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Engage to Explore  
**Mossbrook School**  
Enjoy to Excel

## Mossbrook School Headship Information for candidates





# A message from the Chair of Governors

Dear Candidate

The Governing Body is looking to appoint a dynamic, empathetic and adaptable Headteacher who will lead the school through its next period of continued growth and development. We are delighted that you are interested in becoming the Head of Mossbrook Special School. Our dedicated staff are committed to the safeguarding and welfare of the children by ensuring they learn in a stimulating and welcoming environment. I know this first hand from having a grandson who attends the school. The reason we chose Mossbrook was because of the warmth and respect emanating from all the staff towards the pupils.

We recently had a visit from the Lord Mayor of Sheffield and his wife (both ex-teachers). They went away with nothing but admiration and respect for the school and its staff.

Accordingly, this is a great opportunity and an exciting challenge for the successful applicant to continue the development of Mossbrook School in these difficult times.

Yours faithfully

David Alger, Chair of Governors

# About our school

Mossbrook is an LA primary special school which currently caters for 177 children between the ages of 4 and 11. All our children are autistic and have some degree of learning difficulty. Many have challenging behaviour associated with their autism.

Our school is split across two sites — one on Bochum Parkway and the other on Chancet Wood Drive — and is divided into four departments, each of which is led by one of our Deputy or Assistant Headteachers. Currently, 33 of our children are educated on our Chancet Wood site, and are part of our Sycamore department, which is split into 3 classes. At our main site, children are divided into the Oak, Elm or Ash departments and divided into 14 classes. Typically, classes have approximately 10 children in them, with a teacher and three teaching assistants. Our children are not grouped according to age but by academic and social needs; this means that some children are in classes with as few as five children, while others are in classes of 12.

## Our values and aims

There are three values that all members of the school community — pupils, staff, parents, carers, governors and visitors — are expected and encouraged to follow.:

- We are kind
- We try our best
- We are a team

Our aims at Mossbrook are as follows:

- Make sure that we provide a fun, safe and caring environment where staff and children enjoy working and learning
- Offer an exciting and differentiated curriculum through which children explore, learn and play
- Show our children how to be kind, responsible, healthy and independent, so that they excel at life
- See every child as an individual who needs to be nurtured so they have the confidence to explore the world
- Build happy enjoyable memories and useful lifelong skills
- Reduce any barriers to learning so that all our children reach their potentials and can engage fully in school life
- Offer a curriculum that teaches our children to connect with others and excel at communication
- Offer an engaging environment where children, parents and staff are valued and celebrated
- Keep at our centre the principle that pupils always come first and support them to excel in all areas of learning

Children who feel happy, safe and respected are far more likely to learn and make progress. Here at Mossbrook we recognise and celebrate the fact that our children are unique individuals who require a bespoke approach to their learning. We work hard to reduce their barriers to learning, giving them the best chance to learn. Communication is a priority and we aim to ensure that our children have an appropriate way of letting others know what they need and want. We place our pupils at the centre of all the decisions we make, accepting them and valuing them for all that they are.





# Headteacher Mossbrook School

Bochum Parkway, Norton, Sheffield, S8 8JR  
Tel: 0114 237 2768  
Email: [enquiries@mossbrook.sheffield.sch.uk](mailto:enquiries@mossbrook.sheffield.sch.uk)  
Website: [www.mossbrook.co.uk](http://www.mossbrook.co.uk)

**L20–L26 (£75,331–£87,253) (starting point dependent on experience)**  
**Group 6 NOR 177**

**Required for September 2024**

*Engage to explore and enjoy to excel*

Mossbrook is a maintained primary special school where staff have the knowledge and skills to meet the needs of pupils aged four to eleven years old with a range of special educational needs and disabilities. Our vision is to provide a first class education for all our learners – celebrating, nurturing and empowering everyone to be successful.

Working closely with the governing body, you will shape the vision and strategic direction of the school as we build upon our existing successes and negotiate a changing educational landscape. You will be supported by a skilled and committed staff team. Mossbrook is proud of its family ethos and you will work with colleagues to ensure their wellbeing and further develop our talented school leaders.

