



*'Believe, Work Hard, Achieve'*

# Head Teacher Recruitment Applicant Pack





*'Believe, Work Hard, Achieve'*

## **Letter from the Chair of Governors**

Dear Applicant

I would like to start by thanking you for taking an interest in applying for the post of Head Teacher at Kells Lane Primary School.

In the heart of Low Fell, Kells Lane Primary is an extremely popular school with exceptional children and a highly motivated and skilled staff team.

Our new head teacher should be strong, approachable, compassionate and a supportive leader who is passionate and knowledgeable about the pursuit of high-quality teaching and learning in a primary setting.

Developing children with a growth mindset is central to the ethos and curriculum at Kells Lane Primary School. We are an inclusive school and strongly believe that all children can achieve their potential given timely and effective support. Consequently, we work closely with a range of professionals including colleagues in our neighbouring specialist setting, Gibside School. Supported by the local authority, Kells Lane has established a new and exciting additionally resourced mainstream provision.

The Governing Body is enthusiastic and will provide support and challenge to the successful candidate to build on what is currently excellent and ensure we continue to improve by embracing the opportunities and challenges that are presented in the future.

We believe we have an incredible atmosphere that is welcoming and full of warmth and character that makes it a unique place to learn. I strongly recommend that you make an appointment to visit the school and see for yourself. Details on how to make the arrangements are provided in this application pack.

I hope you find the opportunity to become the new Head Teacher of Kells Lane Primary School an exciting prospect; the future direction of our journey could be up to you.

Yours sincerely

Michael Hetherington

On behalf of the Governing Body



# Our Vision for Kells Lane Primary School

At Kells Lane Primary School we strongly believe in the power of a growth mindset. We believe that ALL children have the ability to achieve what they want to achieve.

Everything we do encourages our children to understand that intelligence can be developed. Our pupils see school as a place to develop their abilities and think of challenges as opportunities to grow.

The development of kindness, compassion and integrity is greatly valued, leading to high standards of attainment and behaviour.

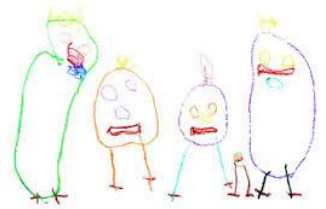
We promise to:

- Lead by example
- Nurture a climate for growth and success; believe to achieve
- Establish a positive ethos for learning, striving to make learning meaningful and enjoyable for all
- Develop reflective, confident and supportive teams, sharing successful approaches and being open to new ideas
- Rigorously evaluate all aspects of school life and strive for excellence



For a wealth of information about our school and the latest newsletters, please visit our website <https://kellslaneschool.org/> and Twitter [@KLPsgateshead](https://twitter.com/KLPsgateshead)





## **The children of Kells Lane would like their Head Teacher to be.....**

*Calm and patient in all situations*

*Approachable, we would like to feel we could go to them if we have a problem or to share things that we have been doing*

*Someone who can look at things from the point of view of the children*

*Someone who will try new ideas and doesn't mind change but who won't change things that work really well*

*Fair to everyone*

*Kind and caring*

*Fun and enthusiastic*

*Smiley and happy*

## **They would also like their Head Teacher to.....**

*Consider improvements to the building e.g., new bathrooms*

*Listen to the thoughts and opinions of the pupils*

*Introduce a wider range of extra-curricular activities e.g., discos*

*Let children have the opportunity to run things like assemblies*

*Make sure that bad behaviour is dealt with and teach people to be kind*

## **Staff at Kells Lane would like their Head Teacher to.....**

*Have experience and understand the curriculum across all Key Stages.*

*Know the importance of a work/life balance and be realistic in their expectations.*

*To build on the good practice that is already in place and only make changes for the benefit of the school.*

*Develop good relationships with all staff based on respect and trust.*

*Be approachable and willing to listen to suggestions/ideas regarding all aspects of school life.*

*Be forward thinking and have a clear vision for ongoing school development.*

*Value and promote professional development for all staff.*

*Have a good sense of humor.*

*Value the opinion of all members of staff.*

*Be flexible and adaptable and understand that things don't always go to plan.*

*Have child centered learning at the heart of what they do.*

*Be creative and enthusiastic.*

*Be supportive of staff and acknowledge hard work and dedication as well as identifying potential.*

*Be kind and compassionate.*



# Life in Gateshead



The borough of Gateshead stretches almost 13 miles along the south bank of the River Tyne and covers 55 square miles, making it the largest of the five Tyne and Wear authorities. Gateshead is very close to Newcastle, the major urban centre in the Northeast and has strong transport links to the city, the rest of the Northeast, and England. The borough has undergone rapid transformation in recent years with major physical redevelopment.



