



# Eastburn

Junior and Infant School

*Candidate Briefing Pack*



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## Welcome from Chair of Governors

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### Nurturing Powerful Learners

Dear Applicant,

Thank you for your interest in the position of Headteacher at Eastburn Junior and Infant School. The vacancy has arisen following the resignation of our Head Teacher who has decided to leave teaching in order to focus more time on her family.

Eastburn secured a “good” Ofsted rating at its last inspection (June 2019) and we have continued since then to build capability across the board. At Eastburn we aim to create a nurturing environment where every single child becomes a powerful life-long learner. Our goal is that all pupils develop resilience, gain the confidence to seize opportunities and have the appetite to enjoy new challenges so that they can achieve their full potential.

We have a clear 3-year vision for School to help guide our annual plans and we place the wellbeing of pupils, colleagues, parents and visitors at the centre of all we do. The Governing Body is looking to appoint an inspirational leader who can build on the progress made to date and help establish the School as a centre for excellence. The successful candidate will join an established team of dedicated staff, who strive to raise academic standards by nurturing powerful learners. The Governing Body strongly champions the school’s ethos and vision.

I hope this will inspire you to apply for this challenging and rewarding role, and I look forward to receiving your application. If you would like to visit the school this can be arranged by appointment and details are available later in the application pack. Finally, please ensure you review the entire candidate pack, especially the section in relation to “How to Complete the Application Form”.

We look forward to receiving your application.



John Hughes  
Chair of Governors



## About Eastburn Infant and Junior School

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### Background

Eastburn Junior and Infant School is a one-form entry primary school that sits at the edge of the Bradford Local Authority district close to the border with North Yorkshire (Skipton). The school has a current roll of 207 pupils, drawn largely from Eastburn and the surrounding villages.

The School was established in 1896 and we value greatly its strong community identity and heritage. Our journey over the last 12 months has reinforced the importance of sustaining strong links with families throughout our community, and in proactively seeking parental / carer involvement and feedback. Despite the challenges posed by the COVID pandemic, we believe that the School has succeeded in deepening its community contribution over the last year. We fully intend to build on this going forward.



At Eastburn, the idea of “life-long learning” sits at the heart of our approach to education. We believe it is essential that all pupils build the knowledge, skills, attitudes, behaviours and personal confidence to help them succeed at whatever they do, now and in the long-term. We are committed to giving all of our pupils the help and support they need to fulfil their own potential.

We take it as read that our broad curriculum fully integrates stretching academic expectations with effective spiritual, social and cultural development priorities. Our strong inclusion approach means that we can address individual learning needs thereby allowing all pupils to grow and thrive. We take our safeguarding responsibilities very seriously and fully recognise that pupils learn best when they feel safe.

We listen carefully to feedback from all our stakeholders: pupils, parents / carers, the Local Authority, colleagues. We are very proud of the fact that those who visit us routinely say that School is warm and welcoming and that pupils are engaged / enthusiastic. We hope you’ll feel the same when you meet us.

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## About Eastburn Infant and Junior School

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### Our Vision

At Eastburn Junior and Infant School, we create a culture in which every child is nurtured to become a powerful life-long learner. Our pupils develop resilience, seize opportunities and enjoy new challenges in order to achieve their full potential.

In creating our vision we have worked alongside staff, governors, parents and children to create a statement that we think reflects our aims for the school. We return to this vision regularly to ensure that it underpins everything we do in school and reflects what we want to achieve for our pupils.

Our school is a proud believer in 'Building Learning Power' and uses this approach to support our pupils to become independent learners who show high levels of resilience in the face of challenge. We work hard to provide our pupils with a strong foundation, so that they are able to tackle the next stage in their education with confidence.

<b>Type of School:</b>	Community School
<b>Location:</b>	Eastburn, BD20 8UX
<b>Age Range:</b>	5 to 11
<b>Number of Children:</b>	207
<b>School Capacity:</b>	210
<b>Last Ofsted Inspection:</b>	June 2019
<b>% Children on free school meals:</b>	7.8 %





## How to Complete the Application Form

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Included within the Candidate Pack you will find the Advert, Job Description and Person Specification for the position of Headteacher at Eastburn Junior and Infant School.

### Criteria within the Person Specification

All aspects of the person specification marked with an 'A' must be addressed in your application.

