

# Headteacher

Applicant Pack



Outstanding Achievement for All

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## The vacancy

### Post advert

<b>Deadline for applications:</b>	11.59pm on Sunday 13 April 2025
<b>Interviews to be held:</b>	Week beginning Monday 28 April 2025
<b>To start:</b>	September 2025

Silverdale School is seeking an inspirational and driven headteacher who aspires to outstanding achievement for all for its students. The successful candidate will work with the support of Chorus Education Trust colleagues to lead Silverdale School through the next stage in its journey.

The new headteacher will have the opportunity to work within the collaborative environment provided by this growing, local trust, to lead the development and improvement of the outcomes of the young people of Silverdale School.

### Role summary

<b>Post title:</b>	Headteacher
<b>Pay scale:</b>	L30 to L34 (£101,533 - £111,976)
<b>Group:</b>	Leadership
<b>Reporting to:</b>	Chief Executive Officer
<b>Version revised:</b>	December 2022
<b>Contract:</b>	Full Time, Permanent

## Job description

The post holder must at all times carry out their responsibilities within the spirit of the school and trust policies and within the framework of legislation relating to academies and education, with particular regard to the statutory responsibilities of the trust and the governing body of the school.

The specific duties and responsibilities include but are not limited to:

### Core purpose

The core purpose of this role is to provide professional leadership and management of the school that will promote a secure foundation from which to achieve high standards in all areas of the school's work.

To achieve success the Headteacher will:

- Provide vision, leadership and direction.
- Effectively manage and improve learning and teaching.
- Promote excellence, equality and high expectations of all students.
- Deploy resources to achieve school aims.
- Evaluate school performance and identify priorities for continuous improvement.
- Carry out day-to-day management, organisation and administration.
- Secure the commitment of the wider community.
- Create a safe and productive learning environment that is engaging and fulfilling for all students.

### Key responsibilities

#### 1.1 Strategic direction and shaping the future

- Work with the Governing Body and other key stakeholders to ensure the school's vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the school's vision into agreed objectives that promote and sustain school improvement.
- Demonstrate the school's values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive environment.
- Ensure that strategic planning takes account of diversity, values and experience of the school and the community.

#### 1.2 Leading learning and teaching

- Maintain a consistent and relentless focus on students' achievement and attainment, making sure that assessment for learning is outstanding throughout the school and that all teachers use data effectively.
- Ensure that learning is at the centre of strategic planning and resource management.

- Create a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that maintain high standards of behaviour and attendance.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students.
- Monitor, evaluate and review classroom practice and promote improvement strategies.

### **1.3 Managing the organisation**

- Fulfil the statutory duties, in relation to the curriculum, safeguarding and child protection.
- Ensure the effective deployment of staff and resources within the school main site and partnerships.
- To support the consistency of approaches to maintain and improving levels of good behaviour.
- Work with the Trust central team and school Business Manager to set the school budget and monitor its effectiveness.
- Manage organisational change effectively.
- Be responsible for improvement of the school – ensuring action plans are in place and monitored vigorously.
- Ensure all annual reports and pupil reviews are of a high quality and meet statutory frameworks.
- To support the consistency of approaches to maintaining and improving levels of attendance.
- Ensure the day-to-day management structures, systems and processes work effectively in line with key priorities.
- Work collaboratively with the leadership team and middle managers to ensure school improvement is sustained and to deliver quality outcomes for pupils.
- Ensure safe working practices are adopted by staff.
- Maintain appropriately safe premises/work areas for all staff, pupils and visitors to the school site.

### **1.4 Developing self and working with others**

- Regularly review own practice and take responsibility for own personal development.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews.
- Treat people equitably and with dignity and respect to create and maintain a positive school culture.
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.

- Acknowledge responsibilities and celebrate achievements of teams and individuals.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Manage own workload and that of others to allow an appropriate work/life balance.

