

THE WOLDS FEDERATION



Executive Headteacher
Recruitment Pack



CONTENTS

Application information

Letter from our Chair

Our Diocese

The Wolds Federation Values & Ethos

Middleton on the Wolds CE Primary School

Bishop Wilton CE Primary School

Beswick and Watton CE Primary School

What our pupils love about our schools

What our staff members are looking for in an Executive Headteacher

Job Description

Person Specification



Your pa Employer: The Wolds Federation
Local Authority: East Riding of Yorkshire
Contract Type: Full Time, Permanent
Start Date: September 2026
Closing Date: DATE
Shortlisting: DATE
Interview Date: 2 DATES
Salary: Group 2: L12-L18

Beswick and Watton: NOR 31 (from September 2025)

Bishop Wilton: NOR 32 + potential 8 nursery

Middleton on the Wolds: NOR 51 + potential 16 nursery



The Wolds Federation is made up of three small, rural Church of England schools set in the heart of the beautiful Yorkshire Wolds. Our schools are united by a strong Christian ethos and shared values, yet each one proudly retains its own character, traditions, and close community links. Together, we are more than the sum of our parts: by working in partnership we are able to offer our children rich opportunities and experiences, while celebrating the individuality of each school.

We are proud of the progress our schools have made and of the strong, supportive communities in which they thrive. At the same time, we recognise the challenges faced by small rural schools in the current educational climate. That is why we are seeking to appoint an inspirational and dynamic Executive Headteacher who can continue our upward trajectory, guiding our schools with vision, compassion, and determination.

The Federation is supported by a skilled and dedicated team, including a part-time Assistant Head, three Senior Teachers, a Federation Business Manager, SENCo, Higher Level Teaching Assistant, and a Sports Coach (funded through the Sports Premium). Together with our enthusiastic staff, supportive governors, and engaged parents, they provide a collaborative and caring environment in which children are able to flourish both academically and personally.



We are looking for a leader who:

- Has the strategic vision and creativity to inspire, motivate, and build upon our successes.
- Brings proven senior leadership experience (as a Headteacher, Deputy, or Assistant Head).
- Understands and champions the unique opportunities and challenges of rural schools and values their place at the heart of the community.
- Is compassionate and committed to nurturing every child and family within the framework of our Christian values.

As the face of the Federation, our new Executive Headteacher will play a pivotal role in strengthening teams, shaping our shared future, and ensuring that our schools continue to provide an excellent education in a caring and inclusive environment.

The successful candidate will benefit from a comprehensive induction programme provided by the Improvement and Learning Service in partnership with the East Riding of Yorkshire Council and the Diocese of York.

We are committed to safeguarding and promoting the welfare of children and vulnerable adults. Appointment to this post will be subject to an enhanced DBS check. The East Riding of Yorkshire Council is an equal opportunities employer.

To arrange a visit or find out more, please contact Sharon Stone, Federation Business Manager, on 01377 217323.

Applicants are invited to visit the schools on the 22nd October 2025 with a daytime session commencing at 10am and an evening session beginning at 5pm.



Letter from the Chair of Governors

Dear Applicant,

Thank you for considering the role of Executive Head Teacher with us at The Wolds Federation.

We are made up of three small rural schools, each nestled in the beautiful countryside of East Riding of Yorkshire.

Each school is at the heart of its community, dedicated to providing a caring and supportive environment for the children who live here. We're proud of our strong Christian values, and we believe in helping every child reach their full potential.

We're lucky to have passionate and creative staff who work together to inspire students to love learning. As the only three-school Federation in the East Riding, we have the unique opportunity to collaborate, share ideas, and support each other while keeping the individual character of each school.

All three schools are rated "Good" by Ofsted and we're excited to continue improving and making a positive difference in the lives of our students.

We're now looking for an Executive Head Teacher to lead our Federation with energy, vision, and a real commitment to our communities. We need someone who will support and inspire our staff, manage the differing needs of the three schools with confidence, and who will always keep the children's needs at the forefront.

