



Headteacher Recruitment Pack

March 2026



We Belong, Inspire, Succeed



Contents

Front Cover

1. Invitation to apply from the Chair of Governors	2
2. Application	3
a. Requirements for references and documentation	
b. Vacancy Timeline	
3. About West Byfleet Infant School	4
4. Headteacher Person Specification	7
5. Headteacher Job Description	9

1. Invitation to apply from the Chair of Governors

Dear Applicant,

Thank you for your interest in the position of Headteacher at West Byfleet Infant School. I am pleased to enclose further information about our school, which I hope you find both informative and helpful. We are seeking an inspirational leader with the vision, drive, and commitment to guide our ambitious school forward, while upholding the strong ethos and values that define West Byfleet Infant School.

West Byfleet Infant School is a Surrey-maintained, three-form-entry school with 270 pupils on roll, and is currently rated “Good” by Ofsted. We are located in the heart of West Byfleet, a thriving community with a significant commuting population. Our children are part of a diverse and engaged school community, and we are increasingly welcoming pupils with more complex Special Educational Needs due to our well-established and highly regarded provision.

We are fortunate to have a dedicated and talented staff team, supported by a strong senior leadership team who are committed to ensuring that every child has the opportunity to fulfil their potential and develop a lifelong love of learning. Our governing body is enthusiastic, knowledgeable, and deeply committed to the continued success of the school.

I hope you find the information in this pack helpful, and I warmly encourage you to visit our friendly and welcoming school to gain a fuller sense of our community. Should you wish to arrange a visit, please contact our School Business Manager, Mrs Barclay-White on 01932 343260, who will be pleased to assist you.

When preparing your application, please ensure that you address the priorities outlined in the job description, including your reasons for applying and the qualities and experience you would bring to the role.

Thank you once again for your interest in this position. We look forward to receiving your application.

Yours sincerely,

Angela Woods, Chair of Governors



2. Application

a. Requirements for references and documentation

Candidates will be asked to submit along with their application form:

- Two referees who will be contacted prior to interview, one of whom should be your current or most recent employer.
- You will be required to produce original certificates or relevant qualifications and proof of Right to Work in the UK.

b. Vacancy Timeline

Please return your full application on the Application Form provided no later than Noon Monday 9th March 2026 to:

Zena Barclay-White, School Business Manager (sbm@wbis.org.uk)

West Byfleet Infant School

Camphill Road

West Byfleet

Surrey, KT14 6EF

Undertaking	Date	Details
Closing Date	Monday 9 th March Noon	Please assist us by notifying your referees that we will be asking for references at this time, and their availability and speedy response is appreciated
Shortlisting	Wednesday 11 th March	
Request to attend interview	Thursday 12 th March	Successful shortlisted candidates will be contacted by telephone and then email
Interview	Tuesday 17 th March and Wednesday 18 th March	
Decision	To be ratified by Full Governing Body	Feedback available after this meeting



3. About West Byfleet Infant School

Our Mission

'We Belong, Inspire, Succeed'

Our Vision

We strive for all children to feel a sense of BELONGING by providing a happy, safe and caring environment where children flourish socially, emotionally and academically.

Our child-centred, creative and progressive curriculum INSPIRES all children to take risks, ask questions and challenge their thinking.

Our belief is that all children will SUCCEED on their learning journey and our hope for each individual is that we build the foundations of life-long learners who always have high aspirations to achieve.

Our Core Values

Our Values demonstrate and underpin our vision for all children, staff and parents to work in partnership to develop the 'whole child'.



WONDER To think and be curious about the world around us
EQUALITY To treat everyone fairly and be respectful of our differences
HONESTY To be truthful in what we say and do
AMBITION To have determination and desire to reach your goals
VISION To plan wisely and think creatively to reach a decision
EMPATHY To understand and care about how someone else is feeling and be responsible for our actions



Our School Culture Expectations

School Ethos and Culture

- **SAFEGUARDING OF ALL OUR CHILDREN IS OUR PRIORITY**
- All our children feel a sense of 'belonging' and we provide a safe environment for all pupils
- Professional and positive approach at all times
- Vision and values embedded across school and is used by all (pupils, staff, parents and Governors)
- Classroom is an enabling environment
- Resources for learning are accessible for all
- Communal Areas - are everyone's responsibility and must be tidy and ready for the next people to use
- Displays – reflect children's learning and support with interactive 'working walls'
- Effective behaviour management strategies – focusing on positive praise
- All staff are responsible for the behaviour and safety of all our children
- Adults to model desirable behaviours – Zone of Regulation
- Movement around school to be calm and quiet – modelled and reinforced by adults
- Values evident in all aspects of school life
- Professional Dress Code
- Punctuality – be ready to start the day
- Time Keeping – matched to school timings and events
- Deadlines – must be met for all staff
- Work Life Balance – be mindful of yours and others well-being

