



**Dothill Primary School**  
**Appointment of Headteacher**  
**Required from September 2024**  
**Information for Applicants**



**DOTHILL PRIMARY SCHOOL**  
**Severn Drive, Wellington, Telford, Shropshire, TF1 3JB**



## **Appointment of Headteacher for September 2024**

Thank you for your interest in the post of Headteacher at Dothill Primary School.

This is an exciting opportunity for a skilled and confident leader of people and systems with a commitment to continue to achieve excellence in educational standards, social and emotional development and an understanding of the school's role in the wider community. The school was confirmed as Good by Ofsted in November 2018.

After 7 successful years, our Headteacher is retiring at the end of the summer term 2024. As a school, we strive to enable each child to reach their full potential, both at school and as members of the wider community. We are committed to creating a learning environment in which everyone, staff, governors, volunteers, pupils and those with parental responsibility play a part.

The successful candidate will be able to lead the team to deliver excellence for the school, work effectively with colleagues, including our experienced Deputy Head Teacher, and continue to build relationships with stakeholders.

Further information about our school can be found on the school website [Dothill Primary School](#)

Jenny Naujeer

**Chair of Governors**

Please read the information contained in this pack carefully. It is designed to give you a flavour of the school as well as to assist you in completing the application form. Please take particular note of the additional information required by the governors. Details of this can be found in the 'Important information for Applicants' section.

The contents of this information pack are as follows:

- Information about our school
- Our vision, aims and values
- The advertisement/recruitment process/task
- Job description
- Person specification

## **An Introduction to Dothill Primary School**

Our school opened in September 2008 following the amalgamation of Dothill Infant and Dothill Junior Schools. A focal main entrance, an administrative block and Senior Leadership Team offices provide a physical link between the key stage 1 and key stage 2 buildings. The staff from both of the original schools work as a strong and friendly team. We are committed to reaching the highest standards in educational provision within a friendly, positive ethos and aim to address all aspects of our children's development. We have developed a stimulating and creative curriculum that ensures all of our children have fun while they learn, reach their potential, and eventually leave us for secondary school with a high level of the skills that will enable them to enjoy success and wellbeing in the future.

We currently have 383 children on roll in 13 classes. 23.24% are entitled to free school meals, 19.32% have special educational needs, and 22.19% speak a first language that is not English.

Our children are friendly, well-behaved and very good company. Parents and carers are very supportive of our school and many help out in the classrooms and with educational visits. We have an active and hardworking group of "Friends" (PTA) who raise considerable funds for the school through a number of exciting fundraising events during the year.

Our classes are supported by our expert and friendly team of support staff, who work alongside members of teaching staff to provide focused teaching and intervention as appropriate to the children's needs.

On our site, Dothill Pre-School and Childcare run a private before and after school club, holiday club, and pre-school.

### **ICT**

A full wireless network has been installed throughout the school. We have mobile suites of both laptops and iPads in school to enable children to use ICT to support their learning across the curriculum, alongside their computing lessons.

### **The Dothill Site**

Our school occupies a beautiful, extensive site with hard and grassed play areas, adventure playgrounds, gym equipment, a small woodland area and a courtyard garden. Adjacent to the site is an area of established woodland that is used in our Forest School work and a large playing field that is used for recreation, PE lessons and clubs and competitive sporting events.

We have fourteen large classrooms, each with a large interactive display screen. We also have various rooms for small group work, a resources room, a large nurture room, a family room, a library, two large halls, a demountable classroom which is used as a music room, and a range of offices. Our surrounding area is very attractive, with areas of mature woodland, lakes and private housing.

### **Sport and the Arts**

Our school holds the Platinum Schools Games Kitemark for its sporting provision and enjoys a great deal of success in local events. This is thanks to the dedication of particular members of staff, the commitment of the children to taking part and their supportive parents. We also hold

the Bronze Award with The Music Partnership for excellence in music. Thanks to dedicated members of staff, our children regularly take part in musical events, such as the Young Voices at the Birmingham Arena, Telford Sings, and various local community events.

### **Professional Development**

We are keen to continue to develop a spirit of Lifelong Learning at Dothill and therefore place a high value on professional development. We expect team members to progress well in their career and are committed to providing opportunities for them to do so by providing high quality “in house” training sessions, opportunities to attend a range of CPD courses, sharing practice and expertise with colleagues and through accredited training.

