



Headteacher Application Pack

January 2024



Holbrook Primary School, Gateside Road, Coventry, CV6 6FR

www.holbrookprimary.com

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[A Message from the Governing Body](#)

Thank you for showing an interest in joining Holbrook Primary School as our next Headteacher on the retirement of our current Head.

This is an exciting opportunity to join a successful school and lead our committed team. Governors are keen to appoint a creative and inspirational leader who shares the school's vision and has the leadership qualities and skills to build on the school's many strengths. We are proud of Our School and the achievements of Our Community. Our vision statement acknowledges that we are on a Journey to Success and so we constantly seek to improve and implement clear plans to do that.

We encourage you to visit the school and see first-hand what a great place it is. It has been described as 'an oasis of learning in the middle of a busy city'.

To see for yourself contact Nicola McGarry and arrange a visit Nicola.McGarry@holbrook.coventry.sch.uk
You will receive a warm welcome.

The closing date for applications is Monday 5th February 2024.

Governors will shortlist on Wednesday 7th February 2024

Interview will be held on Wednesday and Thursday 21st and 22nd of February 2024.

Thank you

Ruth Westbrook

HOLBROOK VISION



HOLBROOK VISION OUR SCHOOL, OUR COMMUNITY, OUR FUTURE

OUR JOURNEY TO SUCCESS

WORKING TOGETHER TO BE THE BEST!

The staff, governors and parents have a shared vision 'For all Children to Achieve their BEST'

That all children BELIEVE in themselves and in others, have PRIDE in all that they do and TRUST each other. That they have COURAGE, CHALLENGE THEMSELVES and believe in INDIVIDUAL LIBERTY.

That all children are ENGAGED and ENTHUSIASTIC about their learning and that of OTHERS, PARTICIPATING with each other and enjoying being part of Holbrook. Children know that they learn from making MISTAKES and want EXCELLENCE for both themselves and others, showing that they enjoy being part of the HOLBROOK DEMOCRACY, sharing their opinion and the exciting things that they are learning about or experiencing in school and in the community.

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That all children have STICKABILITY and RESILIENCE when facing new challenges, participating with CONFIDENCE, a CAN DO attitude and have DETERMINATION, NEVER giving up! They follow their FEEDBACK, REVIEW their work and never DISTRACT others from their learning, showing that they believe in the RULE OF LAW, showing their INDEPENDENCE TO DO THIS and UNDERSTANDING everyone's right to SUCCESS.

That all children have their own TARGET for life, demonstrating high ASPIRATIONS for themselves and RESPECTING those of others, that they DRIVE their own learning, PUSHING themselves by asking QUESTIONS through their determination TO ACHIEVE THEIR DREAMS, their INDEPENDENCE, taking RESPONSIBILITY for what they want to achieve while showing RESPECT and TOLERANCE to those around them, celebrating the HERITAGE and DIVERSITY that is part of the Holbrook community.

Holbrook B.E.S.T

At Holbrook, the pupils say...

We **Believe** in ourselves and are confident learners

We are **Enthusiastic** in our learning and show our engagement in all that we do, enjoying the challenge that is offered to us!

We **Stick** at our learning, building skills of perseverance and a determination to succeed,

We focus on our **Targets**, set our aspirations high and are proud of our achievements



