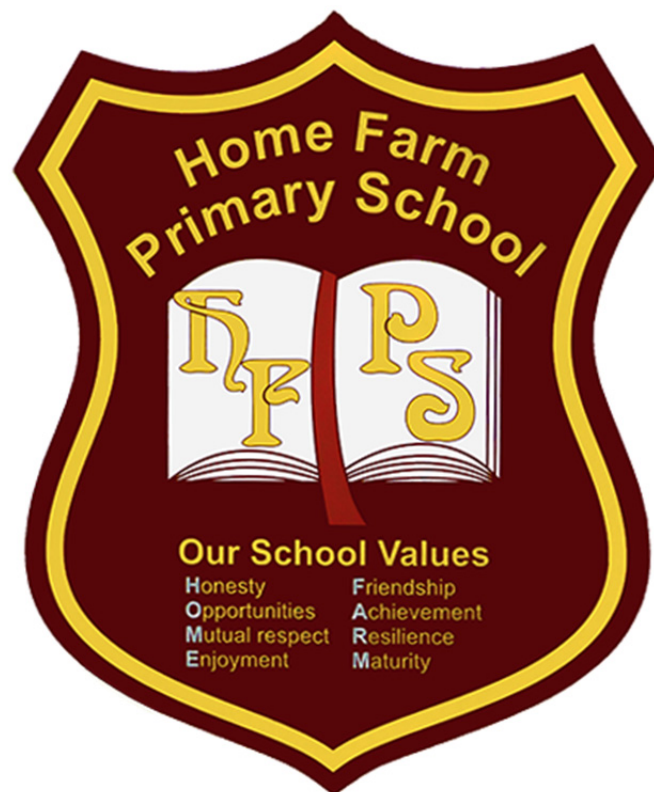




Home Farm Primary School

Headteacher Recruitment





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Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in the vacancy for our Headteacher position at Home Farm. I hope you find this information pack useful and that it encourages you to apply for this exciting position within our school community.

The position of Headteacher was vacated due to the retirement of our previous Head in December. He leaves behind our current Senior Leadership team who have been leading our school improvement and curriculum development in the interim period. Our school was last inspected in July 2016 and was judged as Good.

We are a two form entry school with 472 pupils on roll. Our pupils come from a range of backgrounds and our school is rightly proud of the work we do with, and the support we provide to, the community that is in our catchment area. We use our Home Farm values to underpin the work we do for all who are part of our school.

Home Farm is a welcoming, happy school on the outskirts of Bradford, with wonderful pupils and a hardworking, committed staff who have helped shape the culture of the school into a nurturing and vibrant educational establishment. We collaborate well with other schools in the local area and additionally, are developing stronger links with the high schools.

Therefore, we are looking for an outstanding individual who can lead our school forward in an innovative, nurturing and creative manner. Our school is looking to appoint someone who can utilise our many strengths and also see what's needed to move our school to the next level. The ideal applicant should be able to use our embedded ethos to work with parents, governors and the local community to ensure the best outcomes for our pupils. Please have a look at our website (<https://www.homefarm.bradford.sch.uk/>) where you can find more information and our latest reports.

I invite you to come and visit the school, to have a look around and judge for yourself, as I am certain visiting would encourage you to apply. We look forward to your application and seeing what you can bring to our school.

Yours Sincerely,

Colin Fieldhouse, Chair of Governors



"Coming to school makes me happy. I am proud of the Home Farm Way." KS1 Pupil

"I have lots of kind friends. My teachers help me learn and they are very kind." KS1 Pupil

Honesty
Opportunities
Mutual Respect
Enjoyment

Friendship
Achievement
Resilience
Maturity

"Everyone is kind and helpful, and say how nice the teachers are. The teachers help every pupil. Not all schools have Home Farm Values, that's what makes us special." KS2 Pupil

