



Sandal Primary School and Nursery

**Headteacher
Recruitment
December 2023**



Welcome Letter from the Chair of Governors



Dear Applicant

Thank you for your interest in the role of Head Teacher of Sandal Primary School & Nursery, Baildon, commencing in September 2024.

After eleven good years under the leadership of our current Head, Mrs Louise Dale, we are looking for the right person to take the school to the next stage of its development, building on all its strengths and finding new ways forward. Sandal is a busy, happy, village primary school with a strong, caring, inclusive ethos and a firm commitment to the benefits of outdoor education.

The staff are talented and dedicated, valuing every child as an individual and respecting each other as a professional team. During the pandemic, they worked together with extraordinary commitment and flexibility to help our children and families through the challenges. The school is currently rated by Ofsted as Good and we are pleased with the high standards that judgement represents.

Our team of experienced school governors recognises that 'pupils are happy and enjoy their learning'. The pupils 'behave very well in lessons' and 'are confident and articulate about their work'. 'Staff are proud to work at the school' and are 'passionate and inspirational'. Parents and carers are highly positive about the quality of education their children receive.

We are proud of our strong culture of safeguarding, our focus on developing the whole child, and our commitment to the restorative approach, in line with our values. We are active in our concern for the environment – children, staff and governors – and sustainability is one of our priorities in school and governing body decision-making.

This information pack has been put together to give you an introduction to Sandal and the community around the school. We hope it may lead you to consider a future with us.

As our new Head, you would be supported by a very skilful and cohesive staff team, committed governors and an engaged and energetic parent and local community, ready to work with you to make a difference in the lives of our children and families. If you think you could be the right person for this role, please get in touch to arrange an informal visit, or send us your completed application form. We hope you will – we look forward to hearing from you!

Yours faithfully,

Ray Tate

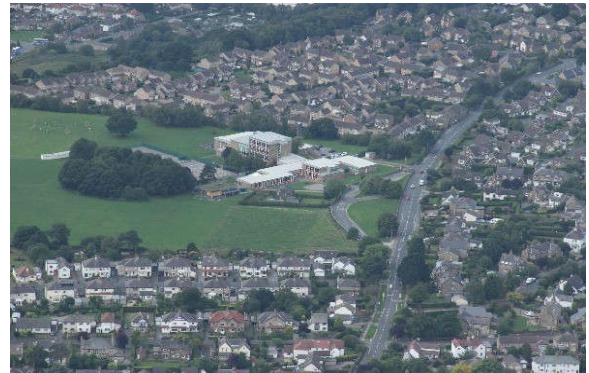
Ray Tate JP.

Chair of Governors



About Our School

Sandal is an exciting, vibrant school, committed to providing the very best education possible for every child. As a former secondary school and then middle school, the additional facilities which include a music room, gym, hall, stage, separate dining room and extensive school grounds which are very well used to support learning across the whole school. Sandal is a two-form entry primary school situated at the top of Baildon. It commands great views over Saltaire World Heritage Site, the Aire Valley and the surrounding countryside. Just over the hill is picturesque Ilkley, the North Yorkshire towns of Skipton and Harrogate are close at hand, as are the thriving shopping and commercial centres of Bradford and Leeds. Bradford will be UK City of Culture 2025 and an ambitious pipeline of projects are in progress that are designed to unleash the District's potential.



The bustling friendly village of Baildon is a great resource for the school, it offers: local shops, country walks on the moors, in forests and canal side and Shipley Glen. Baildon is well-connected by road and public transportation. It has bus services connecting it to neighbouring towns and cities. The nearby Baildon railway station provides access to the rail network. Baildon has a vibrant community with various local events and activities taking place throughout the year.

The school is much larger than the national average with over 440 pupils on roll. We offer a fun vibrant and colourful learning environment in a safe and secure building and an exciting outdoor learning facility where the curriculum is tailored to meet our pupils' personalised needs.

The Early Years Curriculum and National Curriculum are used as a framework for teaching and we take great care to ensure breadth and balance, with every opportunity taken to enrich learning through first-hand experience. Our aim is to provide children with the knowledge and understanding they need for their future lifelong learning, to develop skills and self-confidence and to promote and encourage well-being and healthy lifestyles. We believe that recognising and supporting the potential of each child is the foundation of a successful education alongside a strong partnership with parents and home.



Nurture Grow Succeed



Our Ethos

We will provide a responsive and aspirational environment that challenges, encourages and inspires everyone. We are committed to maintaining a caring, stimulating atmosphere that nurtures confidence, self-esteem, respect and independence to support learning and development.

