



Stanbury, Near Keighley
West Yorkshire, BD22 0HA

Stanbury Village School

STANBURY VILLAGE SCHOOL HEADTEACHER RECRUITMENT JULY 2024



Stanbury Village School

WELCOME FROM THE CHAIR OF GOVERNORS

Dear candidate

Thank you for your interest in the post of Headteacher at Stanbury Village School.

We are keen to recruit an enthusiastic leader who will build on our current strengths and work with the whole school community to take the school into the next stage of its successful development.

Stanbury is a welcoming and inclusive school that aims for all pupils to make the maximum amount of progress, regardless of their starting points. We are committed to ensuring that our ethos, vision and values permeate all aspects of school life.

We have a small, dedicated and committed team of teachers and support staff. Inspiring and developing the team to provide the best possible education for pupils will be a key part of the role.

If appointed to this post, you will have the support of a strong governing board and a supportive local community.

I hope that having read the information in this pack you will want to pursue your interest further. Visits to the school are warmly welcomed by arrangement with the school office.

Dates available for visits are Thursday 18th July and Thursday 5th September 2024

Please take time to read through this information pack and visit our [school website](#) and our [facebook](#) page:

Thank you again for your interest. We look forward to receiving your application.

Rachel Feather
Chair of Governors



ABOUT OUR SCHOOL

Stanbury Village School is a half form entry school, set high upon the moors in 'Bronte Country'. It has a thriving Nursery and the Reception intake for September 2024 is full.

We welcome children from all backgrounds to our Nursery and from this starting point, aim to provide the best possible education for every child; enabling them to grow in confidence and resilience demonstrating their care for others day in and day out.

Our curriculum is intended to be inspiring, challenging and supportive. Providing a learning environment that matches our ideals is a priority.

Our children can often be found swapping their uniform for capes or cagoules depending on our school topic!

If you would like to know more about the school have a browse through our website, and if you can't find something let us know - it is probably being updated!

We aim always to work in close partnership with parents and the local community, if you would like to know more about our school, please contact us to arrange a visit to school.



What our children love about school:

- It's small
- My teacher is a really good teacher
- Everyone is kind to each other
- The special topic for the whole school
- Outdoor learning/Forest School
- My friends

What our children want for their new Headteacher:

- Someone who is kind
- Funny but firm
- Enthusiastic
- Enjoys music
- Enjoys stories
- Really cool



OUR ETHOS AND VALUES

We believe in providing the best possible education for every child in a place where pupils can flourish and are challenged to reach their full potential.

At Stanbury Village, our children contribute to every part of school life through a curriculum that is inspiring and crammed with opportunities. Our curriculum enables a sense of community, both spirituality and morally enhancing our students social and cultural awareness.



ADVERT



Stanbury Village School

Headteacher
Salary: L6 – L12
(£53,380 to £61,882)

Required for 1 January 2025

www.stanburyvillageschool.co.uk
office@stanbury.bradford.sch.uk

Stanbury, Near Keighley
West Yorkshire, BD22 0HA

We are looking for an inspirational, inclusive and values-driven Headteacher who has the strategic vision to lead our school on the next stage of its journey with our Headteacher retiring after 21 years.

Our new Headteacher will need to be a nurturing and emotionally intelligent leader who will build on our existing strengths to ensure the school continues to deliver the best possible outcomes for our children.

Stanbury Village School is a 0.5 form entry primary school at the heart of a warm and welcoming community. We are proud of our children and seek to inspire them through our exciting curriculum so our pupils can flourish and are challenged and supported to reach their full potential. We are a thriving, happy and inclusive school and live our values.

You have high ambitions for staff and pupils alike and share our determination that every child achieves their full potential.

In return we can offer you:

- Children who are ready to learn, respectful and safe.
- A dedicated and hardworking staff team with a wide range of experience who are keen to build on the school's existing strengths.
- A supportive governing body committed to enabling the ongoing success of the school.
- An energetic and supportive parents association - Friends of Stanbury School.
- A caring and inclusive ethos where everyone is valued.
- A small school in a beautiful location which is an exciting resource for learning.

To arrange a visit please contact Anna Harrison, School Business Manager on 01535 642270

For further details and to apply, go to www.prospectsonline.co.uk

Please note that CVs are not accepted.

Closing Date: 12 noon, Thursday 5th September 2024

Shortlisting Date: Tuesday 10th September 2024

Assessments and Interviews: Thursday 19th & Friday 20th September 2024

The school prides itself on being an equal opportunities employer and abides by Safer Recruitment Practices. We are committed to safeguarding and promoting the welfare of children. An online search will be carried out at shortlisting. All other Pre-employment checks including a DBS check, will be completed during the recruitment process.

