



INGRAM ROAD PRIMARY SCHOOL



**COCKBURN**  
MULTI-ACADEMY TRUST  
TRANSFORMATION TO EXCELLENCE



# We're Hiring

## Recruitment Booklet Head of School

**COCKBURN SCHOOL**

Specialist status in the Performing Arts



**COCKBURN  
JOHN CHARLES ACADEMY**



**COCKBURN  
LAURENCE CALVERT ACADEMY**



**FOOTSTEPS**  
to success



**MIDDLETON  
PRIMARY SCHOOL**

**Reach**  
Primary Learning Centre

**MINDFUL  
EMPLOYER**



0113 271 9962



recruitment@cockburnmat.org



www.cockburnmat.org

Dear Applicant,

Thank you for the interest you have shown in the role of Head of School at Ingram Road Primary School.

This opportunity has arisen due to the retirement of the Headteacher which creates an opportunity for a passionate and experienced leader who has a commitment to transforming the lives of students in Leeds.

Cockburn MAT has been brokered to work with Ingram Road prior to converting to join our Multi-Academy Trust, which is fully supported by the local authority and DfE to drive the school forward.

As such the successful applicant will have the opportunity to work with our dedicated Executive Team who are relentless in their determination to secure the very best outcomes for the young people and we recognise that Ingram Road is at the heart of our local community.

Cockburn MAT believe every child deserves an exceptional education and our vision is to create a group of exceptional schools that radically improve student's life chances. We seek to widen their aspirations; to reach destinations that are attainable and fulfilling. We work to raise attainment and provide exceptional teaching and learning for all our students through high expectations of academic success and behaviour.

We are looking for someone to lead the next phase of our journey to "Excellence" and encourage you to visit prior to application. If you are unable to visit please feel free to contact HR with any questions you may have before you apply.

I would like to thank you again for your interest in the post and I look forward to receiving your application.

Yours sincerely



David Gurney

Chief Executive Cockburn Multi-Academy Trust.

Dear Applicant

Thank you for the interest you have shown in the role of Head of School at Ingram Road Primary School.

I have been at Ingram Road as Interim Head (along with Mr Ted Theaker) since September. I retired from Middleton Primary School in the summer and, as part of a supportive and effective MAT, I was asked if I could support Ingram Road until a new Head was appointed. Having worked within the MAT for a number of years, I felt I could offer my support and experience to help move Ingram Road forward with the assistance of the MAT.

Since the Ofsted inspection in March, the school and staff have embarked on a positive journey together, addressing all the aspects highlighted in the report and much more, to improve and provide the best learning experiences and guidance possible. This journey is ongoing, and staff feel confident in their understanding of where we are heading and the steps required to achieve our goals together. It has been challenging, but it is an exciting challenge. The staff and children at Ingram Road are amazing. There has been much to do; we have achieved a great deal, and there is still more to be done – but as a school, working collaboratively with the MAT, we are making significant progress. I have enjoyed every day at Ingram Road (I work from Monday to Wednesday). It is certainly a place where you will see your impact and what you can achieve with a fantastic team around you. I can honestly say it is a wonderful school to work in.

It now needs a Head who wants to embrace and nurture this school and achieve a positive inspection outcome. We have had several visits to the school, all of which have been positive, and it is evident how the school is rapidly moving forward. If you want to make a difference, with a great team behind you, then this is the place to be. As I mentioned, there are still challenges ahead, but the progress and successes have given me a real buzz. I already feel a connection to this school, but retirement does beckon. Being part of the MAT provides even greater security and support.

Come and visit and have a chat. If you are applying for this post, I wish you all the best if your application and journey.

Yours sincerely



Sam Williams

Interim Headteacher



# Job Description – Head of School

<b>Position:</b>	<b>Head of School</b>
<b>Location:</b>	<b>Based at Ingram Road Primary School however all staff are required to work at any school within the MAT if operationally required.</b>
<b>Pay Range:</b>	<b>L17-L21 with discretionary % for exceptional candidate</b>
<b>Accountable to:</b>	<b>Executive Headteacher</b>

## **Main Purpose**

The Head of School will support the Executive Headteacher, the Local Governing Body and the Trust Board, in providing inspirational and professional leadership and management for Ingram Road Primary School.

