

# Headteacher Application Pack

## Greenhaugh Primary School



Spring 2021



## About Greenhaugh Primary School

The school is situated in the small village of Greenhaugh, 4 miles west of Bellingham and 21 miles north of Hexham within the Northumberland National Park. The catchment area for the school includes the villages of Greenhaugh and Falstone and the surrounding farms and hamlets.

Our small rural school is an integral part of the local community.

Greenhaugh Primary School caters for the educational needs of pupils aged 4 to 11 years. Our age range has been extended to Year 6 from September 2019 and we are working with parents, the community and other schools to develop a first class curriculum supported by an extensive curriculum extension programme.

Our school is a modern single storey building providing a fully flexible space for our 28 pupils currently on role. There are three classrooms which includes a new extension completed in September 2020. Our outdoor environment inspires children's learning through a science pond and natural spaces, sports field, adventure trail, early years area and forest school area.

The curriculum is enriched by many visiting experts: musicians, local artists, sports specialists and support from the Queens Hall Theatre in Hexham.

### **Our Vision:**

A school that is at the heart of the community where all children are given the opportunity to achieve their full potential, to develop responsibility, self-esteem, respect for others and their environment.



**What the children say about our school:**

**They would like a Headteacher who is:**



**Greenhaugh Primary School**  
**Greenhaugh**  
**Hexham**  
**Northumberland**  
**NE48 1LX**



**Telephone: 01434 240208**  
**Email: [admin@greenhaugh.northumberland.sch.uk](mailto:admin@greenhaugh.northumberland.sch.uk)**  
**Interim Headteacher: Mrs Jo Trotter**

Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in our school.

This vacancy has arisen due to the fact that our highly respected headteacher retired in August, after many successful years at the school. We are keen to find an exceptional person to join and lead our school.

From the moment you walk into our school you will find happy children and motivated staff. Greenhaugh Primary is a thriving, friendly and caring school and we work hard to give our children great learning opportunities.

Our children come from a variety of backgrounds but all within a very rural context. We give every child and family a warm welcome into our school, and with our positive, inclusive and caring ethos at the heart of everything we do, every child has a chance to succeed and become the best that they can be.

Our children love learning, and enjoy coming to school every day. They develop into well-rounded and thoughtful individuals, who leave us ready to thrive at their next school. We are looking for a new headteacher who will keep them at the heart of our work, and continue to develop the school further.

Staff are dedicated, positive and collaborative. They are committed to achieving the best outcomes within a warm, safe and caring environment. The school was once again rated good by Ofsted in 2017 and we are very proud of this achievement. We also became a primary school in September 2019 and are looking forward to the new changes and challenges that brings.

Visitors to the school comment on the friendly atmosphere, and the good behaviour of our pupils. It is important to us that every member of the school community is treated with respect, and we encourage and reinforce good behaviour both in school and outside of school.

The Governors have prepared the enclosed application pack and you will no doubt also wish to look at our website: [greenhaughprimaryschool.co.uk](http://greenhaughprimaryschool.co.uk). This shows copies of our policies relevant to the safer recruitment process: Safeguarding and Child Protection, Equality, Recruitment and Selection along with others. You will also find useful information on <https://get-information-schools.service.gov.uk/>. This can only give you a flavour of our school, and we would welcome visits from candidates. However, it is more difficult to organise visiting during the current circumstances as a result of Covid19, so please contact school 01434 240208 to discuss your visit.

I would welcome telephone enquiries at any time to myself on 01434 240337.

We are looking to appoint an inspirational teaching headteacher with strong leadership and managerial skills and the ability to inspire, challenge, motivate and empower others to reach their full potential. If you are an experienced leader, and are ready for this exciting challenge, we look forward to hearing from you before 11th May and meeting you in due course.

**Jenni Holland**

## JOB DESCRIPTION – HEADTEACHER GREENHAUGH PRIMARY SCHOOL

|                                  |   |
|----------------------------------|---|
| <b>Accountable to:</b>           | Chair of Governors  |
| <b>Accountable for:</b>          | All Greenhaugh Primary School<br>teaching and support staff |
| <b>Headteacher Salary Range:</b> | Leadership 8 to Leadership 14                               |

### **Role Purpose**

To provide professional vision, leadership, strategic direction and management for the School, leading by example, ensuring that staff are held accountable in order to secure continued success and improvement, fully embedding the School values, vision and ethos.

