



Yorkshire
Learning
Trust



HEADTEACHER

Leadership LS18-24

Full Time / Permanent

Start Date: September 2026



Sherburn Hungate
Primary School

Sherburn Hungate Primary School

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Sherburn in Elmet
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Dear applicant,

Welcome from Jane Kent, Chair of Governors

On behalf of the Local Governing Committee thank you for the interest you have shown in our school.

Together with the Yorkshire Learning Trust we have put together an information pack which also links to our main school website. In the application pack we have provided a flavour of the school in order to give an indication of the range of opportunities that the post offers. I hope you find the information of sufficient interest that you decide to apply for the post.

The appointment of a new Headteacher for Sherburn Hungate Primary provides an exciting opportunity for the right individual to lead our growing school in a newly created Multi Academy Trust and to build on the achievements of the outgoing head and staff over the last few years.

Our school serves a local community that has seen substantial growth and change over the last decade. As a result, our school community has experienced a significant expansion in its demographic diversity and pupil numbers particularly in the last four years. Our senior leaders, governors and Trust have met the demands brought by community change with positivity, aspiration and ambition.

Our leaders have brought passion, integrity, knowledge and skill, transforming our school culture with rich, nurturing learning opportunities giving shape to its core and the needs of our children being its beating heart. As a result, the last few years have seen our school being favoured by families and our waiting lists are growing.

We now stand at the threshold of the inevitable next step and are ready, and eager, to continue the journey. Our new Headteacher will have the challenge of sustaining the well-established vision and values that have created our culture whilst also bringing different perspectives, strategies, operational and, especially, pedagogic approaches that bring to fruition even more ambitious and aspirational outcomes for all our children.

Our people are our most valued asset. Effective school-centred professional development approaches mean we have a dedicated, cohesive staff team who are open to pedagogic innovation, contribute energy and creativity and are as dedicated to each other as they are to their children. They work in close partnership with our families not only for classroom learning but for wider opportunities. This includes encouraging our active Parent Family Association who work tirelessly to provide extra social and community activities strengthening those partnerships and generously contributing much appreciated extra funding.

Words on a page cannot do justice to who we are, what we give and what we aspire to for our children. They can only spark your curiosity and encourage you to ponder on whether our school community and its culture could enrich and fulfil your own leadership philosophies and enable you to flourish along with us.

If you are inspired by this Welcome Pack I warmly encourage you to visit us to experience the Sherburn Hungate Primary School community for yourself and help you decide if you would like to be part of our team. We strongly encourage visits to school please contact us on headteacher@rs.starmat.uk to make an appointment.

Thank you again for your interest in the post and I hope you consider applying.

The Application Process

If you wish to apply for the post of Headteacher, then you should:

Pay particular attention to the following while assembling your application:

- All aspects of the School Website: <https://www.sherburnhigh.co.uk>
- Advert, Job description and person specification for the role of Headteacher
- THE YLT website <https://ylt.org.uk/>

Fully complete the application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses).

1. Support your application with a covering statement (2 sides A4 Arial 12 point) addressing the following:

How your leadership experience to date addresses the requirements of the following sections of the person specification:

- Experience
- Skills and knowledge

Please use *relevant* examples and impact measures from your practice during the last 3 years. Remember when addressing the above, ***less is sometimes more.***

Timeline for the selection process -

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| Post advertised | 16 th April 2026 |
| Visits to the school can be booked on: | Email: headteacher@rs.starmat.uk |
| Informal telephone conversation with Ian Yapp, CEO or Steve Lewis, Director of Education. | Telephone: 01937 538538 |
| Closing time/date for applications: | 9am, Tuesday 5 th May 2026 |
| Short listing: | Week commencing 4 th May 2026 |
| Invitation to interview by telephone/ Confirmation by email: | Week commencing 4 th May 2026 |
| Selection day 1: | Week Commencing 18 th May 2026 |
| Successful candidates from Selection Day 1 will be invited to Selection Day 2: | Week Commencing 18 th May 2026 |

About the School

We are excited to welcome our next extraordinary Headteacher to lead a large school family community at the start of a new journey. With over 400 children and 50 staff, we are one friendly team who create safe learning opportunities that grow, include and nurture the unique child. Our new leader needs to be someone who is brave enough to navigate the complexities of achieving the highest outcomes whilst being kind, caring and nurturing about the complicating factors that many of our school family face.

