



# St Paul's C E Primary School Headteacher Recruitment Spring 2025



St Paul's Avenue  
Wibsey  
Bradford  
BD6 1ST

**Telephone:** 01274 679183

**Website:** <https://www.stpaulscephprimary.com/>

**Chair of Governors:** Tracy Isherwood



## Welcome from the Chair of Governors

Thank you for your interest in the forthcoming recruitment process for the role of Headteacher at St Paul's. Hopefully, you will find the information in this application pack helpful and informative as you consider whether our school presents an appropriate next step in your career. All staff, governors, children, and parents are very proud to be part of the St Paul's School and community.

My name is Tracy Isherwood, I am the Chair of Governors at the school. I have been involved in school governance for many years. At St Paul's the Governing Body is extremely engaged with the school leadership team and the wider school community.

Our current Headteacher is moving on for an exciting new opportunity. We are looking for a Headteacher who is a strong, approachable, compassionate, and supportive leader. They will have the skills, wisdom, and experience to build upon our strengths to continue to move the school forwards and raising standards. The personal specification includes the qualities both essential and desirable for the role.

St Paul's continued to secure a "Good" rating from Ofsted and was successful in its recent SIAMS inspection. Being a Church of England school, the successful candidate will have awareness of and actively promote the Christian distinctiveness of the school.

This is a wonderful school, well supported by its local community. The Leadership Team and staff are committed and enthusiastic, this, with our fantastic children, offers an excellent opportunity for anyone with the passion and ability to continue the school on its positive trajectory.

If you feel that you have the qualities, we are looking for at St Paul's, please feel free to visit the school informally. During the visit you can engage with staff, pupils, and Governors to experience our core values of love, courage, community, forgiveness, honesty, determination, and respect.

I look forward to hearing from you and meeting you during the selection process.

Many thanks  
Tracy



## About our School



### Our Vision

Through the love of God, we protect our school community.

Together we trust, hope, persevere and flourish on life's great adventure.

The biblical underpinning of our vision comes from St Paul's first letter to the Corinthians. St Paul is telling them how they should live in a relationship with one another. Love rejoices in the truth. It always protects, always trusts, always hopes, always perseveres. This is integral to our practice at St Paul's and our Vision statement reflects this.

In our most recent SIAMS inspection (January 2023) it was reported that St Paul's is a school with a big heart. Adults and pupils flourish because they are immersed in patient, kind love. The core Christian values are known and used by the youngest children and the vision is understood by all. The impact of this exemplifies the family culture that enables everyone to flourish. Parents report that the school has 'changed their and their children's lives'.

### Our Core Values

Our pupils selected our Core Values of

Love – Courage – Community – Forgiveness

Honesty – Determination – Respect

Having seven family groups in school enables us to have 'Rainbow Days' where the pupils can spend special days learning with their school family of approximately 30 pupils. These opportunities enable the children to build stronger relationships with pupils from across the school age range and with a variety of staff members too.

As a Church of England School, the Christian symbol of the cross is central to our journey and central to the logo, with coloured squares that represent the Christian values and families in school.

We feel that the compass is a positive image and links well with our vision; providing direction on 'the journey' that our pupils go on, here at St Paul's. The compass also generates excitement, whilst offering reassurance, and links to our drive to prepare our pupils; enabling them to navigate through their lives independently and ensuring they are ready for the 'next step' when they leave us in year six.

St Paul's is a popular primary school with a reputation for high standards of behaviour and achievement. We pride ourselves on our fabulous children who are polite, enthusiastic, and eager to learn, and we strive to create a special place where all children, parents, carers, governors, and staff feel valued and respected.



## About our School

### Key Facts and Statistics

|                                                         |                                       |
|---------------------------------------------------------|---------------------------------------|
| Type of school                                          | Church of England,<br>Voluntary Aided |
| Age Range                                               | 4-11                                  |
| Number of Children on roll                              | 206                                   |
| % of children on SEND register                          | 27.6%                                 |
| % of children with English as an additional language    | 6.4%                                  |
| % of children eligible for free school meals            | 27.5%                                 |
| % Pupil Premium (2022/23 budget)                        | 28.5%                                 |
| % of children with SEN Education, Health, and Care Plan | 5.8%                                  |
| % of children with SEN Support                          | 21.8%                                 |
| Ofsted 2020 (Section 8 Inspection)                      | Good                                  |
| SIAMS 2023                                              | Good                                  |

Please look at our website for more information about our school.

