**A group of children standing on a playground equipment

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**A black and blue sign with white text

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**Interim Headteacher**

**Recruitment Information Pack**

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A group of children in a room

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**Welcome from the Chair of Governors**

Dear Applicant,

Thank you for taking the time to find out more about our Interim Executive Headteacher opportunity at the Federation of Follifoot and Spofforth CofE Primary Schools.

We promote a warm, caring and supportive family atmosphere and place great emphasis on working in partnership with parents/carers, children, stakeholders and our communities. We aim to achieve our vision by providing a quality first education in a safe and caring environment, where our pupils enjoy their learning and social experience. We are incredibly proud of the uniqueness of each school.

Situated in the beautiful countryside to the southeast of Harrogate, the schools have close contacts with their communities as well as the local churches. We are well supported by both our The Council Senior Education Advisor and the Diocese of Leeds.

It is important to all at Follifoot and Spofforth that our Interim Executive Headteacher is not only committed to raising standards but also passionate about creating a supportive and inclusive environment where both children and staff can thrive and achieve their potential. We recognise there are some immediate challenges which the successful applicant will need to proactively address; however, our staff are proactive and eager for a proactive leader who will guide them toward success and you will have a fully committed Governing Body, Diocese and Local Authority supporting you in achieving this.

This is an exciting opportunity for a leader If you feel ready to be our interim Executive Headteacher and you can bring your experience, enthusiasm, commitment and energy to make an immediate impact with our children and motivated staff, we would love to hear from you.

On behalf of the governing body, thank you again for your interest in The Federation of Follifoot and Spofforth CE Primary Schools and we look forward to receiving your application.

Yours faithfully,

**Emma Booth and Marianne Tharby**

**Co-Chairs of Governors**

**About us**

**Our Federation**

Our two schools united as a Federation in 2015, since then we have flourished whilst retaining the benefits and uniqueness of each village school. Our collaborative cross-school approach extends to our joint governing body, comprising of two Co-Chairs. Our partnership allows us to support each other and ensure children’s personal development, wellbeing and wider curriculum opportunities are valued as highly as academic progress.

Across our Federation we offer the highest quality education and pastoral care within a culture that values each child’s individuality and prepares them effectively as lifelong learners. We want all our children to be excited by learning, to take risks, seek challenge, ask questions and persevere. We are incredibly proud of the rich and varied curriculum on offer to our children. It is our aim to offer the best learning opportunities in a modern world. Children are central to all we do; we strive to make them resilient and to inspire them to achieve their ambitions and dreams. We design our curriculum with this in mind and are constantly reviewing it to suit the needs of the children in each school.

Individual children and their families are important to us. The needs of our children always come first and we work closely with parents building positive relationships that help contribute to the work we do. We recognise the importance of working in partnership with parents and carers and strive to ensure opportunities for parents to be involved in school life.

**Classes & Staff Structure**

The pupil journey starts at Spofforth as it is the home to our Nursery and Reception classes. Pupils then start in Year 1 at either Follifoot or Spofforth. Follifoot has 43 pupils on roll which is organised into Class 1, covering Year 1 – 4, and Class 2, covering Year 5 and 6. Spofforth has 108 pupils and has four classes. Class 1 is nursery and reception, Class 2 is Year 1 and 2, Class 3 is Year 3 and 4, and Class 4 covers Year 5 & 6.

Our Teachers are supported by wonderful teams of 9 teaching assistants, including an HLTA, two SEN GTA’s and Early Years GTA. Each school has a dedicated Senior Teacher to support staff and pupils when the Executive Headteacher is not in school.

We recognise our staff as the Federations’ most valuable resource. In line with our vision of **Love, Learn, Thrive** we look after them and support them using the Federation effectively to nurture their skills and abilities and when necessary recruit the highest quality staff.

Our staff always have the best interests of the pupils at heart and are determined to find something at which every child can shine. Staff get to know the children in the school very well and use this information to personalise opportunities for learning. Staff relationships are very strong in each school and class teachers work together to plan units of work and lead a subject across the federation.

**Relationships - Parents/Carers and Wider Community**

Our schools are central to their communities. Many parents and older residents attended the schools themselves and continue to support them. It is in this way that all can feel active participants in the functioning and development of the schools, which can only have positive implications for the children.

Our children are encouraged to think of others and give back to their community, they often participate in harvest food bank collections, carol singing, local activity days, and charity fundraising for both local, national and international charities.