### **Beyond Dothill**

At Dothill, we enjoy a close working partnership with a group of local primary schools. Together we form the Beacon Cooperative Learning Trust.

We receive pupils into our Early Years classes from a number of pre-school settings including the on-site provision.

Many of our pupils transfer to the Charlton School and Ercall Wood for their Key Stage 3 education. We have had strong links with the Learning Community for several years with many benefits to staff and pupils, particularly during transition from Key Stage 2 to Key Stage 3. We also have links with other local secondary schools to share good practice and aim to ease transition.

Our pupils and staff value opportunities to take part in several local events, for example carol singing in Wellington Town Square, singing at the Severn Hospice, attending the Remembrance Service, and participating in many different local sporting events.

Staff and pupils at Dothill Primary School enjoy working in a creative, positive and caring atmosphere where everyone feels valued.

## Vision, Aims and Values

Our vision at Dothill is to provide,  
in partnership with the school community,  
a safe, **happy** and **cooperative** environment  
in which our *unique* pupils live out school values and  
face challenges with confidence,  
*aspiring to excel.*

Our core belief is that children at Dothill should feel **safe and happy** and we work hard to ensure this.

We believe that our **children are unique** and bring their own personal experiences and contributions to our school.

Our Dothill community has **high expectations** for everyone and seeks to develop **creativity and independence** through a stimulating and supportive environment.

We believe in the importance of **widening our horizons**. We are committed to celebrating the rich diversity of local, British and international cultures and religions within a broadly Christian ethos, providing a foundation upon which everyone can develop a sense of their own **value and purpose**.

We aim to develop **positive, confident, reflective children** who:

- are happy, fulfilled and proud of themselves and their achievements
- take part in decision making within the classroom and school so that they have sound knowledge of their own value and purpose
- understand the school expectations and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong
- are able to think creatively and independently in order to have aspirations for the future  
are proud to be part of a diverse British society

### **Learning and enjoyment is at the heart of all we do.**

Dothill Primary School is a place where we provide a caring, vibrant and dynamic environment for all children and adults so as to support, encourage and enhance the development of the whole person and the achievement of full potential.

At Dothill we  
value:

Respect  
Happiness  
Responsibility  
Creativity  
Honesty  
Enthusiasm  
Confidence  
Kindness  
Cooperation  
Fairness

We believe that all children have the right to the best possible start in life through a quality education in a safe, secure and happy learning environment where they are valued, nurtured and encouraged to be the very BEST that they can be!

At Dothill we have three simple expectations that ensure that our values are seen in practice:

**READY, RESPECT, SAFE**



We know that children learn best when they enjoy excellent teaching and positive relationships with those who teach them. Our team aims to ensure that pupils feel confident and happy to face exciting, high-level challenges without fear of failure.

## **Job Advertisement**

**HEADTEACHER**  
**Dothill Primary School, Telford, Shropshire.**

**Required from September 2024**

**Full time, Permanent, L15-21 (£66,628 - £77,195)**

The Governors invite applications from suitably qualified people for this rewarding post in our school.

We are seeking to appoint a highly motivated person who is able to lead and inspire others and demonstrate a love of teaching within our school and beyond. The successful applicant will be someone who is an outstanding classroom practitioner and has the desire to make a difference and who believes all children are able to achieve and make a success of their lives. This is an ideal and exciting opportunity for an outstanding Headteacher or Deputy Headteacher who has the drive, energy, enthusiasm and experience to lead a fully committed staff and take the school forward into the next stage of its journey.

Our new Headteacher will be part of a hardworking team, including our pupils, who are rightly proud of our school. Our school ethos is one of inclusion, respect and high aspirations for all and we are committed to ensuring every child has the opportunity to achieve their true potential.

