



The Stoke Poges School



Head Teacher
Information Pack

Welcome from Chair of Governors

Dear Candidate,

Thank you for your interest in the position of Headteacher at The Stoke Poges School. On behalf of the Governing Board, I am delighted that you are considering applying to lead our school at this important and exciting time. After twelve years of dedicated and highly successful leadership, our current Headteacher will be stepping down, leaving behind a strong, vibrant and inclusive school community of which we are immensely proud.

The Stoke Poges School is a welcoming and friendly primary school serving children aged 4-11. We are proud of our reputation as a nurturing and ambitious school, where pupils are at the heart of everything we do. With approximately 430 pupils on role, we are a thriving community school with a clear commitment to high standards of achievement, positive behaviour and the wellbeing of every child. We strive to provide a rich and engaging curriculum that inspires curiosity, creativity and a lifelong love of learning.

Our school is characterised by its strong sense of community. Staff, pupils, parents and governors work in close partnership, creating a supportive and inclusive environment where everyone is valued. Visitors frequently comment on the warm, purposeful atmosphere across the school and the enthusiasm and pride shown by our pupils.

The successful candidate will have the opportunity to build on these strong foundations. We are seeking an inspirational and strategic leader who will continue to drive excellence, nurture our dedicated staff team and ensure that every child achieves their full potential. You will bring a clear vision for the future, alongside the energy and commitment to lead our school through its next phase of development.

As a Governing Board, we are highly supportive and ambitious for the school. We are committed to working in partnership with our new Headteacher, providing both challenge and support to ensure continued success.

For further information about our school community, please look at the school website www.stokepoges.school, where you can also find our most recent Ofsted report. We also encourage you to arrange a visit to see our school in action. Should you wish to do this, please contact Mrs Jenny Lea, Headteacher's PA, on 01753 643319 or via email at JLea@stokepoges.school.

I very much look forward to receiving your application and learning more about the vision and leadership you could bring to The Stoke Poges School.

Yours sincerely,
Carole Powell
Chair of Governors





Headteacher Job Description

Salary range: Group 3 L18 - L24

Responsible to: The Governing Board

Full-time, permanent. Start date: 1st September 2026.

Core Purpose of the Role

The Headteacher will provide professional leadership and management of The Stoke Poges School, establishing a clear vision and strategic direction in line with the school's vision and values.

The Headteacher will secure high-quality education for all pupils by:

- Raising standards and improving outcomes
- Ensuring excellence in teaching and learning
- Sustaining a strong safeguarding culture
- Promoting inclusion and equality
- Ensuring effective financial and operational management
- Working in partnership with governors, staff, parents, and the wider community

The Headteacher will carry out their duties in accordance with the Headteachers' Standards (DfE 2020)

Key Responsibilities

School Culture and Ethos (Headteachers' Standard 1)

- Articulate and sustain a clear, compelling vision for the school rooted in high expectations and inclusion.
- Promote a culture where all pupils are known, valued, and supported to achieve their potential.
- Model professional integrity, resilience, and ethical leadership.
- Ensure the school promotes equality, diversity, and respect in line with the Public Sector Equality Duty.
- Foster a culture of continuous improvement and evidence-informed practice.

Quality of Education (Headteachers' Standard 2)

- Ensure the delivery of a broad, balanced, and ambitious curriculum across Early Years and Key Stages 1 and 2.
- Secure consistently high-quality teaching and learning.
- Establish rigorous systems for monitoring, evaluation and review of teaching and pupil progress.
- Use performance data intelligently to drive improvement and raise standards.
- Ensure effective assessment systems that inform planning and meet statutory requirements.

Behaviour and Attitudes (Headteachers' Standard 3)

- Promote high standards of behaviour, attendance and engagement.
- Ensure consistent implementation of behaviour policies.
- Foster a safe, respectful and nurturing learning environment.

Additional and Special Educational Needs and Disabilities (SEND) (Headteachers' Standard 4)

- Ensure effective implementation of the SEND Code of Practice.
- Promote inclusive practice and high aspirations for all pupils.
- Oversee provision for vulnerable pupils and those with additional needs.
- Ensure early identification and effective intervention strategies.

Professional Development and Staff Wellbeing (Headteachers' Standard 5)

- Lead, develop and inspire staff through high-quality professional development.
- Implement effective appraisal and performance management systems.
- Promote staff wellbeing and manage workload appropriately.
- Develop leadership capacity and succession planning within the school.

Organisational Management (Headteachers' Standard 6)

- Provide effective leadership.
- Ensure efficient and strategic use of financial resources, delivering value for money.
- Oversee budget planning, financial monitoring and resource allocation.
- Ensure compliance with statutory responsibilities, including Health and Safety.
- Maintain effective administrative systems and operational procedures.

Safeguarding and Child Protection (Headteachers' Standards and KCSiE)

- Act as Designated Safeguarding Lead.
- Ensure full compliance with statutory safeguarding guidance, including Keeping Children Safe in Education.
- Promote and sustain a strong safeguarding culture where pupil welfare is paramount.
- Ensure safer recruitment practices are rigorously applied.
- Oversee effective safeguarding training for all staff and governors.
- Manage allegations and safeguarding concerns appropriately and in line with statutory guidance.

Governance and Accountability (Headteachers' Standard 7)

- Work effectively with the Governing Board, ensuring transparency, accountability and constructive professional dialogue.
- Provide accurate, timely information to governors to support strategic oversight.
- Support governors in fulfilling their statutory duties.
- Develop and implement robust self-evaluation and school improvement planning processes.
- Prepare the school effectively for inspection.