"I love everything about Home Farm." KS2 Pupil

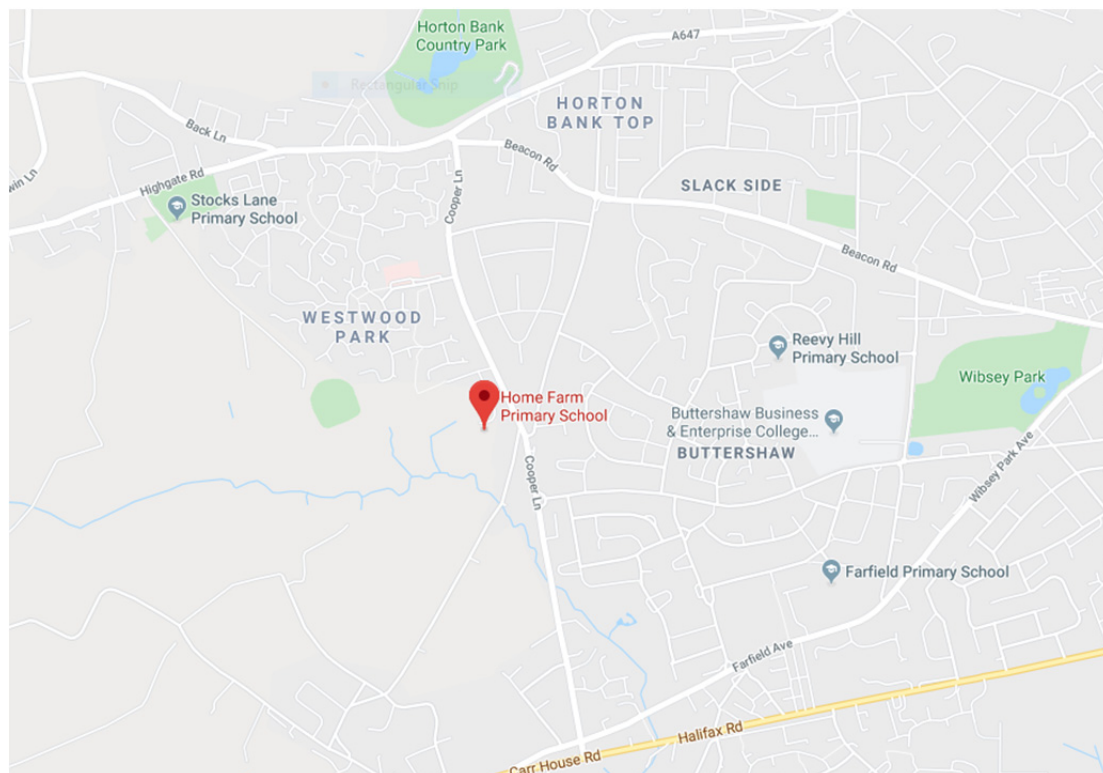


Key Facts and Statistics

Type of School	Community
Age Range	Nursery, 5-11
Number of Children	472
% of children with SEN support	10.2%
% EHCP	1.6%
% of children with EAL	18.2%
% eligible for free school meals	14.4%
Pupil Premium (2018/19 budget)	20.6%

School Location

Home Farm Primary School
Home Farm Close
Bradford
West Yorkshire
BD6 3NR





Headteacher

Group _ School. Salary Range L21-L24

Start Date – September 2020

Our school is looking for an ideal candidate to become the Headteacher of our inclusive, pupil-centred, ambitious school which is looking forward to the next phase of its development starting from September 2020.

We are looking to appoint a head who will build on and develop the vision of our dedicated, hard-working team who have our 'Home Farm Values' as the centre point for their educational ethos.

Above all else, we are looking for a leader who will ensure that our school is making decisions that always have our pupils at their focus.

We are looking for a Headteacher who is:

- Able to build on our achievements and develop a clear vision for the successful future of the school.
- Experienced in curriculum development and delivery, and has the highest aspirations for all, including those with Special Educational Needs.
- Passionate about raising standards and has a proven track record of doing so.
- Committed to inspiring and leading a large multi-professional team, working collaboratively with senior leaders, teachers, support staff, governors, parents and the wider community.
- Innovative and adaptable in finding solutions to challenges.

