

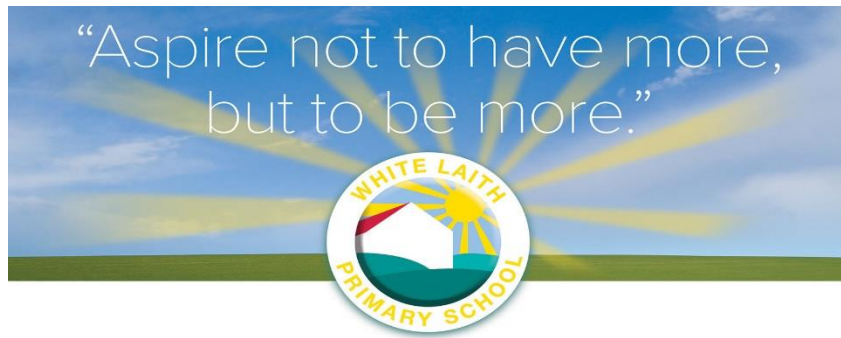
“Aspire not to have more,
but to be more.”



Headteacher Recruitment Pack



White Laith Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.



Letter to applicants from our Chair of Governors Peter Whelan

Dear prospective candidates,

Those of us who are non-educational professionals feel an extraordinary privilege to be associated with White Laith. A single-entry primary school in the bottom fifth of the deprivation index, it has consistently outperformed both local (Leeds) and national averages in SATS assessments, and it is a joy of a school to visit and observe lessons.

Our current Head of eighteen years will be retiring next July and will be a difficult act to follow, but we know we can find a dynamic, empathetic, supportive, and experienced individual to succeed her.

Our school has a Nursery and a well-developed Early Years environment, supported by a part-time Speech Therapist. We are strongly supported by the Local Education Authority and are seen as very much part of the local community. Despite being far from the 'leafy suburbs' of North West Leeds, we have managed to create a wonderful outdoor space, made by staff and parents, to enable the children to pursue a wide variety of projects, which now includes a recently added Reading Hut.

Our staff are highly committed to White Laith and its community, and the new Head will need to build on their undoubted skills and experience, and lead them through future challenges.

This will be a demanding and challenging post but the successful applicant can be assured of active, consistent, and durable support from Governors, our local Trust schools, the Local Authority, the parents, and, above all, the children.

For the right person, this is a once in a lifetime opportunity.

We look forward to your application.

Yours sincerely

Peter Whelan

Chair of Governors



Letter to applicants from our current Headteacher Nicola Sheerin

Dear prospective candidates,

I am delighted that you have shown an interest in becoming the next Headteacher of White Laith Primary school.

We once said that we believed our school to be the 'hidden gem' in Whinmoor – it is!

Many of the current staff have worked in our school for a long time and we have been a calm, consistent and strong centre of our community for many years. I personally, have had the privilege of being the Headteacher for 18 years and now, I believe, it is the right time for someone new to guide our school on the next part of its journey.

Our school is successful and is held in high regard by our community and by the wider community including our Trust schools, Family of Schools and local authority. We quietly go about our business with professionalism and determination which is why our children, at all levels, make good progress. Our year 6 SATs results have been consistently high year on year (this year we were delighted when 100% of our children achieved ARE in maths!) and, more importantly, all our children, when they move to High School, cope well with the demands and are successful.

Our children are at the heart of all our decision-making. We want our children to be 'more'. We want them to be and become kind, honest, trustworthy citizens – they are.

Our staff are committed to the school, our children and our families. We have worked hard to develop our expertise across school so that we can support all our children well. We never feel we are doing it well enough but outside visitors and consultants always praise our provision highly – maybe the view that there's more we can do has been the key to our success. The staff are always willing to 'have a go' and try something new if we believe it will benefit our children.

The school is in a favourable position and, with the right person, I believe it has the capacity to continue to go from strength to strength.

Be prepared to work hard, to listen, to observe, share your thoughts and ideas, problem-solve and be brave!

I would love to show you around our school so you 'feel' our school for yourself.

Yours sincerely

Nicola Sheerin

Headteacher

“Aspire not to have more,
but to be more.”



