

Hollingwood Primary School, Bradford

HEADTEACHER RECRUITMENT PACK

**Autumn 2024 (or earlier dependent on
availability)**

A tour of the school is essential; please book directly with
e.nudd@hps.paymat.org

The closing date for applications is 19th February 2024





Letter from the Chair of Trustees

Dear Candidate,

Thank you for your interest in becoming the Headteacher of Hollingwood Primary School. Hollingwood Primary is a thriving two-form entry school with a Resourced Provision for pupils with SEMH. Our last long standing Headteacher retired in the summer and has left the school in a good position with a strong staff team who are committed to ensuring the pupils have an exciting, challenging school experience. The school was visited by Ofsted a little over 12 months ago and received a strong judgement of Good in all areas.

The Trustees are seeking to appoint a 'Values Led' transformational Head who can embrace the challenges that lay ahead, build on current good practice and also bring new ideas to continue our drive forward. We positively encourage candidates to visit Hollingwood Primary School so that they can understand the ethos and amazing atmosphere in the school. Our school promotes inclusion at all levels and this is clearly demonstrated throughout the school. Staff speak of the Hollingwood family and it certainly feels like one as we offer support and challenge to everyone in our school community.

It is an expectation that headteachers in the Trust contribute to and benefit from the support from other schools and the skills of other staff and central team.

I thank you for your interest in this position and I look forward to receiving your application.

Yours sincerely,

Deirdre K Bailey
Chair of Trustees



Welcome to the school

Hollingwood Primary School is a popular 2-form entry primary school located in the heart of Great Horton in Bradford. The school serves a diverse and supportive local community and our pupils are enthusiastic with positive attitudes towards their learning.

The school is part of Pennine Academies Yorkshire Multi-Academy Trust. The school and the trust are aligned in their values and their shared vision to ensure every single child receives the very best education. We will achieve this, together with our family of schools, through continuous school improvement, high expectations in all areas and a positive growth mind-set.

Everyone in our school community strives to ensure that:

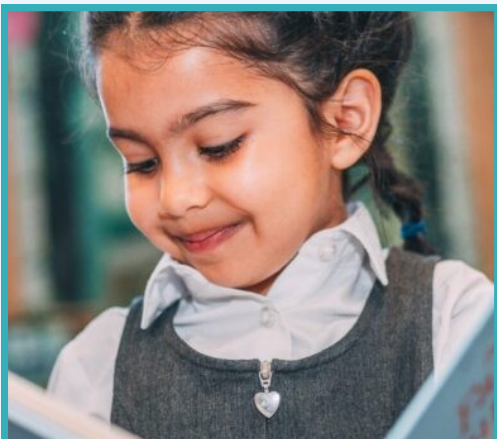
- Our children are happy, healthy and safe
- Staff are supported through continuous professional development and effective leadership
- All teaching is consistently good or better
- Our curriculum is meaningful, exciting and engaging
- Challenge is provided for all pupils
- All pupils achieve the highest standards of progress and attainment

The Hollingwood Culture

'We want our children to be happy, healthy learners'

We pride ourselves on being a welcoming and inclusive school that works hard to meet the needs of all our children.

Our values are centred around the diversity of our school and how this strength can help all of us to grow together to provide the best possible outcomes for pupils, ensuring that every child makes exceptional progress in their academic and social development.



Welcome to the school

It is our aim for all children to be independent learners, demonstrating resilience and an abiding respect for others. We aim to instil a lifelong love for learning through a broad and balanced curriculum, creating a strong grounding for future success. We promote an ethos of respect and empathy where diversity is valued and celebrated in preparation for taking their place as responsible citizens in modern Britain. The school is supported by the other Pennine Academies Yorkshire schools, allowing staff to share best practices between school teams and gain access to further training.

We develop positive relationships based on mutual respect and good manners; we listen to others and are open to new ideas. Our aim is for our children to create their own moral compass in a school that has the highest expectations for behaviour and learning. We encourage our children to engage enthusiastically in their learning by listening attentively, asking questions and challenging themselves to apply their knowledge to real life situations.

Our staff all work hard to develop the whole child. Our curriculum ensures that we meet the needs of all our children: we teach academic skills alongside social and emotional resilience, foster a love of the arts, promote a healthy lifestyle and introduce financial education skills. Core skills are vital and we know that when children have mastered reading, writing and maths, the doors to the wider curriculum will open and enable them to discover and explore further. In this way, we develop confident and articulate learners who are inquisitive and independent. We value our broad, balanced and relevant curriculum which develops life skills through a wide range of enrichment. This ensures that our children achieve the best outcomes to guarantee their future life chances.