To enable continuous improvement, in order to maintain the School's ongoing success and further improve all aspects of the School's performance and standards to ensure the highest quality education for all pupils and the highest standards of learning and achievement.

To take overall responsibility for ensuring the safeguarding and welfare of pupils.

### **Strategic Direction**

- Working together with the Chair of Governors and governors, devise, implement and monitor an ambitious vision and ethos for the future of the School, which focuses on best practice to secure effective teaching and successful learning, devising, implementing and monitoring action plans, as appropriate.
- Be an excellent role model, and provide inspiration, motivation, vision and purpose in line with the aims, visions and objectives of the School and ensure these are clearly articulated, shared, understood and adhered to effectively, by all.
- Lead and manage the School through effective strategic and financial planning and the creation and implementation of a strategic School development plan and annual improvement plan. Ensure these are underpinned by sound financial planning in order to secure School improvement and that these identify current, relevant priorities and targets and other policy developments, taking account of the diversity, values and experience of the School and community at large.
- Regularly communicate and work effectively with School colleagues to embed shared, collaborative working practices across the School.
- Devise, implement, manage and monitor change initiatives.
- Promote a culture of inclusion within the School community where all views are valued and taken into account.

## **Leadership and Management**

- Lead on the day-to-day operational management within School, including the effective deployment of all staff and physical resources in order to ensure that the highest quality of education is provided.
- Create and develop an organisation where staff are committed to School aims and where everyone is encouraged to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Create an ethos within which all staff are motivated and enable all staff to carry out their roles, to the highest standards, in line with Teachers' Standards and are supported to develop their own skills and subject knowledge, and to support each other.
- Challenge and support underperformances at all levels and ensure action is taken to secure improvement.
- Implement the School's performance management policy, and ensure individual staff objectives are clearly defined, understood, agreed, and subject to rigorous assessment and review and address any under-performance, supporting staff to improve and valuing excellent practice.
- Ensure that staff recognise they are accountable for meeting individual objectives and for the success of the School.
- Present regular accurate and comprehensive accounts of the School's performance in a form appropriate to a range of audiences.

## **Teaching and Learning**

- Create, secure and sustain outstanding teaching and effective learning throughout the School, through an analytical understanding of how pupils learn, and the core features of successful classroom practice and curriculum design, exemplifying outstanding teaching and promoting the highest expectations, and implementing robust system of monitoring, evaluation and review, including lesson observations to ensure consistency and quality.
- Promote and safeguard the welfare of pupils, ensuring that the policies and procedures relating to safeguarding and child protection are fully implemented and followed by all staff.
- In collaboration with staff and the senior leadership team, lead the development, review and implementation of all aspects of the curriculum and its assessment to ensure this meets with statutory requirements and is relevant to the needs of all children, including planning, and liaising with subject leaders to ensure the delivery of appropriate, creative, comprehensive, high quality and cost-effective curriculum programmes.
- Ensure creativity, innovation and the use of appropriate new developments, technologies and systems locally/nationally/globally to achieve excellence.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between the School, drawing on and conducting relevant research and robust data analysis.
- Oversee that all pupils have realistic and challenging targets and that pupils are actively involved in their own learning, using data and benchmarks to monitor progress in every child's learning
- Ensure that effective partnerships with parents/carers are created with relevant colleagues to support and improve pupils' achievement and personal development and ensure that there is an effective, accurate, robust system of assessment of pupils' achievement and reporting to parents which ensures parents are well informed about their child's attainment and progress and how they can support their child.
- Develop and review systems to ensure robust evaluation of School performance, progress data and actions to secure improvements comparable to appropriate national standards and which take account of national and School data, inspection and research findings and reflect best practice.