### Additional Criteria

The Panel ask that applicants respond to the following two questions within their “**Headteacher Information**” section of the application form:

1	<p>Explain the strategies you would you apply in the position of Headteacher to motivate others to maximise their contribution to the school.</p> <p>Tell us about the personal strengths, skills, knowledge and abilities you possess to support you, providing relevant examples.</p>
2	<p>Explain the strategies you would use to effectively manage a busy school; balancing multiple priorities to best achieve the school's goals whilst ensuring all aspects of the Headteacher role receive adequate attention. Provide relevant examples.</p>

Your responses to all the above criteria will be used by the recruitment panel at shortlisting stage.

Best of luck.



*We are committed to safeguarding and promoting the welfare of children.  
All posts are subject to an enhanced DBS check.  
Proof of eligibility to live and work in the UK will be required.  
Please note: CVs are not accepted for this post.*

## Job Advert

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<b>Position:</b>	<b>Headteacher</b>
<b>Job Type:</b>	<b>Permanent, Full-time</b>
<b>Commencement:</b>	<b>1 September 2021</b>
<b>Salary:</b>	<b>L15 - L21 (£59,581 to £69,031 per annum)</b>
<b>Tours:</b>	<b>Visits to the school are positively encouraged. Please contact Heather Toner, School Business Manager on 01535 653293 to make an appointment.</b>
<b>Closing date:</b>	<b>12 noon on 12th May 2021</b>
<b>Interview &amp; Assessment:</b>	<b>Dates to be confirmed</b>

Eastburn Junior and Infant School is looking for an inspirational leader with the vision, confidence and skills to lead our School forward into its next exciting stage of development. We are looking to build on our strengths whilst being open to change, embracing the future with optimism and with a passion to deliver the very best education for every child.

### **We can offer you:**

- Children who are eager to learn, well behaved and very proud of their school
- An appetite for creativity and continuous improvement
- A dedicated, caring and experienced staff team
- Strong home and community links
- A supportive and engaged Governing Body

### **From you, we need:**

- Dynamic and successful team-leadership
- High expectations, vision and initiative
- Excellent communication skills
- The highest standards of teaching and learning

We welcome applications from experienced headteachers but we would also like to hear from individuals working as assistant or deputy headteachers currently and looking for the next progression opportunity.

This is a full time, permanent role which is commutable from areas such as Wakefield, Leeds, Kirklees, Calderdale, and North Yorkshire.

To download the job details and apply online, please visit [www.prospectsonline.co.uk](http://www.prospectsonline.co.uk)



## Job Description

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**Job title:** Headteacher

**Salary:** L15 - L21 (£59,581 to £69,031 per annum)

**Contract type:** Full-time, permanent

**Reporting to:** Chair of Governors

**Responsible for:** Deputy Head, Inclusion Leader & School Business Manager

### Main Purpose

The headteacher will formulate the aims and objectives of the school and provide overall strategic leadership, establish policies for achieving these aims and objectives, manage staff and resources to that end and monitor progress towards the achievement of the school's aims and objectives.

The headteacher will lead by example and model best practice regarding professional conduct, workload and personal development, and will be a role model for all in our community.

### Duties and Responsibilities

#### Qualities and knowledge:

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Communicate the school's vision compellingly and drive strategic leadership
- Seek training and continuing professional development to meet own needs

#### Pupils and staff:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Safeguard and promote the welfare of children, following school policies and procedures
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Promote pupils' complete health and wellbeing
- Ensure the curriculum is innovative and makes use of a broad range of information technology
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice

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## Job Description

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### Systems and processes:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Welcome and work with the governing body as appropriate, providing the information it needs to govern effectively
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

### The self-improving school system:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education
- Communicate a natural passion for the school's values and ethos to parents of prospective pupils and the wider community.

### Other areas of responsibility:

- Ensure the effective and efficient operation of the before and after school provision.
- The headteacher will be required to safeguard and promote the welfare of children, and follow school policies and procedures

