talents, to secure standards of excellence • Experience of implementing rigorous, fair, and transparent systems and measures for managing the conduct and performance of all staff, addressing under performance, supporting staff to improve, and valuing excellent practice • Evidence of developing the spiritual, moral, social, and cultural development of all children • Evidence of ensuring staff have the skills and knowledge to promote equality, respect, diversity and challenge stereotypes 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>L & I</p> <p>L & I</p> <p>I</p> <p>L & I</p> <p>L & I</p> <p>L & I</p>

Accountability Systems and Processes	<ul style="list-style-type: none"> • Ability to undertake school self-evaluation using a range of evidence including performance data and external evaluations for monitoring whole school progress to improve outcomes for all children • Experience of setting ambitious standards for all children, overcoming disadvantage, and advancing equality, ensuring the accountability of staff • Experience of presenting a clear account of the school's performance to members of the school community, including Governors, to enable others to fulfil their responsibilities • Experience of establishing clear policies and practice throughout the school and implementing procedures to monitor and evaluate their impact • An understanding of developing distributed leadership, through building teams with clear roles and responsibilities • Knowledge of how to provide a safe, calm, well-ordered environment for all children and staff, focused on wellbeing, developing exemplary behaviour and safeguarding children. • Demonstrate an understanding of the role of the Governing Body and how the Headteacher supports Governors to ensure they fulfil their duties effectively • Demonstrate an understanding of curriculum-led financial planning which ensures the appropriate deployment of budgets and resources in the best interests of children' achievements and the school's sustainability 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p>	<p style="text-align: center;">L & I</p> <p style="text-align: center;">L & I</p> <p style="text-align: center;">L</p> <p style="text-align: center;">L</p> <p style="text-align: center;">L & I</p> <p style="text-align: center;">L & I</p> <p style="text-align: center;">L & I</p> <p style="text-align: center;">L</p>
The self improving school system	<ul style="list-style-type: none"> • Experience of working collaboratively with other schools, agencies, the wider community, Christian and other faith communities, to enrich the learning experiences of children • A commitment to positively promoting and enhancing the distinctive Christian character of the school • A commitment to develop and enhance links with the local Parish Church, the local community and beyond 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">L & I</p> <p style="text-align: center;">L & I</p>

	<ul style="list-style-type: none"> • Evidence your engagement in partnership working with parents and carers, to enhance children’s enjoyment, well-being, achievement, and personal development. • Experience of working with professionals and colleagues in other public services to improve academic and social outcomes for all children. • Experience of implementing innovative change which has impacted positively on outcomes for children • An ability to inspire and influence others to believe in the fundamental importance of education in young peoples’ lives and to promote the value of education, or initiate change. 	<p>E</p> <p>D</p> <p>D</p> <p>E</p>	<p>L & I</p> <p>L & I</p> <p>L & I</p> <p>L & I</p>
<p>Safeguarding children</p>	<ul style="list-style-type: none"> • Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment, and safeguarding policies and procedures. • Ability to form and maintain appropriate relationships and personal boundaries with children • Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process. • Fully supportive references 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>L, I & R</p> <p>I & R</p> <p>A & I</p> <p>R</p>