**We are proud to have the following mutually beneficial partnerships:**

* Diocese of Leeds
* Parish Churches
* North Yorkshire School Improvement.
* Harrogate and Rural Teaching School Alliance
* Red Kite Teaching School Hub
* Sporting Influence Improving Social Skills Through Sport | Sporting Influence
* Spofforth in Bloom

[**Click here to watch our video montage**](https://follifootandspofforth.co.uk/FEDERATION%20MONTATGE2%20highdef.mp4?_=1)

**Further reading:**

* **[Follifoot School Data and Ofsted](https://www.compare-school-performance.service.gov.uk/school/121560/follifoot-church-of-england-primary-school)**
* [**Spoffoth School Data and Ofsted**](https://www.compare-school-performance.service.gov.uk/school/121592/spofforth-church-of-england-controlled-primary-school)
* [**Follifoot SIAMS Report (2023)**](https://www.churchofengland.org/sites/default/files/2023-06/siams-report-follifoot-cofe-vc-primary-school-121560-25052023.pdf)
* [**Spofforth SIAMS Report (2017)**](https://follifootandspofforth.co.uk/wp-content/uploads/2019/10/Spofforth-SIAMS-Report-Feb-2017.pdf)

**Vision & Values**

As Church schools, Our Vision of **‘Love, Learn, Thrive’** alongside Christian Values provides the framework for all aspects of school life and underpins the daily experience for everyone in our schools.

**Love**

**We love and nurture each individual.**

*Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails****.****Corinthians 13:4-8 4*

**Learn**

We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

**Thrive**

We develop children socially, emotionally, physically and spiritually, help them to be best the best versions of themselves and prepare them well for the their futures in a diverse world.

**Working with our local church**

On special occasions throughout the liturgical year (e.g. Harvest, Christmas and Easter) our acts of worship may be held off the school premises at our local church. We also hold an annual ‘Carols at the Castle’ event where parents are invited to sing carols and hear bible readings read by the children at the castle ruins; we love inviting parents to join us in collective worship. Volunteers from the church community (including Reverend Barbara) also visit school each half term as part of the ‘Open the Book’ initiative to lead collective worship for the whole school and bring a bible story to life through drama.



## Application Process

**Closing date:** Midnight, Sunday 1st December

**Interview date:** Thursday 5th December (TBC)

Due to the urgency of this recruitment, we will be reviewing applications upon receipt, and this role may close early. **Therefore early applications are strongly encouraged.**

Please note we do not accept CV’s.

Please apply via NYC Jobs. However, please contact us if you need to apply in a different format.

**When applying please take into account the following:**

**Supporting Information**

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. In addition, consider how you can apply this to the school from any prior knowledge and your research into the position. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

**References**

When completing your application, please provide two employment referees. Generally, this is your current and most recent employer and a person in a position of authority.

**Job Description**

**Statutory**

1. To fulfil all the requirements and duties as set out in the School Teachers’ Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
2. To seek to achieve any performance criteria, objectives or targets agreed with or set by the School’s Governing Board in accordance with the requirements set out in the agreed School Teachers’ Pay and Conditions Document and ensure that the school is compliant with all statutory guidance and legislation.
3. To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School’s policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and other stakeholders feel able to raise concerns and that these are addressed sensitively and effectively. The Interim Executive Headteacher will be appointed to the role of Designated Safeguarding Lead for the school.

The Federation’s Governing Body wish a particular emphasis to be placed upon the following:

1. To meet the National Standards for Headteachers as published by the DfE.
2. To raise standards across the school with particular reference to academic performance so that all pupils achieve to the very best of their ability.
3. To lead in the provision of and delivery of excellent learning and teaching.
4. To establish a vision for school improvement and to lead the staff and Governing Board to plan, implement, review, and evaluate the impact of the School Development Plans.
5. To be accountable to the School’s Governing Board on progress made against School Development Plan objectives, making recommendations as to future priorities and actions based on robust evidence-based self-evaluation.
6. To further develop and extend partnership working with a variety of stakeholders and other bodies (including local churches and the diocese) through co-operation and collaboration.
7. To establish a reflective culture through a process of rigorous self-evaluation, including quality assurance and performance management at all levels.
8. To develop, inspire and motivate effective teams to deliver high quality education and thereby raise standards across the school.
9. To manage the school’s budget to ensure efficient and effective use of resources in line with the School’s objectives and priorities.
10. To ensure the school always operates within the school’s policies and legislation
11. To foster a positive, caring and inclusive Christian ethos, whilst promoting an understanding of and respect for other faiths and cultures.
12. The Interim Executive Headteacher, as designated safeguarding lead, should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
13. The Interim Executive Headteacher is to act as SENDco and ensure that both schools meet their requirements in relation to pupils, parents and key stakeholders

These duties are neither exclusive nor exhaustive and the post holder will be required to undertake other duties and responsibilities as agreed with the employer. This Job Description may be amended at any time after consultation with the post holder and will be reviewed annually.

