

Blue Hills Federation

Executive Headteacher
Candidate Pack

Clunbury CE (Aided) Primary School
Newcastle CE Primary School
St Mary's Bucknell CE (VA) Primary School



Shropshire
Council



Our Vision

'Teach children how they should live, and they will remember it all their lives.'

Proverbs 22:6
Good News Bible



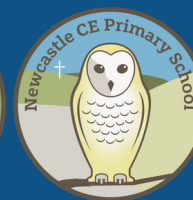
Diocese of
Hereford
Proclaiming Christ · Growing Disciples

Post start date: 01/01/2027
Applications close date: 16/06/2026
Interview date: 02/07/2026

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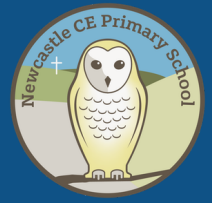


Blue Hills
Federation



POST: Executive Headteacher

Blue Hills Federation



Clunbury CE (Aided) Primary School

Clunbury, Craven Arms, Shropshire SY7 OHE
Telephone: 01588 660 207
Email: adminclunbury@bhf.shropshire.sch.uk

Newcastle CE Primary School

Church Road, Newcastle, Craven Arms,
Shropshire SY7 8QL
Telephone: 01588 640 260
Email: adminnewcastle@bhf.shropshire.sch.uk

St Mary's Bucknell (VA) Primary School

Chapel Lawn Road, Bucknell, Shropshire SY7 0AA
Telephone: 01547 530 264
Email: adminbucknell@bhf.shropshire.sch.uk

For further information please contact:

Mathew Edwards, HR Advisor, Schools HR Team
Telephone: 01743 251 278
Email: mathew.edwards@shropshire.gov.uk

Shropshire Council

Schools Human Resources Team, The Guildhall, Frankwell Quay,
Shrewsbury, Shropshire SY3 8QH



Blue Hills Federation

The Governors invite applications for the above post from candidates who meet the criteria outlined on the following pages.

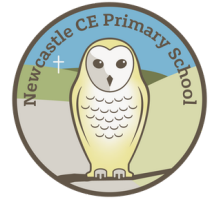
Information is also given in this pack about:

- the school
- primary education in Shropshire
- the post

Visits to the schools are actively encouraged and can be arranged by telephoning the school administrators at each school

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Letter from the Chair of Governors

Summer Term 2026

Dear Prospective Applicant,

Thank you for your interest in the role of Executive Headteacher of the Blue Hills Federation. We are delighted that you are considering joining us.

The governing body is seeking to appoint an inspiring Executive Headteacher to lead our schools, build on their many strengths, and uphold our foundational Christian values. We are looking for someone who brings:

- The ability to raise standards and secure excellent outcomes.
- A strong commitment to inclusive education
- The leadership confidence to balance strategic oversight with a visible presence in each school.
- The ability to build professional teams and foster a culture of collaboration.
- The drive to strengthen community partnerships.

The governors are extremely proud of our schools and all the children who attend them. We strive to provide an excellent learning environment where pupils and staff feel happy, safe, and supported, and where every child is enabled to achieve their full potential through a broad and balanced curriculum, both within and beyond the classroom.

We have three unique schools, each with beautiful outdoor areas that are used for Forest School activities. Clunbury Schools offers nursery provision and St Mary's Bucknell School has a pre-school. Newcastle School offers flexi schooling for parents who currently electively home educate their children.

Staff across all schools work closely together, and there are regular opportunities for pupils from the three schools to come together for shared events, such as an annual music festival.

We hope that this application pack gives you a flavour of our schools.

You are very welcome to visit. Please contact the school offices to arrange a suitable time.

Yours sincerely,

Di Cosgrove

Chair of Governors
Blue Hills Federation

April 2026

Dear Applicant,

The Hereford Diocesan Board of Education (HDBE) warmly welcomes your interest in the position of Executive Headteacher of the Blue Hills Federation.

The HDBE directs and oversees the work of the Diocesan Education Team, which is committed to work in the 78 church schools within the diocese. We advise and provide training on all aspects of denominational education, including collective worship, religious education, Statutory Inspections of Anglican and Methodist Schools (SIAMS), church school governance and leadership. The Education Team also provides specific induction training for newly appointed headteachers, whether they are new to the diocese, new to headship or new to church school headship.