There is much to discover in Gateshead, from iconic and stylish buildings, extraordinary landmarks and a vibrant, lively art scene to exciting events, blooming parks and beautiful countryside. Gateshead is fast becoming one of the biggest cultural quarters in the country capturing the imagination of the world with The Angel of the North - Britain's largest sculpture, The Gateshead Millennium Bridge - the world's first tilting bridge, BALTIC - the ambitious Centre for Contemporary Art, and The Sage Gateshead – the regional music centre designed by Lord Foster.

Gateshead truly is a diverse and exciting place to live and work.

## education **Gateshead** Raising Achievement for All



Developing school staff is one of our most important goals – we believe the school team is the cornerstone to success. We are committed to offering a wide variety of exciting and stimulating training courses and conferences that are underpinned by current research and initiatives. Our dedicated and high-quality inspectors, advisors, consultants and trainers have a wealth of knowledge and expertise in their chosen fields.

We have a wide range of training programmes in a variety of subjects that are delivered centrally. These are clearly focused on major priorities in schools and informed by the latest research and current initiatives. We try hard to let you know what's new and effective in education.

We share a clear, common purpose with you to do the very best for children and young people, their families and their communities. We have significant collective experience of teaching, leading and managing schools, training and professional development, and carrying out Ofsted inspections. We are at the cutting edge of educational developments and practice through our innovative research programme and our direct involvement with many initiatives. We have established excellent links and relationships with local, regional and national policy and decision makers. Our support networks mean that if we cannot help, we will find someone who can.

There is a thorough programme of events to support newly appointed Headteachers in their first and second years, it includes:

- Visits to a wide range of schools throughout the borough: small schools, large schools, forest schools, special schools, new schools and schools housed in older buildings.
- Question and answer, information gathering sessions with officers from safeguarding, referral and assessment, finance, audit and insurance, human resources, governance and premises.
- Support of a Head Teacher mentor during the first year who is experienced in all aspects of school leadership.

*“Although taking on my first headship (in a new school and local authority) felt like a formidable task; I should not have felt so worried. The support that I received from my SIP and the local authority as a whole was nothing but reassuring and informative. I thoroughly enjoyed the New Leaders programme which not only gave a great overview of the support available, but also was a chance to network and meet colleagues in similar positions - something that has been imperative to leading schools over the past couple of years.”*

*Vicki Nellis Glynwood Primary School*

*“Making the transition from Deputy to Head Teacher can be a daunting one. As a new Head in Gateshead their induction programme for newly appointed senior leaders alleviates a wealth of those uncertainties. Their bespoke training not only informs you of services, contacts and procedures in the authority but also presents the opportunity to visit schools across Gateshead and speak with experienced Head Teachers on school improvement, curriculum development and inclusion whilst providing a valuable platform to build networks and address any other questions. The training focuses on key areas which are fundamental to school improvement including finance, HR, governance, and premises management. There is a collegiate feeling amongst Head Teachers, and the support presented to one another is invaluable. There is always someone to offer advice, a cup of tea and a chat!*

*The central inspection team support is second to none. Your dedicated link inspector provides support, professional challenge and advice and most importantly on those days when you just need to pick up the phone, they are there to listen.”*

*Rachel Hocking Swalwell Primary School*

**educationGateshead**, the very best for our children and young people.





## Application Details

Required for 1<sup>st</sup> September 2022, subject to all clearances being in place at this time.

Kells Lane is a two form entry primary school in the heart of Low Fell. We are a popular school with a happy, friendly, inclusive atmosphere. We are at the heart of our community.

The governing body is seeking to appoint an inspirational Head Teacher. We are looking for someone who will continue to ensure our curriculum is engaging, fosters a passion for learning and a curiosity that will develop high aspirations and a lifetime of happy memories.