## 1.5 Accountability

- To be accountable for the clearly defined and agreed responsibilities/accountabilities relating to the day-to-day leadership and management of the school.
- To fulfil commitments of contractual accountability to the Governing Body.
- To play a key role in designing and maintain a self-evaluation framework which clearly identifies strengths and areas for development, in order to inform the school improvement agenda and maintain high standards.
- To ensure that the school is clear that individual staff's accountabilities to the Headteacher are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- To ensure that the school presents a coherent and accurate account of its performance to a range of audiences, including the local authority, Governors, parents and carers, and the local community.
- To develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To be responsible for all aspects of the self-evaluation within the school/partnerships.

## 1.6 Strengthening community

- Build a school culture and curriculum which takes into account the richness and diversity of the school's communities.
- Ensure learning experiences for students are integrated with the wider community, and that some of these are community-based.
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enrich the school and its value to the wider community.
- Co-operate and work with relevant agencies to protect children.

## Support for the trust/school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.

- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the trust/schools.
- Participate in relevant training, other learning activities and performance management as required.
- Team responsibilities: all staff are considered part of the overall trust team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

### **Changes to these duties**

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the governing body or board of trustees and/or senior leadership team as required. Trade union representation will be welcomed in any such discussions.

# Person Specification

Job Title: Headteacher, Silverdale School

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview D = documents R = reference
<b>Qualifications</b>			
Qualified Teacher Status.	✓		A / D
National Professional Qualification for Headship (NPQH).	✓		A / D
Management training or qualification/Higher Degree.		✓	A / D
Evidence of commitment to continuing professional and personal development.	✓		A / I / D
<b>Teaching and school/academy leadership &amp; management</b>			
Experience of teaching in more than one school.	✓		A / I
Experience of promoting effective shared and distributive leadership.	✓		A / I
Successful senior leadership at Deputy Head level resulting in sustained significant improvements in standards.	✓		A / I / R
Experience in all three stages of secondary education.	✓		A / I
Experience of successful implementation of strategies for raising achievement and ensuring effective teaching, learning and assessment.	✓		A / I
Experience of monitoring and evaluating teaching and learning.	✓		A / I / R
Experience of successfully leading and managing whole school change initiatives.	✓		A / I / R
Evidence of being able to employ a range of leadership and management styles and approaches as appropriate.	✓		A / I / R
Experience of effective financial and resource management.	✓		A / R
Experience of working to support other schools.		✓	A / I / R



<b>Professional knowledge and understanding</b>			
Knowledge of relevant statutory requirements relating to schools/academies.	✓		I
Sound up-to-date knowledge of developments in education, teaching and learning, assessment and best practice.	✓		I
Knowledge and understanding of the role of the Governing Body/Board of Trustees in a school/academy.	✓		A / I
Understanding of how high quality performance management for all staff is linked to school improvement.	✓		I
A belief in the right of children and young people to a high quality education, raising standards of achievement whilst recognising the value and worth of each individual and providing an experience which meets the needs of every young person.	✓		A / I
Understanding of equal opportunities and able to put this into practice, including the need to prepare pupils for life in a diverse society.	✓		I / R
<b>Professional competencies</b>			
To have a high standard of written and verbal communication skills.	✓		A / I
A demonstrable track record of strategic, analytical and innovative thinking and translating this into an effective vision and operational outputs.	✓		A / I / R
To investigate problems, evaluate options, identify solutions, make and implement plans and monitor impact.	✓		A / I / R
Ability to prioritise, set targets, meet deadlines and to work under pressure.	✓		A / I / R
The ability to initiate and maintain innovative curriculum design and delivery.	✓		A / I
The ability to provide inspirational leadership with a 'can-do' attitude and to generate high expectations, enthusiasm and commitment in a collaborative culture.	✓		I / R
Evidence of managing challenging behaviour effectively.	✓		I / R