We are looking for an aspirational and collaborative headteacher who will:

- Continue to ensure that Mossbrook is an outward facing school, with strong and effective links with the LA and our other partners and stakeholders
- Maintain a safe and supportive learning environment that promotes wellbeing and personal growth for both students and staff
- Ensure high-quality teaching and learning throughout the school
- Effectively monitor and control all financial aspects of the school, alongside the School Business Manager and governing body

In return, we can offer the opportunity to:

- Lead a successful school with an

enthusiastic and caring staff team and a governing body that is committed to your ongoing professional development

- Bring fresh and innovative ideas to the role while making a real difference to the lives of our students
- Work with our inspiring young people

We are looking for driven, determined and creative candidates with the strategic vision to really make an impact at our school. If this sounds like you, please get in touch.

Visits to the school are warmly encouraged. Please phone Liz Smith, School Manager, on 0114 237 2768 to arrange a visit. For an informal conversation about the role, please ask to speak to Jo Howarth, the current Head.

Mossbrook School is committed to safeguarding and promoting the welfare and safety of children and expect all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. All shortlisted candidates will be asked to disclose any cautions or convictions prior to interview. The amendments to the ROA Exceptions Order 1975 (2013 & 2020) provide that certain convictions and cautions are 'protected' and are therefore not subject to disclosure to employers. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website. Please also note that an online search will also be conducted for all shortlisted candidates prior to interview.

The successful candidate will be required to complete an enhanced Disclosure and Barring Service check and a Children's Barred List check. Please note that it is a criminal offence to apply for this post if you have been placed on the Children's Barred List. Candidates are asked to read the school's safeguarding policy, which is available at:

<https://www.mossbrook.sheffield.sch.uk/friends-of-mossbrook-school>

**Closing date for applications: 1.00pm  
Friday 29<sup>th</sup> March 2024**

**Assessment centre and interviews:  
Thursday 18<sup>th</sup> and Friday 19<sup>th</sup> April 2024**





## What our children say about Mossbrook

*The adults are good. When I am feeling angry they help me to be calm again. They do this by being calm and helping me to talk things through.*

Amelia

*I like lots of things about school. I like playtime and swimming. I like Science, Maths, Computing and PE and I like snack time.*

Ethan

*Mossbrook is a good school and I like the adults*

Almir

*I like Maths and playtime the best. I like Maths because I can do it quickly and I like playtime because I have more space to play in.*

Paul

*I'm going on a residential to Whirlow Farm with my friends and I'm going to sleep there. I am nervous and excited.*

Damon







# Information for candidates...

Please use your personal statement to demonstrate how you meet the various elements set out in the person specification, providing examples and, wherever possible, evidence of positive impact. Candidates will be shortlisted on their track record as a school leader and how well they demonstrate the attributes set out in the person specification.

The deadline for the receipt of applications is 1.00pm on Friday 29th March 2024. Completed forms (and any prior queries) should be submitted to [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk). If you would prefer to send your application by post, please address it to Glover Recruitment Consultancy, 64 Valley Road, Sheffield, S8 9FY.

School visits are encouraged and should be arranged directly with the school. Slots are available between 3.30pm-4.30pm on 5th March; 9.30am-12.20pm on 12th March; 12.30pm-2.30pm on 19th March; and 3.30pm-4.30pm on 28th March.

All candidates will be informed of the shortlisting outcome by 1.00pm on Thursday 4th April.

Shortlisted candidates will be asked to attend Mossbrook on Thursday 18th April for in-school activities. An assessment centre and interviews will take place at Kenwood Hall, Sheffield on Friday 19th April.

The assessment centre will consist of a series of job-related exercises designed to give all candidates the opportunity to demonstrate the key competencies required for the post. Shortlisted candidates will be fully briefed at the beginning of the process.





# Mossbrook School

## Headteacher job description

<b>Salary range:</b>	<b>Group 6 L20 – L26</b>
<b>Role of the Headteacher:</b>	<p>Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.</p> <p><i>(Preamble: The Role of the Headteacher, from the National Standards of Excellence for Headteachers January 2015)</i></p>
<b>Responsible to:</b>	The Governing Body and the Executive Director, Children's Services, Sheffield City Council
<b>Responsible for:</b>	The teaching and support staff of the school and its children and young people.
<b>The Headteacher will be expected to:</b>	<ul style="list-style-type: none"> <li>• Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.</li> <li>• Meet the standards set out in the guidance document Headteachers' Standards 2020.</li> <li>• Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.</li> <li>• Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.</li> </ul>



# Job Description

Detailed below are the 24 characteristics expected of an excellent school leader, divided into the four 'Excellence As Standard' domains. The Governing Body has identified these as the specific characteristics that are vital for the post to ensure the school is led effectively.