About our school

White Laith is a small school at the heart of the Whinmoor community. Whinmoor is in the east of the city with easy access to both Leeds city centre and, in the opposite direction, to Wetherby, Harrogate and York.

We are a one-form entry primary school with a successful Nursery which offers flexible 15 and 30 hours and wrap-around provision. We currently have 223 pupils on roll (including 29 Nursery pupils).

Our Early Years unit incorporates both Nursery and Reception. It is vibrant, happy, welcoming and fully focussed on ensuring our youngest pupils get a great start. The staff are skilled and work incredibly hard to cater for the increasing complexity of need. In recent years our SEND provision in Early Years has really developed – staff expertise is shared across the team and is continually developing through support provided by the SENDCO and our Speech & Language therapist.

We run our own Before and After School club which is well-attended and the flexibility of the service offers excellent support for our parents – especially those who have flexible working patterns. We also run a Tiddlers group and Parent and 2's.

We work as part of a successful primary cooperative Trust made up of 5 local school (Leeds East Primary Partnership). Headteachers of our Trust schools are fully committed to ensuring that all our school are successful and continue to improve. We meet regularly, have a shared strategic plan which is overseen by the Trust Board and, as part of the plan, our teachers and subject leaders also meet each term to work collaboratively on agreed joint priorities. We have a joint Trust Training Day each year, the focus of which is agreed and designed to enable us to provide high quality training that, working as individual schools, we would not be able to procure. This year we were able to include all teachers and support staff from all 5 schools for our SEND training day – the focus was agreed by our 5 school SENDCO's with a view to ensuring that all our schools have a neurodivergent friendly approach that promotes inclusivity and enables every child to reach their potential. We acknowledge that every teacher is a teacher of SEND.



White Laith is placed in the bottom 21% in terms of overall deprivation. The proportion of pupils known to be eligible for free school meals is 27% and 35% are eligible for pupil premium funding. 18% of children are from BME backgrounds compared to 40% for Leeds primary schools however this number has grown in recent years and so our population is beginning to be more reflective of the population of Leeds.

Our open-door policy means that we have been able to establish trusting, honest relationships with our parents. Parents say that they feel able to approach the school for advice, support and in times of family crisis. Children are greeted at the door every day – this early morning welcome is an important part of our endeavour to build safe, positive relationships with all our children. Children know that they can talk to trusted adults in school and it's lovely to hear them ask us how we are feeling on a morning too!

Clear and consistent approaches to behaviour management ensure children behave well. They are respectful of each other and, as they move through school, develop their skills when working with others and as part of a team. Staff are becoming increasingly skilled when adopting trauma informed approaches and we are currently developing expertise across school in terms of neuro-diversity and neuro-affirming provision and practice.



We have a rich curriculum which is continually developing, providing every child with exciting and engaging learning experiences both within the classroom and beyond. We work in partnership with Leeds Artforms (music) Leeds Gymnastics Centre (weekly gym coaching), Northern Ballet (workshops)

as well as employing the expertise of a free-lance pianist and drama specialist.

We currently have a teacher who leads our computing curriculum and works closely with the technician to ensure that our school technology is continually maintained and up to date in an efficient and cost-effective manner. We have over 160 devices both chrome books, ipads and windows technology distributed between the dedicated IT suite and classrooms. We give devices out to children who do not have devices at home and we monitor their usage. We are beginning to make good use of technology to support some of our SEND children – this is supported by the SENDCO and Speech & Language therapist.

Our children are, and should be, at the heart of everything we do. We adapt teaching to ensure we are teaching what children need to know. We place high priority on basic skills – we want our children to be able to read well, to love reading, to write confidently and to be

confident when working mathematically. We want them to be able to explain their thinking clearly and confidently so development of speech, language, vocabulary and oracy is key.

We use KAGAN principles and structures across school to promote and develop teamwork and positive learning behaviours. As they move through school children become increasingly skilled when working within a team or as a coach to improve their own learning and the learning of others.



