



Headteacher

Candidate Information Pack

Swain House Primary School

Radcliffe Avenue, Bradford, West Yorkshire, BD2 1JL

01274 639 049

office@swainhouse.bradford.sch.uk

Welcome

I would like to take this opportunity to introduce myself as the Chair of the Governing Body.

I have been a Parent Governor at Swain House Primary School for over four years, and in September 2020, I was elected as Chair of Governors. My main aim as Chair of Governors is to support the school in providing the best possible education we can for all our pupils. I am particularly proud of the diverse and inclusive nature of our school, together with the residential visits available to all pupils in Key Stage 2. There are opportunities for pupils to take part in school productions, Christmas events and pantos.

Our Governing Body consists of nine Governors, including elected Parent Governors, Local Authority Governors, Co-opted Governors, a Staff Governor and the Headteacher. These Governors bring different experiences and skills, including considerable knowledge of the school as well as transferable skills from the wider local area. In addition to Governors' meetings, the Governors meet regularly with the Leadership Team of the school to analyse pupils' achievements and to monitor the School Improvement Plan.

Our school is a caring, learning community and we are committed to our inclusive ethos each and every day, embracing Deaf and Hearing Impaired pupils into our Resourced Provision in 2010. We have a highly experienced, dedicated and caring staff team and the new Headteacher will build on this rich resource to move the school forward. We strive to foster this inclusive approach in all of our links with partners in the community to ensure full access for everyone.

Craig Pounder
Chair of Governors



About our School

Swain House Primary School is a larger than average school, situated in north east Bradford with 513 pupils on roll. We have a 50 place nursery, a 16 place nursery for 2 year olds and a 20 place Resourced Provision (RP) for Deaf and Hearing Impaired pupils (opened Sept 2010).

Swain House Primary School is committed to providing the best educational experience for all pupils in a caring, friendly and safe environment. The focus is on giving all pupils the opportunity to achieve their full potential, regardless of barriers. We believe this is achieved through exciting lessons delivered by excellent teaching and classroom support staff and the offer an enriched curriculum which includes opportunities such as residential visits and after school clubs. Pupils at Swain House are supported and guided to develop as happy, well-balanced individuals.

Key Facts & Statistics

Type of School Community

Pupil Information

Age Range	2 - 11
Number of Children	513
% SEN Support	12.5 %
% EHCP	5.5 %
Pupil Premium/ Children eligible for free school meals	30 %



Pupils were asked...

"What qualities are you looking for in a new headteacher?"



Position: Headteacher
Job Type: Permanent, Full Year Round
Commencement: September 2022
Salary: L18 - L24 (£64,143 to £74,295 pa fte)
Closing Date: 12 noon on Friday 4th March 2022
interview Dates: Week Commencing 21st March 2022

Due to the retirement of the current Headteacher after twenty years of dedicated service to our school, the Governors of Swain House Primary School seek to appoint a new Headteacher who will lead our school in the next stage of its development.

We want a new Headteacher that will...

- Have a clear vision and strategy for keeping up with developments and good practice in education
- Be outward looking, curious and innovative
- Be an inspirational, motivational and compassionate leader, valuing our staff through challenging development opportunities
- Be committed to helping our children flourish and achieve their full potential through an exciting, broad and balanced curriculum
- Have proven outstanding leadership, business and financial management skills
- Have highly effective interpersonal and organisational skills
- Be someone who relishes the opportunity to celebrate, nurture and promote the distinctive character of our school, which underpins everything we do within our whole school community

We can offer...

- A well-resourced and welcoming school in extensive grounds with fantastic facilities: main hall, small hall, food technology room, library, group rooms, meeting rooms, good sized classrooms, main staffroom, small staffroom, wildlife area, sensory garden, two school fields, raised beds for growing fruit and vegetables and an orchard
- An experienced, knowledgeable and supportive leadership team who are dedicated to our school and our children
- A dedicated, talented and enthusiastic staff team
- Enthusiastic, engaged, resilient and confident children
- An active Governing Body who are knowledgeable and will support you in your journey
- A commitment to your own continuing professional development
- The opportunity for you to continue to drive our school forward



Job Description

- Position:** Headteacher
Job Type: Permanent, Full Year Round
Salary: L18 - L24
Hours: 37 hours per week
Reports to: Governing Body

Please note that the following job description is based upon the Headteachers' Standards 2020. This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of the tasks that a Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role.