Experience of developing and sustaining positive relationships with parents and a wide range of internal and external stakeholders.	✓		<b>A / I / R</b>
To be a competent user of ICT and have knowledge of how new technologies support teaching and learning.		✓	<b>A / I / R</b>
<b>Personal attributes</b>			
Ability to work collaboratively.	✓		<b>A / I</b>
Evidence of strong negotiating and influencing/communication skills.	✓		<b>I / R</b>
Evidence of resilience, energy, enterprise and passion, treating challenges as opportunities, emotional intelligence and empathy.	✓		<b>I / R</b>
Able to adapt to changing circumstances and new ideas.	✓		<b>I / R</b>
Evidence of promoting life-long learning in self and others.	✓		<b>A / I</b>
<b>Safeguarding</b>			
Understanding of responsibilities of the Head of School in ensuring compliance with Health and Safety legislation.	✓		<b>A / I / R</b>
Clear commitment to and understanding of child protection matters, safeguarding legislation and practice to promote the physical and emotional health and wellbeing of children and young people.	✓		<b>A / I / R</b>
Commitment to sustaining a safe, secure and healthy school environment, caring for all children from all backgrounds.	✓		<b>A / I / R</b>
Satisfactory enhanced clearance from the DBS.	✓		<b>D</b>

## Silverdale School & Sixth Form

Silverdale School is an extremely popular and high achieving 11-18 comprehensive in the south west of Sheffield and is the founding school of Chorus Education Trust. Silverdale has 1,450 students on roll including 450 in Silverdale Sixth Form. In 2020 it was named the Sunday Times Top State Secondary School in the North of the Decade, in recognition of its sustained success.



Silverdale has an excellent record of student achievement at both key stage 4 and key stage 5. At our heart is one of the country's original teaching school hubs, the South Yorkshire Teaching Hub, which includes the Sheffield Teacher Training Alliance and National Modern Languages SCITT.

At Silverdale, we benefit from a new building with excellent facilities, which was expanded in 2023 to provide further state of the art teaching facilities and a dedicated Sixth Form centre.



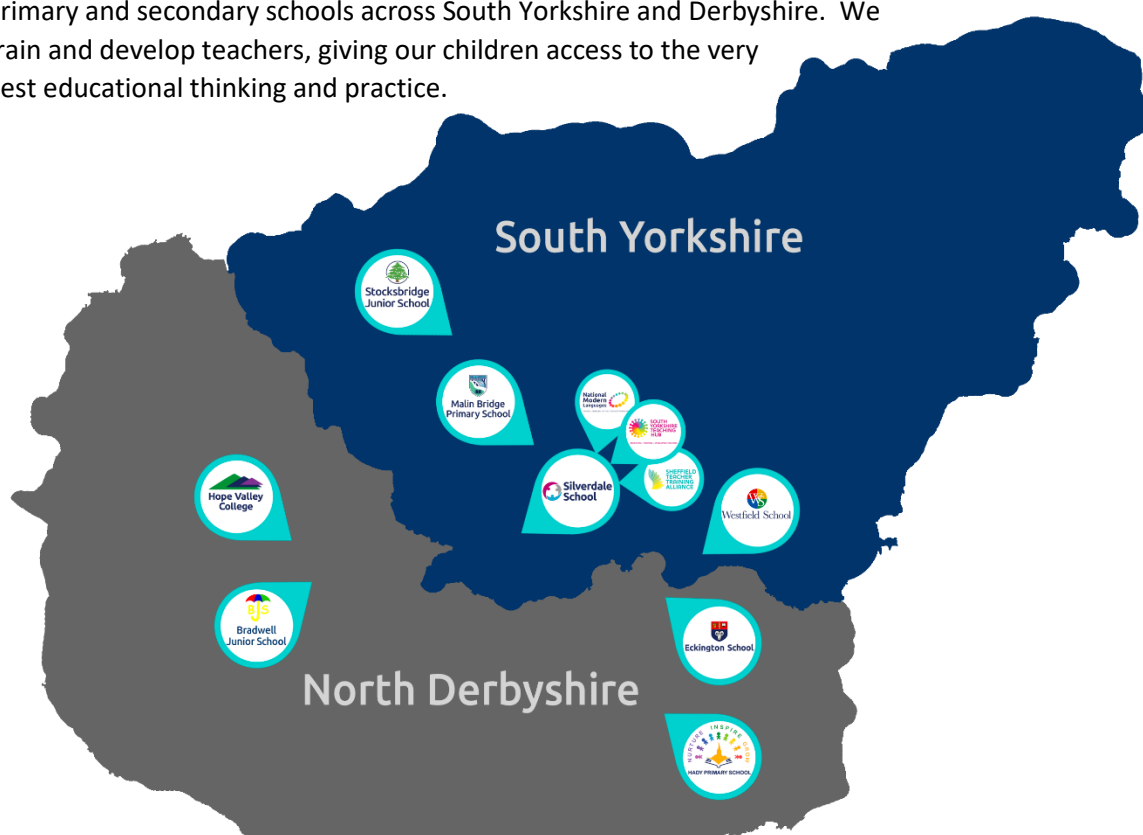
In addition to trust-wide benefits for all staff, those at Silverdale School also have access to:

- Supportive and friendly staff and leadership team.
- Free staff parking.
- Opportunity to be part of the varied extracurricular offering, including Duke of Edinburgh's Award programme.

You can view the school website at: [www.silverdale.chorustrust.org](http://www.silverdale.chorustrust.org).

## Chorus Education Trust

Chorus Trust is a growing trust, committed to providing every child with the best education in both primary and secondary schools across South Yorkshire and Derbyshire. We train and develop teachers, giving our children access to the very best educational thinking and practice.



Our vision is 'Outstanding Achievement for All'. We want to create a culture of success in which our children and young people can succeed. We do this through the provision of safe and supportive schools, collaborating to ensure our children benefit from a more effective spend of public money.

As part of the Chorus Trust Team, all staff have access to:

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An ethos of being a **force for good**; of being part of a team that enables 'outstanding achievement for all'.
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Leading edge **training and development** through the South Yorkshire Teaching Hub.
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A **collaborative environment** encouraging knowledge sharing and support.
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Discounted **health schemes** through Westfield Health and Westfield Rewards Schemes.
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Competitive **pension schemes**: Teacher's Pension Scheme (teaching staff) and local government pension scheme (support staff).
- 

Term-time only contract postholders have the freedom of having **school holidays** off.
- 

**Career progression** opportunities within a growing, local trust.
- 

Support for **flexible working** arrangements.

You can read more about Chorus Trust at [www.chorustrust.org](http://www.chorustrust.org).

## To apply

Applications should be made by completing the application form in detail and by a letter of application of not more than two typed sides of A4 in length. CVs and Sheffield County Council application forms will not be considered.

The section of the form entitled 'Suitability for the Job' should address the contents of the personnel specification enclosed and should include details of experience and qualities which equip you for the post. A covering letter in lieu of completing this section is acceptable.

Completed application forms and letters should be emailed to Alice Pearson via [recruitment@chorustrust.org](mailto:recruitment@chorustrust.org) and should arrive no later than 11.59pm on Sunday 13 April 2025.

All applicants are asked to supply a telephone number and an email address for each referee quoted on their application form so that contact can be made without delay.

The two-day interview process will take place on Monday 28 and Tuesday 29 April 2025. Details of the interview arrangements will be sent to all shortlisted candidates.

Potential candidates are welcome to visit the school and be given a tour. Please contact [nmason@chorustrust.org](mailto:nmason@chorustrust.org) to arrange this.

Please understand that we cannot acknowledge receipt of individual applications.

### Disability confident

Chorus Trust is part of the disability confident scheme. We guarantee to interview all disabled applicants who meet the minimum criteria for the vacancy.



### Safeguarding

At Chorus Trust we are committed to the safeguarding of all our pupils, please visit our website to access our safeguarding and child protection policy at [www.chorustrust.org/policies](http://www.chorustrust.org/policies).

The trust will conduct an online search of the successful candidate in line with the DfE's keeping children safe in education advice.

The successful candidate will be required to complete a Disclosure and Barring Service (DBS) check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.