### The Ark Provision

At St Paul's, all children are treated as valued individuals. To enable all our pupils to access their bespoke education, we have created an additional provision called 'The Ark'. Our vision is that 'The Ark' is used as a base for children to emotionally regulate and access intensive support and personalised provision.

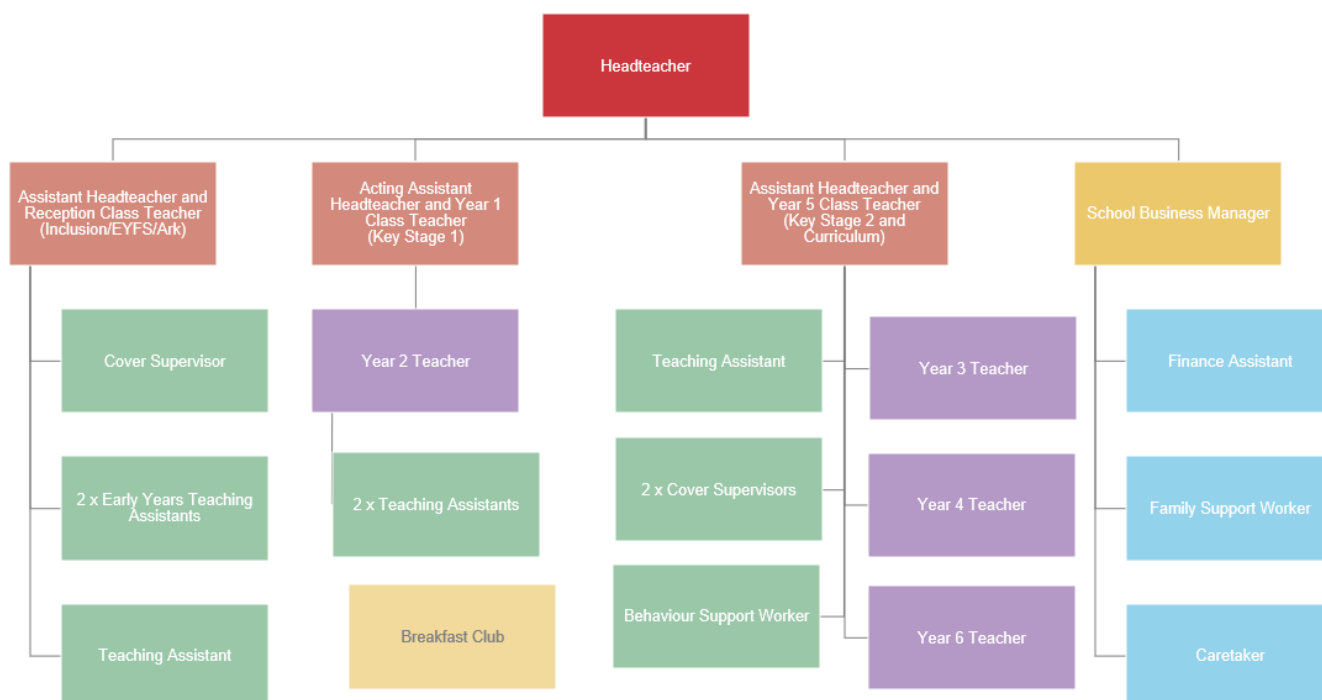
Learning opportunities within The Ark enable pupils to have their individual needs met; providing a safe and stimulating environment where pupils can work towards their Education and Health Care Plan (EHCP) objectives and flourish emotionally, academically, physically, and socially.

Staff within the school have high expectations for the pupils, both within their mainstream classes and in 'The Ark' provision. Our aim is that all our pupils spend at least 50% of their school day in their mainstream classroom, accessing the St Paul's broad and varied curriculum; ensuring that all our pupils are fully integrated into the wider school community as we journey... 'together on life's great adventure.'