If you're someone who is positive, creative, and passionate about making a difference in education, we'd love to hear from you.

You'll find all the details you need in the enclosed application pack, including more information about the Federation, the job description, and person specification. If you have any questions or would like to chat more about the role, feel free to contact Mrs. Rim Mellonby, Assistant Head, or Mrs. Sharon Stone, Business Manager.

We look forward to hearing from you.

Anna Trevor
Chair of Governors



York Diocese

Leaders and staff work with York Diocese to develop a shared understanding of Spirituality and how this can be woven into the school's provision.

York Diocesan Board of Education supports 122 Church of England schools and academies in the area from the Humber to the Tees. We have a dedicated team of professionals who offer a wide range of expertise and can help schools access further assistance.

The Education team aims to:

- Be available as a 'one-stop shop' for pastoral and professional support;
- Work with a range of agencies to promote school improvement;
- Promote excellence and Christian distinctiveness;
- Provide and facilitate professional development and governor training;
- Help schools and academies network, collaborate together and share best practice;
- Offer a Total Property Management scheme in association with DBE Services Ltd;
- Guide schools on matters concerning trusts;
- Work with schools exploring Academy conversion;
- Involvement in recruitment processes for new Headteachers/Heads of School;
- Support Headteacher appraisal;



- Represent Church of England education to the wider church community and more widely to the public;
- Maintain contact with the local authorities and the Regional Directors at the DfE

The Rt Revd Barry Hill, Bishop of Whitby and Chair of the Diocesan Board of Education, said:

“Supporting children and young people to be all they are called to be is at the heart of who we are as the Diocese of York.

Together with the Church of England as a whole, it is a vision for education which is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart, and as such is for the common good of the whole community. It is a holistic vision, where education, like the faith in which it is rooted, is about wisdom, knowledge and skills, but also about hope and aspiration, about how we live well together in community with dignity and respect for all.

Of course, a vision this encompassing is only possible by working in partnership, both between teachers, staff, trusts and governors, and in developing ever closer links between schools, churches and households. By working closely together we can achieve far more than apart. I am delighted that you are considering applying to be a Headteacher in the Diocese and know that, if appointed, you will join the diocesan family of schools dedicated to supporting you as you lead deeper into this vision so that together all our schools and communities can be places where the love of God is reflected through all we are.”

Mari Palmer, Diocesan Director of Education, said:

“As a diocese, we are here to help celebrate and strengthen the Christian ethos in our schools. We understand that each school is unique and our aim is to get to know our schools on an individual basis in order to foster the local parish and community links as far as possible.



As such, our Education Team offers a range of support to our headteachers from both a school distinctiveness and effectiveness point of view, as well as providing a range of training and development opportunities for staff and governors to access over the course of each year. In a rapidly changing educational landscape, we are more and more involved in wider school development, particularly as schools change from one school status to another.

I do hope that you feel able to apply for the position and we would look forward to welcoming you as part of our diocesan family here in the Diocese of York.”



The school is a community of love and care, in which everyone is valued and where leaders, staff and pupils are committed and proactive in their support of others.

SIAMS Report – Middleton on the Wolds November 2022

Bishop Wilton School is deeply rooted in its local community and enriches the lives of families and children.

SIAMS Report – Bishop Wilton July 2019

Whilst Beswick and Watton is very small, it has, 'a big heart, providing a nurturing environment for all pupils', true to its vision

SIAMS Report – Beswick & Watton April 2019

Our Christian Values;
Honesty
Respectfulness
Courage
Love
Thankfulness
Forgiveness

Links to all our latest SIAMS inspection reports:

Beswick and Watton
SIAMS 2018-2019:

https://www.beswickwattonprimary.co.uk/documents/%5B562730%5Dsiams-report-apr-19_beswick_.pdf

Bishop Wilton
SIAMS 2018-2019:

https://www.bishopwiltonprimaryschool.co.uk/documents/%5B559092%5DBishop_Wilton_Siams_Report_July_2019.pdf



“Children flourish in the early years. They achieve extremely well. Adults use the school’s values of love, laugh, live, and learn to help the children to be exceptionally kind, respectful, and eager to learn. Children show well-developed skills of sharing and cooperation.”

