



# OULTON

PRIMARY SCHOOL

Thinking for ourselves, caring for each other

Dear Applicant

Thank you for your interest in the position of Headteacher at Oulton Primary School.

*“Thinking for ourselves, caring for each other.”*

Oulton Primary School is a thriving, happy and fully inclusive school serving a diverse community in Leeds. Our school is recognised locally for its warm, welcoming atmosphere in which each and every child is valued and respected. Pupils with a wide range of Special Educational Needs are educated both alongside their peers and in our Angelfish class. Parents and carers are regularly welcomed into school for reading afternoons, ‘Learn with us’ sessions and performances. The family feeling extends throughout school from family dining at lunch time, to our active PTA, POPS (Parents of Oulton Primary School).

We have an experienced and dedicated staff team who work together to ensure every child is safe, happy and achieving their potential. Our pupils are settled, engaged and keen to share what they have been learning. We are looking for an inspirational, resilient and experienced educational leader who understands the ethos of the school.

Please take time to read through this information pack and visit our school website: [www.oulttonprimary.co.uk](http://www.oulttonprimary.co.uk) - to discover more about us.

You are warmly encouraged to visit our school and we have set aside the times below:

Thursday 13 June AM or Thursday 20 June PM

Please contact our School Business Manager, Mrs R Faria on 0113 2821344 to arrange a visit.

The closing date for applications is midday, Tuesday 2 July 2024. Please return completed application forms to [educ.headteacher@leeds.gov.uk](mailto:educ.headteacher@leeds.gov.uk).

Thank you again for your interest. We look forward to receiving your application.

*Catherine Hunter*

**Chair of Governors**

Our mission is to empower children to be safe, resilient and well-rounded learners: this is at the core of everything we do. We know that being part of the Oulton family has a positive impact on our children's lives, securing their sense of safety and happiness at school and building their self-confidence. Ultimately, we want them to achieve academically but also beyond the school gates, as active and responsible British citizens.



Our aims for our pupils are:

- that they are safe, happy and making progress
- that their emotional security, physical and mental health is well supported to enable them to reach their full potential
- that the school provides a broad curriculum that prepares them for the next stage of their education
- that they have respect for themselves and others.

Oulton Primary School boasts an attractive, modern and spacious working environment.

Our building houses sensory rooms, a pastoral base, multiple intervention rooms, a spacious library, breakfast club area, purpose-built classrooms and a large sports hall.

Outside, the children have access to large playgrounds, a Multi-Use Games Area (MUGA) and adventure playgrounds.

We are lucky to have a large playing field and our wooded area is regularly used by EYFS for hands on learning.



## What our pupils love about Oulton



- spinning the wheel when we have filled the marble jar
- the chance to speak to learning mentors when we seem upset
- going on residentials
- the playground and MUGA
- good friends
- hot chocolate
- learning
- kind and caring staff

*“The rewards we receive for doing good things encourage everyone to do the right thing. The marble jar is a team effort or a school effort if you like!”*

## What our pupils want our new Headteacher to be and do

- funny
- kind
- firm but fair
- care about our opinions
- good at making hot chocolate
- friendly
- caring and cares about safety
- keep the reward system
- be yourself!



## What our staff love about Oulton

- the children
- the staff go above and beyond to help the children academically, socially and emotionally
- child centred ethos and make good use of learning and behaviour mentors
- teamwork and support for each other
- rewarding positive behaviour
- we're a real community

*“Oulton is my work family. We look out for each other.”*



## What our staff want in our new Headteacher

- approachable and proactive
- passion for the role
- someone who values staff input, regardless of role
- someone who wants the best for the children
- strong leadership
- someone who understands the pressures of the classroom with increased SEN, SEMH and BSD
- someone who is caring, understanding, fair, and consistent
- the ability to inspire both children and adults
- a good communicator
- effective behaviour management
- staff briefings for all staff and review after incidents
- considerate of staff and pupil well-being

*“I love the school reward system of rewarding the children with marbles and filling the class marble bowl. It is lovely seeing the children so excited in the weekly celebration assembly when the school marble box is revealed and the wheel of rewards is spun!”*

## What our parents love about Oulton

- how inclusive and understanding the staff are
- the rewards system
- that school wants the children to be happy
- parental involvement with 'Learn with us', regular reading afternoons, summer fair, nativity etc.
- knowing everyone is included, supported and valued for their contribution
- a fair, safe and nurturing environment to learn in
- the calm approach
- the inclusive ethos and family atmosphere
- the warm welcoming atmosphere



*“I love how inclusive the school is. Each pupil’s individual needs are recognised and they are supported to achieve their goals.”*

*“Children are treated with kindness and respect but still understand what is expected of them.”*





## **JOB DESCRIPTION**

### **Headteacher**

**Location:** Oulton Primary School

**Pay Range:** L15 – L21

**Start Date:** January 2025

#### **Main Purpose**

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aim and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards.