# About our School



## Our Structure



## Visit our School!

We encourage candidates to visit our school to delve into the life of St Paul's. There are four pre-arranged dates for candidates to visit the school, Wednesday 5<sup>th</sup> June 2024 (9:30am, 1:30pm and 4pm), Friday 7<sup>th</sup> June 2024 (2pm), Tuesday 11<sup>th</sup> June 2024 (9am and 1:30pm) or Wednesday 19<sup>th</sup> June 2024 (9:30am, 1:30pm and 4pm). To book your slot or to arrange a date and time outside of these appointment slots, please contact Louise Osborne, School Business Manager via [louise.osborne@stpauls.bradford.sch.uk](mailto:louise.osborne@stpauls.bradford.sch.uk), to arrange a time to visit our wonderful site.

Where you'll find us:

St Paul's CE Primary School  
St Paul's Avenue  
Wibsey  
Bradford  
West Yorkshire  
BD6 1ST

We're situated between St Theresa & St Winefride's Roman Catholic Church and St Paul's Church along St Paul's Avenue.

The school is situated on within many main bus routes, including the 681, 640, X63 and 686. The school has its own car park and there is also street parking available.





## Living in Bradford – Welcome to Wibsey



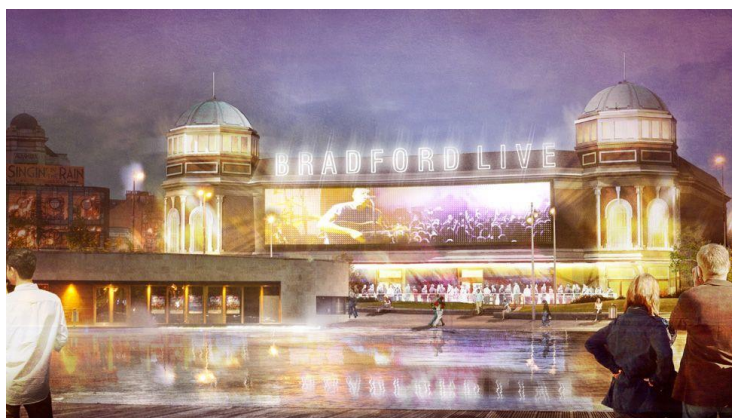
The village of Wibsey is in the BD6 post code, it has motorway access to the M62 via the M606 (which is less than a mile away). Wibsey lies near the border with Calderdale and is one of the highest extensive urban areas in Britain, sitting at the top of one of the hills leading out of the city centre. Our school is located within the Wibsey Ward (1 of the 6 wards in the Bradford South area of the city). The village is self-sustained with plenty of shops, doctors' surgeries and a wide range of Christian churches serving several denominations.

The 2021 National Census showed that Wibsey Ward had a population of 15, 850 people with 23.4% being under the age of 16; 79% of households described their health as good or very good; 88% of households speak English as their main language. We believe Wibsey reflects the multicultural nature of the city of Bradford with 36% of its residents being Christian, 15% Muslim, and 22% declaring no religion.

A gateway to the Yorkshire Dales and Bronte Country, full of British history and beauty.

### Bradford Live

Bradford Live will be in the heart of Bradford (adjacent to the Alhambra Theatre) originally built in 1930 a magnificent art deco building formerly known as the Bradford Odeon, currently being restored, bringing it back to its former glory as an entertainment hub for the city. The venue will open in Autumn 2024 as a world-class leisure and business destination.



### Bradford 2025

The UK city of culture 2025 was won by Bradford, the project is known locally as BD25, it is a designation that means Bradford will host a series of events celebrating local culture starting in 2025 for 12 months. Bradford will receive £275,000 in initial seed funding to develop its plans for 2025, which will include over 1000 performances and installations. The city expects to generate £700m and create 3000 jobs from the title as well as showcase its cultural diversity and creativity to the world.

# What our children want from their new Headteacher





Dear Candidate,

I am pleased to join the Chair of Governors in thanking you for your interest in our school.

For a long time, our church and school have been very close, both were founded at the same time and by the same people 177 years ago. The sharing of the same site by both buildings is the symbol of our common spiritual heritage, and the unusual fact that the school and church share a common entrance.

The strength of this link is underpinned by the fact that our school is a Voluntary Aided Church School, with the majority of governors on our governing body being appointed by the Church.

We place a particular emphasis on collective worship in school, as well as prayer. There are special places allocated for 'reflection and prayer' open to children of any faith, and a dedicated quiet space in each classroom, which is well used by all.