This job description will be subject to annual review as part of the performance management cycle.

<b>Domain One Qualities &amp; Knowledge</b>	<b>Domain Two Pupils &amp; Staff</b>	<b>Domain Three Systems &amp; Processes</b>	<b>Domain Four The Self-Improving School System</b>
<p><i>Headteachers:</i></p> <p>1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</p>	<p><i>Headteachers:</i></p> <p>1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</p>	<p><i>Headteachers:</i></p> <p>1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p>	<p><i>Headteachers:</i></p> <p>1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</p>
<p>2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</p>	<p>2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</p>	<p>2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p>	<p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</p>
<p>3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</p>	<p>3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</p>	<p>3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.</p>	<p>3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.</p>
<p>4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p>	<p>4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p>	<p>4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.</p>	<p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p>

## Job Description continued

<p>5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.</p>	<p>5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</p>	<p>5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.</p>	<p>5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</p>
<p>6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.</p>	<p>6. Hold all staff to account for their professional conduct and practice.</p>	<p>6. 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.</p>	<p>6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.</p>

**The Governing Body is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.**

**The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).**



## Person Specification

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification.

### Qualifications and experience

#### Candidates should have and be able to evidence:

1	Qualified Teacher Status (QTS)
2	Knowledge and understanding of working with children with autism
3	Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities
4	A proven track record of leading whole school improvement successfully
5	Evidence of recent, appropriate leadership development (e.g. NPQH*)

### Personal qualities

#### Candidates should:

1	Demonstrate a passion for teaching and learning
2	Communicate effectively both orally and in writing to a range of audiences
3	Develop positive relationships with pupils, staff, parents, governors and members of the local community
4	Adapt to changing circumstances and be receptive to new ideas
5	Demonstrate excellent interpersonal skills
6	Be decisive, consistent and focused on solutions
7	Demonstrate the capacity to be reflective, flexible and adaptable
8	Have a positive, enthusiastic outlook, embracing risk, innovation and creativity
9	Show resilience, perseverance and optimism in the face of difficulties and challenges
10	Lead by example with integrity and clarity
11	Listen carefully, learn from others and seek advice and support when necessary
12	Demonstrate a commitment to the continuing professional development of self and others within the school

### Skills

#### Candidates should be able to:

1	Formulate a vision and strategy for the school and secure commitment to it from others
2	Analyse and interpret data accurately to inform school improvement and to monitor pupil progress
3	Plan strategically and set challenging targets for improvement
4	Managing change successfully
5	Assess, monitor and evaluate the quality of teaching and learning, providing next steps for improvement
6	Work effectively with parents and the community

Person specification continues on next page

7	Work effectively with the governing body, enabling governors to fulfil their roles and meet their core responsibilities
8	Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children
9	Drive improvement and challenge underperformance
10	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines
12	Distribute leadership, enabling staff and teams to take on responsibility and hold each other to account for their decision making
13	Manage resources efficiently
14	Engage leaders at all levels in systematic and rigorous self-evaluation

### Professional knowledge and understanding

#### Candidates should:

1	Be committed to securing equality of opportunity throughout the school
2	Have an understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including the new Ofsted Inspection Framework
3	Have knowledge of what constitutes good and outstanding teaching and a secure understanding of how pupils learn and the impact of a highly creative curriculum
4	Have knowledge of effective assessment for learning practices and an understanding of the impact of excellent questioning and immediate verbal feedback on the progress of learners
5	Have knowledge of the management of children's behaviour and attitudes to learning and the ability to put this into practice
6	Have knowledge of effective strategies to include and meet the needs of all children, including the most able and those who are disadvantaged
7	Have experience of multiagency working to support vulnerable children and families
8	Have an understanding of effective financial management
9	Have experience of school self-evaluation and performance management processes and their impact on raising standards
10	Have experience of using local and national research to support school improvement

### Safeguarding

#### Candidates should have:

1	Knowledge of national and local safeguarding guidance
2	Experience of safeguarding and promoting the welfare of children and young people
3	A commitment to co-operate and work with relevant agencies to protect children and young people
4	Knowledge of best practice and procedures for safeguarding children and young people

\*It is no longer mandatory for all first-time headteachers to have been awarded the National Professional Qualification for Headship (NPQH) *before* being appointed to the post. However, NPQH is a credible threshold qualification, which signals readiness for headship.



## **glover recruitment consultancy**

Queries about the application and recruitment process should be addressed to [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk) or by phoning 07766773682.