The HDBE shares the Church of England's 2016 vision for education, as set out in 'Deeply Christian, Serving the Common Good' and all of the Education Team's work with schools is rooted in this vision. The focus is on the right of all to be able to flourish through a high-quality Christian education, enabling both adults and children to live life to the fullest.

Many ethos statements for Church of England schools state: 'Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.' Every Church of England school in the Diocese of Hereford aims to serve its whole community by providing an inclusive education of the highest quality within the context of Christian belief and practice. This encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all pupils. The close partnership with our team of headteachers is extremely important in ensuring we achieve these aims.

With prayers and good wishes as you further consider your application.

Kind regards,



Gemma Martin
Diocesan Director of Education

Why Lead the Blue Hills Federation?



The Blue Hills Federation brings together three thriving small schools -

Clunbury CE (Aided) Primary School, Newcastle CE Primary School and St Mary's Bucknell CE (VA) Primary School.

Each with its own identity, strengths, and community, but united by a shared vision:

'Teach children how they should live, and they will remember it all their lives.'

Proverbs 22:6 - Good News Bible

We are a caring Church Federation bringing together and serving many communities. We provide nurturing environments that facilitate learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future.

We are seeking an Executive Headteacher who can lead with both strategic clarity, build positive relationships with all stakeholders, and who understands that "small" does not mean restricted.

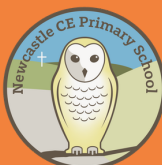
What makes this role exceptional?

- Three schools, one vision, one leadership opportunity to shape a Federation of the future.
 - A committed governing body and collaborative teaching team.
 - A shared curriculum already aligned across all three schools.
 - Distinctive Christian ethos in our Church of England schools.
 - Beautiful rural and outdoor learning assets.
-

Why you?

Because you are a leader who:

- **Believes in inclusive, ambitious education for every child - not just most children.**
- **Believes rural schools' matter. Communities depend on them. Children flourish through them.**



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Blue Hills Federation

The Blue Hills Federation is a proud family of three small, rural Church of England primary schools: Clunbury CE, St Mary's CE (Bucknell), and Newcastle CE, nestled in the stunning landscapes of South Shropshire. While each of our schools maintains its own unique character and deep-rooted history, we are united by a shared commitment to providing a nurturing, high-quality education for every child in our care.



As an Executive Headteacher here, you are not just leading a federation; you are becoming a key figure in three vibrant village communities. We pride ourselves on the "family" atmosphere where every child is known, every talent is nurtured, and no one is left behind.



Our vision is grounded in Proverbs 22:6: "Teach children how they should live, and they will remember it all their lives."

We believe that education is about more than academic success; it is about equipping our pupils with the tools, confidence, and character to flourish as compassionate global citizens. We aim to create happy, safe, and stimulating environments where curiosity

is sparked and expectations are high. Our daily life and decisions are guided by six core values that we instil in our pupils and expect from our leaders:

- **Trust and Truth** - Building honest, transparent relationships.
- **Joy and Happiness** - Ensuring school is a place of wonder and delight.
- **Love and Respect** - Treating every individual as unique and valued.
- **Thankfulness** - Appreciating our community and the world around us.
- **Friendship and Family** - Supporting one another.
- **Perseverance and Resilience** - Empowering children to meet challenges with confidence.

This is a rare opportunity to shape the future of three schools that are at the very heart of their communities. You will lead a dedicated team of staff and governors who are passionate about rural education and committed to the federation.

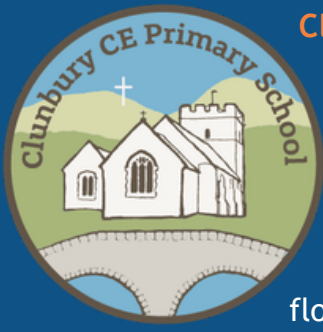


We are looking for a leader who:

- Will champion our Christian ethos and rural heritage.
- Can drive an ambitious, creative curriculum that prepares children for a changing world.
- Values the uniqueness of each school while strengthening the bonds of the Federation.