PSHE and Mindmate underpin all our learning. The shared language of Metacognition and Zones of Regulation is developing and beginning to support our children both to think about thinking, develop emotional understanding and identify their strategies for regulation which work for them. We want our children to self-advocate and it's wonderful to see that many of our children are beginning to do so.

Our outdoor area is really important to us. We have worked together to develop our grounds – we have done it all ourselves - so that children can play freely everywhere. They can climb trees , swing on the fitness trail, make dens with sticks, dig holes, watch birds, find insects, make hedgehog feeding stations and track their footprints, plant and then harvest fruit and vegetables, wriggle through our own Yorkshire dry-stone wall, observe insects and pollinators, 'Dig for Victory' in our Victory garden, explore the textures and smells of our sensory path, sit in the shade of the hundreds of trees we have planted, climb on the tyres or just sit and reflect quietly next to the pond.

Our Reading Shed, which was introduced this year, is an inviting space where children can come to read in a quiet, cosy space at lunchtime. It is run by our year 6 Reading Ambassadors and all our children are very proud of it.

We were supported by OCU (a national company based in Whinmoor) who helped to fund the shed and to provide the materials and manual labour to install it. We are very excited about this relatively new link with a big local business – we are very lucky that they want to work with us to benefit our community.

At White Laith Primary School, we can offer you:

- An inclusive, collaborative culture with a focus on wellbeing.
- Happy, motivated, and creative children with excellent behaviour and a love of learning who make a positive contribution to the caring culture of the school.
- A well-informed governing body who will challenge and support you in equal measure.
- Enthusiastic, talented and hardworking team who support each other and are entirely focussed on the very best education for our children.
- A supportive Local Authority including Learning Improvement Advisors, Consultants, and other services.

- Strong support and collaboration with our Trust Headteachers and our Trustees who sit on the Trust Board
- Strong partnerships with other schools within our local Family of Schools (3 High schools and 15 primaries)
- Strong partnership with our Cluster Inclusion Team and the wider AIP (Area Inclusion Partnership)
- Active and mutually supportive links with the parents and the wider community.

Our children and school community are looking for someone who will:

- Support and further develop the current teaching and learning dynamic in school of constantly reviewing practice to identify what is working well, what less so and making the changes necessary to ensure the optimum development of each individual
- Ensure children are at the heart of any decision making
- Develop a clear vision for the future of our school in partnership with our pupils, staff, governors, parents and Trust colleagues.
- Provide strong, dynamic, compassionate and inspiring leadership and management.
- Be an excellent educator, committed to delivering and maintaining the highest standards in teaching and learning.
- Be an excellent communicator and listener with the skills to positively maintain and develop relationships at all levels
- Have a proven track record of developing and delivering the curriculum to help the school to reach its potential and more building on its already strong foundations
- Have high expectations for achievement across the full range of subjects and extra-curricular activity.
- Further develop our talented and committed staff team.
- Distribute leadership across school in order to inspire and enable staff to develop their careers further.
- Be committed to working in partnership with pupils, staff, parents, Governors, Trust colleagues, Family of Schools colleagues and the wider community.
- Ensure that the school's strong ethos is lived by all participating members
- Encourage well-considered innovative practice – our staff are used to problem-solving, exploring, experimenting, having a go and evaluating
- Be a team leader, team builder and team member.

Our School Aims

Through commitment, determination and a willingness to embrace change we aim:

- To bring about optimum achievement for every child
- To develop independent, effective learners who enjoy school
- To create a cohesive school community in which there is mutual understanding, trust and respect
- To empower the whole school community by raising confidence, self-esteem and self-belief
- Equip children with the attitudes, qualities, knowledge, skills and understanding they need for success in our ever-changing, diverse world
- To become an excellent school

If you are interested in finding out more, we warmly welcome a visit to meet our children and staff.

To arrange a school tour please send an email to John Barker (School Business Manager) at john.barker@whitelaith.leeds.sch.uk with your preferred date and time for your visit between 13th January 2025 to 29th January 2025, or by telephone on 0113 2930280.

Our school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service (DBS) check.