Love is the secret value at Sherburn Hungate Primary, woven through our 26 affirmations that collectively make up our A–Z at SHP. Our values, aims and ethos are at the heart of our school improvement, and our Headteacher must be determined, proud and unique in their journey of supporting us to improve further; asking the right questions and both seeking and taking opportunities that will allow us to thrive.

The Headteacher must be visionary, measured and empowering through their ability to deliver high-quality CPD, as this is central to our school improvement and next steps as a team. We have an incredible school community who support us well, including a friendly, skilled and engaged governing body. The school has a strong senior leadership team and, as Headteacher, you will have the support of an Office Manager and Wellbeing Champion, Deputy Headteacher, Assistant Headteacher and SENCo, as well as full support from Yorkshire Learning Trust colleagues.

The SLT look forward to visiting you in your current setting to see the impact you have had in your school community. Before we meet your pupils, here is what your next school children think of our school and what they want from their Headteacher. We look forward to meeting you soon.

Team SHP.

'We are not connected by blood, but together SHP makes an amazing, unique family. We are inclusive, brave and determined, and always willing to take on a challenge! In my opinion, what makes a good Headteacher is someone who has their own values and is a role model—also someone who gives us challenges. I would love to also have an artistic teacher who is funny. Have you ever taught in a big school? SHP is the place to BE.

To be a part of our SHP family, you will have to be an innovative leader; have a diverse number of ideas; and carry on our pride and wellbeing with a supportive, yes you can attitude. This is so the next generation of children have an elite Headteacher to allow them to thrive, build their future brick by brick, and have a sense of boundaries and value their learning.

The reason why it is the best to be a part of the SHP family is because everyone treats you as a friend and you will never be left out when times are tough. What a good Headteacher is... someone who has new ideas and encourages pupils/students to push on and keep going. I also think a Headteacher should show perseverance, respect and a yes you can attitude. I think the Headteacher should be safe, have a sense of humour and their own values that protect us. We are a kind team.

To our future Headteacher: Why is it the best to be in our SHP family? It is because we care about each other and we are a unique family. We want you to be a Headteacher that we can look up to and who supports us at any hard time.

Dear Headteacher, I hope you are kind, funny and caring, and I hope you will help children who are having a bad time and those who are not. I would like you to help us with this difficult challenge. Lots of love from the SHP family.'



Our Ethos

We are one, friendly team who create exciting and safe learning opportunities that grow, include and nurture the unique child.

Our Aims

To support our children's journey to:

- be happy, love who they are and know that they matter.
- be proud and determined to achieve their individual best.
- be extraordinary children who are mindful and have a zest for learning and for life.
- be brave, caring, young leaders.
- have a kind, respectful voice that asks questions, welcomes others and says, 'yes, I can.'

Our Values

As a school, we created 26 affirmations. We call these our A-Z of Sherburn Hungate Primary School. You will see that these are embedded in our ethos and values.

Artistic, Brave, Caring, Determined, Exciting, Friendly, Growing, Happy, Inclusive, Journey, Kind, Leaders, Mindful, Nurturing, Opportunities, Proud, Questions, Respect, Safe, Team, Unique, Voice, Welcoming, Extraordinary, You/Yes, Zest.



Job Description

JOB TITLE: Headteacher

GRADE: Leadership Scale (LS18-24)

RESPONSIBLE TO: Director of Education

JOB PURPOSE: To provide leadership and strategic direction to the school and the wider educational community by ensuring the provision of high-quality teaching and learning; high standards and high expectations of students, staff and the community; delivering and developing innovative practice, establishing collaborative links with other schools and the wider education community; and developing a highly effective workforce to provide the best possible educational opportunity to all students.

To promote and enhance the wellbeing of the team, developing a distributed leadership, nurturing opportunities for all staff to learn and grow to their full potential.

To further develop relationships with our families, partners and the wider community to enhance the contribution to school life and outcomes and opportunities for children.

| MAIN RESPONSIBILITIES | |
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| General | <p>The main responsibilities of the role are to undertake the expectations of a Headteacher as set out in the Headteacher Standards along with.</p> <p>Strategic Direction & Shaping the Future</p> <ul style="list-style-type: none"> • A visionary and creative person who strives continually to improve and looks for new and innovative solutions while respecting tried and tested approaches that can be shown to work and uses their experience to ensure successful outcomes. • An ambitious person that will accept only the best and embraces the vision for our school to enable all students to succeed and achieve. <p>Strategic Leadership</p> <ul style="list-style-type: none"> • Lead by example and be responsible for the overall strategic management and operational activity of the school. • Ensure the vision for the school is in line with the trust’s vision, clearly articulated, shared, understood and acted upon effectively by all staff. • Demonstrate the vision and values of the Trust in everyday work and practice. • Provide enthusiastic, innovative and consistent leadership to the school and its leadership team. • Motivate and work with all stakeholders to create a shared culture and positive climate for all. • Work positively with the community to ensure the best possible outcomes for students. |