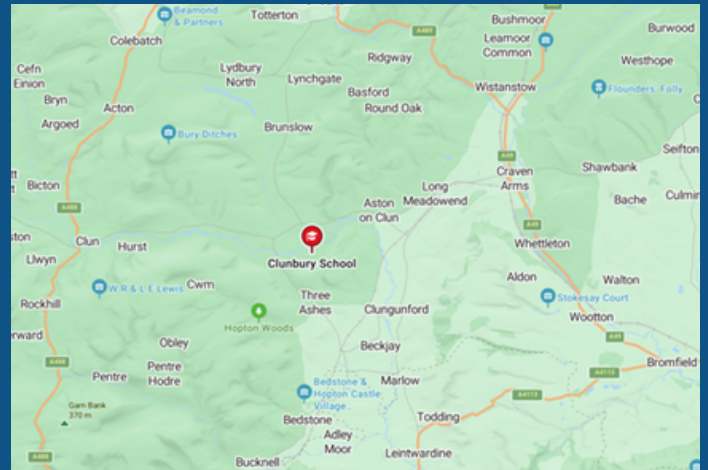


In return, you will find a supportive professional network within the Shropshire Council framework and, most importantly, children who are eager to learn and proud of their schools.

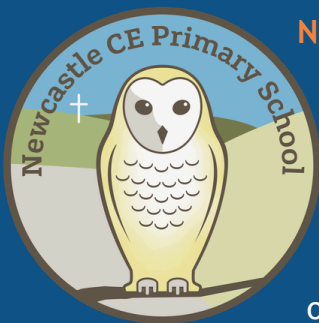


Clunbury CE Primary School is a school where Victorian heritage meets modern ambition. Serving the community since the 1860s, we remain a stable educational hub deeply rooted in our partnership with St Swithun's Church. This "family-centred" ethos is lived out through our Christian vision—"Teach children how they should live, and they will remember it all their lives"—ensuring every child is known, nurtured, and supported to flourish. By blending a challenging curriculum with a small-school advantage, we prepare our pupils to be confident, responsible citizens ready for a fulfilling future.

Our expansive outdoor environment serves as a natural extension of the classroom, perfectly suited for our focus on nature-based learning. It features its own maintained on-site nursery, providing a dedicated, high-quality space for learners from age two. These grounds offer a unique blend of traditional play areas and green spaces, sustaining the same spirit of togetherness and community care that has defined the school for over 150 years.



Our latest Ofsted report can be found [here](#) - Our SIAMs report can be found [here](#).
KS2 performance tables can be seen [here](#).



Newcastle CE Primary School is a "small school with a big heart" set in the spectacular landscape of the Shropshire Hills. Operating as a close-knit family, where older pupils naturally serve as positive role models for their younger peers. Our embedded Christian vision ensures every individual is valued for their uniqueness, fostering a sense of belonging and also ensure an interest in and respect for people in the wider world that helps pupils overcome the challenges of our rural isolation. We pride ourselves on our

inclusive approach, which includes offering flexi-schooling to support our families' diverse needs, providing the confidence for every child to take ownership of their learning and achieve to the best of their ability.

Though our roots are historic, we operate from a modern building designed to maximize our position within the Teme Valley. The standout facility is our extensive outdoor classroom and Forest School area, which is integral to an adventurous curriculum that sparks curiosity and builds

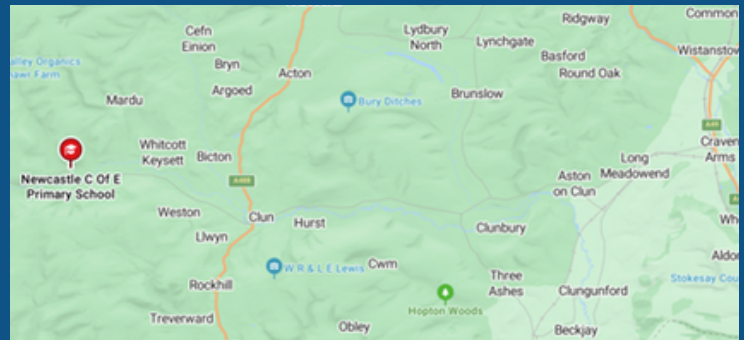
resilience. This specialized outdoor provision allows for hands-on learning, creating a unique environment where the physical setting is as much a teacher as the staff. At Newcastle, we utilise our stunning surroundings to provide a truly adventurous and personalized educational experience.