We are looking for a Headteacher who:

- Is a leader who has consistently high expectations, seeking high achievement for all children regardless of starting points.
- Is innovative, organised and passionate about driving improvement in educational standards.
- Has a clear vision, enthusiasm and energy to continue to grow the school's profile within the local community and further afield.
- Will use their inspirational, innovative and enthusiastic leadership qualities to support a teamwork ethos, ensuring our skilled and dedicated staff continue to develop, thrive and succeed.
- Is an outstanding education practitioner, passionate about teaching and learning with the ability to instil and nurture this in all pupils and staff.
- Is committed to ensuring every child achieves their potential emotionally, socially and academically, so that they are equipped to enjoy their time at Dothill and are well prepared for life beyond primary school.
- Is approachable, with the ability to build strong and trusting relationships with all school stakeholders through excellent communication skills.
- Has safeguarding at the heart of all they do, promoting positive health, safety and wellbeing for all children and staff.
- Is excited and passionate about leading our wonderful school.



In return, we offer:

- An opportunity to be part of a securely good school with recognised school-to-school support links, helping to support and raise standards across the Local Authority and further afield.
- Be part of the developing community around Dothill, which sits in a nature reserve.
- Articulate and enthusiastic children, who enjoy coming to school and who make good progress.
- A highly skilled and dedicated staff team.
- Fantastic school facilities, including a modern and well equipped school building and extensive outdoor learning areas.
- A committed governing body who offers support and challenge to ensure the very best for our school.

Dothill 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. Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2023) and our Safer Recruitment Policy. Our Safeguarding Policies can be found on our website by following this link: <https://dothillprimaryschool.co.uk/our-school/policies/safeguarding-and-wellbeing-policies>

**Visits to the school are warmly welcomed prior to application. Please contact the school office on 01952 386870 to arrange a one-to-one appointment with our Deputy Head Teacher.**

**Application forms can be found at: [Education jobs | wmjobs.co.uk, Telford](https://www.wmjobs.co.uk)**

**Completed application forms and your response to the question should be returned to:**

- Email: [shirley.thompson@telford.gov.uk](mailto:shirley.thompson@telford.gov.uk)
- Post: Shirley Thompson - School Governance Officer  
Education Achievement and Enrichment  
Education and Skills  
Telford & Wrekin Council  
6A Darby House  
Lawn Central  
Telford  
TF3 4JA

**The closing date for receipt of applications is Monday 15<sup>th</sup> April 2024 at 12 noon.**

**Shortlisting will take place on Wednesday 17<sup>th</sup> April 2024.**

**Interview dates: Wednesday 24<sup>th</sup> and Thursday 25<sup>th</sup> April 2024 (required on both dates)**

In addition to the above, the governors would like you to address the following in your application.

*Our new Headteacher should share our vision and values. As part of your written application, in no more than 500 words, what do these values mean to you and how you would support, encourage and enhance the development of the whole person in our pupils and help them to achieve their full potential through your style of leadership.*

Candidates selected for interview will be contacted immediately after shortlisting by telephone and email.

Applicants should note that there will be a number of activities as part of the selection process, including a presentation.

Any offer of appointment will be subject to satisfactory completion of recruitment checks. Please see important information for applicants.

## **Head Teacher Job Description**

The duties outlined in this job description are in addition to those covered by the latest School Teachers Pay and Conditions Document, which should be read in conjunction with this document. This job description is based on the National Standards for Head Teachers.

### **STRATEGIC DIRECTION**

- Think strategically, build and communicate a coherent vision in a range of compelling ways
- Plan and promote school progress towards outstanding effectiveness in all aspects of the schools work
- Ensure that this vision and ambition for improvement is effectively expressed in the School Development Plan / Raising Attainment Plan and that this is understood, shared and acted upon effectively by all
- Work in partnership with staff, governors and other stakeholders to ensure that the Plan is regularly monitored, evaluated, reviewed and underpinned by sound financial planning
- Ensure that all aspects of the work and organisation of the school are monitored and evaluated to meet all statutory requirements
- Build on and enhance the standing of the school amongst prospective parents and the local community

### **LEADING TEACHING AND LEARNING**

- Ensure a continuous focus on raising and maximising all pupils' achievement
- Continue to close the attainment gap, using comparative data and local and national benchmarks to evaluate and improve the school's performance · Ensure there is effective assessment of every child's learning and careful monitoring of the progress and achievement of all groups and individual pupils
- Monitor and develop the quality of teaching throughout the school, building on and developing outstanding teaching and working with all classroom staff to ensure the highest standards of professional practice are achieved
- Lead, develop and monitor through regular review a curriculum which provides the pupils with the core skills they need to achieve at secondary school
- Ensure the curriculum promotes a thirst for knowledge and a love of learning, whilst meeting all statutory requirements
- Develop methods to successfully engage parents in the progress of their children's academic achievements at school
- Maintain and develop links with parents, other schools, educational establishments and the wider community in order to enhance teaching and learning and pupils' personal development

