[[](https://www.frogwell.co.uk/)](https://www.frogwell.co.uk/)

**Frogwell Primary School**

**Head Teacher Application Pack**

**Welcome from the Chair of Governors**

Thank you for your interest in Frogwell Primary School. I hope this pack will strengthen your interest in what you can bring to this school. Frogwell Primary School is in the historic and now fast-growing town of Chippenham, in north Wiltshire, well-connected by a fast railway and a major motorway a few miles away. An 80-year-old school, it is in the west of the town.

We serve an increasingly diverse community and aim to enable pupils to develop themselves as people and academically. The school has a relatively high proportion of SEND pupils, and we are committed to including and developing all pupils. Frogwell has a Complex Needs Resource Base on site, which provides an individualised curriculum for all children, linked to their Educational Health Care plan and advice from professionals involved with their children.

We believe the school has significantly improved in the past two years, with a doubling in the number of parents who would recommend the school. While Ofsted’s Requires Improvement in two areas was disappointing, we are committed to improving the school so it gets Good. We would encourage potential applicants to read the report, available on our website, where many positives are also noted. We are all committed to further improvement.

This is an exciting time for the school, with new buildings being planned on our extensive site, which will strengthen the school and the Resource Base. Our staff are dedicated and capable and the Governing Body is genuinely engaged.

We want a passionate and inspiration leader who can continue our journey of rapid improvement. We will want you to bring your experience, knowledge and research with you to enable the school and community to work together so each child at Frogwell makes great progress and that all needs are met through creative and inspirational provision and an aspirational curriculum. The school is committed wo working with the Local Authority’s school Improvement team, as well as working alongside other schools as part of the Hub model. We want you to hold the children in the heart of everything you do, and through your leadership bring the whole school community along with us in this exciting journey. We expect you to care passionately about each of our pupils and their well-being and learning. Staff and Governors have the desire and the capacity to support you, and we invite you to bring your vision, passion and determination to this role.

I look forward to showing you round Frogwell School.

Nigel Linacre BEM, Chair of the Board of Governors



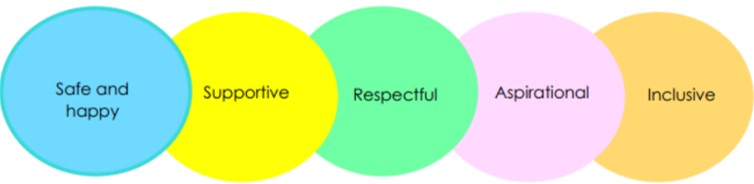
**Our Vision and Values**

**We aim to be a respectful and inclusive school community providing a happy and caring environment for children.**

 We will do this by:

* supporting each child to unlock their potential as confident learners and responsible citizens
* providing opportunities that raise aspirations and widen horizons
* investing in our staff and the school environment to enable our children to achieve

**Our School Values**



* **Safe and Happy:** We want all children to feel emotionally and physically safe in our school and to enjoy coming here each day. We aim to make our school a happy place for everyone.
* **Supportive:** We believe it is essential to provide children with the support they need to succeed both academically, socially and emotionally.
* **Respectful:** We want all members of our school community to treat others and themselves with respect. We believe in the importance of adults modelling respectful behaviours to help children to learn respect.
* **Aspirational:** We believe all children should be encouraged to have aspirations for the future regardless of their starting points. We aim to inspire children and build their confidence to aim high.
* **Inclusive:** We believe our school is a better place if we can include everyone and support those with different needs to experience success in education and in life.

**General Information on the School**

Pupil demographic data as of 02/12/24

|  |  |
| --- | --- |
| **Number on roll** | 191 |
| **Gender** | Boys 51%  Girls 49% |
| **SEN Support** | 32 pupils / 19% of mainstream school |
| **EHCP (whole school including Resource Base)** | 30 pupils / 16% (22 of these are in Resource Base) |
| **EHCP (mainstream only)** | 8 pupils / 5% (plus a further 2 pupils pending EHCNA outcome) |
| **Ethnicity** | 75% of pupils are White British |
| **English as an Additional Language** | 35 pupils / 18% have EAL |
| **Disadvantaged (eligible for PPG or PP+)** | 82 pupils / 44% |
| **Current Free School Meals** | 81 pupils / 42% |