We are looking for a Head Teacher who:

- Has proven leadership success in a primary school.
- Will be approachable and visible, have excellent communication skills and will work collaboratively with governors, staff, parents, and the wider community.
- Will be passionate about the mental health and wellbeing of all staff and children, whilst maintaining high expectations of achievement and behaviour.
- Is resilient, creative, and committed to the future success of our school.
- Who has a growth mindset and fosters this in children and staff.
- Values children as individuals with personal strengths and needs and who strives to meet those needs.
- Will create an inclusive environment that meets the needs of all pupils.

We are proud to offer:

- Wonderful children who are happy, engaged, enthusiastic and keen to learn.
- A dedicated, hardworking, and enthusiastic staff team who genuinely care about the school.
- A fully committed governing body who are very supportive of the leadership team.
- Engaged parents, carers and families.
- Strong and effective links with the Local Authority.

Informal visits are welcomed and will take place on Monday 23<sup>rd</sup> May at 1.30pm and Tuesday 24<sup>th</sup> May at 10.30am. Please contact Tracey Skinner (School Business Manager) on 0191 4334143 or [traceyskinner@klps.org.uk](mailto:traceyskinner@klps.org.uk) to arrange an appointment. All visits will be subject to Covid regulations in place at this time.

**The closing date for applications is midday on Tuesday 7<sup>th</sup> June.**

**Shortlisting will take place on Thursday 9<sup>th</sup> June.**

**Interviews will be on Tuesday 21<sup>st</sup> June and Wednesday 22<sup>nd</sup> June, these will be subject to Covid regulations in place at this time**

If you would like to have an informal discussion about the post, please contact Melanie Maitland (Link Inspector) on 0191 4338622 [melaniemaitland@gateshead.gov.uk](mailto:melaniemaitland@gateshead.gov.uk)

Gateshead Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

If successful, you will be required to apply an enhanced Disclosure

Application packs only available by emailing [Joannedunbar@gateshead.gov.uk](mailto:Joannedunbar@gateshead.gov.uk)



**Closing date: 12 noon Tuesday 7<sup>th</sup> June 2022.**

**Shortlisting: Thursday 9<sup>th</sup> June 2022.**

**Interviews: Tuesday 21<sup>st</sup> June 2022 and Wednesday 22<sup>nd</sup> June 2022, these will be subject to Covid regulations in place at this time**

Please supply an email address for each of your referees, all references will be taken up and verified prior to interview.



**CARE WELLBEING & LEARNING  
HEAD TEACHER  
KELLS LANE PRIMARY SCHOOL  
JOB PROFILE**

<b>Overall</b>	To meet the requirements of a head teacher as set out in the School Teachers' Pay and Conditions Document, school and local authority policies.
<b>Responsible to</b>	School governing body and Strategic Director Care, Well-being and Learning.
<b>Strategy</b>	In consultation with staff, governors and children to create and maintain the ethos, values and aims of the school.
	To have high expectations and lead by example.
	To work with the governing body to determine the strategic direction of the school.
	To keep under review the work and organisation of the school and continue to evaluate the effectiveness of the curriculum in the light of children's needs, national and local priorities.
	In consultation with staff, governors and children to draw up and implement a school improvement plan.
	To ensure implementation of key statutory policies, including equal opportunities, anti-discrimination, special educational needs and disability and to promote an understanding of the diversity of life in Britain and of fundamental British values.
	To provide clear strategic direction for the school, which achieves the highest quality educational provision across all three key stages including personal, social and academic outcomes.
	To ensure that the school benefits from a rigorous self-evaluation framework which substantially contributes to improved outcomes in both schools.
	To take the lead and advise the governing body in the recruitment and appointment of staff.
	To ensure that current educational initiatives are incorporated effectively within the school's drive for improvement.
	To build and maintain safe, caring, welcoming, happy, stimulating and challenging learning environments.
	To support the principals of corporate parenting for Looked after Children
	Attendance at and participation in meetings relating to the curricular administrative, organisational, pastoral and managerial arrangements for the schools.
<b>Finance and</b>	To plan, manage and monitor the use of finances and resources effectively to