Our Values

Nurture

Kindness
Understanding
Forgiveness
Inclusion
Respect
Fairness
Patience
Humility
Truth
Integrity

Grow

British values
Curiosity
Courage
Commitment
Responsibility
Ambition
Aspiration
Challenge

Succeed

Sandal Roots of Learning
Active learning
Excellence – provide and expect
nothing but the best

Sandal Roots of Learning

Aiming high – Challenge yourself and see what you can do! **Challenge**

Working together – everybody is important! **Collaboration**

Thinking for ourselves – you decide! **Independence**

Looking back – What went well? What could have been better? **Reflection**

Keep going – believe in yourself! **Resilience**

Daring to be different – take a risk; you're one in a million! **Risk taking**

British values

Democracy
The rule of law
Individual liberty
Mutual respect and tolerance of those with different faiths and beliefs

Our Aims

- We will foster a nurturing environment which values every child, their families and all staff members and allows everyone to realise and fulfil their potential.
- Our curriculum will be broad and balanced, responsive and creative and will meet the needs of our children and allows everyone to foster a love of learning and to discover their talents, interests and passions.
- Our children will be active, curious and reflective learners.
- Our children will be active, responsible citizens and will be prepared for life beyond the gates of Sandal.



Sandal Primary School - Key pupil results

EYFS

1. School results compared to national

Result %	2019	2022*	2023	National
Reading	83	80	90	
Writing	79	80	83	
Number	89	86	90	
GLD	75	76	82	
Mean Score		32.1		

*new profile from 2022

2. Y1 Phonics results

Year 1 Phonics Check	2019	2022	2023	National
%	85	77	81	79

3. Achieved Expected standard by the end of Key Stage1

% achieving the standard by end of KS1	2019	2022	2023	National
%	97	92	93	89

4. End of Key Stage 1 Results

		Reading				Writing				Maths			
		2019	2022	2023	National	2019	2022	2023	National	2019	2022	2023	National
All Pupils	ARE	80	64	72	68	61	56	60	60	67	78	70	70
	GD	31	15	11	19	20	7	4	8	23	17	10	16
Combined ARE										72	77		
Combined GD											17		

5. End of Key Stage 2 Results

		Reading				Writing				Maths			
		2019	2022	2023	National	2019	2022	2023	National	2019	2022	2023	National
ARE		81	88	78	73	92	70	71	71	85	87	84	73
GD		31	40	35	29	31	12	21	13	47	32	22	24
ASS		105	107	106	105	-	-			108	106	104	104
Progress		(-0.6)	0.0			0.5	-2.7			1.4	0.4		
						GPS							
GPS ARE						90	87	76	72				
GPS GD						36	37	30	30				
ASS						107	107	105	105				
Combined ARE										71	62	63	59
Combined GD										22	8	11	8

Qualities we would like our new Headteacher to have:

Pupils:

- Kind
- Friendly
- Fun
- Caring
- Understanding
- Calm
- Smiley
- Supportive
- Good listener
- Approachable
- Child focussed



Staff:

- Child-centred
- Leads by example
- Approachable
- Maintain the ethos of the school
- Genuine listener
- Supportive of staff development
- Good communicator
- Be positive and visible



Advert

Sandal Primary School and Nursery
Pupils on roll: Reception – Year 6: 412, Nursery: 35
Website: www.sandalprimaryschool.co.uk



Headteacher
Required 1st September 2024

Salary L13 – L23

The Governors of Sandal Primary School are looking forward to appointing our new Headteacher.

As our ideal candidate are you:

- An inspirational, dynamic and compassionate leader who will nurture our children to grow and reach their potential?
- Someone with high expectations, dedicated to inclusivity and the removal of barriers to learning for all our pupils?
- Approachable, personable and visible as a leader?
- A strong role model who has the ability to bring out the best in people?
- Able to create and embed a shared vision which leads to positive change for all the school community, building on our existing solid foundations?
- Brave enough to accept challenges, make difficult decisions and make changes where necessary?
- Outward looking, innovative & creative with the confidence to bring new ideas?
- Able to lead and manage the uniqueness of large school, including the financial challenges this often brings?
- Keen to work positively and effectively in partnership with the Governing Body?
- Someone who will lead by example and be willing to do anything for the Sandal Community?

We can offer

- A happy, friendly, welcoming school where all are committed to providing the best education for our pupils
- Good rated school by Ofsted
- A vibrant and friendly school
- Hard working, talented and enthusiastic staff
- A safe, happy and nurturing environment
- Happy children and a supportive parent/carer network
- An inspiring and creative curriculum
- A skilled and supportive Governing Body that offers challenge and support
- A commitment to your own continuing professional development

If you have any further questions or queries, please contact Ray Tate, Chair of Governors at r.tate@sandalprimaryschool.co.uk

Visits to school are strongly encouraged, please contact Sarah Lester on 01274 598115 or email office@sandalprimaryschool.co.uk to arrange a visit to the school on one of the following dates.