“Pupils feel safe and enjoy learning at this inclusive school. Pupils benefit from the nurturing, family feel that staff have created. Parents recognise the work that the school does to ensure that pupils are ready for the next stage of their education.”

Ofsted – Beswick and Watton May 2024

“Bishop Wilton Primary School is determined for all pupils to succeed.”

“Staff know the pupils very well and there are strong and trusting relationships. Consequently, pupils feel safe, happy, well supported and cared for. Pupils are polite and respectful. There is a calm and purposeful environment in classrooms and around the school.”

“Pupils enjoy attending this small school which they say has a ‘big heart’.

The school has a distinctive close-knit ethos.”

“The whole school environment has an atmosphere of calm purposefulness.

Links to all our latest Ofsted inspection reports:

Beswick and Watton Ofsted May 2024
<https://reports.ofsted.gov.uk/provider/21/117970>

Bishop Wilton Ofsted June 2024:
<https://reports.ofsted.gov.uk/provider/21/117972>

Love,
laugh,
live,
learn.



Middleton on the Wolds CE Primary School

Middleton-on-the-Wolds CE (VC) Primary School opened in 1968 when Middleton School moved from the premises on Front Street and the schools of North Dalton and Bainton were closed and combined with Middleton.

Middleton School is at the heart of the community and there are many opportunities for children, parents, governors and staff to be an integral part of this community.

Over the years links have been forged between the school and the older generation in each of our three main villages. The parents of Middleton school (MOWSA) organise a range of fun events, which have become established on the school's calendar and generate additional funds for trips and resources; Christmas fair, Easter Bingo, discos, sponsored events, raffles and tombolas to name but a few.

Our new school hall was opened in 2012 and when used for performances the local community are invited to join us.

The school has expansive grounds, with a wildlife area and pond. The school won the national WWF Green Ambassadors Award School of the Year 2016 for our outdoor learning with the £5,000 prize money being used to purchase a polytunnel and contribute towards developing a sensory garden.

The school has a half-termly Middleton Minis group for parents, babies and toddlers and our nursery takes pupils from the age of 2. The school also provides a breakfast club and after school club which means that children can be looked after from 8:00am to 5:30pm.





Bishop Wilton CE Primary School

Nestled at the foot of the Yorkshire Wolds, Bishop Wilton is a picturesque rural village. Recently named one of the 'best secret villages' to live in by The Times, the school is the perfect location to get outdoors and explore. Children take full advantage of this from 'Welly Walks' in the countryside to our excellent outdoor learning provision complete with mud kitchen.

There are an array of extra curricular activities to support students personal development including music lessons, sports club, drama club and School Council. KS2 recently showcased their P-Bone skills at our Music Celebration.

Community is a big part of Bishop Wilton life and strong links are maintained throughout the year. Children dance around the Maypole at the Spring Fair and celebrate the Community Shop birthday with volunteers. The year ends with the annual Bishop Wilton Show inspiring creativity in the summer term as students prepare their entries for the Arts and Crafts tent.

The local Church, St Edith's, plays host to events throughout the year including Harvest Festival Service and the Carol Concert. The last school year saw students partake in a local project 'Beck and Bells' funded by the National Lottery. Students were also recorded performing which was shared with the local community as part of the Christmas Day Church service .

Outside of Bishop Wilton the school arranges a variety of school trips from London to Eden Camp. Older children also have the opportunity to partake in residential trips.

The school benefits from use of the sporting facilities at Bishop Wilton Village Hall. There is an expansive playing field, a fully equipped hall, and tennis courts. These facilities play host to sports day, twice weekly PE lessons, the Christmas Nativity and even the end of term water fight.