<b>Resources</b>	achieve the aims of the schools.
<b>Curriculum and Learning</b>	To lead the educational development of the school and ensure that each child's educational programme meets their individual needs.
	To monitor and evaluate the standards of teaching and learning and children's progress.
	To provide for the well-being, involvement, emotional, social and personal development of children to complement their academic development.
	To celebrate cultural diversity.
<b>Staffing</b>	To work with other senior leaders to coach staff to develop their teaching skills based on areas of development identified in observations.
	To manage and motivate all staff to ensure the curriculum is delivered effectively.
	To provide opportunities for continuing professional development for all staff.
	To lead and support the leadership team individually and collectively.
	To manage the performance of all staff in line with statutory requirements and delegate responsibilities where appropriate, ensuring the highest quality of performance.
<b>Liaison</b>	To work closely with the governing body to ensure the schools operate effectively and efficiently, leading to highly effective provision across both schools.
	To develop positive relationships with parents, the local authority, other schools and the local community.
	To arrange for parents to be given regular information about the curriculum, progress of their children and other matters affecting the schools.
	To work effectively with other professionals to ensure the best possible skills and resources are available for all children in order to maximise their potential.
	To provide regular reports to the governing body on the impact of the work of the school.
	To provide opportunities for developing inclusive practice for both children and staff in partnership with relevant organisations.
<b>Premises</b>	To create a welcoming, safe, stimulating environment both indoors and outdoors in which children, staff and visitors feel comfortable and which is conducive to learning.
<b>Personal Development</b>	To engage actively in performance management and continuing professional development to ensure professional skills are kept up to date and developed.

The Job Description is current at the date shown, but in consultation, may be changed by the governors to reflect or anticipate changes in the job commensurate with the grade and job title.

The Headteacher will be expected to comply with any reasonable request from the governors to undertake work of a similar level that is not specified within this job description. The Headteacher will be expected to meet the headteacher standards published by the DFE.



**CARE WELLBEING & LEARNING  
HEAD TEACHER PERSONAL SPECIFICATION  
KELLS LANE PRIMARY SCHOOL**

Attribute	Essential	Desirable
<b>TRAINING AND QUALIFICATIONS</b>		
Qualified Teacher Status.	X	
Degree or evidence of professional qualification in education.	X	
Higher degree, or evidence of further study.		X
Post-entry Curriculum or Management Qualification.		X
National Professional Qualification for Headship (unless existing HT with some years of experience).		X
Recent participation in a range of in-service training relevant to the post	X	
<b>EXPERIENCE OF TEACHING AND SCHOOL MANAGEMENT</b>		
Leadership experience at headteacher, deputy head or equivalent level (minimum 3 years for latter two).	X	
Experience of working in partnership with other education professionals	X	
Proven management skills and a record of positive achievement.	X	
Minimum five years' experience in a school for children of primary age (in more than one school/key stage).	X	
Experience of teaching in a school within a diverse socio-economic community.		X
To have effectively managed whole school change, for example introduced a new initiative or procedure, developed a strategy which impacted significantly upon children's learning, and delivered in-service training.	X	
To have had involvement with preparing and monitoring budgets.	X	
To have had involvement with school improvement planning process, (particularly school self-evaluation process, Ofsted inspection, monitoring and evaluating the effectiveness of actions).	X	
To have involvement of working with a governing body.	X	
To have experience of implementing or monitoring safeguarding practice within a school.	X	
To have experience of inclusive educational practice within a school	X	
To have successful experience of curricular development	X	
To have experience of working with trainee teachers		X
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>		
<i>Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to primary education:</i>		
Children's educational and personal development.	X	

School leadership and management.	X	
Curriculum and assessment, including subjects, cross- curricular aspects and outdoor learning	X	
Effective teaching and learning strategies.	X	
School improvement strategies.	X	
Local and national policies, priorities and statutory frameworks including the Early Years Foundation Stage	X	
Role of governing body.	X	
<b>PERSONAL SKILLS AND ABILITIES</b>		
<i>Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post:</i>		
Excellent communication skills, both written and verbal.	X	
Highly effective interpersonal skills.	X	
Ability to motivate and enthuse all members of the school community.	X	
Ability to communicate effectively with all stakeholders.	X	
Ability to enable staff training and development whilst considering wellbeing and welfare of all.	X	
Effective ICT skills.	X	
Effective and efficient organisational skills including timekeeping.	X	
<b>OTHER REQUIREMENTS</b>		
Application forms should be completed in full and be concise	X	
Letters should be word processed.	X	
Letters should address the criteria identified in the person specification and be relevant to the school.	X	
Supporting statement/ letter	X	
<b>CONFIDENTIAL REFERENCES AND REPORTS</b>		
<i>Written reference(s) only.</i>		
Confirming professional and personal knowledge, skills and abilities referred to above.	X	
Positive recommendation from current employer.	X	