

# North Heath Community Primary School



## Head Teacher Application Pack



Dear Applicant,

Thank you for showing an interest in applying for the role of Headteacher at our school, [North Heath Community Primary](#). Our Headteacher recently retired August 2024 and we therefore looking to appoint a new Headteacher for January / April 2025.

Our school is a thriving community which enables children to flourish whilst learning in our school. The Governing Body are seeking to appoint an individual who can uphold our school academic and personal development achievements, and who can seek out opportunities to further enhance pupils' experiences. At our school, we want all children to be engaged with as individuals to realise their unique expectations. We have an established team of teaching and support colleagues and want to make sure that they too, are equally worked with as individuals to support their growth and development.

We hope that reading the information pack, will enable you to consider how your own skills and experience would enable you to be the inspirational leader that our children and staff deserve as we progress further towards our goals.

We would encourage you to come and visit our school, see us in action, meet our enthusiastic staff and wonderful children. Please contact the school office on 01403 254790 to make an appointment.

Yours sincerely,

Amy Green and Claire Coles

Chairs of Governors

# HEADTEACHER JOB DESCRIPTION

This appointment is made by the governing body of the school, but the contract of employment will be with West Sussex County Council.

This job description reflects the [Headteachers' Standards 2020](#). These standards are built upon the Teaching Standards 2011 which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the [School Teachers' Pay and Conditions](#) document and other current educational and employment legislation, including that of the Department for Education, and the terms of the West Sussex County Council contract. In carrying out their duties, the Headteacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the school, its pupils and the parents of its pupils.

## **A. The Core Purpose of the Headteacher**

The Headteacher is the prime mover in creating, inspiring and embodying the Community ethos and culture of this school, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The core purpose of the Headteacher is to provide professional leadership and management for the school within the context of the School Development Plan. 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 within a strong community ethos.

The Headteacher is the leading professional in the school. 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 aims 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; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to

the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

### **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 always uphold and demonstrate the Seven Principles of Public Life. 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:

- 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:

- 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:

- 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:

- 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:

- 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:

- 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:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- 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:

- 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:

- 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:

- 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

**The Headteacher will be required to safeguard and promote the welfare of children and young people and to hold all staff and volunteers accountable to safeguarding regulations.**

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers.*

## PERSON SPECIFICATION/SELECTION CRITERIA FOR HEADTEACHER

**The applicant will be required to safeguard and promote the welfare of children and young people.**

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded.

SELECTION CRITERIA		SOURCE	
		<b>E = essential</b> <b>D = desirable</b>	<b>A = application</b> <b>I = interview</b> <b>R = reference</b>
<b>Qualifications</b>			
	Degree or other relevant qualification at this level.	E	A
	Relevant further degree or equivalent in special education.	D	A
	Qualified Teacher Status.	E	A
	National Professional Qualification for Headship.	D	A
<b>Professional Development</b>			
	Evidence of regular, recent and appropriate professional development for the role of Headteacher in a Primary School.	E	A/I/R
	Evidence of recent leadership and management professional development.	E	A/I
<b>Experience</b>			
	Successful strategic leadership as a Headteacher, Deputy Headteacher or Assistant Headteacher.	E	A/I/R
	Demonstrate successful experience leading teams.	E	A/I
	Experience of working with middle leaders on curriculum, line management and strands of accountability.	E	A/I
	Experience of raising standards in terms of the outcomes of students.	E	A/I
<b>SELECTION CRITERIA</b>		<b>SOURCE</b>	



		<b>E = essential D = desirable</b>	<b>A = application I = interview R = reference</b>
	Experience of monitoring and evaluation as they relate to the appraisal process.	E	A/I
	Successful experience in leading and managing change, improvement and innovation in seeking high performance.	E	A/I
	Successful involvement in school performance through data analysis as an aid to holding people and departments to account.	E	A/I
	Experience of working with external agencies.	E	A/I
	Financial, budgetary and resource management experience.	E	A/I
	Experience of implementing fit for purpose systems and processes.	E	A/I
<b>Knowledge, Skills and Abilities</b>			
	Knowledge and understanding of what constitutes high quality educational provision, the characteristics of a successful school and strategies for raising student achievement.	E	A/I
	An understanding of how to seek and use data effectively to track and monitor progress along with being able to deploy a credible set of strategies for improvement.	E	A/I
	Knowledge of proven, effective interventions for young people with SEMH/SEND.	D	A/I
	Successful leader with a proven track record of achieving high outcomes for young people with SEMH and SEND.	D	A/I
	Ability to articulate a compelling vision for teaching and learning which is evidenced by excellent and reflective practice.	E	A/I
	Experience of working effectively with parents/carers, members of the local community and a range of stakeholders.	E	A/I/R
	Experience of and a commitment to sustaining a safe, secure and healthy environment, and to promoting diversity and equal opportunities.	E	A/I

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	Knowledge and understanding of the National and local education climate.	E	A/I
<b>Personal Aptitude and Qualities</b>			
	Reflective practitioner, able to respond to and shape the creative energies of the leadership team and others, whilst remaining resolutely committed to the need of ensuring a healthy work life balance and the emotional health and wellbeing of all within the school community.	E	A/I
	Has the enthusiasm, initiative and commitment to ensure good practice is embedded throughout the school.	E	A/I/R
	Proven leadership skills with the ability to develop leadership throughout the organisation.	E	A/I/R
	Is well organised, able to plan, prioritise and delegate effectively.	E	A/I/R
	Is articulate and approachable with excellent communication skills both verbally and in writing.	E	A/I
	Has strong interpersonal skills and self-awareness, adapting to situation and carefully managing professional relationships.	E	A/I/R
	Has presence and visibility as a leader, demonstrating optimism and resilience with a well-developed sense of proportion to create and sustain a positive culture and ethos in the school.	E	A/I
	Has the ability to tackle difficult situations and make difficult decisions, conveying outcomes clearly and with sensitivity.	E	I/R
	Has a proven track record of building positive working relationships with parents/carers, staff, Governors and the local community.	E	I/R

<b>SELECTION CRITERIA</b>		<b>SOURCE</b>	
		<b>E = essential D = desirable</b>	<b>A = applicatio n I = interview R = reference</b>
<b>Confidential references and reports</b>			
	Positive recommendation from all referees, including current employer.	E	R

# Next Steps...

## Application Form and Supporting Statement:

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.

In addition, you should also attach a personal statement (with no more than 2 sides of A4 in Arial pt size 12 typeface) that addresses the following areas:

- One strategy you have led which has improved outcomes for pupils, particularly those from disadvantaged backgrounds or pupils with Special Educational Needs.
- Specific skills that you can bring to the leadership and management of North Heath Primary
- Any other supporting information you wish to draw to our attention.

All documents will need to be submitted via email to Recruitment Services Administration (RSA) at [h.schooladverts@westsussex.gov.uk](mailto:h.schooladverts@westsussex.gov.uk) quoting job reference 16430 by 12 noon on 7<sup>th</sup> October 2024.

The panel will shortlist applications on:

10/10/24

Interviews will be held on:

21/10/24 and 22/10/24.

The post is subject to enhanced disclosure from the Disclosure and Barring Service (DBS), satisfactory references, proof of qualifications and medical declaration and proof of entitlement to work in the UK.

Interested candidates are strongly encouraged to visit school. Please contact the school office on the details below to make an appointment.

North Heath Community Primary School

Erica Way

Horsham

West Sussex

RH12 5XL

Tel: 01403 254790

Website: <https://northheathprimary.co.uk/>

Email: [office@northheathprimary.co.uk](mailto:office@northheathprimary.co.uk)