With a weekly 'Stay and Play' group and a nursery offering places from age two, members of staff build strong relationships with families from the very beginning of their school careers. We offer a breakfast club and after school club where children can be looked after from 7:45am to 5:30pm



Beswick and Watton C E Primary School

Discover Our School in the Heart of Beswick

Nestled in a picturesque rural setting at the edge of the historic village of Beswick, our school enjoys a unique location that is both peaceful and accessible, with excellent links along the A164 to Hull, Beverley, Drifffield, and Bridlington. We are proud to serve children from Beswick, Watton, Kilnwick, and the surrounding villages, with our school at the very heart of the community.

Our buildings and grounds reflect a rich blend of heritage and innovation. Originally built in 1850, our classrooms retain a distinctive charm, with features such as stained glass windows designed by the children in partnership with a locally-born artist, celebrating creativity and belonging. At the same time, our facilities have been carefully developed to meet the needs of today's learners, ensuring a balance between tradition and modern opportunity.

Outdoor learning is a central part of our ethos. Thanks to the support of our Friends of Beswick School (FOBS), parents, and a generous Tesco grant, our additional land has been transformed into a vibrant outdoor learning environment where children explore, play, and grow in confidence. The school community also benefits from a wide range of FOBS events – from annual balls to summer fairs – which enrich school life and fund memorable experiences for our pupils.

We are more than just a place of learning; we are a place where children's personal development and wellbeing are cherished alongside their academic success. With wraparound care, including a breakfast club on site and after-school care in partnership with a local nursery, we are proud to support families as well as children.





Pupil Comments



"I Love going on Welly walks, we get to see animals and splash in muddy puddles"

"I love PE and Sports Club
the teacher is
really fun "



"I like that we get
to learn lots of
different instruments
and do performances
for the parents"



Staff comments on what they would like in their Headteacher

Approachable, flexible
and considerate
of mental health and
well-being

A good sense of humour

Not afraid to muck in
and get involved

A strong understanding
and empathy for SEN

An understanding of the
separate school identities

Forward thinking, driven
ambitious

Child-centered
and caring

A supporter of outdoor
learning

Someone who encourages
and supports staff
development

Someone who can
nurture links with the
community



Job Description

The Executive Headteacher of The Wolds Federation will provide vision, leadership and direction for the three schools. Together with the governing board, he/she will be responsible for creating and maintaining a productive learning environment which is engaging and fulfilling for all pupils; promoting the highest possible standards, and fostering the continuous improvement of the quality of learning offered by the schools, whilst preserving and developing the Christian ethos.

[i] Job title: Headteacher at The Wolds Federation comprising of Middleton on the Wolds CE Primary School, Beswick & Watton CE Primary School and Bishop Wilton CE Primary School.

[ii] Job purpose: -

- a] to provide vision, leadership and direction for the school.
- b] with the governing board, to be responsible for creating and maintaining a productive learning environment which is engaging and fulfilling for all pupils, promoting the highest possible standards, and fostering the continuous improvement of the quality of learning offered by the school.
- c] to foster a positive, caring and inclusive Christian Ethos, whilst promoting an understanding of and respect for other faiths and cultures.

[iii] Accountable to: The governing board.

Accountable for: The standards, progress and well-being of all pupils and all staff and for all resources.

[iv] Key tasks –

1. Ethics and Professional Conduct

A1. To uphold the Nolan Principles of Public Life.

A2. To uphold public trust in school leadership and maintain high standards of ethics and behaviour. A3. To promote effective relationships with all pupils, staff, governors, parents, other schools, the local community, the Local Authority, the Diocese of York and other external bodies to enhance the positive image of the school and the development of the education system as a whole.

A4. To develop a culture of staff professionalism.

A5. To develop high standards of behaviour from pupils, based on rules, routines that are underpinned by clear expectations. These are understood and demonstrated by staff in school.



2. School Culture and Ethos

B1. To treat everyone fairly and equitably, with dignity and respect so as to create and maintain a shared school culture and positive climate which motivates pupils, staff and all other members of the school community.