- Ensure pupils with special educational needs have adequate provision to meet their individual targets and make maximum progress
- Collaborate with other agencies to promote and ensure opportunities for the development of academic, spiritual, moral, social, emotional and cultural well-being of children and their families.
- Create and promote School strategies for developing inclusion practice.
- Implement and oversee School strategies that achieve outstanding standards of punctuality and attendance.
- Implement the School's behaviour Policy and establish an environment which ensures exemplary student behaviour in a safe, calm and well-ordered environment and which reflects the School's ethos and promotes development and learning and secures safety and discipline.
- Ensure that the School environment meets health and safety regulations at all times.
- Actively engage with parents and carers, and local and wider communities to enrich the School and its value to the local and wider communities and ensure learning experiences for children are integrated with these.
- Undertake the role of a classroom teacher, in line with the Teachers' standards, and provide occasional, emergency cover.

### **Systems and Process**

- Lead regular reviews of all School systems and process to ensure these are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- In partnership with governors develop and implement strategic, curriculum-led financial planning.
- Ensure the efficient, effective and equitable management and deployment of budgets and resources, in the best interests of pupils and which support the School's educational goals and priorities.
- Ensure that effective systems are in place to meet the needs of the pupils and that they are coordinated, monitored, evaluated and reviewed.
- In partnership with governors, embed strong governance and actively support the governing body to understand its role and deliver its functions effectively.
- Develop, implement and review Trust/School policies, appropriate to the delegated areas of responsibility, in line with the Scheme of Delegation.

### **School Improvement**

- Lead the School improvement and School self-evaluation planning process and work with the School Improvement Partner to ensure effective and robust monitoring, evaluating and reviewing the effects of the School improvement plan to secure continuous progress and School improvement.
- Be outward looking to ensure that the School remains current and innovative.
- Ensure School developments are in the best interests of pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving School.
- Model entrepreneurial and innovative approaches to School improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

### **General**

- Carry out professional duties in accordance with the requirements of the School Teachers Pay and Conditions Document and other relevant statutory and legislative documents.

- To demonstrate a commitment to safeguarding children as a priority.
- Be an excellent role model of professional conduct, demonstrating the highest personal ethics and standards of expertise and commitment
- Develop and maintain effective, constructive working relationships with all, based on equality and respect.  
Display appropriate conduct as outlined in the Health and Safety, Equality and Dignity at Work, Code of Conduct, Behaviour Policy.
- Understand, comply with and promote the School's scheme of delegation and all relevant School Policies and procedures.
- Work individually and as part of a team, to support the mission statement, values and ethos of the School to achieve individual, departmental and School aims, objectives and standards.
- Take responsibility for and demonstrate a commitment to, own continuous personal development, in line with agreed annual performance objectives and attend learning and development events, as requested.
- Regularly review own practice and achievements and consider feedback.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Understand and support difference and ensure equal opportunities for all.
- Ensure that all duties are undertaken in a safe manner, minimising risk, at all times.
- Undertake any other duties which may reasonably be regarded as appropriate to the responsibilities of the post, as requested by the line manager.

This job description is not contractual, and may be amended at any time, after consultation with the post holder and **will be reviewed annually**.

Signed: .....  
(Employee)

Date: .....

Signed: .....  
(Line Manager)

Date: .....



**PERSON SPECIFICATION - HEADTEACHER –  
GREENHAUGH PRIMARY SCHOOL**

| FACTOR   | Essen-tial (E)<br>Or<br>Desir-able (D)                                       | Assess-<br>ment<br>Method            |
|--|--|--------------------------------------|
| <p><b>QUALIFICATIONS</b></p> <p>Qualified Teacher Status<br/>           Achieved or working towards NPQH<br/>           Relevant Management Qualification/Relevant Degree<br/>           Evidence of commitment to ongoing, up-to-date Continuing Professional Development</p>   | <p>E<br/>E<br/>D<br/>E</p>   | <p>A/D<br/>A/D<br/>A/D<br/>A/D/I</p> |
| <p><b>EXPERIENCE</b></p> <p>Substantial experience as an effective primary or secondary teacher in several schools.<br/>           Proven experience at senior leadership level.<br/>           Experience of organising and implementing an all-inclusive curriculum which meets the needs of all pupils which includes an effective assessment framework.<br/>           Experience of monitoring, evaluating and successfully raising educational achievement and standards through improving teaching and learning.<br/>           Experience of leading, managing and developing a range of staff.<br/>           Experience of successfully leading change initiatives within an educational setting and inspiring others.<br/>           Experience of managing budgets effectively.<br/>           Experience of developing relationships with partners, across relevant networks and within the wider community.<br/>           Experience of Ofsted inspections.</p> | <p>E<br/><br/>E<br/><br/>E<br/><br/>E<br/>E<br/>E<br/>E<br/>E<br/><br/>E</p> |                                      |



