



Hoyle Court Primary School



Headteacher Candidate Pack



Contents

Chair of Governors Welcome	3
About Hoyle Court Primary School	4
School Values	5
Our new Headteacher	6
How to Complete the Application Form	7
Advert	8
Job Description	9
Person Specification	11
Equal Opportunity Information	12

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www.hoylecourtprimary.co.uk





Dear Applicant,

Hoyle Court Primary School is a vibrant and welcoming school with a diverse school community drawn from various areas across the city. We are a 1.5 form entry primary school with 300 pupils. The school building was extended in 2012, meaning many of our facilities are relatively new. Our staff are hardworking, the governing board is supportive and our children are fantastic. Currently the school is on a journey to improve outcomes for the children by developing a first-class curriculum and an inclusive culture where all children thrive.

Our shared values are at the heart of all that we do; from the children's rich learning experiences in classrooms to the development of colleagues through high quality CPDL and coaching conversations. We are outward looking, have strong links with local settings and are proud to be an independently minded LA school. We are building stronger mutual relationships so that all of the school benefits from supportive, constructive and challenging interaction with our partner schools. In 2017 OFSTED rated us 'good'. We are rightly proud of our inclusive approach which is forged on strong relationships between staff and children. The school has a focus on developing resilient children and nurturing the more vulnerable. An emphasis on shared values right across the school is also leading to children taking increasing responsibility for their own achievement and success.

Hoyle Court Primary School is an ambitious school with a vision to provide a curriculum where all children are supported to achieve their best. We believe every child will leave as an inquisitive, independent and confident life-long learner. We have committed and reflective staff who share best practice and are keen to learn from one another to consistently deliver excellent teaching. The use of rigorous assessment, data analysis and targeted interventions, combined with our developing curriculum is resulting in improved progress.

We are looking for an ambitious leader. Governors expect the Headteacher to provide clear and supportive professional direction through excellent communication skills and who inspires outstanding classroom practice. We are looking for someone to lead a skilled and committed team of staff in providing a whole child focussed education. We want to work with a leader who shares our drive and passion borne from a love of learning and a commitment to 'no child left behind'. One of the newly appointed Headteacher's first tasks will be to recruit their own deputy/assistant Headteacher to work alongside the current assistant headteacher who is also the inclusion manager. Together they will help us to raise outcomes for all children and also help us to realise our vision of excellence for every child.

We hope you are excited by the idea of leading collaborative working in a school with supportive colleagues, great teachers, children who enjoy learning and forward-thinking governors. We hope you will apply to join us. We warmly invite you to come and look around and decide for yourself if you are what we need to take us to the next level.



Val Sherred

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About Our School

- We are very proud of our school and our children. Our pride is matched only by our ambition for the children and the school. We strive for excellence; that's why we don't take for granted what a great school we have. We are a caring school with fantastic facilities and teachers who nurture happy and successful children.
- In light of the pandemic's continuing impact on our school community, it is more important to us than ever to ensure a clear vision for the school; one where relationships are vitally important and there is a culture of kindness. We want staff and children to focus together on creating positive learning behaviours in all our classrooms.
- At Hoyle Court we believe in a broad curriculum that allows our children rich and varied experiences and the opportunity to reach their true potential. Our children are encouraged to become self-disciplined, responsible and motivated learners. We believe in a caring and purposeful environment where all are nurtured and inspired to succeed.

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Values

- We will nurture children's self-esteem and enjoyment of school so they can all feel proud in achieving high standards and making progress in every part of life.
- We will create a school where everyone is inspired to succeed and where all staff, pupils, parents and governors play a collective role in its successes, through shared responsibility and involvement.
- We will develop learning which is engaging and meaningful and provide memorable experiences through learning, broader aspects of school life and developing children's interest in the wider world.
- We will support our school community and each other through our enthusiasm, compassion and through building trusting relationships where everyone feels supported and listened to.
- We will ensure positive attitudes to learning are nurtured and children's enquiring minds are challenged, inspiring them to become resilient and self-assured learners so they can be the best they can be.
- We will lead by positive example through demonstrating the very best standards of conduct, moral purpose and integrity so everyone involved in our school feels valued and respected.
- We will grow a safe and respectful environment where children are confident to make responsible choices, guiding them to grow into healthy, caring and productive citizens who are aware of their rights and responsibilities.

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Some of the key things we are looking for from our new Headteacher:



Pupils



Staff

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How to Complete the Application Form

Included within the Candidate Pack you will find the Advert, Job Description and Person Specification for the position of Headteacher at Hoyle Court Primary School.

Criteria within the Person Specification

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

Additional Criteria

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

1. What models would you use to develop middle leaders to impact positively on teaching, learning and all children’s outcomes based on the principle “no child left behind”?
2. How would you develop all staff to secure an understanding of quality first teaching so that all children’s needs are met and all children are fully included in their classroom?
3. How would you develop trust and confidence in all staff using a coaching model where best practice is shared and all staff engage with peer to peer collaboration through supportive and challenging conversations?
4. What approaches to behaviour management would you use to build on supportive relationships between staff and children to ensure a consistent focus on the use of restorative practice?