B
E
S
T



Key Facts

Location: Foleshill/Holbrooks
Coventry

Ofsted rating: Good with
Outstanding Leadership and
Management

NOR: 632

Age range: 3 – 11 Years

EAL: 506 Children = 80%

SEN: 95 Children = 10%

Pupil Premium: 207 Children = 33%

More about our school

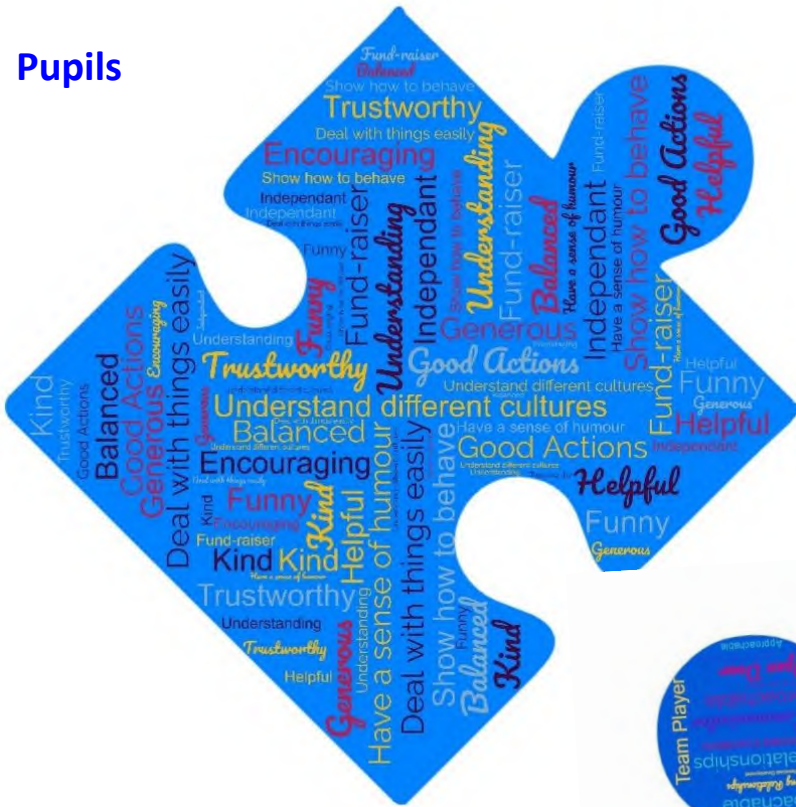
<https://youtu.be/F3tooT4zbal>

Our Headteacher will be

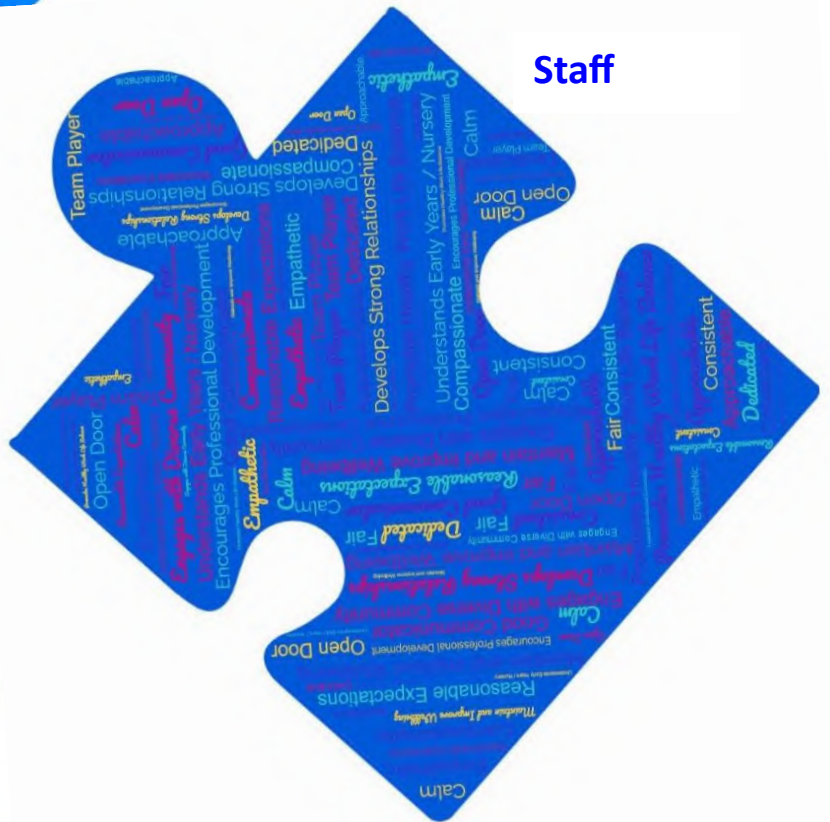
- An inspirational and creative leader, able to share a vision which builds on our successes and makes a great school even greater.
- Have substantial senior leadership experience in a primary school as a Headteacher or deputy Headteacher and evidence of leading improvement.
- Be an excellent teacher who can share their love of learning and promote learning in a diverse pupil population so that they make at least good progress from the day they start at Holbrooks.
- Be a motivating, empowering and supportive leader of staff ensuring that professional development is a significant driver of improvement.
- Be a confident communicator with very effective interpersonal skills that will build positive working relationships with our diverse community of pupils, staff, parents and governors.
- Be a visible and approachable leader to all members of Our Community.

What Children, Staff and Governors want to see

Pupils



Staff



Governors





Our School Family

The leadership team have thought carefully about the care and nurture that children need, therefore the school is split into family hubs.

This means that a named senior leader and learning mentor follows each child through school, providing familiar faces who get to know families and children well, supporting throughout their education.

The children of Holbrook School say that they particularly like it that their Headteacher, Deputy Headteacher, and Assistant Headteachers, are standing on the school gates every morning, welcoming all pupils to school and then wishing them a lovely evening on their way home, come rain or shine! Umbrellas are always at the ready!

Staff at all levels contribute effectively to

Our school

We have a clear leadership structure that enables us to support learning from the beginning of a child's learning journey right through to the end of their primary education.

The year group teams work closely together to ensure that each child receives the best provision, well matched to their learning needs but also continuing to work together as a whole school team, ensuring consistency as children move through the primary phase.

At Holbrook, we have established a culture of constant reflection and sharing of ideas and as Ofsted commented, this means that '... staff at all levels contribute effectively to the school's development and feel valued.' We are well supported by our Governing Body who Ofsted stated are 'highly effective.'





Our Curriculum

We offer all children a curriculum that is creative, exciting and one that draws on all aspects of our environment.