The children and staff go to St Paul's Church regularly, for collective worship. Special services and events are held in the Church and the pupils read at Sunday services throughout the year.

Our recent SIAMS inspection highlighted how ... 'Pupils and adults flourish in the 'family' at St Paul's' and that ... 'All fully understand and live out the distinctive Christian vision.' We are very proud of this.

I wish you the best of luck with applying for this exciting opportunity.

God bless you!

Thierry Guillemain

Vicar of St Paul's Wibsey

## Job Description



**Main Purpose:** To provide professional leadership for the school to secure its success and improvement, ensure high quality education for all its pupils and improvement standards of achievement.

**Location:** Bradford

**Name:** St Paul's C of E Primary School

**Job Title:** Headteacher

**Salary Range:** L17 – L21

**Reporting to:** The Governing Body

**Responsible for:** The Headteacher carries out duties in line with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, Teacher Standards, The National Standards of Excellence for Headteachers and the policies and procedures of the Governing Body.

### Core Purpose

- Establish and sustain the school's ethos and strategic direction together with the governing body and through consultation with the school community.
- Establish and oversee systems, processes, and policies so the school can operate effectively.
- Identify problems and barriers to school effectiveness, and develop strategies from school improvement that are realistic, timely and suited to the school's context.
- Make sure the school improvement strategies are effectively implemented.
- Monitor progress towards achieving the school's aims and objectives.
- Allocate financial resources appropriately, efficiently, and effectively.
- Abiding by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles)

### School Culture

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct.
- Inspire and motivate pupils, staff, and members of the school community to excellence standards of achievement.
- Build a positive and respectful relationship across the school community.
- Serve in the best interests of the school's pupils.
- Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.
- The school is a multi-cultural provision, and the cultures and beliefs of all communities are respected while preparing children for life in wider British Society.

### Teaching, Curriculum and Assessment

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Ensure teaching is underpinned by subject expertise.
- Effectively use formative assessment to inform strategy and decisions.
- Ensure the teaching of a broad, structures and coherent curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable, and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Our school believes that educational attainment is one of the keys to success but that the development of broad cultural understanding and appreciation of the arts are also important and should be developed.



## Job Description

### Behaviour

- Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.
- Good behaviour across the school is essential to maintain an effective learning environment and the Headteacher will work to ensure that this is a characteristic of our school.

### Additional and Special Educational Needs (SEN) and Disabilities

- Promote a culture and practices that enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Ensure the school works effectively with parents, carers, and professionals to identify additional needs and provide support and adaptation where appropriate.
- Ensure the school fulfils statutory duties regarding the SEND Code of Practice.
- Works to ensure that children in receipt of pupil premium benefit from that funding scheme to narrow any achievement gaps between them and other children in the school.

### Managing the School

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding as part of duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficient, effectiveness and probity in the use of public funds.
- Manage staff well with due attention to workload.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.
- Create a supportive working environment.

### Continuous School Improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barrier, which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequences and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.
- Collaborate with other schools and advisers to ensure that St Paul's benefits from leading edge practice that contributes to school improvement.

### Governance, Accountability and Working in Partnership

- Understand and welcome the role of effective governance, including accepting responsibility.
- Ensure that staff understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Work successfully with other schools and organisations.

## Job Description



- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.

### Professional Development

- Ensure staff have access to appropriate, high standard, professional development opportunities.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet own development needs.

### Safeguarding

- 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.
- Ensure that the child protection and safeguarding policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection and safeguarding related responsibilities effectively.