Additional information can be found on the school website:

Hollingwood.org



Letter from the CEO

Dear Candidate,

Thank you for your interest in Hollingwood Primary School. As you will be aware Hollingwood Primary School is part of the Pennine Academies Yorkshire Multi Academy Trust. The trust is made up of 7 primary schools in the Bradford Region.

We are a values-led Trust and we place high expectation and inclusion in every sense, at the heart of what we do. We value the differences in our schools which range from a 98-place rural school to a large 3 form entry with over 700 pupils. In addition to this we also provide over 70 specialist places for pupils with SEND.

We see our diversity as our strength. The Trust provides centralised services to schools including Finance, HR, IT, Estates and School Improvement - whilst leaving the business of teaching and learning, curriculum, pedagogy and community relationships to the school. Every school has its own individual identity and character, which we truly value. This is not a one size fits all Trust and we encourage autonomy.

We also value staff professional development and working in the trust provides opportunities to support other schools both within and beyond the trust as well as many exciting central projects. We work strongly together!

If you'd like to know more about working in the trust please do get in touch and take a chance to visit some of our schools.

Yours,

Michael Thorp
Chief Executive Officer



Job advert

Acting Headteacher: Mrs Tahira Asghar
PENNINE ACADEMIES YORKSHIRE

Are you committed to achieving the best outcomes for all pupils?
Are you a supportive and encouraging leader that can motivate a highly skilled staff team?

We are looking for a Headteacher to join our team from September 2024. The successful candidate will have met the requirements of the person specification and will be subject to an enhanced DBS check. We welcome applications regardless of age, gender, ethnicity or religion.

Pennine Academies Yorkshire Trust is committed to safeguarding and promoting the welfare of our children and colleagues and expects all staff to share this commitment. Shortlisted candidates will be subject to related online content checks, in line with Keeping Children Safe in Education 2023.

The successful candidate would:

- Be committed to ensuring our pupils have an exciting and engaging learning experience
- Have the ability to motivate and inspire their colleagues, pupils and the wider school community
- Be an experienced school leader who can evidence implementation of successful school development
- Be committed to working with other trust schools to drive school improvement and share best practices

We can offer the successful candidate:

- The opportunity to work alongside a highly skilled and supportive board of trustees and central team
- Support from an experienced and dedicated senior leadership team
- A welcoming staff team who work together to promote high expectations and achievement for all

What Ofsted say (September 2022):

- This is a good school
- 'Pupils love coming to this welcoming school'
- There is a cohesive and reflective leadership team who share an ambitious vision of high-quality education to all pupils.
- The teaching of mathematics is strong.

Visits to the school are strongly recommended. To arrange an appointment or for any further information please ring the Operations Manager, Eloise Nudd, on 07506 148644 or email e.nudd@hps.paymat.org

Job Description

Accountable to: The Chief Executive Officer of Pennine Academies Yorkshire

Salary: L18-L24

Core Purpose: To provide professional and collaborative leadership for the school which secures its success and improvement, ensuring a high-quality learning environment that results in exceptional standards of learning and achievement for all students. To inspire a collaborative approach to success through the application of child centred learning.

MAIN PURPOSE:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

SCHOOL CULTURE:

- Establish and sustain the school's ethos and strategic direction, in partnership with those responsible for governance and through consultation with the school community.
- Ensure the school's ethos and strategic direction is in line with the values and vision of the MAT.
- 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.

WHOLE SCHOOL ORGANISATION, STRATEGY AND DEVELOPMENT:

- Provide overall strategic leadership and, alongside others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Ensure the MAT's strategic direction, vision and values are reflected in the school.
- Establish, oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.
- Produce and implement improvement plans and policies that benefit the development of the school and the MAT.
- 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.

TEACHING:

- 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.
- Lead and manage teaching and learning throughout the school, including ensuring that a teacher is assigned in the school timetable to every class or group of pupils.
- Teach, as required.
- Liaise with other leaders within the MAT to secure creative, responsive and effective approaches to teaching and learning.

CURRICULUM AND ASSESSMENT:

- 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.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

HEALTH, SAFETY AND BEHAVIOUR:

- Promote the safety and wellbeing of pupils and staff.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure good order and discipline amongst pupils and staff.
- 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 are within the school model and teach the behaviour of a good citizen.

SEND AND ADDITIONAL NEEDS:

- Ensure the school holds ambitious expectations for all pupils with SEND and additional needs.
- Establish and sustain culture and practices that enable pupils with SEND and additional needs to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents and professionals to identify the additional needs and SEND of pupils, and ensure support and adaptation are provided where appropriate.
- Ensure the school fulfils its statutory duties with regards to the SEND code of practice.

