



Hirst Wood Nursery School and Children's Centre

Learning together, growing together.



DEPUTY HEADTEACHER RECRUITMENT MARCH 2025



Hirst Wood Nursery School and Children's Centre
Clarence Road, Shipley, BD18 4NJ
01274 584368
office@hirstwoodnsc.co.uk

Welcome from the Chair of Governors



Dear colleague

As Chair of Governors at Hirst Wood Nursery School I would like to encourage you to apply for the exciting post of Deputy Head.

Hirst Wood is a wonderful place, the staff are hardworking, dedicated and knowledgeable. The Headteacher is approachable and deeply committed to the school. She is dedicated to extending the quality of teaching and learning and is a highly skilled leader.

The children are enthusiastic learners, they learn independence, social skills, confidence. They learn to share, to collaborate, to accept and understand their peers. The whole team at Hirst Wood are very open to adapting their approach, taking on board new methods and ideas to give every child the opportunities that they deserve to learn and grow.

We have a wonderful learning environment, both inside and out, the atmosphere is welcoming and calm, parents are made welcome and show their appreciation through their positive comments.

The Governing Body is strong and supportive and excited to be part of moving Hirst Wood forwards with the appointment of a Deputy, please feel free to organise a visit to school and see what we have to offer.

We look forward to hearing from you.

Yours sincerely
Ruth Trattles
Chair of Governors



Our Ethos and Values



We expect everyone to do their best

There are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to by learning through fascination and creativity.

Everyone in our school is important and included

We promote an ethos of care and trust where every member of our school community feels that they belong and are valued. We all have a unique and important part to play in our school's success.

We recognise everyone's uniqueness

There will be no invisible children here. We recognise everyone's uniqueness and achievements. We recognise learning in all its forms and are committed to nurturing lifelong learners.

We are a safe school

We are committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

We are proud of our school and the community we serve

We are privileged to have a diverse school community who care passionately about education and the global environment. We build highly effective relationships with parents and carers.

We will energise our vision by:

- Nurturing enthusiasm for teaching and learning
- Enjoying what we do and knowing learning is fun
- Believing that we are the best and we have the best

We will drive our vision through:

- Planning, assessment, monitoring & evaluation
- Policies and procedures
- Professional learning and training
- Appraisal and performance management

We will measure the things that we value

Good progress and attainment and we will value the precious things that can't be measured in our school – the number of children who found a conker, rolled down a hill, painted with their hands and were fascinated by the wind, sun, rain, snow, ice and saw the wonder in all of the world around them.



About our Nursery School

We are inclusive in all that we do and our learning community is based on the celebration of both similarities and difference and we place high importance on respecting each other; there are no invisible children here. We aim for our school to be a place of possibilities; a place where children and childhood are honoured, their ideas and abilities are both valued and celebrated. We motivate, inspire and challenge children in their learning, to create a space where fascination, creativity and endless possibilities for learning are at the core of what we do.

We believe that when teaching and learning is relevant, thought provoking and inspiring, children will develop a true passion for learning. This passion will encompass and support every aspect of growth – physical, social, emotional, intellectual and moral. We believe that when a child has the freedom to explore the world around them and share memorable experiences with their peers and highly trained practitioners, learning becomes joyful and long-lasting. We have an amazing learning environment that includes a wilderness garden where children have the opportunity to experience the Forest School plus a dedicated fire and tools area. We offer a range of enticing and motivating experiences for children both indoors and outdoors to develop their sense of awe and wonder that enables them to take pleasure in exploring and investigating the world around them.

Our curriculum is built on a constructivist approach, with children building their own curriculum through our wonderfully enticing and enabling environment. We use a mix of approaches, children learning through play, through interested adults who model new skills and vocabulary, and they learn from each other. We support children in their delight in discovering and experiencing the world around them which we hope will develop into a lifelong love of learning. Our curiosity-based style is an enticing way of embracing education in early childhood.

We offer a range of enrichment opportunities such as Forest School, dough disco, music and movement, gardening club, All Aboard, Storytellers group – all of which has skilfully adapted to the needs of the children to ensure high levels of involvement, sustained shared thinking opportunities and developmentally appropriate practice to support and extend knowledge and understanding.