## Person Specification

| Criterion                                                                                                                                                                                       | Criterion assessed by: |   |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---|-----|
|                                                                                                                                                                                                 | A                      | V | I/A |
| <b>Qualifications and Training</b>                                                                                                                                                              |                        |   |     |
| Holds a degree level qualification or equivalent.                                                                                                                                               | E                      | ✓ | ✓   |
| Qualified Teacher Status (QTS) or another recognised teaching qualification.                                                                                                                    | E                      | ✓ | ✓   |
| Holds a Professional Qualification or working towards gaining an NPQH or CEPQH (or equivalent).                                                                                                 | D                      | ✓ | ✓   |
| Evidence of recent and relevant continuous professional development.                                                                                                                            | E                      | ✓ | ✓   |
| A willingness to commit to continuous professional development.                                                                                                                                 | E                      | ✓ | ✓   |
| <b>Experience</b>                                                                                                                                                                               |                        |   |     |
| Successful Senior Leadership of a primary school setting.                                                                                                                                       | E                      | ✓ | ✓   |
| Successful teaching and leadership at a school with SEND provision.                                                                                                                             | E                      | ✓ | ✓   |
| Experience of developing and reviewing the school's strategic plan, together with the Local Governing Body/Trustees, ensuring that key objectives are used to develop school improvement plans. | E                      | ✓ | ✓   |
| A proven track record of building and implementing a culture of high performance, accountability, and ethical standards from all staffing groups across the school.                             | E                      | ✓ | ✓   |
| Experience of raising attainment, setting high expectations and continually raising standards of teaching and learning.                                                                         | E                      | ✓ | ✓   |
| Able to implement a climate of learning which enables the best outcome for all pupils.                                                                                                          | E                      | ✓ | ✓   |
| Evidence of maintaining a culture of vigilance in a primary school setting.                                                                                                                     | E                      | ✓ | ✓   |
| Experience in evaluating and using a range of data to improve pupil outcomes.                                                                                                                   | E                      | ✓ | ✓   |
| Experience of involvement in managing school budgets.                                                                                                                                           | E                      | ✓ | ✓   |
| <b>Leadership Qualities</b>                                                                                                                                                                     |                        |   |     |
| Abide by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).                                                                      | E                      | ✓ | ✓   |
| Ability to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.            | E                      | ✓ | ✓   |
| Ability to champion a culture which is inclusive, supportive, promotes diversity and equality, with ambitious expectations for all pupils.                                                      | E                      | ✓ | ✓   |
| Create a culture where SEND and Pupil Premium pupils experience a positive and enriching school life, regardless of age, ability, aptitude or SEND across all phase groups.                     | E                      | ✓ | ✓   |

# Person Specification



| Criterion                                                                                                                                                                                          | Criterion assessed by: |   |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---|-----|
|                                                                                                                                                                                                    | A                      | V | I/A |
| <b>Leadership Qualities</b>                                                                                                                                                                        |                        |   |     |
| Is a visible and high-profile role model with a professional approach that demands excellence, confidence, trust, and respect through inspiring and empowering staff to succeed.                   | E                      | ✓ | ✓   |
| Ensure rigorous approaches to identifying, managing, and mitigating risk.                                                                                                                          | E                      | ✓ | ✓   |
| Ensures staff have access to high-quality, sustained professional development opportunities to raise standards of teaching and learning for all pupils.                                            | E                      | ✓ | ✓   |
| Able to communicate a vision with a wide range of audiences and inspire others.                                                                                                                    | E                      | ✓ | ✓   |
| Committed to safeguarding, including, and promoting the welfare of all stakeholders.                                                                                                               | E                      | ✓ | ✓   |
| Able to build good relationships with parents/carers and the local community.                                                                                                                      | E                      | ✓ | ✓   |
| Committed to tackling the climate.                                                                                                                                                                 | D                      | ✓ | ✓   |
| <b>Knowledge and Skills</b>                                                                                                                                                                        |                        |   |     |
| Up to date knowledge and understanding of the National curriculum and experience of curriculum design at the relevant age.                                                                         | E                      | ✓ | ✓   |
| Up to date knowledge of national policy, legislation, financial frameworks, and school governance.                                                                                                 | E                      | ✓ | ✓   |
| Knowledge and application of setting high expectations and monitoring progress to continually raise the standards of teaching and learning and outcomes for pupils across all subjects and phases. | E                      | ✓ | ✓   |
| Operates with financial astuteness, within a clear set of principles centred on the school's vision.                                                                                               | E                      | ✓ | ✓   |
| Ability to analyse and interpret comparative data, establishing benchmarks and set targets for improvement.                                                                                        | E                      | ✓ | ✓   |
| Ability to embed clear quality assurance systems that drive consistency and improvement in performance across the school.                                                                          | E                      | ✓ | ✓   |
| Ability to use performance management processes to drive improvement across the school.                                                                                                            | E                      | ✓ | ✓   |
| Ability to co-operate with other schools and learn from their practice.                                                                                                                            | E                      | ✓ | ✓   |
| Awareness of and actively promote the Christian ethos of the school                                                                                                                                | D                      | ✓ | ✓   |



## Applicant Information

### Equal Opportunities

St Paul's CofE Primary School welcomes pupils and staff from a wide range of backgrounds. We believe that their different cultures, talents, and life experiences brings richness and vibrancy to school life, whilst assisting to create an environment that supports all in learning from each other.