Accountable to the Executive Headteacher, the Head of School will demonstrate the vision, leadership and direction for the Academy and ensure that it is managed and organised to meet its aim and targets. The Head of School, working in partnership with the Senior Leadership Team, is responsible for evaluating the Academy’s performance to identify the priorities for continuous improvement and raising standards.

The Head of School will:

- Provide outstanding leadership and direction for the Academy, ensuring great student outcomes are achieved sustainably, and annual performance targets are met
- Have core responsibility for teaching and learning, curriculum development, developing teaching staff and creating a culture of safety and happiness within the Academy
- The Head of School will work with other Academies in the Trust, to enable and support the sharing of good practice within the MAT
- The Head of School is responsible for creating a productive learning environment that reflects Cockburn Multi-Academy Trust’s ethos.

**Central Services:** Under the direction of the Executive Headteacher and Chief Operating Officer, Finance and HR will be managed centrally.

## **Statutory requirements**

This job description reflects the **Standards for Headteachers** (2020). The [teachers’ standards](#) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards. The appointment is subject to **School Teachers' Pay and Conditions** document (Headteacher), the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

### **Key Accountabilities**

The Head of School will lead in the following areas:

#### **Teaching & Learning**

- Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.

#### **Curriculum development**

- Ensure that the academy implements an engaging and inspiring curriculum in place that is appropriate for the cohort of students
- Review and assess each subject area within the academy to ensure that the current offer is appropriate to the current student cohort, and that it will have maximum impact on outcomes in line with MAT policy
- Ensure that appropriate transition phases are included within all curriculum plans and models
- Ensure that 100% of assessments at all key stages are completed with integrity and fully compliant to examination body requirements
- Ensure effective internal and external moderation arrangements are in place in the academy
- Demand ambitious standards for all students, overcoming disadvantage and advancing equality
- Implement the vision & values of the MAT within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

#### **Values and Expectations**

- Ensure that you and all teaching staff within the academy follow the values and expectation of the MAT and embed the Cockburn pledge

- Ensure that there is a safe, supportive and happy culture within the academy, adhering to outstanding safeguarding practice, student behaviour and attendance
- Develop effective relationships with all stakeholders
- Ensure that the achievements of students and staff are properly recognised and celebrated
- Develop effective working relationships with fellow professionals and colleagues within the MAT and in other public services to improve academic and social outcomes for all students
- Fully engage with the Local Governing Body and Trustees providing accurate feedback on how the academy is performing, its strengths and its weaknesses. Ensure that all paperwork submitted is of a high quality and on time
- Manage all educational risks within the academy effectively, ensuring that all required mitigations are in place.

### Operational Management

- Line manage all school staff on a day-to-day basis and develop and maintain a culture of high expectations for self and others, and take appropriate action when performance is unsatisfactory and ensure effective follow-up with the Executive Headteacher
- Implement the agreed policies for staff induction, professional development and performance review, ensuring individual staff accountabilities are clearly defined, understood and agreed
- Work with the Senior Leadership Team to distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
- Work with Senior Leadership Team through succession planning by identify emerging talents, coaching current and aspiring leaders in a climate where excellence is standard
- In partnership with the Senior Leadership Team ensure a consistent and continuous focus on student achievement, using data and benchmarks to monitor progress, ensuring personalised learning is at the centre of strategic planning and resource management
- Implement strategies which secure high standards of behaviour and attendance.
- The designated safeguarding lead taking lead responsibility for safeguarding and child protection (including online safety).

### Generic Duties:

- Comply with policies and procedures including but not limited to child protection, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person

- Contribute to the overall work and ethos of the MAT
- Attend and participate in meetings as required
- To work across the MAT as required
- To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the site
- To undertake any other additional duties commensurate with the grade of the post.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The job description sets out the main duties at the time it was drawn up.