Teaching, Learning and the Curriculum

- Planning to be a working document – all classrooms to have planning which is annotated daily
- Timetables to be followed as documented (annotate where changes occur)
- Split Inputs and Flexi-Grouping – when possible and developmentally appropriate
- Same Day Interventions – groups decided from annotated planning
- SEN Interventions to take priority when timetabled
- Learning Projects – include Engage activity and Innovate project
- Children's Interests – used to inform planning and motivate
- Children can explain their learning when asked and what skills they need to be effective learners
- Learning Outcomes– to be shared verbally or in written form and reviewed during lesson with clear success criteria
- Scaffolding, Differentiation and Challenge – needs to be evident in every lesson specific to child's point of learning
- Assessment for Learning used effectively to support children to 'know more and remember more'
- Practical and Hands-On experiences – using a range of resources and materials
- Evidence of Feedback – Verbal where possible and addressed in the moment (green pen – corrections)
- Questioning – individualised and deepening thinking (Bloom' Taxonomy)
- Talking Partners – used for discussion points
- Collaborative Learning – paired, grouped etc
- Handwriting - handwriting modelled to follow the school policy
- Phonics Sessions – delivered daily (review, teach, practise, apply)
- Inclusive classroom – all children have QFT and equal opportunities
- Reflective Culture – reviewing and moving practice forward across all areas of the Curriculum



School Development Priorities 2025-2026

Primary:

- 1 •To embed a culture of distributed leadership where staff at all levels —are empowered to model the school’s values and contribute meaningfully to school improvement.
- 2 •To coherently sequence the foundation curriculum so that pupils build deep, connected understanding over time — with each subject reflecting the school’s vision and values, and supporting equitable access to high-quality learning.
- 3 •To develop and improve the opportunities and quality of writing across the school to raise attainment outcomes
- 4 •To reduce persistent absence and improve overall attendance for underserved pupils by fostering a culture of belonging, accountability, and proactive support.

Ongoing Embedding Practice:

- 1 • To diminish barriers to learning and improve attainment outcomes for underserved pupils
- 2 • To embed ALL children's values, attitudes and behaviours to make them well-rounded individuals
- 3 • To provide high-quality interactions that support communication and language development



4. Headteacher Person Specification

Criterion	Essential	Desirable	Evidenced By
Qualifications			
University degree with Qualified Teacher Status	✓		Application/certificates
Evidence of further professional development		✓	Application/certificates
NPQH or working towards		✓	Application/certificates
Educational Experience			
Successful teaching experience at KS1	✓		Application/interview
Recent and relevant leadership experience	✓		Application/interview
Knowledge of EYFS principles and practice	✓		Application/interview
Involvement in school self-evaluation and development planning	✓		Application/interview
Professional Knowledge			
Knowledge of best practice and procedures for safeguarding children and young people	✓		Interview
Knowledge and experience of working with children who have additional needs	✓		Application, Interview
Knowledge of national education strategy and latest government initiatives impacting on schools	✓		Interview/presentation
Understanding of high quality teaching based on evidence, and the ability to model this for others and support others to improve	✓		Application, Interview
Knowledge of monitoring and evaluating performance and use of school self evaluation in order to raise achievement	✓		Application, Interview
Understanding of tools for the interpretation, analysis and use of data to inform school improvement	✓		Interview/data exercise
Knowledge of key considerations in effective management and deployment of people and other resources	✓		Application, Interview