MANAGEMENT OF STAFF AND RESOURCES:

- Lead, manage and develop staff members, including appraising and managing their performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the board of trustees on pay recommendations for teachers.
- Organise and deploy resources within the school.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing staff members, e.g. unions.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Ensure resources are managed in line with the MAT's policies and procedures.

PROFESSIONAL DEVELOPMENT:

- Promote the participation of staff in relevant CPD.
- 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 'Standards 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.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other staff members.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Take responsibility for their own CPD, engaging critically with Education research.

COMMUNICATION AND WORKING WITH OTHERS:

- Consult and communicate with the board of trustees, staff, pupils and parents.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.
- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit to ensuring the school works 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.
- Build and maintain excellent relationships with other schools in the MAT, the central team and the board of trustees.

GOVERNANCE AND ACCOUNTABILITY:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships 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.

ETHICS AND PROFESSIONAL CONDUCT:

- Uphold and demonstrate the Seven Principles of Public Life at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- Uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position.
- Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position or pupils' vulnerability or which might lead pupils to break the law.
- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by acting ethically.
- Uphold their obligation to give account and accept responsibility.
- Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.
- Make a positive contribution to the wider education system.

Person Specification - Headteacher

Ref	Criteria	E/D	App	Re f	Int
Qualifications and Training					
Q1	A qualified teacher (QTS)	E	x	x	
Q2	A degree level qualification or equivalent	E	x	x	
Q3	Further relevant professional and/or academic study and evidence of CPD	E	x		
Q4	Knowledge of current issues in Education	D	x		
Q5	A relevant leadership qualification	D	x		
Ref	Criteria	E/D	App	Re f	Int
Professional skills and experience					
P1	High quality safeguarding and child protection procedures and processes	E	x	x	x
P2	At least three years of proven strong, successful leadership and management experience in a school	E	x	x	
P3	Evidence of demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity	E	x	x	
P4	Experience of implementing, managing and evaluating change in a collaborative way .	E	x	x	x
P5	Experience of raising standards that have impacted positively on pupils and teaching and learning .	E	x		x
P6	Significant experience of evaluating and using data to plan and improve pupil outcomes .	E	x		
P7	Experience of making effective use of funding and other resources .	E	x		
P8	Strong financial planning and management skills	E	x		
P9	Excellent communication skills and proven ability to listen to, understand and work effectively with the school community.	E	x		

Ref	Criteria	E/D	App	Ref	Int
Knowledge					
T1	An understanding of how to empower pupils and staff to excel	E	x	x	
T2	A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.	E		x	x
T3	An understanding of how to create whole-community accountability systems and implement them with the support of the SLT to combine data from a range of sources to maximise the achievement of pupils	E		x	x
T4	Is able to implement strategies that improve teaching and learning in a sustained way and challenge underachievement	E	x	x	
T5	Successful experience of curriculum development together with an understanding of the issues associated	E	x	x	
T6	A clear understanding of and commitment to promoting safeguarding pupils.	E		x	x
T7	Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities .	E	x	x	
Ref	Criteria	E/D	App	Ref	Int
Personal Traits					
D1	To be a role model of best practice, with a professional demeanour that inspires confidence, trust and respect in others	E	x	x	x
D2	Evidence of successful, harmonious collaboration with a range of people in achieving agreed outcomes	E	x	x	x
D3	Developed emotional intelligence, enabling constructive relationships with students and staff	E	x	x	x
D4	Able to identify strengths on others; possesses the flair to lead and motivate the staff as a whole	E	x	x	
D5	Proven success in promoting equality respecting diversity and challenging stereotypes so as to promote the rights of young people	E		x	x
D6	Able to understand the importance of a work life balance	E	x	x	
D7	Show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.	E	x	x	

The Trust's Commitment to Safeguarding

Pennine Academies Yorkshire (PAY) is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

The Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

We will always take a considered and sensitive approach in order that we can support all students within our academies.

PAY takes full regard of the DfE 'Keeping Children Safe in Education September 2023' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practices, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.

Equal Opportunities

Our Trust is an equal opportunities employer. We require our Trustees, Governing Bodies and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religion/beliefs, sex, sexual orientation and disability discrimination. We strive to achieve a workforce that reflects the diversity of our community.

Safeguarding

PAY is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be subject to vetting checks including an Enhanced Disclosure and Barring Service Check and Prohibition from Management Check (s.128)