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| | <ul style="list-style-type: none"> • Implement rigorous and sustainable policies and strategies in order to transform the outcomes for students at the school. • Ensure that students are prepared and knowledgeable to be healthy, stay safe, enjoy and achieve maximum potential, achieve economic and personal wellbeing once they leave the school. • Develop the reputation of the school, locally, regionally and nationally. • Introduce appropriate innovation in line with educational developments and management best practice in a rapidly changing environment. • Ensure that strategic planning takes account of the diversity, values and experience of the school and its wider community. • Contribute/lead to the development of the school's policies and procedures. • Work with governors and trustees to develop and maintain effective governance arrangements. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Ensure that the curriculum is both fit for purpose and provides an opportunity for children and young people to make progress irrespective of their starting points. • Encourage and promote innovation in educational provision through the commissioning and delivery of services, ensuring that the school can meet changing needs and demands consistent with government guidelines and requirements. • Ensure that high quality provision is available to all students regardless of race, religion, sexual orientation, gender, disability, economic background or special educational needs. • Develop a culture where students feel safe, confident and can attain their maximum educational outcomes. • Maximise the opportunities for all students through continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning. • Ensure high quality teaching is at the heart of strategic planning and resource management. • Establish creative, responsive and effective approaches to teaching and learning. • Empower students to take an active part in their own learning and to take personal responsibility for improving their future opportunities and educational experience. • Implement strategies which secure high standards of behaviour and attendance. • Monitor and evaluate the quality of teaching and standards of learning and achievement. • Promote a school culture which promotes aspiration within the school community and celebrates success and achievement. • Challenge underperformance at all levels and ensure effective corrective action, support and review. • Build an effective partnership with parents and the wider community to support and enhance the achievement and personal development of all students. |
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| | <p>Finance, Personnel and Resources</p> <ul style="list-style-type: none"> • Ensure the effective management and financial sustainability of the school. • Create a structure which reflects the school’s values and enables the supporting systems structures and processes to work effectively and in line with legal requirements. • Produce and implement clear, evidence-based improvement plans and policies for the ongoing development of the school. • Successful management of finance and human resources to achieve goals and priorities. • Manage the setting of annual performance management targets for senior staff and review progress against them in line with agreed policy and procedures. • Oversee the implementation of a robust performance management framework across the school in line with the Trust’s vision and goals. • Promote and develop a safe working practice culture to ensure staff and students are supported and safe. • Ensure that all activities are conducted in accordance with legal requirements and regulations and that policies and procedures are consistent with ‘best practice’ and recognised codes of probity. • Recruit, manage and motivate a committed, effective and diverse workforce that understands its roles and enables and promotes high quality learning. • Ensure that all resources are organised and managed to provide the best possible outcomes for students. • Ensure that development of positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community. <p>Securing Accountability</p> <ul style="list-style-type: none"> • Ensure individual staff accountabilities and responsibilities are clearly defined, communicated, understood and agreed and are subject to a robust and rigorous review and evaluated in accordance with statutory performance management policy and procedures. • Develop and implement a suitable quality assurance system • Present a clear, coherent and accurate account of performance to a range of audiences including the Trust’s members, the local governing body, staff, parents and carers. • Promote the status and the ethos of the school with all stakeholders. <p>Strengthening Community</p> <ul style="list-style-type: none"> • Promote and develop a culture and curriculum that takes account of the richness and diversity of the community and celebrates the differences. • Create and promote positive strategies for challenging discrimination. • Collaborate with other agencies to provide a holistic approach to the wellbeing of staff, students and their families. • Create and maintain effective partnerships with parents and carers to support and improve the opportunities for all students and their communities. |
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| | <ul style="list-style-type: none"> • Co-operate with relevant agencies to ensure communities are safe environments where students and their families have opportunities to thrive • The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. • The postholder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work areas in the school. |
| Safeguarding and Promoting the Welfare of Children/Young People | <ul style="list-style-type: none"> • Promote and safeguard the welfare of all children and young people within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, students, parents and others feel able to raise concerns and that these are addressed sensitively and effectively. • Yorkshire Learning Trust is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children. |
| Health & Safety | <ul style="list-style-type: none"> • The Health and Safety at Work Act (1974) and other associated legislation places responsibilities for health and safety on all employees. Therefore, it is the post holder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the schools Health and Safety policy and procedures. • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment. |
| Data Protection | <ul style="list-style-type: none"> • Know about data protection issues in the context of your role. • To comply with the YLT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality |
| Equalities | <ul style="list-style-type: none"> • Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values • The YLT is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children |