### **PUPILS**

- Identify and provide for each child's individual needs, ensuring equality of access to a broad and rich education for all pupils

- Ensure the highest standards of achievement for children at all levels of ability through demonstrating high expectations, encouraging high aspirations and providing a curriculum designed to challenge and stimulate
- Make informed and decisive interventions on behalf of the school's SEN, EAL, FSM, and PPG pupils and ensure that the Pupil Premium maximises all pupils' achievement
- Set and uphold high expectations of behaviour, attitudes to learning and attendance, supported by the current school policies and practices that promote self-discipline, self esteem and responsibility
- Encourage confidence and independent learning in all pupils, providing opportunities for self-expression and 'pupil voice' and encouraging initiatives that promote self-reliance

### **LEADING AND MANAGING THE ORGANISATION**

- Support, challenge and appraise the work of all staff through the implementation of effective performance management and appraisal strategies and procedures for recruitment, induction, professional development and performance review
- Ensure that staff have the opportunity to develop professionally and receive access to appropriate professional development and training individually and as a team, in line with the school development plan
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture, and to allow an appropriate work/life balance whilst fulfilling directed hours
- In partnership with the Governing Body, set appropriate priorities for expenditure within a balanced budget, and ensure effective and efficient financial and administrative control in order to achieve the school's educational priorities and goals, and provide value for money
- Ensure the budget is managed effectively with a strong framework of financial control which meets SFVS requirements and provides timely and appropriate financial reporting to the Governing Body and other stakeholders as required
- Produce and implement clear, evidence based school self-evaluation and improvement plans and policies for the development of the school and its facilities
- Recruit, retain and deploy staff appropriately, and manage their workloads in order to achieve the schools educational priorities and goals
- Promote a cohesive staff team with high levels of mutual respect and consistent provision
- Maintain effective systems for safeguarding all pupils, working with external agencies as required
- Manage and organise the school environment efficiently to ensure that it supports the achievement and wellbeing of all children and adults operating at the school site, and meets all health and safety regulations

### **SECURING ACCOUNTABILITY**

- Promote a culture of effective self-evaluation among teams and individuals so that all staff recognise that they are accountable for the success of the School

- Provide data analysis, appropriate information and accurate evidence to the Governing Body, which will enable it to meet its responsibilities for securing effective teaching and learning, together with improved standards of achievement and value for money, and for ensuring that the school meets its statutory responsibilities
- Provide a programme of governor visits and other opportunities for governors to work alongside senior leaders which is scheduled on the school development plan / raising attainment plan to enable the governing body to fulfil their monitoring and evaluation role
- Ensure the provision of a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the LA, the local community and Ofsted

## **STRENGTHENING COMMUNITY AND COMMUNICATION**

- Build parental involvement so that families are involved in pupils' learning, feel welcome and are encouraged to make positive contributions to school life
- Ensure that governors, parents and pupils are well informed about the curriculum, attainment and progress, and develop strategies to encourage their involvement in the drive for continued school improvement and high achievement for all
- Maintain and promote positive strategies for challenging prejudice and dealing with harassment
- Collaborate with other agencies to ensure the academic, spiritual, moral, social and cultural wellbeing of pupils and their families
- Develop and strengthen effective partnerships with other primary and secondary schools, and the Beacon Trust to further pupil welfare and achievement
- Maintain a harmonious, productive and mutually beneficial relationship within the school and community
- Continue to raise the profile of the school in the community and support community cohesion