Newcastle CE Primary School offers the option of flexi schooling for pupils who are electively home educated.

Our latest Ofsted report can be found [here](#).

Our SIAMs report can be found [here](#).

KS2 performance tables can be seen [here](#).

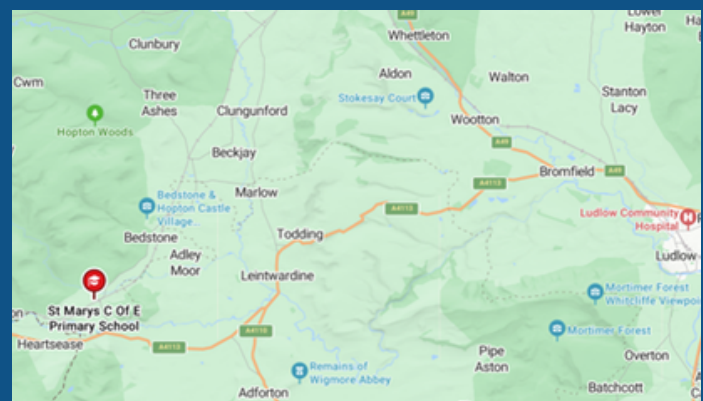


St Mary's CE Primary School stands at the heart of the rural village of Bucknell in south Shropshire - a settlement with roots stretching back to the Domesday Book of 1086. Bucknell has long been shaped by strong community institutions, including its parish church and village school, which together formed central pillars of village life.

While surviving public records do not detail the specific foundation date of St Mary's CE Primary School, Shropshire Archives holds School Logbooks dated 1868-1925, which is the earliest documented record of an operating school in Bucknell.

St Mary's later became established as a Voluntary Aided Church of England primary school, connected to the Diocese of Hereford. This status reflects the long historical relationship between education and the Church of England in rural communities.

Today, the school continues to uphold a strong Christian ethos that shapes its values, culture, and approach to supporting pupils and families. In recent years, St Mary's has strengthened its educational provision through its place in the Blue Hills Federation, a collaborative partnership with local schools. This federation provides shared leadership and wider opportunities for pupils, while St Mary's retains its close-knit, family atmosphere and deep community roots.



Our latest Ofsted report can be found [here](#) - Our SIAMs report can be found [here](#).

KS2 performance tables can be seen [here](#).



Pupils

	Clunbury	Newcastle	St Mary's Bucknell
Nursery	12	N/A	10
Reception	4	2	4
Year 1	11	3	6
Year 2	8	0	7
Year 3	5	4	3
Year 4	7	5	8
Year 5	10	4	6
Year 6	6	4	13
Totals	63	22	57

Staff

The Executive Headteacher is responsible for the overall running of the federation and strategic oversight. The Executive Headteacher is supported by a Deputy Headteacher who is also the Lead Teacher at one of our schools. The Deputy Headteacher is given release time to provide support for the Executive Headteacher and to maintain oversight and support across the federation. The other two schools also have a Lead Teacher to manage the day-to-day operation of each school. The Executive Headteacher and SLT make use of external support systems to ensure that efficient leadership and management of the school.

There are 35 members of staff across the federation. This includes a music specialist and a PE teacher. We have a highly qualified SENDCo who provides support across the federation. The staff provide a very supportive team and staff from across the federation work closely together to share expertise and provide support. Staff plan together and organise visits and trips as a team. We also have a programme of shared training.

We have a fully trained ELSA to support the pastoral needs of our children. Plans are in place to train two further Teaching Assistants to be ELSAs to strengthen pastoral support for each school.

St. Mary's CE Primary school, Bucknell and Clunbury CE Primary School have 3 classes each whilst Newcastle CE Primary school has 2 classes. Each class is taught by a well-qualified and

experienced teacher who is assisted by at least one Teaching Assistant. Each school also has a qualified HLTA.

Clunbury has an attached nursery and St. Mary's has an attached pre-school. The nursery at Clunbury is led by a Nursery Nurse in Charge and the setting is overseen by the Reception/Year 1 teacher. The pre-school at St. Mary's is led by a qualified HLTA. Newcastle CE Primary does not have nursery provision. However, there is nursery provision provided by the Children's Centre which is located at the village hall.

Each school has an administrator as well as there being a part time School Business Manager who works across the federation.