**Please Note:** *This 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.*



# Person Specification

		Essential	Desirable	Identified how?*
<b>Qualifications and Experience</b>				
1	Holds a degree level qualification or equivalent	✓		A
2	Holds Qualified Teacher Status (QTS) or other recognised teaching qualification	✓		A
3	Holds a Professional Qualification (e.g. NPQSL, NPQH, NPQEL, CEPQH or equivalent) or substantial ( <i>minimum 3 years</i> ) experience in a senior leadership position in education	✓		A
4	Able to prove right to work in the UK	✓		A/R
<b>Leadership Behaviours</b>				
1	Able to demonstrate their commitment to delivering the best outcomes for pupils, specifically in relation to social mobility, wellbeing and productivity	✓		I/T
2	Prior experience of working collaboratively with others to improve medium and long term outcomes for the establishment, pupils and staff	✓		I/T
3	Self-motivated and driven	✓		I/T
4	Able to demonstrate problem solving skills	✓		I/T
5	Able to demonstrate personal resilience and positivity in challenging and uncertain circumstances	✓		I/T
6	Able to demonstrate the qualities required to effectively manage sensitive and difficult issues	✓		I/T
7	Able to demonstrate their respect of others rights, views, beliefs and faiths. Actively encouraging equality, diversity and inclusion	✓		I/T
<b>Culture &amp; Ethos</b>				
<b>School Culture</b>				
1	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	✓		I/T
2	To create a culture where pupils experience a positive and enriching school life	✓		I/T
3	To uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life	✓		I/T
4	To promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment	✓		I/T
5	To ensure a culture of high staff professionalism	✓		I/T

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## Person Specification

		Essential	Desirable	Identified how?*
<b>Culture &amp; Ethos</b>				
<b>Behaviour</b>				
1	To 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	✓		I/T
2	To ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy	✓		I/T
3	To implement consistent, fair and respectful approaches to managing behaviour	✓		I/T
4	To ensure that adults within the school model and teach the behaviour of a good citizen		✓	I/T
<b>Professional Development</b>				
1	To ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs		✓	I/T
2	To 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	✓		I/T
3	To 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		✓	I/T
<b>Curriculum &amp; Teaching</b>				
<b>Teaching</b>				
1	To 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	✓		I/T
3	To ensure effective use is made of formative assessment	✓		I/T

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# Person Specification

		Essential	Desirable	Identified how?*
<b>Curriculum &amp; Teaching</b>				
<b>Curriculum and Assessment</b>				
1	To ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	✓		I/T
2	To establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities	✓		I/T
3	To promote pupils' health and wellbeing through a commitment to embed outdoor learning throughout the curriculum		✓	I/T
4	To ensure the curriculum is innovative and makes best use of a broad range of information technology		✓	I/T
5	To 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	✓		I/T
6	To ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum	✓		I/T
<b>Additional and special educational needs and disabilities</b>				
1	To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities	✓		I/T
2	To establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively	✓		I/T
3	To 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	✓		I/T
4	To ensure the school fulfils its statutory duties with regard to the SEND code of practice		✓	I/T
<b>Organisational Effectiveness</b>				
<b>Organisational management</b>				
1	To ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care	✓		I/T
2	To prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds	✓		I/T
3	To ensure staff are deployed and managed well with due attention paid to workload	✓		I/T
4	To establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently	✓		I/T
5	To ensure rigorous approaches to identifying, managing and mitigating risk	✓		I/T

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## Person Specification

		Essential	Desirable	Identified how?*
<b>Organisational Effectiveness</b>				
<b>Continuous school improvement</b>				
1	To 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	✓		I/T
2	To 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	✓		I/T
3	To ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time	✓		I/T
<b>Working in partnership</b>				
1	To forge constructive relationships beyond the school, working in partnership with parents, carers and the local community		✓	I/T
2	To commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support		✓	I/T
3	To establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils		✓	I/T
<b>Governance and accountability</b>				
1	To understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility	✓		I/T
2	To establish and sustain professional working relationship with those responsible for governance	✓		I/T
3	To ensure that staff know and understand their professional responsibilities and are held to account	✓		I/T
4	To ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	✓		I/T

**Key:**

A = Assessed at Application

I = Assessed at Interview

T = Assessed through Selection Tests

R—Assessed through references & pre-employment checks

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## Equal Opportunity Information

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Eastburn Junior and Infant 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.



## Key Dates & Information

Pay Range: L15 - L21 (£59,581 to £69,031 per annum)

Tours: Visits to the school are positively encouraged. Please contact Heather Toner, School Business Manager on 01535 653293 to make an appointment.

Closing Date: 12 noon on 12th May 2021

Interview & Assessment Date: To Be Confirmed

Commencement: 1 September 2021

Latest Ofsted: [Click Here](#)



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**PACT HR**  
*Your HR Partner*

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