Partnerships and Community Engagement

- Build strong relationships with parents and carers.
- Ensure the school remains at the heart of its local community.
- Develop collaborative partnerships with other schools and external agencies.
- Represent the school positively as its lead ambassador.

General Duties

- Fulfil all responsibilities in accordance with statutory requirements and school policies.
- Always promote and safeguard the welfare of children and young people.
- Undertake any duties reasonably required by the Governing Board commensurate with the role.

Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the school's ethos and its objects, policies and procedures as agreed by the governing board.

To uphold the school's policy in respect of child protection matters.

The post holder shall be subject to all relevant statutory and institutional requirements.

The post holder must be prepared to undertake training relevant for the post.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year, and it may be subject to modification at any time after consultation with the post holder.

Person specification

E = Essential D = Desirable

AF = Application Form SS = Supporting Statement I = Interview R = References

Qualifications and Personal Requirements

Criteria	E / D	Assessed by:
Qualified Teacher Status (QTS)	E	AF
Degree or equivalent qualification	E	AF
Evidence of sustained professional development in leadership and school improvement	E	AF / SS
NPQH or other recognised leadership qualification	D	AF
Commitment to ongoing professional development	E	SS / I

School Culture and Ethos

Criteria	E / D	Assessed by:
Ability to articulate and sustain a clear, compelling vision rooted in high expectations	E	SS / I
Demonstrate commitment to inclusion, equality and diversity	E	SS / I
Ability to create a positive, aspirational and respectful school culture	E	I
Model integrity, resilience and ethical leadership	E	I
Ability to inspire and motivate pupils, staff and the wider community	E	SS / I

Quality of Education

Criteria	E / D	Assessed by:
Proven track record of improving pupil outcomes	E	SS / I
Strong understanding of curriculum design, implementation and evaluation in EYFS and Primary	E	SS / I
Experience of leading teaching and learning improvement	E	SS / I
Ability to establish rigorous monitoring and evaluation systems	E	SS / I
Secure understanding of assessment and use of performance data to drive improvement	E	SS / I
Commitment to evidence-informed practice	E	SS / I

Behaviour and Attitudes

Criteria	E / D	Assessed by:
Ability to promote high standards of behaviour and attendance	E	SS / I
Experience of developing and implementing effective behaviour systems	E	SS / I
Ability to foster a safe, calm and purposeful learning environment	E	I

Additional and Special Educational Needs and Disabilities

Criteria	E / D	Assessed by:
Strong understanding of the SEND Code of Practice	E	SS / I
Demonstrate commitment to inclusive practice and high aspirations for all pupils	E	SS / I
Experience of leading provision for pupils with additional needs and vulnerabilities	E	SS / I
Understanding of early interventions and graduated approaches to support	E	SS / I

Professional Development and Staff Wellbeing

Criterion	E / D	Assessed by:
Experience of leading and developing staff through effective appraisal and professional development	E	SS / I
Ability to build leadership capacity and support succession planning	E	SS / I
Commitment to staff wellbeing and sustainable workload practices	E	SS / I
Ability to foster a collaborative and supportive staff culture	E	I

Organisational Management

Criterion	E / D	Assessed by:
Experience of strategic financial planning and budget management	E	SS / I
Ability to deploy staff and resources effectively to improve outcomes	E	SS / I
Experience of leading school self-evaluation and improvement planning	E	SS / I
Strong organisational skills, including the ability to lead effectively	E	SS / I
Understanding of Health and Safety and statutory compliance responsibilities	E	SS

Governance and Accountability

Criterion	E / D	Assessed by:
Experience of working effectively with a Governing Board	E	SS / I
Ability to provide clear, accurate and evaluative information to governors	E	SS / I
Strong understanding of the Ofsted framework and accountability measures	E	SS / I
Demonstrate professional confidence in challenge and support conversations	E	I

Safeguarding and Child Protection

Criterion	E / D	Assessed by:
Secure knowledge of statutory safeguarding guidance, including KCSiE	E	SS / I
Demonstrable commitment to safeguarding and promoting the welfare of children	E	SS / I
Experience of creating and sustaining a strong safeguarding culture	E	SS / I
Understanding of safer recruitment practices	E	SS / I
Ability to manage complex safeguarding issues with integrity and sound judgement	E	I

Partnerships and Community Engagement

Criterion	E / D	Assessed by:
Ability to build strong relationships with parents and carers	E	SS / I
Ability to represent the school positively within the local community	E	I
Experience of partnership working with schools and external agencies	E	SS / I

Personal Qualities

Criterion	E / D	Assessed by:
Visible, approachable and values-led leader	E	I
High levels of emotional intelligence and interpersonal sensitivity	E	I
Resilient, reflective and solution-focused	E	I
Commitment to the school's context and community identity	D	I

Application process



Visits

Please come and meet us and see our school in action. Contact details are on the front page. Our current Headteacher will be happy to show you around.

Closing date

The closing date is 12 noon on Friday 24th April.

How to apply

Please complete the Buckinghamshire application form and return to JLea@stokepoges.school.

FAO Mrs Carole Powell.

Please provide a supporting statement (maximum two pages) explaining your suitability for the role.

CVs not accepted.

Shortlisting

Shortlisting will be completed on Friday 24th April.

Interviews

Interviews will be held on Tuesday 28th April 2026 – final scheduling will be confirmed with shortlisted candidates.

Safeguarding

The Stoke Poges School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

We follow safer recruitment practices and appointments are subject to enhanced DBS clearance, satisfactory references, online checks, prohibition checks (where applicable) and verification of qualifications and right to work in the UK in accordance with Keeping Children Safe in Education.

Contract details and Salary

Start date – 1st September 2026

Contract – Permanent

Hours – Full time

Salary – Group 3: L18-L24 depending on experience