B2. To nurture all children so that they reach their goals.

B3. To create a culture of high expectations and aspirations that lead to an excellent education for all pupils.

B4. To demonstrate an uncompromising drive for excellence in all aspects of the school's life so that all pupils achieve the highest levels of learning and personal development.

B5. Working with all stakeholders, create a vision for the school that provides direction for all aspects of the life of the school.

B6. To ensure that parents, pupils, staff and governors are committed to the school's vision of excellence.

B7. Establish effective curriculum leadership, developing subject leaders with high levels of relevant expertise with access to networks and communities.

B8. To create a culture where pupils' attitudes to learning are exemplary.

B9. To establish a positive ethos throughout the school so that pupils take pride in their school, their work and their behaviour.

B10. To establish the highest standards of pupil behaviour through the modelling of courteous behaviour and teaching pupils the behaviour expected of an exemplary citizen.

B11. To provide support, professional development, guidance and challenge to all staff, embracing opportunities to engage critically with educational research in order to provide the very best for all pupils.

3. Curriculum, Teaching and Assessment

C1. To ensure that assessment is appropriate and proportionate, and that assessment information is used effectively by leaders and governors to improve teaching and the curriculum.

C2. To ensure that statutory requirements for the curriculum are met, that curriculum provision is appropriate and relevant to the needs of all pupils and provides equality of opportunity for all.

C3. To ensure that the curriculum is ambitious, promotes and sustains a thirst for knowledge and understanding and a love of learning.

C4. To ensure that the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.



C5. To ensure that excellent teaching within a broad and balanced curriculum, accompanied by effective provision for spiritual, moral, social and cultural development, assists all pupils to prepare for life in modern Britain.

C6. Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics, providing them with transferable skills for accessing a rich curriculum, whilst also instilling in all pupils the love of reading.

C7. To understand what good and outstanding teaching and learning looks like and to be able to communicate this effectively to all staff and governors.

C8. To ensure that teaching in all classes is good or better so that learning over time for all groups, is good or better and enriches pupils' lives.

C9. Establish and sustain expert, challenging and evidence-informed teaching across all phases, which is appropriate to the age and ability of all pupils and respects the distinct nature of subject disciplines, enabling all pupils to achieve well.

C10. To ensure that assessment information is used effectively to improve the curriculum and teaching and learning of all pupils.

4. Behaviour

D1. To create a culture where pupils' attitudes to learning are good, leading to good learning and minimising any low-level disruption.

D2. To establish and maintain the policies and procedures that ensure the safety of all pupils, staff members and visitors to the site.

D3. To be responsible for establishing and maintaining the processes and policy that secure the safeguarding and welfare of every child.

D4. To secure effective safe-guarding procedures that ensure the safe recruitment of all staff and the safety of all pupils, including in respect of e-safety.

D5. To establish a positive ethos throughout the school so that pupils take pride in their school, their work and their behaviour.

D6. To establish the highest expectations for social behaviour so that respect for others and courtesy are the norm.

5. Additional and special educational needs and disabilities

E1. To ensure that teachers and adults create the conditions for effective learning for pupils with special educational needs and disabilities.

E2. To ensure that teachers and adults have the appropriate knowledge and skills to ensure that pupils with additional needs and Special Educational Needs and Disabilities access an inclusive curriculum that enables them to learn effectively.



E3. To establish a culture where teachers and all adults have high expectations for all pupils, especially those with additional needs and those with Special Educational Needs and Disabilities.

E4. To ensure that pupils with additional needs and those with Special Educational Needs and Disabilities achieve well from their individual starting points.

E5. To ensure that teachers and adults work effectively in partnership with professionals, parents and carers to identify and meet the needs of pupils with additional needs and those with Special Educational Needs and Disabilities.

E6. To ensure that the school meets all requirements and statutory duties outlined in the SEN Code of Practice.

6. Professional development

F1. To ensure that the school's Appraisal policy, including induction, is effectively implemented including reporting to the governing board as necessary.