Headteacher Job Description

Salary: L6 to L12

Hours: Full time

Contract type: Permanent

Reports to: Chair of Governors for the Governing Body

Responsible for: All staff, with the support of other members of the Senior Leadership



This Job Description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role.

Role Summary

We are looking for an inspirational, inclusive and values-driven Headteacher who has the strategic vision to lead our school on the next stage of its journey with our head teacher retiring after 21 years.

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Core Purpose

- Establish and sustain the school's ethos and strategic direction together with the governing / trustee board 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 for school improvement that are realistic, timely and suited to the school's context
- Make sure these 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).

Role Responsibilities

Stanbury Village School is a 0.5 form entry primary school at the heart of a warm and welcoming community. We are proud of our children and seek to inspire them through our exciting curriculum so our pupils can flourish and are challenged and supported to reach their full potential. We are a thriving, happy and inclusive school and live our values.

Headteacher Job Description

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 excellent standards of achievement
- Build positive and respectful relationships 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
- Continue to develop the exciting curriculum which is a core feature and strength of our school.

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, structured 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

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

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
- Ensures the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Ensures the school fulfils statutory duties regarding the SEND Code of Practice.

Headteacher Job Description

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 efficiency, 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

Continuous School Improvement

- 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

Governance, Accountably 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
- 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

HEADTEACHER PERSON SPECIFICATION



Stanbury Village School

Qualifications and Training

- Holds a degree level qualification or equivalent. E A P
- Qualified Teacher Status (QTS) or other recognised teaching qualification. E A P
- Holds a Professional Qualification or working towards gaining a NPQH or CEPQH (or equivalent experience). D A P
- Evidence of recent appropriate leadership development training. D A

Experience

- Successful Senior Leadership of a primary school setting (age range 3 to 11 years). D A I
- Successful teaching or leadership at a school with a nursery place setting. D A I
- Experience of developing, 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 I
- 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 A I
- Experience of raising attainment, setting high expectations and continually raising standards of teaching and learning. E A I
- Able to implement a climate of learning which enables the best outcomes for all pupils. E A I
- Experience in evaluating and using a range of data to improve pupil outcomes. E A I
- Experience of involvement in managing school budgets. E A I
- Experience of working in a small school setting. D A I

A
Application Stage

P
Pre-employment check stage (inc. References)

I
Interview and Assessment Stage

E
Essential

D
Desirable

HEADTEACHER PERSON SPECIFICATION



Leadership Qualities

- Abides by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles). E A I
- 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 A I
- Ability to champion a culture which is inclusive, supportive, promotes diversity and equality, with ambitious expectations for all pupils. E A I
- 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 A I
- 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 A I
- Ensures staff have access to high-quality, sustained professional development opportunities to raise standards of teaching and learning for all pupils. E A I
- Ensure rigorous approaches to identifying, managing and mitigating risk. E A I
- Able to communicate a vision to a wide range of audiences and inspire others. E A I
- Committed to safeguarding, inclusion and promoting the welfare of all stakeholders. E A I
- Flexible and independent approach to leadership and ability to utilise own skill set to support small leadership team. E A I

Knowledge and Skills

- Up to date knowledge and understanding of the National Curriculum and experience of curriculum design at the relevant age range (3 to 11 years). E A I
- Up to date knowledge of national policy, legislation, financial frameworks and school governance. E A I
- Knowledge and application of setting high expectations and monitoring progress to continually raise standards of teaching and learning and outcomes for pupils across all subjects and phase groups. E A I
- Operates with financial astuteness, within a clear set of principles centred on the school's vision and an understanding of the specific challenges of a small school setting. E A I
- Operates with financial astuteness, within a clear set of principles centred on the school's vision. E A I
- Ability to analyse and interpret comparative data, establishing benchmarks and set targets for improvement. E A I
- Ability to embed clear quality assurance systems that drive consistency and improvement in performance across the school. E A I
- Ability to use performance management processes to drive improvement across the school. E A I
- Commitment and ability to continue to develop the exciting curriculum which is a core feature and strength of our school. E A I

A
Application Stage

P
Pre-employment check stage (inc. References)

I
Interview and Assessment Stage

E
Essential

D
Desirable

Equal Opportunities Information

Equality

Stanbury Village School welcomes pupils and staff from a wide range of backgrounds. We believe that their different cultures, talents and life experiences bring richness and vibrancy to school life and help to create an environment that supports us all in learning from each other.

We take seriously our duties to eliminate discrimination, promote equality of opportunity and foster good relations between people of all backgrounds. This duty is set out in the Equality Act of 2010, which covers sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Disabled Applicants

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



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