We take our duties to eliminate discrimination, promote equal opportunities and foster good relationships between people of all backgrounds very seriously. Our duty is set out in the Equality Act 2010, which covers age, sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage, and civil partnership.

### Applicants with Disabilities

Applicants with disabilities are guaranteed an interview if they meet the essential requirements of the Person Specification. As an equal rights and opportunities employer, our school is committed to make reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for people with disabilities. Where an applicant with a disability is being assessed the selection panel's decisions will be based on an assessment of the candidates expected capabilities once reasonable adjustments have been made.

### Safeguarding

**We are committed to the rights of the child's safety and emotional wellbeing, and the protection of children from all forms of abuse.**

### Rehabilitation of Offenders

All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. However, amendments to the exceptions order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the [Ministry of Justice website](#).

Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of interview. You may be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure and Barring Service before your appointment is confirmed. [Please click here to view the guidance for spent and unspent convictions – this document should be viewed before completing the below.](#)

### Overseas Applicants

If you have lived or worked overseas in the past 10 years for a period of 12 months or longer whilst over the age of 18, you will be asked to provide 'Certificates of Good Conduct' from those nations. The application process for criminal records checks or 'Certificates of Good Conduct' for someone from overseas varies from country to country. You'll have to apply in the country or to the relevant embassy in the UK.

Certificates of Good Character MUST be provided if appointed.

Please read the [guidance document](#) if you have any queries. If you have any questions on applying for a criminal record check in the UK, please contact the [Disclosure & Barring Service](#).

# Headteacher, Bradford

Closing Friday 28 June 2024 at 12noon



The Governors at St Paul's C of E Primary are looking to recruit a wonderful new Headteacher to provide the professional leadership and management of our school. The role of Headteacher is central to the school team, supported by the Senior Leadership team to accomplish the very best outcomes for our whole school community.

|                      |                                                  |                          |                             |
|----------------------|--------------------------------------------------|--------------------------|-----------------------------|
| <b>Employer</b>      | The Governors of St Paul's C of E Primary School | <b>Closing Date</b>      | 28 June 2024 at 12noon      |
| <b>Location</b>      | Wibsey, Bradford, BD6 1ST                        | <b>Shortlisting Date</b> | 3 July 2024                 |
| <b>Salary</b>        | L17 – L21                                        | <b>Interviews</b>        | 11 July 2024 & 12 July 2024 |
| <b>Contract Type</b> | Full-time / Permanent                            | <b>Start Date</b>        | 1 January 2025              |

We are looking for an inspirational and committed leader with the vision, confidence, and skills to lead our school forward into its next exciting stage.

The successful candidate will:

- Be an experienced leader already contributing to whole school developments.
- Be passionate about high standards, achievement, and excellence for all.
- Work with the governing board as appropriate.
- Work successfully with other schools and organisations.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Maintain positive working relations with fellow professionals and colleagues to improve educational outcomes for pupils.

We can offer:

- A dedicated, hardworking, and caring team and a committed governing body.
- Supportive and caring parents and community.
- An opportunity to develop and drive the future of St Paul's C of E Primary School.
- Happy, well-behaved, and motivated pupils who engage in all aspects of school life.



We encourage all prospective candidates to find out about our thriving school by coming to see us during the weeks commencing 3<sup>rd</sup> June 2024, 10<sup>th</sup> June 2024, and 17<sup>th</sup> June 2024. To arrange a visit please contact the School Business Manager, Louise Osborne, on 01274 679183.

**Applications must be sent to recruitment @fusionbusiness.org.uk**

St Paul's C of E Primary School is committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. The successful candidate will be subject to vetting checks in line with Safer Recruitment Best Practice and Keeping Children Safe in Education, as well as an Enhanced Disclosure and Barring Service Check.