Clunbury and St. Mary's import meals from neighbouring schools whilst Newcastle cook their meals on site. The meals at Newcastle are provided by a company called Apetito.

Curriculum

We continually review and refine our curriculum to provide the best provision for our children. Staff from across the federation share good practice to support continual improvement. Staff are provided with protected curriculum planning time where phases from across the federation meet to plan curriculum provision and share expertise. There is regular monitoring of teaching by members of the SLT supporting leaders to set priorities for development. The school benefits from leaders from across the federation with specific areas of expertise.



Staff work hard to plan an exciting and stimulating curriculum which offers children the opportunity to explore and deepen their knowledge of their own environment with opportunities to learn more about the wider context of the UK.



The federation also engages with visiting experts who are able to enrich the children's learning experiences.

A key aim is to support our pupils to become skilled readers. Our approach is to ensure robust systems are in place to support automaticity through word recognition. After carefully reviewing

phonics schemes the school moved to the Little Wandle phonics programme in 2023. Alongside training provided by the scheme, the EYFS/Key Stage one staff had the opportunity to work alongside a lead practitioner from the St. John Bosco English Hub. With support from the English Hub, the federation has been able to purchase the resources needed to ensure that the scheme is implemented with fidelity.

We recognise the importance of children reading high quality texts beyond school provision and so exposure to the richness of texts is crucially important. We are focusing on developing a strong reading culture within our school to further support our pupils. We aim to ignite enthusiasm in story and storytelling through enrichment activities such as author visits, professional storytelling sessions and a theatre visits.



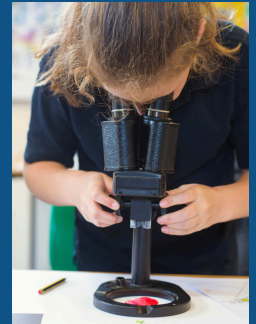
We are currently reviewing our wider curriculum to ensure that we provide opportunities for sustained writing across the curriculum. From September 2025, the federation has implemented the Little Wandle handwriting scheme for the younger pupils build upon firm foundations.

Maths

It is our intention that automaticity in number and number fluency is embedded rigorously from the EYFS and continues to strengthen as children move through school. This is essential for all learners including those with SEND. The federation has engaged with the SHAW maths hub and makes use of its training offer. Additional training has supported the confidence of staff. In 2025, the Federation moved to White Rose Maths. The scheme has been well received by staff and pupils.

Science

The school has a well sequenced science curriculum which covers the knowledge requirements of the National Curriculum. From January 2026, we have moved to the Plymouth science scheme. The scheme offers excellent sequencing and progression. There is an emphasis on scientific enquiry and working scientifically. Pupil voice demonstrated that the practical focus of lessons has increased engagement in science.



RE

We have a clear commitment to helping pupils engage intelligently and respectfully with religion and belief. The school follows the Shropshire SACRE which provides a clearly structured and sequenced curriculum. Our RE curriculum is active and inclusive. It combines a strong agreed syllabus with support provided by the Shropshire Inter Faith Forum.

Wider Curriculum

We aim to provide a curriculum which is well sequenced and is in alignment with the National Curriculum. Our aim is to provide a planned curriculum which provides strong progression over time. We have chosen schemes that support the development of oracy and identify key vocabulary.



Music

Music is taught through the Shropshire Music Service at two of the schools in our federation and by a specialist teacher employed directly at one of the schools. Children are taught about composition and how to appreciate music. In Key Stage 2 pupils can be given the opportunity to learn to play a tuned instrument. All the pupils are taught singing which they do to a high standard.



PE

We employ a qualified PE teacher to support the provision of PE across our federation. Planning follows National Curriculum requirements ensuring that children sequentially and progressively build skills. The advantage of a teacher across the federation competitive opportunities. Children in Key Stage 1 and Key Stage 2 have the opportunity to learn to swim. Our PE curriculum is supported by the opportunity for pupils to take part in outdoor residential learning.



Governors



We have a committed and supportive Governing Board. Our board is comprised of 10 governors. Our governing board is represented by Foundation governors, parent representatives, ex officio members such as the local incumbent and the Executive Headteacher as well as a staff governor and a Local Authority representative. We also have 2 Associate Governors.