Further information about our school can be found on our website

Deadline for Applications: Thursday 30th January 2025 – 11.59pm

Selection Process: Monday 10th and Tuesday 11th February 2025

Pupil Voice - What we love most about school



- We feel safe and happy in school
- Being asked our opinions and having our ideas listened to
- Learning new things and knowing how well we are doing
- Time when we are all together as a whole school – assemblies and singing
- Celebrations and fun days – World Book Day, Christmas Play, Sports Day, Carol singing, BBQ, Light Night
- Our outside area, planting, gardening, spending time in nature, composting and looking after the environment



- The variety of lessons (the broad curriculum) and sometimes working with different teachers for different lessons
- Personalised learning eg access to technology, brain-breaks, peer coaching
- If we don't understand adults will come and work with us, talk it through and help us understand
- Being the 'second teacher', working in a team, supporting each other, peer coaching
- School Council, Reading Ambassadors and the Reading Shed
- School trips
- After school clubs

What do we want our new Headteacher to do or to be?

- Know everyone, to know all our names and know what we like
- Kind but to have rules and to be fair
- Approachable so that we can come to you with any worries or concerns and know that you won't judge us – you will listen and help
- Notice – be caring and notice if we are sad or feeling uncomfortable
- Listen and hear both sides if there is a problem

- Make sure that our learning is fun and join in with some of our lessons
- Socialise with us – join in with singing and assemblies and bring us all together as a community

- Involved – come into the playground with us and step in when some adults may not be there – don't just stay in your office
- Welcome new children when they arrive and be around when they start so that they are ok and settle in quickly
- Plan opportunities for us to get together so that we know everyone in the school
- Come into our classrooms and help us in our learning – to teach and to join in



- Keep the fun things in SATs week to reduce the stress – SATs practice (so we know what to expect), SATs breakfast and SATs party
- Continue some of the activities that we do now e.g. Light Night and the summer BBQ to continue make our school a community
- Committed to keeping the shed (and the rest of the school) tidy!!
- Continue to develop the outside so that it is even better
- Celebrate national/cultural events as a community e.g. Coronations, World Cup, Olympics

Staff and Parent Voice

What we love most about school

- The family atmosphere and the firm but fair attitude
- The staff know all the children and the children know them
- The support staff give each other and the independence given to staff to lead
- We all pull together when needed – we help each other and the children are our priority
- Opportunity for growth as a professional – always supported by the Headteacher
- Lots of expertise in school and staff willing to share it
- The support given to SEND pupils and the access to technology
- The learning atmosphere around school – pupils caring for each other
- The grounds and the variety of areas to play in and explore



- The community, the camaraderie, the team work, the willingness to try new things for the benefit of the children, the 'I will give it go' approach
- The parent staff relationships
- The ethos
- The desire to help children learn and change their life chances
- The support from the Headteacher and her involvement in all areas of school
- The sense of belonging that we promote for children across the school
- Community events

What qualities and values do we want our new Headteacher to have?

- Lead by example
- Integrity, dedication, organisation, resilient, professionalism, open-mindedness, empathy
- Enthusiastic and hardworking.
- A community builder - bring people together towards a common goal to develop a team culture
- To acknowledge staff commitment and to be understanding of work-life balance
- Ability to listen, to join in, be seen in all classes - to teach, to ask, to play, to support, to listen, to empower staff and children
- Honest, ethical, not after praise or promoting themselves as an individual
- Driven to improving children's lives

- Consistent approach with all staff regardless of their role
- Continue to support idea of creating a sense of belonging
- High standards for pupils and staff
- An ability to see what is good about White Laith and a desire to keep that but develop further with new ideas and improvements
- Someone who embraces new technology for teaching and learning
- Hands on and willing to 'pitch in' when required – we are a small school!
- Fair and approachable – open door policy – all staff should feel they can go and speak to the Headteacher and explain any problems/feelings
- Supportive but also willing to make difficult decisions when needed



“I would like an approachable headteacher who has the children and staff at the forefront and maintains a good relationship with the community.” (parent)



What OFSTED say

You can read our OFSTED 2022 report – it's on our website.