Our Inclusive Practice



Hirst Wood Nursery School is an inclusive mainstream Nursery that has been additionally resourced by the Local Authority to provide Early Years Enhanced Specialist provision that welcomes and values everyone. We strive to support all children to enable them to make the best possible progress, achieve well, to become confident children with a growing ability to communicate their own views and ready to make the transition into compulsory education. Teaching and supporting children with SEND is a whole school responsibility requiring a whole school response, and we are proud of our commitment to high quality early years inclusive practice.

Our inclusive provision offers families of children with SEND a range of options to meet their specific support needs. To ensure that children with SEND have access to their education and are adequately supported, all colleagues have opportunities to access a wide range of professional training opportunities to ensure that the needs of the children are met and we are continually developing our expertise and the highest quality educational provision.

We offer a personalised curriculum for each child, starting from their "All About Me" records of achievements that reflects their personal interests, learning and curiosities. Children with SEND also have an Individual Educational Plan (IEP), which uses a small step approach to support their learning, this is co-constructed in partnership with parents and reviewed termly, with small steps towards the longer term EHCP targets.

We are proud to hold the IQM Centre of Excellence award. Some comments from the report are below

"A vibrant Nursery, the facility impressed our Assessor. They explained, "Hirst Wood recognises, respects, and celebrates each member of its vibrant community as the unique individual they are, and meets their needs accordingly. Generations of families have links to the school, and close relationships endure long beyond the time a child spends in the setting."

"Inclusive practice is deeply embedded in all that happens at Hirst Wood Nursery School, and it was a pleasure to visit and explore this setting. The specialist teacher from the SCIL team said, "I advise other settings to come here and look around to see excellent practice being put in place every day."

Advert

Hirst Wood Nursery School has been serving the World Heritage site of Saltaire since 1932. We are proud to offer a range of high quality, inclusive, integrated, well-resourced provision to make a difference and improve outcomes for children aged 2 to 5 years. We have a long-standing reputation for delivering high quality education and are extremely proud of our children, their families and the strong relationships that we have built within our community. Our interesting and well-resourced learning environments both indoors and outdoors foster creativity, curiosity and confidence for children. We are also a designated Early Years Enhanced Specialist provision, with places allocated by the Local Authority for supporting children with Special Educational Needs.

We hope that you will be ambitious, dynamic and enthusiastic as you will play a major role in supporting the continued growth and development of our School and will work alongside the Headteacher to motivate, inspire and challenge our whole School community. We were rated Good by Ofsted in November 2023 and 100% of our parents would recommend us – this makes us immensely proud.

Required for April 2025 or as soon as possible, we are looking for an enthusiastic and experienced teacher to join our amazing team of committed colleagues. As Deputy Headteacher, you will support the Headteacher in leading our vision of excellence, ensuring that our children are at the heart of everything we do. A part time appointment would be considered for a suitably experienced candidate.

The right candidate to join our school will be:

- An inspirational classroom practitioner with a proven track record of raising standards and developing a culture of excellence
- Evidence informed in their approach to all aspects of school leadership and curriculum development
- Unrelentingly ambitious for our school, its pupils, its staff and our wider community
- Experienced in monitoring and evaluating curriculum practice, observing colleagues and providing analytical feedback to support professional reflection
- Experienced in system leadership, mentoring, coaching and training of colleagues through positive and strong relationships built on mutual respect
- A strategic thinker with the ability to show resilience and commitment
- A champion for inclusion, safeguarding and diversity

We can offer:

- A school where children feel happy and are motivated to learn and follow their own interests
- Mentorship and support from an experienced Headteacher who is a Local Leader of Education
- An experienced, enthusiastic and supportive team of staff
- The opportunity to work with an experienced, committed and enthusiastic Governing Body
- A wide range of CPD opportunities to develop your career further
- A School with a repertoire of accreditations and a commitment to achieve more
- A collaborative, positive and committed School with a strong moral purpose for success and genuine belonging for all.

We welcome applications from leaders with experience and success in improving intent, implementation and impact and look forward expanding our team.

To arrange a visit please contact: Jayne.Taylor@hirstwoodnscc.co.uk

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

Please note that CVs are not accepted.