**Person Specification**

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria within the National Standards for Headteachers.

|  |  |  |
| --- | --- | --- |
| **TECHNICAL** | | |
| **QUALIFICATIONS AND TRAINING** | **Essential on appointment** | **Desirable on appointment** (if not attained, development may be provided for successful candidate) |
| Qualified Teacher status | **X** |  |
| Further professional/academic study e.g. MA, SEND qualifications |  | **X** |
| Evidence of gaining NPQH or NPQEL qualificationor equivalent | **X** |  |
| Evidence of continuous professional development used to develop self and others including recent leadership training and development | **X** |  |
| **SKILLS AND KNOWLEDGE** | **Essential on appointment** | **Desirable on appointment** |
| A detailed understanding of current legislation relating to schools and of national and local education priorities | **X** |  |
| Up-to-date knowledge of school improvement planning, evaluation, and quality assurance processes | **X** |  |
| Knowledge of the statutory documentation and legislation applicable to the leadership and management of schools e.g child protection, the SEND Code of Practice, inclusion and health and safety | **X** |  |
| An excellent understanding of outstanding curriculum design and implementation appropriate for the setting | **X** |  |
| Knowledge of a range of effective communication strategies including for developing and maintaining high standards of attainment, behaviour, and attendance appropriate for the setting | **X** |  |
| Up-to-date knowledge of research relating to education and of current and emerging Ofsted policy and practice | **X** |  |
| **SAFEGUARDING**: Demonstrate a secure commitment to safeguarding and the welfare of children and young people | **X** |  |
| **SAFEGUARDING:** Form and maintain appropriate relationships and personal boundaries, demonstrating and maintaining appropriate authority | **X** |  |
| **SAFEGUARDING:** Secure knowledge of current statutory safeguarding guidance for schools and understanding of the strategic and operational management of safeguarding to protect the health and wellbeing of children and young people, and staff. | **X** |  |
| Up-to-date knowledge and understanding of the mission and distinctive nature of a Church school including knowledge of the current SIAMS framework |  | **X** |
| A commitment to developing and maintaining a theologically rooted Christian vision and culture for a school; upholding and promoting the school’s Christian ethos and playing a key role in the spiritual development of the school | **X** |  |
| Inclusive of all faiths and beliefs | **X** |  |
| **EXPERIENCE** | | |
|  | **Essential on appointment** | **Desirable on appointment** |
| Successful experience of workforce development, that includes performance management and the supervision of staff wellbeing and workload | **X** |  |
| Experience of using data, and other contextual information insightfully to meet challenging targets | **X** |  |
| Experience with whole-school organisational management, ensuring systems, processes and policies are effectively developed and implemented | **X** |  |
| Evidence of communicating and working effectively with staff, governors and other key stakeholders in school and externally | **X** |  |
| Experience of implementing professional development strategies for staff to ensure quality provision and outcomes for pupils | **X** |  |
| Experience of an Ofsted inspection at a leadership level | **X** |  |
| Experience of working in a Church school setting and/or working in partnership with a local Church setting |  | **X** |
| Experience of SIAMS inspection at a leadership level |  | **X** |
| **APTITUDE** | | |
|  | **Essential on appointment** | **Desirable on appointment** |
| The ability to develop and maintain skills to enable successful partnerships and collaborative working to improve the quality of education and outcomes for all children and young people | **X** |  |

There will be a particular focus on the following key competencies:

|  |  |
| --- | --- |
| **COMPETENCIES** | |
| **Key Competencies identified to be assessed** | **Essential on appointment** |
| Resilience | **X** |
| Strategic Thinking | **X** |
| Skilful communication according to audience | **X** |
| Organisational sensitivity | **X** |
| Building effective teams | **X** |
| Seeks organisational reflection | **X** |

**APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL**

**IMPORTANT ADVICE ON COMPLETING THIS APPLICATION**

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

**Data Protection**

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at [www.northyorks.gov.uk/working-us](http://www.northyorks.gov.uk/working-us).

**Rehabilitation of Offenders**

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

**Canvassing**

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

**Policy Statement on the Recruitment of Ex-offenders (Source** [**www.gov.uk**](https://www.gov.uk/government/publications/dbs-sample-policy-on-the-recruitment-of-ex-offenders/sample-policy-on-the-recruitment-of-ex-offenders)**)**

1. As an organisation assessing applicants’ suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](https://www.gov.uk/government/publications/dbs-code-of-practice) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](https://www.gov.uk/government/publications/dbs-code-of-practice) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.