However, the points below are some snippets of verbal feedback he gave during discussion and when speaking to Governors during his end of inspection feedback.

“A stunning school – children are lucky to come here.”

“A high level of ambition for all – a clear vision about what we want the school to be.”

“Pupils and staff are equal – we are all in this together.”

“Pupils are polite, respectful and have good social skills – this is because these are modelled by staff”

“Children know if they make a mistake they can tell staff and they'll help sort it out.”

“SENCO – What she doesn't know about special needs isn't worth knowing!”

“Computing curriculum is phenomenal!”

“Maths subject leaders thinking is strong and PSHE leaders are passionate and knowledgeable”

“Early Years leader is clear about what she expects the provision to be like – it's really impressive.”

“School has increased emphasis on a love of reading – children love being read to by adults – one child said “When the teacher reads it makes pictures in my mind.”

“School takes advice on board and wants to be better.”

“Children are ‘loved’ by adults in school and the children love coming to school.”



Our Trust - Leeds East Primary Partnership

We are a group of 5 primary schools committed to working together to improve the lives of children in East Leeds. Whilst we are all distinctive in nature, governed by our own Governing Bodies we have a shared Trust Board which oversees the work we do collectively.

Each school has its own Governing Body, its own character and ethos - we are Foundation schools not a MAT. We have autonomy as Headteachers however there are consistent experiences for children, staff and parents due to the collective approaches taken by the Trust. We achieve more in collaboration than we ever could alone.

We have worked together successfully for 11 years and we can all identify where, in our own schools, our collective Trust work has had a significant impact. The phrase 'together we can achieve more' is important.

Chris Florey, Headteacher at Seacroft Grange is Chair of our Trust and works incredibly hard on our behalf to ensure we work effectively as a Trust. If the Trust works well we all benefit!

Sarah Lanforth (Beechwood), James Garden (Cross Gates) and Neil Winn (Grange Farm) are all experienced and committed Headteachers. They are passionate about ensuring their own schools are successful whilst also being committed to sharing expertise to support all our schools in our drive to be even better.

It is vital that the new Headteacher at White Laith fully embraces the principles of partnership work and is prepared to be an equal partner in the Trust. We have worked hard for 11 years to find a good working model and we are now at the point where it is strengthening and becoming even better. Our White Laith Headteacher must be outward looking and instrumental in supporting the future journey of our Trust.

What is it all about?	What do we want to do?	What will ensure we achieve?
 <p>Vision</p> <p>OPPORTUNITY FOR ALL</p> <p>Through the delivery of our aims we will provide opportunity for children, school staff, our community and trustees.</p>	 <p>Aims</p> <p>IMPROVE QUALITY OF EDUCATION To improve the quality of education we will focus our work together on providing training, creating resources and allowing collaboration across our schools</p> <p>GROW & SUSTAIN LEADERSHIP CAPACITY To grow and sustain leadership capacity we will create opportunity to work with others, be innovative and ambitious for our leaders</p>	 <p>Drivers</p> <p>COLLABORATION through planned and regular opportunities to work together across many areas and the Trust network being used wisely to better knowledge and practice.</p> <p>CONSISTENCY through deciding on what we want for our schools; all Trust schools will align around sets of principles and ensure their implementation</p> <p>CULTURE is created through message abundance of our vision, aims and drivers – ensuring these are lived in all of our schools</p> <p>CHANGE is embraced through a shared understanding that growth is key to improvement</p>



JOB DESCRIPTION

Headteacher

Location: White Laith Primary School

Pay Range: L15-21

Main Purpose

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aim and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards.

Statutory requirements

This job description reflects the **National Headteacher Standards (2020)**. These standards are built upon The Teaching Standards (2013) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **Schools Teachers' Pay and Conditions** document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The appointment is also subject to other current educational and employment legislations and policies laid down by the Governing Body under their powers derived from statutory sources.

Duties and Responsibilities

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers will:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers will:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers will:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers will:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers will:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers will:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs

- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers will:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care and as the Designated Safeguarding Lead fulfil the statutory duties as defined in KCSIE 2021
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers will:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers 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 sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers will:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers will:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and 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

Signature of Chair of Governors

Date

Signature of postholder

Date

PERSON SPECIFICATION

Key:

App – Application Form

Ref – Reference

SP – Selection process.