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| | and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. |
| Customer Service | <ul style="list-style-type: none"> • YLT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • YLT requires that staff offer the best level of service to their stakeholders and behave in a way that gives them confidence. Stakeholders will be treated as individuals, with respect for their diversity, culture and values |

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of the Trust and School organisation and may change either as your contract changes or as the organisation of the Trust or School is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the Trust and School's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with YLT and school's policies, and supporting documentation in respect of these issues.

PERSON SPECIFICATION - Headteacher

The selection panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria:

Called

Leaders who are called can articulate a strong sense of personal vocation to their role, and demonstrate this through their words, actions and decision making, exemplifying a strong moral purpose, confident vision, and ambitious trajectory of improvement. They show integrity, honesty and a deep sense of resilience, underpinned by their personal sense of vocation as a leader.

Connected

Leaders who are connected operate deliberately within communities of practice, positioning themselves within positive relationships that sustain and encourage all parties. They embrace interdependence, demonstrate compassion and embody service to others humbly. They create shared identity within their teams and draw colleagues around a common purpose.

Committed

Leaders who are committed exude energy and passion in all they do, inspiring confidence and faithfulness in their teams. They are clear about their purpose and resilient in the face of challenge. They take long-term decisions and not easily swayed by short-term changes of policy or procedure. They articulate a sense of mission in their approach to education to which they draw others and are committed to the flourishing of their pupils and colleagues.

| Essential upon appointment | Desirable upon appointment |
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| Qualifications and Training | |
| <ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of commitment to continuous professional development including recent leadership training | <ul style="list-style-type: none"> • Further professional/ academic study e.g. MA • NPQH or equivalent qualification |
| Experience, skills and knowledge. - Candidates will be able to demonstrate: | |
| <ul style="list-style-type: none"> • Knowledge and understanding of the National Headteacher Standards October 2020 and how these can be applied in practice • Experience of senior leadership as a minimum as a Deputy Head, Assistant Headteacher or equivalent • How they have nurtured and developed colleagues in previous roles, delegating effectively and holding each other to account in a professional and respectful manner • Knowledge and application of setting high expectations and monitoring progress in order to continually raise standards of teaching and learning and outcomes for pupils • A proven track record for improvement, using the most appropriate evidence, taking into account the school and community context and opportunities for collaboration. | <ul style="list-style-type: none"> • Up to date knowledge and understanding of Ofsted and SIAMs expectations • Manage the financial and human resources effectively and efficiently to achieve the school's vision, paying due regard to the interests of the pupils learning, their achievements, and the sustainability of the school. |

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| <ul style="list-style-type: none"> • How they have challenged in a respectful and positive manner to maintain and develop relationships and improve the quality of outcomes • Up to date knowledge and understanding of the National Curriculum and experience of curriculum design at primary level • How they would ensure that collective worship, RE and SMSC are effectively led, monitored and evaluated across the school so that all areas of provision are of the highest profile and quality. | |
| Commitment | |
| <ul style="list-style-type: none"> • Demonstrate a commitment and an ability to promote and safeguard the welfare of all children in school (in line with DfE and Ofsted requirements and best practice) by ensuring that all policies and procedures relating to safeguarding and child protection are fully implemented and followed by all staff; that resources are allocated to allow staff to discharge of their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively | |
| Practical Wisdom | |
| <ul style="list-style-type: none"> • Able to demonstrate a character of practical wisdom developed through experience and critical reflection, which enables the Headteacher to perceive, know, desire and act with good sense. Including discerning, deliberate action in situations where virtues collide • Able to articulate what support and self-development is required to fully undertake the role of Headteacher at Sherburn High School effectively | |
| Safeguarding These criteria will be tested at interview. Please note this post is also subject to a satisfactory enhanced DBS disclosure | |
| <ul style="list-style-type: none"> • Demonstrate a commitment to all aspects of safeguarding and the welfare of children and young people • Ability to form and maintain appropriate relationships and personal boundaries • Emotional resilience in working with challenging behaviours • Appropriate use of authority and discipline | |