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|---|---|--|
| <p><b>KNOWLEDGE</b></p> <p>Sound understanding of current and future, relevant legislative national and local educational environment, frameworks, operations and developments.</p> <p>A wide, current knowledge and understanding of the current National Curriculum and relevant educational statutory and School systems requirements.</p> <p>Secure, up-to-date knowledge of developments and best practice in education and teaching and learning.</p> <p>Understanding of how high quality, effective performance management for all staff is linked to continuous School improvement.</p> <p>Secure, up-to-date knowledge of safeguarding and child protection requirements and proven ability to putting this in place.</p> <p>Secure, up-to-date knowledge of equality legislation and proven ability of putting this in place.</p> <p>Secure, up-to-date knowledge of financial management and proven ability of putting this in place.</p> | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> |  |
|---|---|--|



| SKILLS AND ABILITIES   |   |  |
|--|---|--|
| The ability to lead and inspire high quality teaching and learning.  | E |  |
| Excellent verbal and written communication skills with the ability to communicate sensitively, clearly and persuasively with people at all levels.   | E |  |
| The ability to make and take effective, sound decisions under pressure and to tight deadlines and to delegate appropriately.   | E |  |
| The ability to promote ambitious standards and behaviour for learning for all pupils and ensure all staff understand their accountability for the impact of their work on pupils' outcomes.            | E |  |
| The ability to think strategically and develop a vision for the School.  | E |  |
| The ability to direct and co-ordinate the work of others, and to delegate appropriately.   | E |  |
| The ability to manage and motivate individuals to achieve high standards of performance.   | E |  |
| The ability to think imaginatively and creatively to identify opportunities  | E |  |
| The ability to secure the ongoing improvement of results.  | E |  |
| The ability to set, monitor and evaluate targets effectively.  | E |  |
| The ability to produce and implement appropriate improvement plans and policies.   | E |  |
| Analytical thinking, making informed use of inspection, benchmarking and research findings.  | E |  |
| Investigation skills and the ability to consider problems, evaluate options, identify solutions, make and implement plans and monitor outcomes.  | E |  |
| The ability to manage financial and human resources cost-effectively and efficiently to achieve goals and priorities.  | E |  |
| The ability to comprehensively interrogate and interpret numerical and financial data to monitor progress and/or understand implications and determine appropriate support/intervention as appropriate | E |  |
| To manage conflict effectively.  | E |  |
| To develop and maintain collaborative relationships with a wide range of agencies, partners and individuals.   | E |  |
| The ability to form strong links and partnerships with governors/trustees, staff, parents, pupils, the wider community, and other schools.   | E |  |



|  |  |                   |
|--|--|-------------------|
| <p><b>PERSONAL QUALITIES</b></p> <p>To be an inspiring role model for staff and pupils, demonstrating a passion for education and a commitment to include and make a difference for every child.</p> <p>Leads by example with the highest professional standards - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</p> <p>Holds and articulates clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</p> <p>Demonstrates optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</p> <p>Has the ability to maintain appropriate relationships and personal boundaries with children and young people. Commands credibility and respect from all members of the School community.</p> <p>Treat people equitably and with dignity and respect to create and maintain a positive culture across the School and Trust.</p> <p>To demonstrate a commitment to valuing culture diversity.</p> <p>Personal awareness and concern for impact with the ability to reflect and respond to advice.</p> <p>Emotionally resilient in working with challenging situations.</p> <p>Dynamic and motivational.</p> | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> |                   |
| <p><b>OTHER REQUIREMENTS</b></p> <p>Satisfactory Enhanced Criminal Records Bureau Disclosure.</p> <p>Ability to travel nationally.</p>   |  | <p>D</p> <p>I</p> |

Key to assessment: Application Form (A); Documentary Evidence (D); Interview (I); Assessment (A); References (R)

Created: April 2020

Reviewed: Jan 2021

Date of next review: September 2021