Thursday 7th December, Thursday 14th December 2023 & Wednesday 3rd January 2024

Closing Date: Monday 8th January 2024, midday.

Interviews: Tuesday 23rd & Wednesday 24th January 2024

Interested candidates are requested to apply online, please visit www.prospectsonline.co.uk.
Please note: CVs are not accepted for this post.

Sandal Primary School is committed to safeguarding and promoting the welfare of all our children. All posts are subject to an Enhanced DBS check and references.

*Applicants will be subject to an online search if shortlisted.
Proof of eligibility to work in the UK will be required.*



Job Description



Salary:	L13 – L23
Hours:	Full time
Contract type:	Permanent
Reports to:	Chair of the Governing Body
Responsible for:	All staff and pupils within the school

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
- Abide by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).

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

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

Safeguarding children and Safer Recruitment

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the Academy;
- Ensure that all policies and procedures adopted by the FGB are fully implemented and followed by all staff;

- Act in the role of designated safeguarding lead and fulfil all associated duties as outlined in Keeping Children Safe in Education;
- Ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

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 and Disabilities (SEND)

- 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.

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, Accountability 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

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Advanced Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Notes

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.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the DSL.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Application & Selection Guidance

Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment through a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

Inclusion

We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, or sexual orientation. The personnel specification sets out the criteria used to assess candidates through the selection process. We ask all applicants to complete the Equal Opportunities monitor section of the application form so that we can continue to monitor and improve our recruitment process.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Sandal Primary School is committed to making 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.

Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

How to Apply

Vacancies are advertised on our website and Prospects Online. Please complete the application form in full, ensuring you have provided full and accurate information including your education and employment history and any unpaid or voluntary work. Where there are gaps in your employment history, please explain why (e.g. gap year, career break). Use the job description and person specification as a guide and give specific examples to demonstrate how your experience and skills make you suitable for the position. Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Applications should be submitted via the Prospects website.

Shortlisting

We assess all applications against the specification criteria using the evidence you provide in your application, this is done by a panel of school governors. We carefully check all applications for anomalies. In line with Keeping Children Safe in Education (KCSIE) 2022 we will be carrying out online checks. Candidates who best meet the personnel specification will be invited to an interview. We will notify you by telephone with e-mail confirmation to follow. If you have not heard from us within 3 days of the closing date, you have not been successful at this stage.

References

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last employer.

Interview Process

The interview process will consist of various tasks and a formal interview. This is designed to allow you to demonstrate your skills and abilities and share your experiences. You will be asked to bring proof of qualifications and identity on the day.

Appointment and Pre-employment Checks

Successful candidates will receive a conditional offer of appointment and will be subject to satisfactory pre-employment checks.

Privacy Notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.

Sandal Primary School

Headteacher



PERSONNEL SPECIFICATION

A - Application stage	E - Essential
P- Pre-employment check stage including references	D - Desirable
I – Interview and Assessment stage	

QUALIFICATIONS & TRAINING	D or E	EVIDENCE
Holds a degree level qualification or equivalent.	E	A, P
Holds 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).	D	A, P
Evidence of continuing professional development and a willingness to continue further development as appropriate	D	A, P
Experience of supporting CPD	D	A, I

EXPERIENCE		
Successful Senior leadership of a primary school setting (age range 5 to 11 years).	E	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, 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 creating an environment and culture that raises attainment, sets high expectations and continually raises 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 of evaluating and using a range of data to improve pupil outcomes.	E	A, I
Experience of building productive, trusted relationships and successful partnerships with a wide range of stakeholders.	E	A, I
Able to demonstrate commercial acumen and understands the principles of best value	D	A, I

PERSONAL & LEADERSHIP QUALITIES		
Abides by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).	E	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 and sustain a culture which is inclusive, supportive, promotes diversity and equality, with ambitious expectations for all pupils.	E	A, I
Create a culture where SEND 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.	D	A, I
Ensure rigorous approaches to identifying, managing and mitigating risk.	D	A, I
Able to communicate a vision to a wide range of audiences and inspire others	E	I
Committed to safeguarding, inclusion and promoting the welfare of all stakeholders.	E	A, I
Treats people fairly, equitably and with dignity to create and maintain a positive ethos	E	I
Have ambitious expectation for all pupils with SEN and Disabilities.	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 (5 to 11 years).	E	I
Up to date knowledge of national policy, legislation, financial frameworks and school governance	E	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	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
Experience of networking and working collaboratively with other schools and education providers, agencies and the wider community to enrich the learning experience of pupils	D	A, I
Ability to engage in partnership with parents/carers to enhance a pupil's enjoyment, wellbeing, achievement and personal development	E	A, I