We can offer:

- The opportunity to lead a welcoming and hard working two form entry school, with pupils who are determined to do their best and enjoy coming to school.
- A committed and very hard-working team who are determined to help all children reach their potential.
- A senior leadership team who support, develop and give their all to the school.
- A Special Educational Needs provision that gives all our children with additional needs the tools and support they need to succeed in school.
- Our 'Home Farm Values', which are the corner stone of our learning journey.
- A network of schools that work closely to help improve and drive forward excellent educational practice (Great Heights Partnership and Futures Partnership)
- A supportive and highly engaged governing body.
- The opportunity to take our school on a journey of success.

We would be delighted to welcome you to our school to meet the team and our wonderful children. Please make an appointment by contacting the school on 01274 777020

Further information about our school is available

at: <https://homefarm.bradford.sch.uk/bradford/primary/homefarm>

Closing date: Midday, Monday 24th February 2020.

Shortlisting: Tuesday 25th February 2020.



Interviews: Thursday 5th and Friday 6th March 2020.

Please do not send a CV. For the purposes of Equal Opportunities, we can only accept Bradford Council application forms via the Prospects website: <https://prospectsonline.co.uk/>

Home Farm Primary School is committed to safeguarding and promoting the welfare of children and the successful applicant will be subject to an enhanced disclosure through the Disclosure and Barring Service.

Statement of school's values and ethos



Our School Values

Honesty

Opportunities

Mutual Respect

Enjoyment

Friendship

Achievement

Resilience

Maturity

British Values

At Home Farm Primary school we provide opportunities for pupils to explore their own culture and have a clear understanding and appreciation of a wide range of the cultural influences that have shaped modern Britain.

We are a school for *all*. We recognise the multi-cultural, multi-faith nature of our community and of Britain. We understand the crucial role our school plays in promoting British Values.

Job Description



Job Description

Post: Headteacher, Home Farm Primary School.

CORE PURPOSE:

The core purpose of the post is to provide the professional leadership and management of Home Farm Primary School which enables the school to give every pupil high quality education and which promotes the highest possible standards of achievement.

The Governing Body will expect the Headteacher to lead by personal example in demonstrating a full and professional commitment to excellence in primary education.

IN RELATION TO THE STATUTORY REQUIREMENTS:

The appointment is subject to the current conditions of Headteachers contained within The School Teachers' Pay and Conditions Document, the School Standards and Framework Act 1998, other current education and employment legislation, the school's Instrument of Government, the Local Authority (LA)'s approved Scheme for the Local Management of Schools and the LA's approved Health and Safety Policy, any rules, regulations or policies laid down by the Governing Body under their powers derived from statutory sources and any rules, regulations or policies laid down by the LA with respect to matters for which the Governing Body is not responsible.

SUMMARY OF MAIN DUTIES AND RESPONSIBILITIES (not a comprehensive list)

The role of the Headteacher at Home Farm will be to:

- Communicate compellingly the school's vision, our 'Home Farm Values', drive the strategic leadership, empowering all pupils, staff and themselves to grow and flourish in the pursuit of excellence, resourcefulness and resilience.
- Continue and enhance partnership working with parents, pupils, staff, governors, community organisations, local schools, Bradford MDC and other outside agencies, to improve academic, spiritual, cultural and social outcomes for pupils.
- Work closely with the governing body to promote and develop the growth and best interests of the school community.
- Secure high standards of welfare and pastoral care for all members of the school community, including opportunities for spiritual, moral, social and cultural development.
- Maintain and manage excellent standards of attendance.



- Maintain effective systems of record-keeping, and strengthen communication with parents and pupils to enable all pupils to make the best possible progress and achievement.
- Provide a safe, calm and well-ordered environment for all pupils and staff, with a strong focus on safeguarding and the development of exemplary behaviour.
- Maintain and secure excellent teaching for all pupils through an understanding of the features of successful classroom practice, through innovative curriculum design and the provision of imaginative learning environments.
- Set and model high expectations and implement stretching targets for the whole school community.
- Maintain ambitious standards for all pupils, so that barriers may be overcome and equality advanced.
- Inspire and encourage staff, whilst instilling in them a strong sense of accountability for the impact of their work on pupils' progress and achievement.
- Lead school development on the basis of monitoring evidence and an understanding of effective practice.
- Manage the school's self-evaluation and improvement planning, to secure ownership of standards and achievement at all levels.
- Recruit, manage and develop effective staff in all roles and lead them as a successful team committed to delivering consistently high standards.
- Motivate all staff to develop their own skills and subject knowledge, supporting each other continuously to improve practice.
- Hold all staff to account for their professional conduct and practice.
- Maintain rigorous and transparent systems for managing the performance of all staff, addressing under-performance, supporting staff to improve, and valuing excellent practice.