F2. To develop systems to identify the professional development needs of all staff.

F3. To ensure that staff have access to high-quality professional development opportunities that align to individual needs and that of the whole school development planning process.

F4. To ensure that professional development of staff is aligned to professional development frameworks including those laid out in the teachers' standards.

F5. To ensure that professional development is cost effective and draws on appropriate research and expertise from within school and externally. Professional development may draw from recognised national professional qualifications.

F6. To ensure that professional development helps to build capacity and sustain school succession planning.

F7. To keep up to date with developments within education.

F8. To regularly review their own practice, sets personal targets and takes responsibility for own personal development.

7. Organisational Management

G1. To be responsible for the day-to-day management, organisation and administration of the school, modelling effective work-life balance and managing the workload of others.

G2. To ensure the rigorous implementation of well-focused improvement plans, based on robust selfevaluation.

G3. To monitor and evaluate standards of teaching, learning resource usage and management effectiveness and implement appropriate strategies for change.

G4. To lead and manage change effectively.



G5. To work with the governing body to enable it to meet its responsibilities and present to it, on a regular basis, an accurate account of the school's performance.

G6. To provide support to the governing body, so that governors understand the boundaries of their role, provide clear strategic direction for the school and are able to hold the headteacher and leaders to account for school improvement.

G7. To be responsible for establishing and maintaining the processes and policy that secure the safeguarding and welfare of every child.

G8. To establish and maintain the policies and procedures that ensure the safety of all pupils, staff members and visitors to the site.

G9. Ensure effective monitoring and evaluation of the learning of all cohorts, groups and individual pupils so that they achieve as well as possible.

G10. To ensure that effective monitoring and evaluation of the quality of teaching, attainment and progress are used to improve learning.

G11. To manage the pupil premium funding effectively so that disadvantaged children learn as well as their peers in the school and nationally.

G12. To ensure that all pupils achieve well so that the proportions making or exceeding expected progress are close to, or above, national figures.

G13. To ensure that parents and carers are regularly provided with sufficient information to understand how well their children are doing and what they can do to help improve learning.

G14. To treat staff fairly, equitably and with dignity managing systems to ensure their well-being and their workload is well managed.

8. Continuous school improvement

H1. Working with all stakeholders, create a vision for the school that provides direction for all aspects of the life of the school based on its context and needs.

H2. To ensure the rigorous implementation of well-focused improvement plans, based on robust self-evaluation.

H3. Working with other staff and governors, create appropriate plans, policies and procedures that raise standards, especially in reading, writing, mathematics and behaviour.

H4. To monitor and evaluate standards of teaching, learning resource usage and management effectiveness and implement appropriate strategies for change.

9. Working in partnership

I1. To model professional standards forging constructive and professional relationships with parents, carers, stakeholders and the local community.

I



I2. To ensure that parents, pupils, staff and governors are committed to the school's vision of excellence.

I3. To ensure that the monitoring and evaluation of the satisfaction levels of pupils and parents is used to improve learning.

I4. To work mutually with external organisations and schools welcoming support and challenge to facilitate continuous school improvement.

I5. To establish and harness effective working relationships with educational professionals and other public services to improve outcomes and life-chances for all pupils.

10. Governance and accountability:

J1. To work with the governing board to enable it to meet its statutory responsibilities and present to it, on a regular basis, an accurate account of the school's performance.

J2. To establish and maintain professional working relationships with the governing board so that they understand their strategic role enabling them to support, challenge and effectively hold leaders to account for school improvement.

J3. To advise the governing board on the formulation of policies and their implementation, to ensure the enhancement of the quality of learning in an efficient and cost-effective manner.

J4. To ensure that the school fulfils all statutory duties, including those relating and not limited to: safeguarding, finances, curriculum, equality and health and safety.

11. Early Years provision:

K1. To ensure that children in the Early Years are safe and happy and achieve well.

K2. To ensure that the provision for Early Years is highly effective.