As well as termly Full Governing Board meetings we organise the work of the board into 3 committees. We have a Curriculum and Standards Committee, Finance and HR Committee and a Pupil Support Committee.

Parents and Community

Clunbury and St Mary's Bucknell have 'Friends of the School' groups and Newcastle has a PTA. The parents in each school are active in organising events which often include the local community. For example; School Fayres, Bingo nights, Car Boots, Christmas raffles and special fundraising days.

Current Position

The vacancy has arisen due to the retirement of the Executive Headteacher.

Salary and Pension:

The salary for this post is Headteacher Group 1 L11-L 14

There are three options to consider for pension arrangements:

- Teachers' Pension Scheme under the provisions of the Teachers' Pensions Regulations
- A private pension scheme
- State Earnings Related Pension Scheme

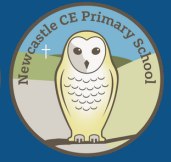
Details about the Teachers' Scheme may be obtained from Teachers' Pensions,

<https://www.teacherspensions.co.uk/members/member-hub.aspx>

Unless notification to the contrary is given it will be assumed that as a full-time employee the successful candidate will contribute to the Teachers' Scheme.

Shropshire Council is an Equal Opportunities Employer. Applications are welcome from suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, age, marital status, sex, sexual orientation or disability.





Person Specification: Executive Headteacher

In making the appointment, the Governors will be seeking the following skills and experience:

Essential Requirements

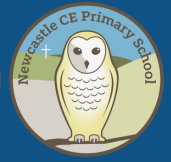
- Has qualified teacher status with outstanding teaching practice.
- Has significant senior leadership experience.
- Is an inspirational and innovative leader with the drive and ability to build on the existing strengths of the Federation.
- Has the ability to think and plan strategically and has a clear overview of standards, quality, ethos and efficiency.
- Is a well organised and effective manager, team leader and communicator who can use sensitivity and sound judgement in their decision making.
- Must be committed to continuing to develop the distinctive Christian ethos of our Church of England schools.
- Is a person who will monitor and evaluate the developing high standards throughout the Federation and is aware of the Executive Headteacher's role in performance management.
- Has an understanding of the whole primary school curriculum including the requirements of the under-fives, Key Stage 1, Key Stage 2, SEN and more able.
- Understands the challenges and benefits of small schools and mixed age teaching.
- Has the ability to embrace and manage current and ongoing change.
- Has sound knowledge and high-level experience of whole school and inter-school financial management in an educational setting.
- Demonstrates commitment to their own continuing professional development and that of others.

Desirable Qualities

- Has experience of managing resources fairly and equitably, and is able to justify decision making.
- Holds an NPQH qualification.
- Experience of developing and maintaining relationships between schools and their wider stakeholders.

The post is subject to:

- The terms and conditions for teachers as set out in the School Teachers' Pay and Conditions Act 1991 and any orders made under it.
- The other terms and conditions set out in the various national collective agreements in force from time to time.
- The Local Authority's Rules and Conditions including any local agreement entered into with recognised trade unions.
- Statutory regulations regarding the governance and management of schools as prescribed in the Schools Standards and Framework Act.
- The conditions set out in the Job Description and in the letter of appointment.



Job Description: Executive Headteacher

Name of School: Blue Hills Federation

Title of Post: Executive Headteacher

Salary Grade: L11-14

Position Type: Full time, permanent

Role Overview

The Executive Headteacher will provide strategic leadership across the Federation's three schools, ensuring high standards of teaching, learning, and pupil outcomes. They will inspire excellence, drive school improvement, and create a unified vision that supports the growth and well-being of pupils, staff, and the wider community.

The successful candidate will act as Designated Safeguarding Lead, prioritising the child's welfare in line with the Children Act 1989 while maintaining confidentiality where appropriate. They will be knowledgeable in safeguarding procedures and responsible for leading Prevent awareness, organising child protection training, and supporting staff as a key safeguarding resource.

Key Responsibilities of the Executive Headteacher

General Duties and Responsibilities

- To provide professional leadership for a Federation which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.
- To carry out the duties as set out in the Headteacher Standards 2020.
- To demonstrate consistently high standards of personal and professional conduct in carrying out their duties.