**Statutory data report July 2024**

**Early Years Foundation Stage 2023 – 24**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Frogwell Primary School (including pupils from CNRB)** | **Frogwell Primary School (excluding pupils in CNRB)** | **National** |
| **% pupils achieving GLD** | 45% | 60% | 68% |
| **% pupils at expected levels across all ELGs** | 40% | 53% | 67% |
| **Average number of ELGs at expected level per child** | 10.2 |  | 14.2 |

**Year 1 Phonics 2023 -24**

|  |  |  |
| --- | --- | --- |
| **Percentage of Y1 children that met the standard in Phonics** | | |
| **Frogwell Primary School (including CNRB)** | **Frogwell Primary School (excluding CNRB)** | **National Average** |
| 80% | 84% | 80% |

**Year 2 Phonics 2023 -24**

|  |  |  |
| --- | --- | --- |
| **Percentage of Y2 children that met the standard in Phonics** | | |
| **Frogwell Primary School (including CNRB)** | **Frogwell Primary School (excluding CNRB)** | **National Average** |
| 72% | 90% | 91% |

**Year 4 Multiplication Tables Check results 2023 -24**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Multiplication Tables Check Attainment** | | | | |
| **Frogwell Primary School** | | | **National Average** | |
| Percentage of pupils scoring 25 | | Average attainment score | Percentage of pupils scoring 25 | Average attainment score |
| **Including CNRB**  8% | **Excluding CNRB**  10% | 16.9 | 34% | 20.7 |

**End of Key Stage 2 results 2023 – 24**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expected Standard** | | | |
|  | **Frogwell Primary School** | | **National Average** |
| **(All pupils including pupils from CNRB)** | **(Excluding pupils from CNRB and 1 non-attender)** |
| **Reading** | 66% | 73% | 74% |
| **Writing** | 62% | 69% | 72% |
| **GPS** | 52% | 58% | 72% |
| **Maths** | 59% | 65% | 73% |
| **RWM combined** | 48% | 54% | 61% |
| **Science** | 66% | 73% | 81% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Higher Standard** | | | |
|  | **Frogwell Primary School** | | **National Average** |
| **(All pupils including pupils from CNRB)** | **(Excluding pupils from CNRB and 1 non-attender)** |
| **Reading** | 14% | 15% | 28% |
| **Writing** | 10% | 12% | 12% |
| **GPS** | 14% | 15% | 31% |
| **Mathematics** | 14% | 15% | 23% |
| **RWM combined** | 7% | 8% | 7% |
| **Science** |  |  |  |

*NB: the ‘non-attender’ stopped attending our school when they moved from Chippenham to Salisbury in Feb 2024 but had to be kept on our roll due to having an EHCP and no school provision in the new area. It was not possible to remove him from school results. Prior to Feb 2024 was also a school and AP refuser on a complex Child Protection Plan.*

Last Ofsted rating: “Requires Improvement” June 2024.

Link to website https://frogwell.co.uk.

**The appointment process**

• Salary range for our new Headteacher: L18-L24.

• Closing date for applications: 20/1/25

• Application should be made using the Wiltshire LA application form. CVs will not be accepted.

• Shortlisting date: 21/1/25

• Interview dates: 3rd-4th February

• Expected start date for our new Headteacher: September 2025, unless April feasible.

**A statement about safeguarding and safer recruitment**

Frogwell Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Frogwell Primary School is committed to safer recruitment and will follow all relevant safer recruitment processes including the relevant sections of Keeping Children Safe in Education. All applicants will be subject to a Disclosure and Barring Service check before an appointment is confirmed.

**An invitation to view the school**

We encourage you to arrange to visit to the school on Thursday 9th or Wednesday 15th January by contacting the School’s Office Manager, Vikee Brandebourg, on 01249 652815 or email: [admin@frogwell.wilts.sch.uk](mailto:admin@frogwell.wilts.sch.uk). If these dates are not possible, we may be able to find others.