- Build a strong culture of continuous professional development for our staff, ensuring that it is focused on the attainment of the school's vision and agreed objectives for school improvement.
- Distribute and develop leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.
- Identify emerging talents at all levels, mentoring current and aspiring leaders in a climate where excellence is the standard, leading to good succession planning.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Maintain high standards of financial and resource management in consultation with the Business Manager and Governors, to ensure strategic, curriculum-led planning in the best interests of pupils and sustainability.
- Value, uphold and further strengthen links with groups so that Home Farm has a reputation as being the hub for the community.
- Demonstrate wisdom in translating local and national policy into opportunities for development through partnership with other schools, strengthening the role of Home Farm as an outward-facing school striving to improve the quality of education both at system level and in the classroom.
- Welcome strong governance and actively support the governing body to deliver its functions ever more effectively – in particular its responsibility to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
- Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of lifelong learning for all.

Personnel Specification



In January 2015 the Department for Education published guidance to underpin best practice, defining the high standards which are applicable to all Head Teacher roles within a self-improving school system. The guidance affirms that:

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within a community. The values and ambitions of the next Headteacher will determine the achievement of this school. A Headteacher is accountable for the education of current and future generations of children. The Headteacher's leadership will always have a decisive impact on the quality of teaching and pupils' achievements. The Headteacher will be expected to lead by example the professional conduct and practice of teachers. It is the responsibility of the Headteacher to secure a climate for the exemplary behaviour of pupils and set standards and expectations for high academic achievement within and beyond this school, recognising differences and respecting cultural diversity within society.

The post-holder will carry out the duties of a Headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education.

This Person Specification is informed by the four 'Excellence As Standard' domains identified in the 2015 National Standards of Excellence for Headteachers. These four domains are:

- Qualities and Knowledge
- Pupils and Staff
- Systems and Process
- The Self-improving School System

A = Assessed at Application I = Assessed at Interview
T = Assessed through Selection Test R = Assessed from Reference



Person Specification	Attributes Required	
Qualifications, Qualities and Knowledge (QK)	Essential	Evidence
QK1	Builds a distinctive vision of educational excellence; communicates it compellingly; and drives the strategic leadership.	A, I, T
QK 2	Demonstrates appropriate personal behaviour, positive relationships and constructive attitudes towards pupils and staff, and towards parents, governors and members of the local community.	A, I, T, R
QK 3	An inspirational leader who motivates and empowers staff.	A, I, R
QK 4	Treats people fairly, equitably and with dignity, creating and upholding a positive school culture.	I, T, R
QK 5	Good oral and written communication skills; committed to learning, listening and reflecting.	A, I, T, R
QK 6	Responds to the views of staff, pupils, parents, and the community.	A, I
QK 7	Holds a DfE recognised teaching qualification.	A
QK 8	Has a Good Honours degree, 2:2 or above, or equivalent qualification.	A
QK 9	Is an active learner, and can evidence continuous professional development appropriate to the Headteacher role.	A, I
QK 10	Able to balance work and personal life and is considerate of the well-being of others.	A, I, R



Desirable	Evidence	
QK 11	A higher degree, or further relevant qualifications.	A
QK 12	Successful completion of the National Professional Qualification for Headship (NPQH)	A
QK 13	Experience of leadership in more than one primary school.	A, I
QK 14	Previous successful headship, either as an acting head or in a substantive post.	A, I, R