## DOTHILL PRIMARY SCHOOL HEAD TEACHER PERSON SPECIFICATION

Attributes	Essential	Desirable
<b>Qualifications/ Training</b>		
Education / other	Qualified Teacher Status.	Degree or equivalent. Higher degree qualification, Postgraduate courses. Recognised management qualification.
Professional development	Evidence of sustained participation in relevant training especially relating to leadership and management.	Evidence of sustained participation in relevant training especially related to improving outcomes and sharing effective practice in other settings.  Completion of NPQH or equivalent.
<b>Experience</b>		
Teaching	Experience as an effective classroom teacher in the Primary phase. Experience of leadership.	Evidence of teaching in more than one key stage. Evidence of wider school leadership Experience of leading a significant successful initiative
Schools	Experience of other schools.	Experience of a leadership and management role in other schools.  Experience of a wide range of schools
Management responsibility	Experience as a Deputy Head Teacher / Assistant Head Teacher with a proven track record.	Experience as a Head Teacher, Acting Head Teacher, Deputy Head Teacher with significant management experience.
Resources	Experience of managing and motivating staff and resources. Experience of managing financial resources Experience of performance management of staff	Experience of appointing and inducting staff; ICT systems for resource. Experience of managing a significant or whole school budget.
<b>Knowledge and Understanding</b>		
National context	Knowledge of National Standards for teachers and appraisal systems. Knowledge about effective teaching and learning and pedagogy.	Knowledge of recent Education Acts and other relevant legislation and their implications for schools.

Learning and Teaching	Practical understanding of effective learning and teaching strategies. Understanding of actions to be taken to promote cultural and racial harmony.	Understanding and use of effective monitoring and self-review strategies to improve the quality of teaching and learning.
Standards	Awareness of strategies to raise pupil achievement, manage behaviour and prevent racism.  Awareness of strategies to improve outcomes for vulnerable groups, including disadvantaged pupils and SEND.  Understanding of setting and achieving aspirational targets.	Experience of strategies to raise pupil achievement, manage behaviour and prevent racism  Experience of strategies to improve outcomes for vulnerable groups, including disadvantaged pupils and SEND.
National Curriculum	Understanding of the new National Curriculum including, assessment without levels, recording and reporting.  Experience of planning the curriculum across the age range of the school.	Significant experience of planning the broader curriculum.  A clear vision for the curriculum for this school, including underlying principles, values and aspirations for pupils.
Parents and Community	Understanding of the role which can be played by parents and the community in raising standards.	Experience of working directly with parents to raise standards.  Experience of developing effective relationships parents and the local community.  Experience of developing effective relationships with other schools in order to raise standards.
Governance	Knowledge of the roles of governors Knowledge of the strategic role of governors.	First hand experience of working with governors in order to formulate a vision for the school and raise standards for pupils.
<b>Skills</b>		
Leadership	Ability to provide clear vision and articulate values. Able to motivate pupils and staff.  Ability to delegate responsibility, set high standards and provide a focus for improvement.	Proven ability to inspire, lead and participate actively in building and sustain a learning community with others within and beyond the school.

Management	Demonstrate ability to manage change, and monitor and evaluate its impact.	Played a leading role in developing, implementing and prioritising a School Development Plan / Raising Attainment Plan.
Relationships	Able to establish and develop excellent relationships with all involved with the school.  Show commitment to the school's wider community, other educational establishments and Children's Services.	Inspires productive relations with all school community including external partners. Takes a lead role in determining direction.
Interpersonal and Communication skills	Ability to communicate effectively and implement strategies across all aspects of the school so that all stakeholders have a clear understanding of expectations and their role. Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and work to resolve conflicts. An understanding of and competent use of ICT	An understanding of and competent use of ICT including emerging technologies to aid and promote the quality of teaching, learning and administration.
<b>Attitudes</b>		
Education philosophy	A commitment to maintain and improve current levels of achievement through partnership with parents and other stakeholders. A determination to progress school improvement and a desire to fulfil each child's potential. To continue to uphold the ethos of the school.	Inspire and influence others within and beyond school – to believe in the fundamental importance of education in young people's lives and to promote the value of education
Staff development	Commitment to the development of all staff, teaching and non-teaching.	Played a role in establishing an effective staff development programme. Use performance management processes to build a highly effective team and succession plan
Equal opportunities	Have commitment to equality of opportunity; race and gender equality and social inclusion.	
Safeguarding	Evidence of a commitment to safeguarding and promoting the welfare of children and young people	



**All the above will be tested from the following:**

- Application form
- Pre-Interview exercises
- Interview
- References