**Our new Head Teacher – the personal specification**

The role of the Head Teacher covers …

|  |  |  |
| --- | --- | --- |
| **Qualifications and Training** | Essential | Desirable |
| Qualified Teacher Status | X |  |
| Evidence of recent and relevant continuing professional development including leadership | X |  |
| Degree | X |  |
| **Relevant Experience** |  |  |
| Recent experience as a successful senior leader in the primary phase | X |  |
| Proven outstanding teaching ability | X |  |
| Curriculum leadership experience |  |  |
| Proven experience of leading the raising of standards in teaching and learning through staff development | X |  |
| Strategic leadership in building and maintaining effective relationships with Governors, parents, the community and LA | X |  |
| Strategic planning and resource management |  | X |
| Experience in leading school improvement planning and self-evaluation | X |  |
| Experience of leading and managing successful change |  | X |
| Experience of managing Personnel and Health/ Safety issues |  | X |
| *Experience of supporting pupils with SEND* | X |  |
| *Experience of working in a school with a SEND resource base* |  | X |
| **Knowledge & understanding of:** |  |  |
| Models of effective teaching and learning that raise standards for all as well as disadvantaged learners | X |  |
| Models of behaviour and attendance management |  | X |
| Commitment to inclusion, meeting the needs of all children, including the vulnerable, disadvantaged learners and those with special needs /disabilities. | X |  |
| Up to date knowledge of the National Curriculum (& EYFS curriculum) | X |  |
| Safeguarding requirements | X |  |
| Current educational priorities, legislation, research and developments including the inspection framework | X |  |
| Recent experience of managing an OFSTED inspection successfully |  | X |
| Strategies to promote individual and team development | X |  |
| School improvement strategies to include raising attainment, data analysis, target setting and appraisal | X |  |
| Financial planning and budget management |  | X |
| Successful management strategies for monitoring the quality of teaching and learning, pupil outcomes and the quality of provision | X |  |
| Developed vision and philosophy to include inclusion, ethos, communication, behaviour, school improvement and diversity |  | X |
| School self-evaluation and its relationship with the process of school development and improvement | X |  |
| The work of other agencies and opportunities for successful collaboration with them |  | X |
| Working with, and understanding the role of school Governors | X |  |
| **Professional Skills** |  |  |
| Outstanding strategic leadership skills | X |  |
| Ability to lead, and develop staff so they can be the very best | X |  |
| Collaborative partnership working to secure the commitment and support of the wider community |  | X |
| Effective interpersonal and communication skills (including written, oral, ICT and presentation) | X |  |
| The delivery (use and impact) of new technologies to support teaching and learning |  | X |
| Highly developed organisational, self-management and time management skills | X |  |
| Ability to motivate, enthuse and empower staff and pupils | X |  |
| Proven ability to think creatively to anticipate and to identify problems and needs and to construct solutions | X |  |
|  |  |  |
| Resilient, empathetic, approachable, have strong interpersonal skills and passionate about inclusion. | X |  |
| Open to innovation and willingness to take onboard different views | X |  |

**Our new Head Teacher – the job description**

**Job Description – New Headteacher Standards**

**General Duties and Responsibilities**

To carry out the duties of the headteacher as set out in the current [School Teachers’ Pay & Conditions](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/920904/2020_STPCD_FINAL_230920.pdf) Document and [Headteacher Standards](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020) (2020)

**The Primary Purpose of the Job of Headteacher**

The headteacher embodies and inspires the ethos and culture of the school, securing their vision with all the members of the school community. The headteacher establishes and ensures a safe and secure environment for learning and teaching that empowers both staff and children to achieve their highest individual potential whilst giving due regard to teaching, leadership and management needs of the school.