The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post. In consultation with you, the job description may be changed by the Executive Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title or changes to Headteacher Standards.

## 1. Culture and Ethos

### School culture

Headteachers:

- 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

### Behaviour

Headteachers:

- 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

## Professional development

Headteachers:

- 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

## 2. Curriculum and Teaching

### Teaching

Headteachers:

- 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

### Curriculum and assessment

Headteachers:

- 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

### Additional and special educational needs and disabilities

Headteachers:

- 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

### 3. Organisational Effectiveness

#### Organisational Management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- 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

#### Continuous school improvement

Headteachers:

- 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

#### Working in partnership

Headteachers:

- 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

#### 4. Governance and accountability

Headteachers:

- 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

#### 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
- 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

# Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements and applicants lacking these attributed will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

<b>Knowledge, Experience and Skills</b>			
<b>Strategic Leadership</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Experience of leadership roles	*		App/SP/Ref
Ability to promote positive relationships across all stakeholders and build effective relationships with staff, parents, governors and other stakeholders.	*		App/SP/Ref
Establishes the school's strategic vision in partnership with those responsible for governance.	*		App/SP/Ref
Prioritises learning and well-being in all strategic decision making.	*		App/SP/Ref
Ability to make and implement difficult decisions.	*		App/SP/Ref
Implements a strategic plan across the whole school, identifying priorities and evaluating the impact.	*		App/SP/Ref
Works with and motivates teams and individuals to implement changes across the school.	*		App/SP/Ref
Awareness of the Leeds city-wide educational improvement agenda and other statutory changes in education.	*		App/SP/Ref
Understanding of entrepreneurial and innovative approaches to influence school improvement.		*	App/SP/Ref
<b>Educational Excellence</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>MOA</b>
Implementation of strategies which secure high standards of teaching and learning and prepares children for their next phase of education or life.	*		App/SP/Ref
Experience of curriculum innovation and evidence informed research that has resulted in raised standards.	*		App/SP/Ref