This could include a range of assessment exercises, and a more formal interview.

Knowledge, Experience and Skills		
	Essential/ Desirable	How identified
<i>Strategic Leadership</i>		
Experience of leadership roles	E	App/SP
Ability to build effective relationships with staff, parents, governors and external stakeholders	E	App/SP
Implements the schools vision and values	E	App/SP
Prioritises learning outcomes in all strategic decision making	E	App/SP
Ability to make and implement difficult decisions	E	App/SP
Implements a strategic plan across the whole school, identifying priorities and evaluating the impact	E	App/SP
Works with and motivates teams and individuals to implement changes across the school	E	App/SP
Awareness of the Leeds City and nationwide educational improvement agenda and other statutory changes in Education	E	App/SP
Understanding of entrepreneurial and innovative approaches to influence and drive forward school improvement	D	App/SP
<i>Educational Excellence</i>		
Implementation of strategies which secure high standards of teaching and learning	E	App/SP
Experience of curriculum innovation and development that has resulted in raised standards	E	App/SP
In depth knowledge of the use of data to monitor pupil progress	E	App/SP
Effective use of assessment tools to monitor teaching and learning	E	App/SP
Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback	E	App/SP
Regularly reviews own practice and continually participates in quality CPD	E	App/SP
A proven ability to motivate, lead and interact with staff, pupils and parents/carers.	E	App/SP
<i>Operational Management</i>		
Recruits, develops, retains and manages a range of school staff	E	App/SP
Ability to deploy effectively staff and resources	E	
Ensures effective performance management systems are in place and manage capability	E	App/SP
Ability to distribute work effectively	E	App/SP
Uses CPD to motivate, enthuse and develop all staff	E	App/SP
Effective use of robust and transparent effective interventions to ensure pupils maintain good progress	E	App/SP
Understanding of the main aspects of managing a school budget	E	App/SP
Financial management of school budgets	D	App/SP
Manages the school's environment in line with health and safety regulations	E	App/SP
Implements changes to staffing structures	D	App/SP
Develops appropriate school development plans	D	App/SP
<i>Securing accountability</i>		
Holds people to account for conduct and practice	E	App/SP
Works effectively with the governing body to ensure both parties fulfil statutory duties	E	App/SP

Provides performance data to parents, governors and school improvement officers	E	App/SP
Develops appropriate school policies and procedures	E	App/SP
Builds relationships and promotes the schools reputation with community groups, outside agencies and other schools which create innovative learning experiences for pupils and drive improvement in standards	E	App/SP
Works with parents and carers to improve pupil achievement	E	App/SP
In depth knowledge of relevant performance data and the ability to use it to drive school improvement	E	App/SP
Safeguarding		
Can demonstrate knowledge of, and the ability to implement and adhere to, effective policies and procedures	E	App/SP
Ability to deal with sensitive issues in a supportive and effective manner	E	App/SP
Experience in strategies to manage behaviour	E	App/SP
Has experience of a multi-agency team approach	D	App/SP
Qualifications and training		
Qualified Teacher Status or other educational qualification	E	App/SP
A degree or management qualification	E	App/SP
NPQH	D	App/SP
NCSL/CWDC Safer recruitment certificate (Required within the first year of Headship)	D	App/SP
Personal qualities and attributes		
Moral purpose (Equality, diversity and inclusion, children and adults treated with respect)	E	SP
Excellent communicator (Listening, putting a message across)	E	SP
Child centred	E	SP
Resilient	E	SP
Integrity	E	SP
Self-motivated and able to coach, mentor and motivate others	E	SP
Enjoys challenge	E	SP
Works to deadlines	E	SP
Enthusiastic and optimistic	E	SP
Excellent problem solving/analytical skills	E	SP
Emotional confidence (knowledge of strengths and areas of developments)	E	SP
Conceptual thinking (identify patterns between potentially unrelated concepts)	D	SP