**Qualities**

The headteacher will:

* Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
* Build positive and respectful relationships across the school community
* Serve in the best interests of the pupils
* Take responsibility for their own continued professional development, engaging critically with educational research

**Duties and responsibilities**

The headteacher will:

1. **School Culture**

* Create a culture where pupils experience a positive and enriching school life
* establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
* Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
* Ensure a culture of high staff professionalism and promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment

1. **Teaching and learning**

* Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
* Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
* Ensure effective use is made of formative assessment

1. **Curriculum and assessment**

* Ensure the teaching of a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
* Establish effective curriculum leadership and develop confident subject leaders
* Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics
* Ensure the use of valid, reliable and proportionate approaches to assessing pupils’ knowledge and understanding of the curriculum

1. **Behaviour**

* Establish and sustain high standards of behaviour for all pupils, built on relationships, rules and routines that are understood clearly by staff and pupils and clearly demonstrated by all adults in school. Approaches will ‘live out’ the school’s Christian vision
* Ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy
* Implement consistent, fair and respectful approaches to managing behaviour and ensure that adults within the school model and teach the behaviour of a good citizen

1. **Additional Educational Needs**

* Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
* Establish and sustain culture and practices that enable all pupils to access the curriculum and learn effectively
* Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needsand special educational needs and disabilities, providing support and adaptation where appropriate
* Ensure the school fulfils its statutory duties with regard to the SEND code of practice

1. **Staff management and Professional development**

* Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
* Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development
* Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

1. **Organisational management**

* Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the school’s duty of care
* Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
* Ensure staff are deployed and managed well with due attention paid to workload
* Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
* Ensure rigorous approaches to identifying, managing and mitigating risk

**8) Continuous school improvement**

* Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
* Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context
* Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

**9) Working in partnership**

* Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
* Commit to working successfully with other schools and organisations in a climate of mutual challenge and support
* Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

**10) Governance and accountability**

* Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
* Establish and sustain professional working relationship with those responsible for governance
* Ensure that staff know and understand their professional responsibilities and are held to account
* Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets statutory duties

This document will be reviewed regularly, through annual performance management/appraisal procedures. This job description may be amended at any time following consultation between the headteacher and Governing Body.

**Working in Wiltshire**

With its stunning countryside and superb community spirit, Wiltshire is a fantastic place to live and work. It has great schools that work well together and who benefit from a very proactive and supportive Local Authority team. A range of support to new and experienced Headteachers is provided by the LA, this includes the Headteacher Induction Programme and the Headteacher Mentoring Scheme.

**The Headteacher Induction Programme.**

Following appointment, the new Headteacher will receive details of the Wiltshire induction programme which will support you through your first year of Headship in Wiltshire. Wiltshire Council is committed to ensuring that new Headteachers and experienced Headteachers new to Wiltshire receive effective induction to enable them to fulfil their role. The programme follows a sequence of modules, covering a wide range of topics, delivered through a mixture of face to face and online events.

The programme will:

* Provide you with a valuable opportunity to establish a supportive network with new to role Headteacher colleagues, across Wiltshire.
* Introduce you to our Wiltshire Local Authority services, key contacts and offer.
* Allow you to access training which develops your knowledge and expertise in specific areas of school practice including: Safeguarding, Working with Governors, Curriculum, Health and Safety, Finance, Early Years, Assessment and Moderation, Targeted Support, SEND & Inclusion.
* Provide a termly, face to face opportunity to meet collaboratively with your new Headteacher colleagues in a Wiltshire school and take part in training led by an experienced Wiltshire Headteacher which will develop your expertise and practice. These sessions are the only traded part of the programme for academy colleagues.
* Enable you to have access to Wiltshire LA Officers who can respond quickly to questions, thoughts and challenges which will support you in your role.

**The Wiltshire Headteacher Mentoring Scheme.**

The Wiltshire Headteacher Mentoring Scheme has been running for over 20 years and has a proven track record of successful and supportive partnerships organised by headteachers for headteachers. The Wiltshire Mentor Scheme is completely confidential and has received an excellent independent evaluation from Bath Spa University.

The Wiltshire scheme has as its rationale: “to enable a headteacher to feel comfortable and supported in the first year of their new post through a professional relationship with a colleague”. This support is also available to heads in their second or subsequent headship as every headship is different.

The scheme offers a choice of colleagues to act as your mentor for a year. The mentor is given the equivalent of three days’ supply to assist them in this. All the mentors are experienced heads and have had at least 3 years successful headship in Wiltshire. They have all been specially trained to prepare them for the role and receive regular refresher mentor training. They are there to help by listening to you and acting as a sounding board, as well as offering you practical help and support during the first year of your new headship.