Understanding of values development within the broader curriculum to support the school community, local community and pupils as citizens of the world	✓		Interview
Understanding of schools budgets and financial management	✓		Interview
Skills			
Able to develop and maintain good relationships with staff, parents, pupils, governors and the community	✓		Application, Interview
Able to communicate effectively orally and in writing to a range of audiences	✓		Application, Interview
Able to develop, empower and support individuals and teams	✓		Application, Interview
Able to think creatively to anticipate and solve problems	✓		Application, Interview
Able to formulate a vision and strategy for the school and secure commitment to it from others	✓		Application, Interview
Able to drive improvement and challenge underperformance	✓		Interview
Able to deal sensitively with people and resolve conflicts	✓		Application, Interview
Promote the ethos and values of the school	✓		Application, Interview
Professional and Personal Qualities			
Positive, enthusiastic outlook, embracing risk and innovation	✓		Application, Interview
Commitment to uphold the 7 principles of public life (the Nolan Principles) at all times	✓		Interview
Commitment and dedication to social justice, equality and excellence	✓		Application, Interview
Demonstrate respect and empathy towards others and promote wellbeing	✓		Application, Interview
Resilience, energy and optimism in the face of difficulties and challenges	✓		Application, Interview
The ability to be always decisive, consistent and focused on solutions	✓		Application, Interview



Engagement in collaborative partnership working, within and beyond the school	✓		Application, Interview
Capacity to be flexible, adaptable and creative	✓		Application, Interview
Committed to the continuing professional development of self and others within the school	✓		Application, Interview
Committed to the school values and having high expectations for everyone	✓		Application, Interview
Commitment to maintaining confidentiality at all times	✓		Application/interview
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	✓		Application/interview

The 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 will be subject to an enhanced Disclosure and Barring Service check and a prohibition from teaching check.



5. Headteacher Job Description

Job title: Headteacher

Salary: Leadership L12 £69,332 - L15 £74,532

Hours: 100/100ths

Contract type: Full time, Permanent

Reporting to: Board of Governors

Responsible for: All staff, all children

Core Purpose

As headteacher, this person will lead our school with passion, clarity and integrity. They will be guided by our vision of *Belong · Inspire · Succeed*, where we aim to create a nurturing community where every child feels valued, grows in confidence, and develops a lifelong love of learning.

The headteacher will:

- Safeguard and promote the welfare of children, young people and staff and follow school policies and the staff code of conduct
- Formulate the aims and objectives of the school and provide overall strategic leadership together with the governing body and through consultation with the school community, and monitor their progress
- Establish systems, processes and policies for achieving these aims and objectives
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context and are implemented
- Proactively manage staff and resources to that end
- Work with staff to support the development of a stimulating, purposeful and challenging curriculum which meets the needs of all pupils at West Byfleet Infant School
- Analyse attainment data and track pupil progress in order to play a significant role in whole school target setting and the identification of school development priorities.
- Lead by example and model best practice regarding professional conduct, workload and personal development
- Allocate financial resources appropriately, efficiently and effectively
- Be a role model for all in our community



Duties and Responsibilities

Excellent Headteachers: Qualities and knowledge

In addition to demonstrating the 7 Nolan principles of public life, headteachers:

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Uphold public trust in school leadership and maintain high standards of ethics, behavior and professional conduct
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Work to ensure that pupils with SEND have the interventions in place to make good progress, working with parents, carers and professionals to identify needs and support
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice
- Communicate the school's vision, aims, value and ethos compellingly, and drive strategic leadership
- Seek training and continuing professional development to meet own needs

Excellent Headteachers: Pupils and staff

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Encourage high standards of behavior from pupils, built on rules and routines, that are understood by staff and pupils and clearly demonstrated by all adults in the school
- Use consistent and fair approaches to managing behavior, in line with the schools behavior policy
- Support the development of teaching and learning across school in order to identify strengths and areas requiring further improvement
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
- Support teams with data analysis, ensuring that pupils at risk of under achievement are identified and supported, and that all pupils are challenged at all times and are able to access the curriculum



- Ensure excellent teaching in the school is maintained, through training and development for staff, based on evidence
- Continue to promote a culture of ‘open classrooms’ as a basis for sharing best practice
- Continue to raise the profile of emotional wellbeing and resilience for pupils and staff
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice

Excellent Headteachers: Systems and Processes

- Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Monitor systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

Excellent Headteachers: Governance, Accountability and Working in Partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory framework and meets all statutory requirements
- Maintain an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people’s lives and to promote the value of education in accordance with the school’s ethos.



This job description forms part of the contract of employment of the person appointed to this post.

It includes the Headteachers' Standards 2020 which define high standards designed to underpin best practice, alongside the Teachers' Standards, which headteachers are expected to continue to meet.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

This job description may be reviewed and amended at any time, following consultation between the Headteacher and the Governing Body, to meet changes in line with current National Standards and school circumstances.

End