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

Advert

Position: Headteacher

Job Type: Permanent, Full-time

Commencement: 1 January 2022

Salary: L15 (£59,581) - L21 (£69,031)

Visits to the school are positively encouraged as per the following dates:

- Tours:**
- Tuesday 15 June 2021 from 4.30pm
 - Thursday 17 June 2021 from 4.30pm

Please contact Nancy Tordoff, School Business Manager, via email: N.Tordoff@hoylecourt.bradford.sch.uk to make an appointment.

Closing date: 12 noon on Monday 28 June 2021

Assessment and Interview: Expected to take place on Wednesday 14 and Thursday 15 July 2021

Hoyle Court Primary School is looking for an inspirational leader who can drive our strategic vision forward so all our children thrive in a purposeful learning environment where they are nurtured to excel.

We can offer you:

- Children who are eager to learn and very proud of their school
- Children who are encouraged to become self-disciplined, responsible and motivated learners.
- A dedicated, caring and experienced staff team
- Strong community links
- A supportive and engaged Governing Body

From you, we need:

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

Hoyle Court Primary School is an exciting, diverse and dynamic school with a community of professionals working together to achieve the very best outcomes for its learners and as such, this is a wonderful career opportunity for the successful candidate.

To download the job details and apply online, please visit www.prospectsonline.co.uk

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Job Description

Job title: Headteacher

Salary: L15 (£59,581) - L21 (£69,031)

Contract type: Full-time, permanent

Reporting to: Chair of Governors

Responsible for: Deputy Headteacher, Assistant Headteacher and School Business Manager

Main Purpose

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

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

Duties and Responsibilities

Qualities and knowledge:

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

Pupils and staff:

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

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Job Description

Systems and processes

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

The self-improving school system

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

Other areas of responsibility

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

Please Note:

This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

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Person Specification

		Essential	Desirable	Identified how?*
Qualifications and Experience				
1	Holds a degree level qualification or equivalent	X		A
2	Holds Qualified Teacher Status (QTS) or other recognised teaching qualification	X		A
3	Holds a Professional Qualification (e.g. NPQSL, NPQH, NPQEL, CEPQH or equivalent) or substantial (<i>minimum 10 years</i>) experience in a senior leadership position in education	X		A
4	Able to prove right to work in the UK	X		A
Leadership Behaviours				
1	Able to demonstrate their commitment to delivering the best outcomes for pupils, specifically in relation to social mobility, wellbeing and productivity	X		I
2	Prior experience of working collaboratively with others to improve medium and long term outcomes for the establishment, pupils and staff	X		I
3	Self-motivated and driven	X		I
4	Able to demonstrate problem solving skills	X		I/T
5	Able to demonstrate personal resilience and positivity in challenging and uncertain circumstances	X		I
6	Able to demonstrate the qualities required to effectively manage sensitive and difficult issues	X		I
7	Able to demonstrate their respect of others rights, views, beliefs and faiths. Actively encouraging equality, diversity and inclusion	X		I
Culture & Ethos				
School Culture				
1	To establish and sustain the school's ethos, values and strategic direction in partnership with those responsible for governance and through consultation with the school community	X		I/T
2	To create a culture where pupils experience a positive and enriching school life	X		I/T
3	To uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life	X		I/T
4	To promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment	X		I/T
5	To ensure a culture of high staff professionalism	X		I/T

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Person Specification

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Culture & Ethos				
Behaviour				
1	To establish and sustain high expectations of behaviour for all pupils, built upon relationships, standards and routines, which are understood clearly by all staff and pupils	X		I/T
2	To ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy	X		I/T
3	To implement consistent, fair and respectful approaches to encourage good behaviour	X		I/T
4	To ensure that adults within the school community model and teach expected good behaviour	X		I/T
Professional Development				
1	To ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs	X		I/T
2	To prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development	X		I/T
3	To ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning	X		I/T
Curriculum & Teaching				
Teaching				
1	To establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn	X		I/T
2	To ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains	X		I/T
3	To ensure effective use is made of formative assessments	X		I/T

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Person Specification

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

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		Essential	Desirable	Identified how?*
Organisational Effectiveness				
Continuous school improvement				
1	To make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement	X		I/T
2	To develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context	X		I/T
3	To ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time	X		I/T
Working in partnership				
1	To forge constructive relationships beyond the school, working in partnership with parents, carers and the local community	X		I/T
2	To commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	X		I/T
3	To establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	X		I/T
Governance and accountability				
1	To understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility	X		I/T
2	To establish and sustain professional working relationship with those responsible for governance	X		I/T
3	To ensure that staff know and understand their professional responsibilities and are held to account	X		I/T
4	To ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	X		I/T

Key:

A = Assessed at Application

I = Assessed at Interview

T = Assessed through Selection Tests

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Equal Opportunity Information

Hoyle Court Primary 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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