Person Specification	Attributes Required	
Pupils and Staff (PS)	Essential	Evidence
PS 1	A minimum of 5 years relevant experience in primary education with a minimum of 3 years successful experience of senior leadership.	A
PS 2	Evidence of delivering a creative curriculum, one that effectively balances breadth and depth, and ensures that all pupils encountered opportunities for cultural enrichment and outdoors learning.	A, I
PS 3	Substantial experience of achieving excellent outcomes for pupils through a sure grasp of how pupils learn, and knowing what makes for successful classroom practice.	A, I, T
PS 4	Evidence of creating a culture within which staff are motivated, and supported to develop their skills and subject knowledge, and support each other.	A, I, T
PS 5	Substantial experience of monitoring and evaluation, target-setting, school improvement planning, and curriculum leadership.	A, I, T



PS 6	Evidence of ability to establish and carry through effective school self-evaluation processes, in preparation for determining the school's strategic priorities, and to ensure the school is always ready for Ofsted inspections. Evidence of ability to implement strategies in order to meet school priorities and Ofsted recommendations.	A, I, T
PS 7	Evidence for the resolve, ability and resilience to hold all staff to account for their professional conduct and practice.	A, I, T
Desirable	Evidence	
PS 8	Has a clear understanding of the SEN Code of Practice and experience of managing SEN.	A, I

Person Specification	Attributes Required	
Systems and Process (SP)	Essential	Evidence
SP 1	Commitment to providing a safe, calm, well ordered environment for all pupils and staff, focused on the safeguarding of pupils and the well-being of all, a healthy environment where children grow in confidence and mature awareness of themselves and others.	A, I
SP 2	Able to promote good behaviour and high attendance.	A, I
SP 3	Commitment to ensuring that the school's systems, organization and processes are well considered, efficient, and fit for purpose, upholding the principles of transparency and integrity.	A, I
SP 4	Ensures that strategic planning takes account of the diversity, values and experience of the school and the community.	A, I
SP 5	Evidence of the insight and flexibility to distribute leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities, and hold each other to account	A, I, T



	for their performance.	
SP 6	Capacity for exercising strategic, curriculum-led financial planning in order to ensure the equitable deployment of budgets and resources, in the best interests of pupils' progress, and having regard for a sustainable use of precious resources.	A, I, T
SP 7	Willingness to work out of operational hours as necessary.	I
Desirable	Evidence	
SP 8	A track record of actively supporting and working with the Governing Body in understanding its role and delivering its functions effectively; in particular its responsibility to set school strategy and hold the Headteacher to account for pupil, staff, and financial performance.	A, I
SP 9	Knowledge of funding streams and experience of securing external funding for projects.	A, I

Person Specification	Attributes Required	
The Self-Improving School System (SIS)	Essential	Evidence
SIS 1	Is prepared to be accountable for the school's performance.	I
SIS 2	Is prepared to work in partnership with and understands the strategic role of the Governing Body.	I
SIS 3	Understands and accepts the Headteacher's responsibilities for child protection.	I
SIS 4	Has a commitment to the principles of Spiritual, Moral, Social and Cultural development and to inclusive practices ensuring equal rights for all.	A, I
SIS 5	Recognises the vital partnership with parents/carers and in particular, their role in contributing to the child's education and positive school life.	A, I
SIS 6	Committed to networking and collaboration with partners, including other schools, the LA, businesses and community organisations.	A, I, R
SIS 7	Commitment to the continuing development of Home Farm Primary School as an outward-facing school which works with other schools and organisations, in a climate of mutual challenge, to	A, I



	champion best practice and secures excellent achievements for all pupils.	
Desirable	Evidence	
SIS 8	Experience of developing effective relationships with fellow professionals and colleagues to improve academic and social outcomes for all pupils.	A, I



Equal Rights and Key Dates

Equal Rights

Our Trust / School is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

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.

Job Sharing

Job share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

Key Dates

Closing Date	Midday, Monday 24 th February
Visits round school	By Appointment
Shortlisting Date	Tuesday 25 th February
Assessment and Interview Dates	Thursday 5 th & Friday 6 th March
Start Date	September 2020