Strategic Direction and Development of the Federation

- The Executive Headteacher, working with the governing body and senior management team, will continue to develop our strategic view for the schools in their communities and analyse and plan for future needs and further development.
- Vision: Establish commitment to a shared vision for the schools; lead by example to motivate and inspire staff, parents, governors, and pupils.
- Ethos: Maintain the federation ethos which promotes effective teaching and learning, and which sustains improvement in the development of all pupils.
- Strategic Plan: Develop and implement a strategic plan, underpinned by sound financial management and a range of data, which identifies priorities and targets for the improvement of schools.

Teaching and Learning

- Together with the governing body and senior management team, secure and sustain effective teaching and learning, monitor and evaluate the quality of education and standards of pupils' achievements, and use benchmarks and set targets for improvement.
- Ensure high quality provision is provided for all pupils with SEND.

Curriculum

- Plan and implement the curriculum and its assessment, monitoring and evaluation, identifying and acting on areas for improvement.
- Ensure equality of access to the curriculum.

Standards and Expectations

- Maintain an environment and code of behaviour which promote and secure good teaching, effective learning and high standards of achievement and behaviour.
- Ensure that improvement in numeracy and literacy are priority targets for all pupils.
- Ensure that pupils develop the study skills to learn effectively and with increasing independence.

Monitoring and Evaluation

- Lead the planning and implementation of the curriculum and its assessment, ensuring that it is in line with the agreed aims and statutory requirements.
- Establish effective systems for monitoring and evaluation which lead to continual improvement.
- Lead the Federation in assessment and target setting procedures and SEND provision.

Leading and Managing Staff

- Lead, motivate, support, encourage and develop staff to secure improvement and enable them to carry out their respective roles to the highest standard.
- Plan, allocate, support, and evaluate work to ensure effective delegation of tasks and responsibilities across the Federation.
- Implement effective systems of appraisal and performance management.
- Deploy staff and resources efficiently and effectively in line with the Federation's vision and strategic plan.
- Work with governors and senior colleagues to recruit staff of the highest quality.

Managing Resources

- Set appropriate priorities for expenditure, allocate funds, and ensure effective administration and financial control.
- Manage, monitor, and review resources to improve the quality of education and pupils' achievement.

- Demonstrate financial responsibility working closely with the Federation Business Manager and LA.
- Aim to ensure efficiency and secure best value for money.
- Managing premises to ensure that they meet the needs of the pupils, the curriculum, the staff, and health and safety regulations.

Communication

- Managing the communications and support networks of the federation in conjunction with the school's administrators.
- Ensuring that parents and pupils are well informed about the curriculum and that channels of communication are used effectively within the schools.
- Promoting and celebrating the excellence, achievements, and unique opportunities of our schools to our pupils, parents, community, and more widely.

Governance

- Work closely with the governing body, providing information, objective advice to enable them to meet their responsibilities in providing strong and effective leadership.
- Ensuring policies for monitoring and evaluating the success of the schools within the federation are up to date and in line with the latest statutory guidance.

Inspections and Performance

- Preparing the schools for inspection by OFSTED and SIAMS.
- Present a coherent and accurate account of the schools' performance for a range of audiences, including governors, the LA, the local community, OFSTED, Diocese, and others as required.



Applications

Your application should be completed online via;

[Current Vacancies - Shropshire Council](#)

The School's HR Officer Mathew Edwards may be contacted regarding any queries.

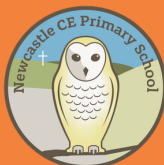
Email: Mathew.Edwards@shropshire.gov.uk

Tel: 01743 251278

Please also submit a concise letter of application, either using the blank pages on the form or presented separately on A4 sheets.

Please note:

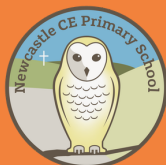
- Your letter of application must be specific to this post; generalised applications are unlikely to be successful.
- You should take care at Section 13 to restrict yourself to the space available on the form or to no more than two sides of A4 if you prefer to provide the information on separate sheets of paper.
- Do not include testimonials or a curriculum vitae.
- Two referees should be given, one of which should be the applicant's current LA, and the other the applicant's current Headteacher. If the applicant is an existing Headteacher, the Chair of Governors of the current school should be named.
- The closing date is 16th June 2026.
- Shortlisting for this post will take place on 23rd June 2026.
- Interviews will be held on 2nd July 2026.
- If you decide to apply, please note the schedule of dates above.
- Completed application forms and letters not submitted via the on-line process should be submitted to Resources Team, Shropshire Council, Resourcing@shropshire.gov.uk.