The Headteacher will enhance and sustain the school's ethos and strategic direction together with the Governing Body and through consultation with the wider Swain House Primary School community. The post-holder, working alongside the Governing Body, will formulate the aims and objectives of Swain House Primary School, provide overall strategic leadership, establish policies for achieving these aims and objectives, manage staff and resources 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. Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the Headteachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

School Culture

The headteacher will:

- 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

Teaching

The headteacher will:

- 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

Working in Partnership

The headteacher will:

- 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

Curriculum and Assessment

The headteacher will:

- 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

Behaviour

The headteacher will:

- 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

Additional and Special Educational Needs (SEN) & Disabilities

The headteacher will:

- 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^[footnote 9] and special educational needs and disabilities^[footnote 10] of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Governance and Accountability

The headteacher will:

- 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

Professional Development

The headteacher will:

- 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

Organisational Management

The headteacher will:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding^[footnote 11], as part of the duty of care^[footnote 1]
- 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

Continuous School Improvement

The headteacher will:

- 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

Person Specification

Key:

A = Tested at Application Stage

I = Tested at interview and Assessment Stage

C = Tested at Pre-employment Check Stage

E = Essential

D = Desirable

The candidate will:

Be able to evidence holding Qualified Teacher Status (QTS)	E	A,C
Be able to evidence holding a Degree level qualification	E	A,C
Have previously held a senior leadership position (Headteacher, Deputy Headteacher or Assistant Headteacher) in a school for a minimum of 2 years	E	A,C
Have previously held a teaching position for a minimum of 5 years	E	A
Have undertaken regular and continuous professional development relevant to the role and education setting	E	A,C
Be able to communicate effectively (verbal, non-verbal) with a wide range of stakeholders and audiences	E	A,I, C
Be able to model high-quality teaching, assess the quality of teaching and provide constructive, effective feedback to support other people's practice	E	A,I, C
Have personal experience of managing a busy, varied workload with conflicting demands	E	I, C
Have previously undertaken; or be willing to undertake; the National Professional Qualification for Headship (NPQH)	D	A,I, C
Have been personally involved in the production of school self-evaluation and other similar development planning activities for an education setting	D	A,I, C
Have been personally involved in the design, delivery and assessment of a programme of CPD to support the career progression of others	D	A,I, C
Have been personally involved in budget design and financial planning for an education establishment	D	A,I, C
Have been responsible for the delegation of duties to other parties; monitoring progress to ensure the successful achievement of a shared target or goal	D	A,I, C
Have personally interrogated data to inform decisions and measure outcomes	D	A,I, C
Have been personally involved in the design, delivery and assessment of safeguarding measures	D	A,I, C
Be able to model the values of equality and inclusion for all	D	A,I, C
Be able to make decisions based on evidence, fairness and free from bias	D	I, C

Key information

SCHOOL VISITS: Tours of the school can be arranged by contacting Josie Mouatt, Josie.Mouatt@swainhouse.bradford.sch.uk

CLOSING DATE: 12 noon on Friday 4th March 2022

SHORTLISTING: Week of 7th March 2022

INTERVIEWS: Week commencing 21st March 2022

How to Apply

You can apply for this role via Prospects Online setting out why your skills and experience make you a suitable candidate for this position, with reference to the criteria within the person specification. We actively encourage all candidates to visit the school prior to the interview via a pre-arranged tour (*see above for details on how to arrange*). Should you wish, you are very welcome to request a chat with the Chair of Governors.

If you would like to request a chat with the Chair of Governors, please contact Josie Mouatt via email (Josie.Mouatt@swainhouse.bradford.sch.uk) to arrange.

Visits to the school

Visits to the school are warmly welcomed by prior arrangement, you will not be disadvantaged if you are unable to visit. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

Equal Rights

Our 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.



Selection Process Guidance

Our aim is to ensure that we recruit the right person for the job. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, sex, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure form the Disclosure and Barring Service.

Applications

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position. Applications can be submitted via email or via paper copy.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of governors and personnel supporting Bradford Metropolitan District Council. We carefully check all applications for anomalies. Candidates who best meet the person 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 shortlisting 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 Day(s)

The interview day(s) will consist of several tasks and activities including a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the day.

Final Selection

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Provision of proof of identity and qualifications

Living and Working in Bradford

Bradford is a great city. Recently, Bradford for Teaching asked teachers what was great about living and working in Bradford; here's some of their responses:

An Affordable Lifestyle

If you're looking to put down roots, Bradford offers great value. Last year, period terrace properties sold for an average of around £94,000, with semi-detached properties selling at about £125,000. The average cost of a house in Bradford was a whopping £100,000 lower than the national average. Meanwhile, average monthly rents in Bradford are almost half the national average. And with city and countryside to choose from, there's something for all tastes.

Best of Both Worlds: City and Country

If you want to escape the city, you'll find the open countryside on your doorstep. Whether it's the moors of Wuthering Heights, or the short drive into the Yorkshire Dales, there's plenty to aim at. If you walk, run or cycle, or just want to enjoy the scenery, there's plenty of room to play!

Arts, Culture and Sport

Where to begin? Hockney, Saltaire, two UNESCO world heritage sites, the National Media and Science Museum, the Alhambra Theatre hosting touring shows from the West End.....and not forgetting the home of the Bronte sisters at Haworth. Take your pick. If live sport is more your thing.....there's football, rugby (league, of course) and the city has played host to world class cycling several times in recent years - including the Yorkshire stages of the Tour de France.