The high value we place in learning beyond the classroom, through regular organised trips and drawing on the environment on our doorstep, was recognised by Ofsted who found that 'The redesigned curriculum includes topics that strongly motivate pupils. It effectively promotes their spiritual, moral, social and cultural development.'

We are particularly proud that during our inspection, Ofsted recognised that 'Teachers are highly focused on gaining pupils' interest and inspiring them to learn. They use questioning very well indeed to check on and deepen pupils' understanding.' Teachers are encouraged to be innovative and creative and are supported by an extensive professional development programme.

This means that all children don't just enjoy their learning, but they are taught by teachers who are inspired and well trained to deliver the new curriculum.

This enables all children to feel empowered, to have high expectations and aspirations of themselves, to work hard and be successful learners.



Our Extensive School Grounds

We are fortunate and very proud of our extensive school grounds that support and facilitate learning outside the classroom, benefitting the experience for each child and supporting them in making at least good progress from nursery all the way through to year six.

Children regularly visit our forest, pond and gardening area during their learning time, enhancing and providing real life experiences.

We like the community to benefit too, the Summer Fayre is a popular event, bringing parents and families together, sharing picnics and being able to take advantage of the vast green land that we have

Our Celebrations

At Holbrook school, we believe that every child is unique, with their own individual talents and special qualities. We believe that we should develop and celebrate these.

Our BEST system supports this well and pupils say that they love it! Children and families at Holbrook school come from different parts of the world and bring many languages, cultures and faiths to school.

We warmly welcome and celebrate this rich diversity as it makes our school a very special place.

Our pupils are proud to be part of the school community, demonstrating our whole school vision which is underpinned by the British values and BEST.



Job Description January 2024

Post title:	Headteacher
Salary Range:	<i>Leadership Group 18-24</i>
Responsible to:	The Governing Body
Responsible for:	All school staff (teachers and support staff)

Ethics and professional conduct

The headteacher is 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.

The headteacher must 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

The headteacher must uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, they will:

- 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 leader of their school community and a leader within their profession, the headteacher will:

- 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

Headteachers' standards

1. School Culture. The headteacher 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. The headteacher 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. The headteacher 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. The headteacher 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. The headteacher 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. The headteacher 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. The headteacher will:
 - 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
8. Continuous school improvement. The headteacher 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. The headteacher 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. The headteacher 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

Category	Specification	Assessment Method
Qualifications	<ul style="list-style-type: none"> DfE recognised teaching qualification Evidence of professional development relating to school leadership and curriculum development 	A A
Relevant Experience and Knowledge	<ul style="list-style-type: none"> Be an excellent teacher with recent experience. Have substantial senior leadership experience in a primary school including leadership/ management of a team. Demonstrate successful experience of planning, implementing and evaluating school improvement. Have secure knowledge of primary curriculum including EY and of statutory requirements relating to curriculum and assessment. Have knowledge and experience of a range of successful learning strategies to meet needs of all pupils. Understand assessment strategies and their use to inform next stages of learning. Understand and show evidence of promoting an effective learning environment including successful behaviour management. Have current knowledge of safeguarding requirements and ability to put these in place. Demonstrate experience of leading the professional development of others. Show successful experience of delivering performance management. Show knowledge and understanding of school finance and budgetary control. Show evidence of working with governors. Demonstrate commitment to developing links and working with other schools and organisations 	A I R A R A R A I R A I R A I A I A I R A R A R A R A R A R A R
Competencies and Attributes	<ul style="list-style-type: none"> Able to inspire and innovate by sharing and articulating a clear vision to all members of the school community. Communicate effectively orally and in writing to a range of audiences in a diverse community. Able to motivate, empower and support staff in order to drive improvement. Demonstrate effective interpersonal skills which will build positive relationships within the school's diverse community. Be a visible and approachable leader to all members of our community. Use data to identify areas for improvement, set targets and take action to address them. 	A I R A I A I R A I R A I R A I R
Other Requirements	<ul style="list-style-type: none"> Unequivocal recommendation in professional references. Satisfactory enhanced Disclosing and Barring Service Check. 	R

*A = Application, I = Interview Process, R = Reference

How to Apply



Applications will only be accepted if completed in full and on the application form provided. This should include a letter of up to two sides of A4 which outlines how you match the person specification and also answering both questions below (paragraph for each answer);

1. How would you ensure that the pupils of Holbrook get off to a good start in their language and communication skills?
2. What strategies have you implemented that have had impact and could help pupils at Holbrook develop their reading skills and make good progress?

Applicants are welcome to visit the school. Please email or phone Nicky McGarry to arrange this.

Nicola.McGarry@holbrook.coventry.sch.uk / 02476 688 947.

Applications should be accessed via <https://careers.coventry.gov.uk/jobs/job/Headteacher-Holbrook-Primary-School/8868> and submitted by Monday 5th February 2024.

Shortlisting will take place on Wednesday 7th February 2024.

Interviews will be held on Wednesday 21st February 2024 and Thursday 22nd February 2024.