www.bhf.shropshire.sch.uk

Further information for applicants

- any canvassing in respect of this selection process will disqualify the applicant
- the appointment may be terminated upon three months' written notice by either side taking effect on 30 April or 31 December, or upon four months' written notice by either side taking effect from 31 August, except in the case of dismissal for misconduct or any other cause
- the Local Authority requires all applicants to give statements about, and permission for the Authority to conduct a check on, any criminal convictions as described in the application form. Failure to give such permission will mean that the application will not be considered
- the Local Authority will carry out appropriate checks where an applicant is seeking appointment for the first time with a Shropshire School. Any offer of appointment will be subject to formal confirmation after checks have been carried out. All checks will be made in the strictest confidence and used solely for the purpose of considering applications for the post
- candidates called for interview should bring with them original documents or properly certified copies of all qualifications and a form of identification e.g., driver's licence or passport
- expenses on the Local Authority scale will be allowed to candidates attending for interview. Candidates will be responsible for arranging any accommodation requirements themselves. Any shortlisted candidate who withdraws from the process will not be reimbursed with travel or other expenses
- post interview feedback is offered to candidates who are interviewed and who wish to take up the opportunity, focusing on issues of professional development highlighted by the interview



Primary Education in Shropshire

Shropshire is the largest inland county, bordered by Wales, Worcestershire, Herefordshire, Telford and Wrekin, the West Midlands, Staffordshire, and Cheshire. It is a county with an interesting variety of character and landscape, ranging from sparsely populated agricultural areas to the county town of Shrewsbury.

It offers a wide range of places in which to live and work, with easy access via the M54, A5, M6, and rail links to the rest of England, Scotland, and Wales.



M54 link to The Midlands



Historic Ludlow

The Local Authority's Policy

The Local Authority's policy is that the school curriculum should help all pupils to:

- Enjoy learning and perceive education as a lifelong process
- Develop the attitudes, understanding, and skills necessary, now and in the future, to exercise independence and initiative, and to work, participate, and thrive in a democratic society
- Be fully involved, in all years, in the following areas of learning and experience:
 - Aesthetic and creative
 - Human and social
 - Linguistic and literacy
 - Mathematical
 - Moral
 - Physical
 - Scientific
 - Spiritual
 - Technical
- Develop lively, enquiring minds and the ability to:
 - Find and use information
 - Question and debate rationally
 - Apply understanding and skills to address issues, solve problems, and carry out practical tasks
- Develop worthwhile personal values and attitudes, including good manners and respect for others, and gain a clear understanding of the ways of life of other people and other cultures
- Understand the world in which they live and the interdependence of individuals, groups, and nations
- Develop appreciation and concern for the environment
- Work cooperatively with others, including developing confidence and respect in relating to adults
- Develop self-reliance and the ability to learn independently



Support from the Local Authority

Schools are supported by an Education Improvement Team, which includes both subject specialists and primary generalist area advisers, many of whom have themselves been Headteachers of primary schools.

Each school is allocated adviser time, related to school size, to support work on the school's priorities. There is also a substantial programme of Continuing Professional Development (CPD), including management development courses and consultancies, which can be purchased to support particular development needs.

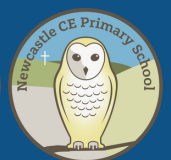
Shropshire Council provides support to schools in financial, personnel, and management matters. Newly appointed Headteachers, whether in their first or a subsequent headship, can expect particular support from their attached adviser and will be invited to take part in an induction programme.

Emphasis is placed on the school development planning process as a means of ensuring a successful cycle of monitoring and evaluation of the school's progress. This is supported by the monitoring and advisory roles of primary advisers. Shropshire advisers also carry out inspection contracts under the Ofsted framework, enabling them to combine evaluative and advisory functions for the benefit of schools.

There is also a strong emphasis on collaboration between schools. There are nineteen school development groups, several informal clusters, and an association for small schools. Standards in Shropshire schools are high, and there is a strong tradition of continuous development and improvement.



**Blue Hills
Federation**



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