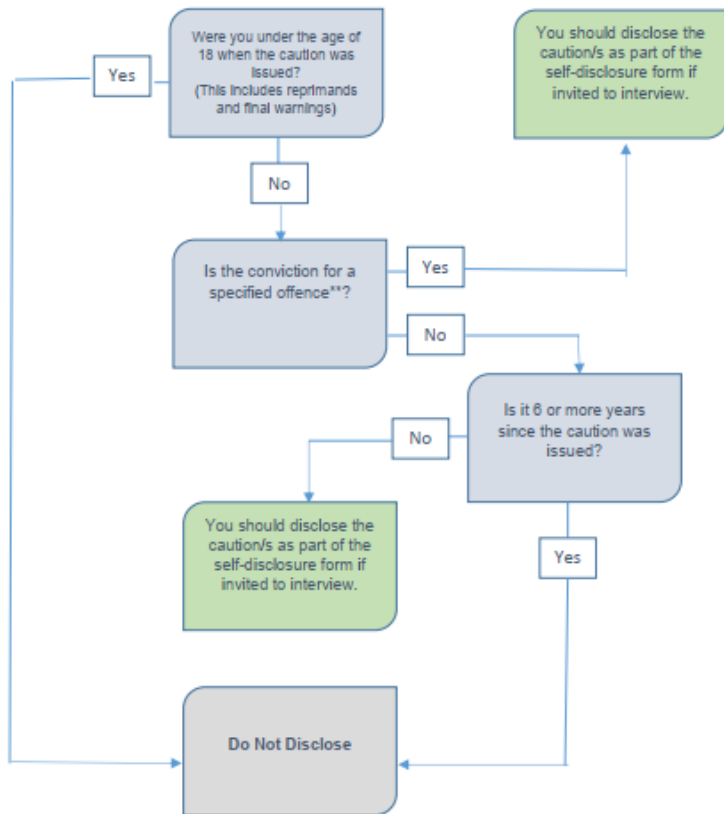


Experience of embedding a curriculum that is built on subject expertise and effective curriculum leadership.	*		App/SP/Ref
Understanding of how pupils are taught to read, particularly the use of synthetic phonics in schools that teach early reading.	*		App/SP/Ref
In depth knowledge of the use of data to monitor pupil progress.	*		App/SP/Ref
Effective use of assessment tools to monitor teaching and learning.	*		App/SP/Ref
Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback.	*		App/SP/Ref
Regularly reviews own practice and continually participates in quality CPD.	*		App/SP/Ref
Able to ensure and provide high quality professional development for a staff team drawing upon expertise, where appropriate.	*		App/SP/Ref
<b>Operational Management</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Recruits, develops, retains and manages a range of school staff.	*		App/SP/Ref
Ability to effectively deploy staff and resources.	*		App/SP/Ref
Ensures effective performance management systems are in place and manages capability.	*		App/SP/Ref
Ability to distribute work effectively.	*		App/SP/Ref
Effective use of robust and transparent effective interventions to ensure pupils maintain good progress.	*		App/SP/Ref
Ensure financial efficiency, effectiveness, and probity of public funds.	*		App/SP/Ref
Manages the school's environment in line with health and safety regulations	*		App/SP/Ref
Implements changes to staffing structures.	*		App/SP/Ref
Develops appropriate school development plans which lead to sustained school improvement over time.	*		App/SP/Ref
A proven ability to motivate, lead and interact with staff, pupils and parents/carers.		*	App/SP/Ref
Uses CPD to motivate, enthuse and develop all staff.		*	App/SP/Ref
<b>Securing accountability</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Holds people to account for conduct and practice.	*		App/SP/Ref

Works with and understands the role of effective governance to fulfil statutory duties.	*		App/SP/Ref
Provides performance data to parents, governors, and school improvement officers.	*		App/SP/Ref
Develops appropriate school policies and procedures.	*		App/SP/Ref
Builds relationships with community groups, outside agencies and other schools which create innovative learning experiences for pupils.	*		App/SP/Ref
Works with parents and carers to improve pupil achievement.	*		App/SP/Ref
<b>Safeguarding</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Is fully aware and able to implement effective policies and procedures.	*		App/SP/Ref
Ability to deal with sensitive issues in a supportive and effective manner.	*		App/SP/Ref
Experience in strategies to manage behaviour.	*		App/SP/Ref
Experience of a multi-agency team approach.		*	App/SP/Ref
<b>Qualifications and training</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Qualified Teacher Status or other educational qualification	*		App/SP/Ref
A degree or management qualification	*		App/SP/Ref
NPQH		*	App/SP/Ref
NCSL/CWDC Safer recruitment certificate (Required within the first year of Headship)		*	App/SP/Ref
<b>Personal qualities and attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Moral purpose (Equality, children and adults treated with respect)	*		SP/Ref
Excellent communicator (Listening, putting a message across)	*		SP/Ref
Child centred	*		SP/Ref
Resilient	*		SP/Ref
Integrity	*		SP/Ref
Self-motivated and able to motivate others	*		SP/Ref
Enjoys challenge	*		SP/Ref
Works to deadlines	*		ASP/Ref
Enthusiastic and optimistic	*		SP/Ref
Excellent problem solving/analytical skills	*		SP/Ref

Emotional confidence (knowledge of strengths and areas of developments)	*		SP/Ref
Conceptual thinking (identify patterns between potentially unrelated concepts)	*		SP/Ref
<b>Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.</b>			
<b>This role is subject to a six-month probationary period and satisfactory enhanced DBS check. As one organisation Cockburn Multi-academy Trust expects all its employees to work across any academy within the trust as and when required.</b>			
METHOD OF ASSESSMENT (MOA)	App =	Application Form	
	Ref =	References	
	SP =	Selection Process	

**Disclosure of a Caution**  
( this includes reprimands and final warnings)



\*\*<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

**Disclosure of a Conviction**  
Please work this through for each conviction you have separately even if they were part of the same legal proceedings

\*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf)

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