Closing Date: 12 noon, Thursday 24 April 2025

Shortlisting Date: Monday 28 April 2025

Assessments and Interviews: Tuesday 6 & Wednesday 7 May 2025

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



Job Description

Salary: L6 to L10

Hours: Full time

Contract type: Permanent

Reports to: Chair of Governors for the Governing Body

Responsible for: All staff and pupils within the School

Job description

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

Role Summary

Deputy Headteachers occupy an influential position within the school and are expected to use this influence to support the agenda for achieving standards with the school. Deputy Headteachers are lead professionals and significant role models within the school and the local community they serve. The jobholder will carry out the duties of a Deputy Headteacher as set out in the current Headteacher Standards. Where the Headteacher is absent from the school the Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the relevant Governing Body.

Core Purpose

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively
- Abiding by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).

Key Purpose

- Work with the Headteacher to provide strategic leadership and vision that promotes the achievement and wellbeing of the children alongside the continuing professional development of colleagues
- Provide leadership, development and management of the teaching and learning of all children; to take a lead role in the monitoring and evaluation across the School and to be a leading professional who leads by example
- Take responsibility for child protection and safeguarding concerns
- Deputise in the Headteacher's absence. As Deputy Headteacher you will be required to meet the general requirements of this post as specified in the School Teacher's Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.



Job Description

Strategic direction & shaping the future

- a) Ensuring that the vision for the school is clearly articulated, shared, understood and implemented by all
- b) Demonstrating the ethos and values of the school in your everyday work and practice
- c) Motivating and inspiring others to create a shared culture and positive climate
 - Assist the Headteacher in the ongoing annual review of standards of leadership, and of teaching and learning across all sectors of the school provision
 - To monitor, evaluate and analyse pupil progress and attainment for all groups to ensure high quality equitable provision
 - Develop and implement policies and practices which reflect the school's commitment to high achievement
 - Contribute to the development of effective organisational and administrative systems which support the aims of the school

Leading teaching & learning development – enhancing the practice of others

- Work with the Headteacher to continue the raising of the quality of teaching and learning alongside children's progress, setting high expectations
 - Monitor and evaluate the effectiveness of learning outcomes and provide detailed, analytical feedback to a range of stakeholders with associated action plans
 - Take responsibility for the analysis of school data to ensure priorities are appropriate and improvement in standards is effectively implemented
 - Provide regular feedback for colleagues in a way that celebrates good practice and supports their progress against professional and performance management resulting in tangible impacts for children
 - Develop individuals, and whole staff teams to enhance performance
- 1) The undertaking of coaching and mentoring
 - 2) Plan, organise and deliver school development meetings
 - 3) Keep up to date with latest research and development and disseminate effectively to other members of staff
 - Plan, delegate and evaluate work carried out by others
 - Be part of the recruitment and selection process of both teaching and support colleagues
 - Ensure effective strategies and systems within our policies and procedures
 - Promote the use of ICT to support and extend children's learning and assessment and reporting of such
 - Strategic leadership of the curriculum

Securing accountability

- Support the Governing Body in meeting its responsibility to account for the performance of the school
- Work alongside the Headteacher to secure sustained improvement through appraisal/performance management; take responsibility for the performance management of identified members of staff
- Use a range of data sources to monitor and evaluate children's progress and the progress of different groups; use this information to implement appropriate curriculum improvements and enrichments
- Contribute to the reporting of the performance of the school to parents/carers, governors and other key partners
- Develop a school ethos which supports everyone to work collaboratively, sharing knowledge and understanding, celebrate success and accept responsibility for outcomes
- Engage all colleagues in the creation, consistent implementation and impact of our curriculum plans that encapsulate our pedagogy
- Evaluate the quality of teaching and standards of achievement, setting succinct and measurable targets for improvement
- 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



Job Description

Developing self and working with others

- Work with the Headteacher to build a professional and successful learning community, which enables others to achieve
 - Support colleagues with the whole school in obtaining high standards through effective continuing professional development
 - Implement successful performance management processes within allocated team of colleagues
- a) Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
 - b) Build a collaborative learning environment and actively engage with other schools to build effective communities
 - c) Acknowledge the responsibilities and celebrate the achievement of others and teams
 - d) Develop and maintain a culture of high expectations for yourself and others
 - e) Regularly review your own practice, set personal targets and take proactive responsibility for your own professional development
 - Offer regular confidential and effective supervision for colleagues in a supportive and approachable manner; maintain records and contracts

Strengthening community

- Work with the Headteacher to engage with the internal and external school community to secure equity and entitlement
- Contribute to policies and practices which promote equality and tackle inequality
- Work collaboratively at both strategic and operational levels with parents/carers and other agencies in order to promote the wellbeing of children and families to ensure that all children have equality of opportunity
- Contribute to the development of a curriculum that ensures that children have the opportunity to enhance their learning through the local and wider community