#### **Statutory requirements**

This job description reflects the **National Headteacher Standards (2020)**. These standards are built upon The Teaching Standards (2013) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **Schools Teachers' Pay and Conditions** document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The appointment is also subject to other current educational and employment legislations and policies laid down by the Governing Body under their powers derived from statutory sources.

#### **Duties and Responsibilities**

##### **Section 1: Ethics and professional conduct**

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- 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, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## **Section 2: Headteachers' standards**

### **1. School culture**

Headteachers 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



## **2. Teaching**

Headteachers 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

## **3. Curriculum and assessment**

Headteachers 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

## **4. Behaviour**

Headteachers 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

## **5. Additional and special educational needs and disabilities**

Headteachers 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 and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## **6. Professional development**

Headteachers 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

## **7. Organisational management**

Headteachers will:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care and as the Designated Safeguarding Lead fulfil the statutory duties as defined in KCSIE 2021
- 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

## **8. Continuous school improvement**

Headteachers 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

## **9. Working in partnership**

Headteachers 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

## **10. Governance and accountability**

Headteachers 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

## PERSON SPECIFICATION

### Key:

**App** – Application Form

**Ref** – Reference

**SP** – Selection process, this could include a range of assessment exercises, and a more formal interview.

### Knowledge, Experience and Skills

Strategic Leadership	Essential / Desirable	How identified
Experience of leadership roles	E	App/SP
Ability to build effective relationships with staff, parents, governors and external stakeholders through excellent and effective communication	E	App/SP
Implements the school's vision and values	E	App/SP
Prioritises learning outcomes in all strategic decision making	E	App/SP
Ability to make and implement difficult decisions	E	App/SP
Implements a strategic plan across the whole school, identifying priorities and evaluating the impact	E	App/SP
Works with and motivates teams and individuals to implement changes across the school	E	App/SP
Awareness of the Leeds City and nationwide educational improvement agenda and other statutory changes in Education	E	App/SP
Understanding of entrepreneurial and innovative approaches to influence and drive forward school improvement	D	App/SP

Educational Excellence	Essential / Desirable	How identified
Experience of curriculum innovation and development that has resulted in raised standards	E	App/SP
In depth knowledge of the use of data to monitor pupil progress	E	App/SP
Effective use of assessment tools to monitor teaching and learning	E	App/SP
Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback	E	App/SP
Regularly reviews own practice and continually participates in quality CPD	E	App/SP
A proven ability to motivate, lead and interact with staff, pupils and parents/carers.	E	App/SP

Operational Management	Essential / Desirable	How identified
Ability to deploy effectively staff and resources	E	
Ensures effective performance management systems are in place and manage capability	E	App/SP
Ability to distribute work effectively	E	App/SP
Uses CPD to motivate, enthuse and develop all staff	E	App/SP
Effective use of robust and transparent effective interventions to ensure pupils maintain good progress	E	App/SP
Understanding of the main aspects of managing a school budget	E	App/SP
Experience of financial management of school budgets and an understanding of SFVS	D	App/SP
Manages the school's environment in line with health and safety regulations	E	App/SP
Implements changes to staffing structures	D	App/SP
Develops appropriate school development plans	D	App/SP

Securing Accountability	Essential / Desirable	How identified
Works effectively with the governing body to ensure both parties fulfil statutory duties	E	App/SP
Provides performance data to parents, governors and school improvement officers	E	App/SP
Develops appropriate school policies and procedures	E	App/SP
Builds relationships and promotes the school's reputation with community groups, outside agencies and other schools which create innovative learning experiences for pupils and drive improvement in standards	E	App/SP
Works with parents and carers to improve pupil achievement	E	App/SP
In depth knowledge of relevant performance data and the ability to use it to drive school improvement	E	App/SP

Safeguarding	Essential / Desirable	How identified
Ability to deal with sensitive issues in a supportive and effective manner	E	App/SP
Experience in strategies to manage behaviour	E	App/SP
Has experience of a multi-agency team approach	D	App/SP

Qualifications and Training	Essential / Desirable	How identified
A degree or management qualification	E	
NPQH	D	App/SP
NCSL/CWDC Safer recruitment certificate (Required within the first year of Headship)	D	App/SP

Personal qualities and attributes	Essential / Desirable	How identified
An excellent communicator (listening, putting a message across)	E	SP
Child centred	E	SP
Resilient	E	SP
Has integrity	E	SP
Self-motivated and able to coach, mentor and motivate others	E	SP
Enjoys challenge	E	SP
Works to deadlines	E	SP
Enthusiastic and optimistic	E	SP
Has excellent creative problem solving/analytical skills	E	SP
Emotional confidence (knowledge of strengths and areas of development)	E	SP
Conceptual thinking (identify patterns between potentially unrelated concepts)	D	SP