K3. To ensure that good provision contributes well to children's emotional health, safety and well-being.

K4. To ensure that teaching nurtures, engages and motivates children and is based on accurate assessment of children's learning needs and development so that activities and experiences meet their needs.

K5. To ensure that all children are well prepared for Year 1 and subsequent education.

Church school leadership

O1. To confidently articulate, live out and promote a vision for the school rooted in distinctively Christian values.

O2. To articulate an explicitly Christian vision that impacts positively upon standards of



achievement, the distinctively Christian character of the school and the well-being of the whole school community.

O3. To secure the impact of an explicitly Christian vision through evaluation and strategic planning.

O4. To prepare self and others for future leadership across church schools.

O5. To ensure that arrangements for religious education and collective worship meet statutory requirements.

O6. To promote effective relationships with all pupils, staff, governors, parents, the church, parish and the Diocese, the local community, the Local Authority and other external bodies to further enhance the positive image of the school.

O7. To work closely with the local Churches and the Diocese to promote an understanding of the Christian faith and respect for other faiths and cultures.





SPECIFICATION

Personal Qualities, Qualifications & Experience	Essential	Desirable	Applicati on Form	Intervie w
QUALIFICATIONS & EXPERIENCE				
Qualified Teacher status	✓		✓	
NPQH qualification		✓	✓	
Successful experience as a senior leader in a primary setting	✓		✓	✓
A proven track record of sustained and continuous improvement as a senior leader	✓		✓	✓
Experience across the full primary school (including EYFS)		✓	✓	
Experience of working as a Designated Safeguarding Lead/Deputy Safeguarding Lead	✓		✓	✓
SEND experience	✓		✓	✓
Experience of financial management in a Primary School		✓	✓	✓
CURRICULUM – TEACHING & LEARNING				
Create a learning culture within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other	✓		✓	✓
Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning	✓		✓	✓



Demonstrate positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community	✓		✓	✓
Lead by example driving the strategic leadership, empowering all pupils and staff to excel	✓			✓
Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally		✓		✓
Ensure teaching is underpinned by high levels of subject expertise and that effective use is made of assessment	✓		✓	✓
PUPILS & STAFF				
Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, leading to rich curriculum opportunities and pupils' wellbeing	✓		✓	✓
Recognise the right of all pupils to enjoy school, developing their independence and resilience, and leave primary school as enquiring lifelong learners	✓		✓	✓
Maintain effective classroom practice; appraising the quality of teaching throughout the schools, ensuring high standards and instilling accountability in staff for the impact of their work on pupils' outcomes	✓		✓	✓
Create a learning culture within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other	✓		✓	✓



Maintain effective classroom practice; appraising the quality of teaching throughout the schools, ensuring high standards and instilling accountability in staff for the impact of their work on pupils' outcomes	✓		✓	✓
Create a learning culture within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other	✓		✓	✓
Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning	✓		✓	✓
To ensure that pupils with additional and those with Special Educational Needs and Disabilities achieve well from their individual starting points working effectively in partnership with parents, carers and professionals.	✓		✓	✓
SYSTEMS & PROCESSES				
Maintain a safe, calm and well-ordered environment across three schools for all pupils and staff, and developing their exemplary behaviour	✓		✓	✓
Establish rigorous, fair and transparent systems and measures for managing the performance of all staff	✓		✓	✓
Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively	✓		✓	✓
Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources	✓		✓	✓



Delegates interesting and stretching work that motivates staff and builds on their interests, skills and knowledge		✓		
To model professional standards forging constructive and professional relationships with parents, carers, stakeholders and the local community.		✓		
Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils	✓		✓	✓
Develop and maintain positive relationships with the local parishes and school clusters, diocese, and the Local Authority	✓		✓	✓
Challenge educational orthodoxies in the best interests of achieving excellence for pupils	✓			✓
Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff	✓			✓
SAFEGUARDING				
This post is also subject to a satisfactory enhanced DBS disclosure Demonstrate a commitment to 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	✓			✓