Specific duties

- To provide professional leadership and management of specific areas contained within the school Improvement plan
- To take an active role in the Senior Leadership Team, contributing to the development of identified areas leading to raising standards of teaching, effective use of resources to enhance opportunities for all
- Be responsible as Designated Safeguarding Led for staff and pupils (DSL)
- Embrace the role of Mental Health Champion to support well-being for the whole school community
- To play a full role within the life of the school community, support its ethos and encourage all stakeholders to follow this example
- Undertake any other duty as specified by the SCPCD



Person Specification

- A Application Stage
- P Pre-employment check stage (inc. References)
- I Interview and Assessment Stage
- E Essential
- D Desirable

Qualifications

- Holds a degree level qualification or equivalent. E, A, P
- Qualified Teacher Status (QTS) or other recognised teaching qualification. E, A, P
- Holds a Professional Qualification or working towards gaining a NPQH or CEPQH (or equivalent experience). D, A, P
- Evidence of further professional development, for example NPQSL, National Award for SEN Coordination. D, A, P

Experience

- Successful Senior Leadership of a Primary and or Nursery School setting (age range 2 to 8 years). E, A, I
- Successful teaching or leadership at a school with nursery provision. E, 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 raising attainment, setting high expectations and continually raising standards of teaching and learning. E, A, I
- Able to implement a climate of learning which enables the best outcomes for all pupils. E, A, I
- Experience in evaluating and using a range of data to improve pupil outcomes. E, A, I
- Experience of building successful partnerships with a wide range of stakeholders. E, A, I
- Experience of coaching and mentoring colleagues to improve outcomes for children. E, A, I
- Experience of offering training for colleagues (individuals and groups) and for parents. E, A, I
- Experience of maintaining the highest standards of health and safety for the School community. D, A, I
- Experience of undertaking the role of Mental Health Champion to support and nurture the wellbeing of our School community. D, A, I



Person Specification

- A Application Stage
- P Pre-employment check stage (inc. References)
- I Interview and Assessment Stage
- E Essential
- D Desirable

Leadership Qualities

- Abides by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles). E, A, I
- Ability to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community. E, A, I
- Ability to champion a culture which is inclusive, supportive, promotes diversity and equality, with ambitious expectations for all pupils. E, A, I
- Create a culture which children with SEND or in receipt of Pupil Premium experience positive and enriching opportunities. 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 children. E, A, I
- Creative, enthusiastic, proactive and flexible, a good listener, caring and empathetic. E, A, I
- Able to communicate a vision to a wide range of audiences and inspire others. E
- Committed to safeguarding, inclusion and promoting the welfare of all stakeholders. E, A, I
- Experience of safer recruitment, filtering and monitoring and undertaking the role of Designated Safeguarding Lead (DSL). D, A, I
- Has experience of curriculum monitoring, evaluation of teaching, review of planning documents, teaching & learning objectives, provision maps, IEPs and the production of analytical action plans to ensure sustained improvements for curriculum development and outcomes for children. E, A, I

Knowledge and Skills

- Up to date knowledge and understanding of the Early years foundation stage (EYFS) statutory framework and experience of curriculum design for primary age ranges (2 to 8 years). E, A, I
- Up to date knowledge of national policy, legislation, financial frameworks and School governance. D, A, I
- Excellent analysis of data, its interpretation and presentation and understands the use of performance data to inform future planning and development. E, A, I
- Operates with financial astuteness, within a clear set of principles centred on the School's vision. E, A, I
- Experience of having led whole School initiatives, managing change and distributed leadership. E, A, I
- Ability to embed clear quality assurance systems that drive consistency and improvement in performance across the School. E, A, I
- Effective IT skills to analyse and extract data to produce succinct action plans, reports and School improvement priorities to ensure sustained progress. E, A, I
- Experience of conducting staff induction, mentoring colleagues, performance management reviews and supervision meetings to ensure the pastoral welfare of the School community. E, A, I
- Able to deal sensitively with a range of different stakeholders, demonstrating patience, understanding, and active listening whilst also being willing to have difficult conversations. E, A, I

Equal Opportunities Information

Equality

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

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

Disabled Applicants

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

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