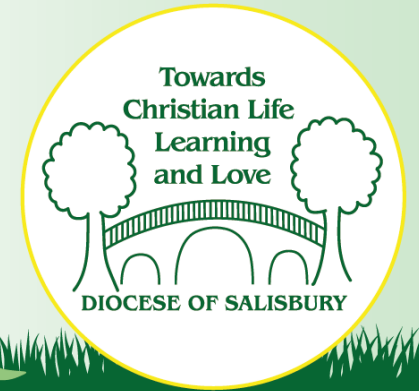


Middle Woodford
Salisbury
01722 782361

Woodford Valley C.E Primary Academy



Recruitment for the post of Head Teacher



Recruitment for the post of Head Teacher at Woodford Valley CE Primary Academy

Following the retirement of Rebecca Carson, the Governors of Woodford Valley CE Primary Academy wish to appoint a new Head Teacher for September 2024.

Rebecca leaves Woodford Valley after 18 successful years of leadership. The new Head Teacher will take the school into the future, sustaining and developing the Christian vision, values and ethos of the school, whilst always seeking ways to enable all within our community to flourish.

Who are we?

Woodford Valley C.E. Primary Academy is a one-form entry primary school located next to the church in the small village of Middle Woodford in South Wiltshire. The school is nestled within the beautiful countryside of the Woodford Valley which runs between the historic city of Salisbury, and the ancient town of Amesbury, with the world-famous Stonehenge just beyond. The school celebrated its 150th anniversary last year. The original school building still remains at its core, but more recently, spacious and light classrooms and a new school hall have been added, surrounded by a large playground, play areas, playing field and school allotment.

It is a popular school of seven single year groups, with our pupils attending from the surrounding catchment villages, and the wider area. Despite having grown enormously over the last 30 years, from 38 pupils to 210, it retains a family feel at its core, with the older pupils supporting the younger ones and a buddy system in place for the new starters in Reception.

As an academy we have the freedom to develop our own curriculum, combining national objectives with our own, tailor made, provision, including cooking (forming part of DT) and Spanish for all year groups, and Forest School for Years 5 and 6. This, combined with our teaching and subject expertise, ensures a broad, balanced and engaging curriculum, preparing our pupils for the future.

There are six full-time members of the teaching staff, two job shares, an additional two part time staff members who support our PPA, two qualified SENDCOs, a host of excellent Teaching Assistants supporting the learning in classes, a gymnastic coach, a PE specialist and a dance tutor. Among those staff members are four previous Leading Wiltshire Teachers for both Literacy and Numeracy, a Key Stage 1 LA moderator and a Key Stage 2 moderator along with a SENDCO mentor.



Throughout the school year there are several events which make the school really special. These include the Easter walk, where the whole school heads up the hill behind the school to reflect on the meaning of Easter and, very importantly during Term 2, Father Christmas arriving by camel, courtesy of Lady Chichester!

Music and performance are also embedded in the school programme, and in recent years, a trilogy of specially written musical performances took place at Salisbury Cathedral, Old Sarum and Stonehenge.

On the site, there is an Early Years Setting (Little Orchard Pre-School), although it is a separate organisation. There are also separately run provisions for both before and after school activities and clubs.

The PTA (Parents and Teachers Association) are very active and supportive of the school.

History

The school was founded over 150 years ago. It has grown from a very small establishment to a thriving, well-attended school for the whole primary age range. In June 2012, the school took on academy status (stand-alone academy – SAT) and has not looked back. Although no longer a maintained school, it retains many links with other schools in Salisbury and beyond. We continue to widen and strengthen these links, and governors have been exploring the benefits of joining a multi-academy trust (MAT). We are fortunate to have several well-established MATs in the Salisbury area from which to consider.



Religious Character of the School: What it means for us ...

Christian beliefs and our school

We are proud to be a Church of England School and maintaining the Christian vision and values is central to the role of Head Teacher. At our last SIAMS inspection, the school achieved an Excellent judgement.

The school's vision "Towards Christian life, learning and love" underpins the strong Christian ethos of the school. The school has 12 values: Peace, Hope, Trust, Justice, Compassion, Thankfulness, Courage, Forgiveness, Creativity, Humility, Friendship and Truthfulness.

Our Christian school vision and underpinning values drive the actions of the school and are interwoven into our policies and practice. They are also embedded in our worship programme, to promote opportunities for pupils to explore and find ways how to use these values to work and live alongside each other. We believe that our vision, values and ethos should have a transforming impact on the lives of pupils, now and in the future.

We place our school vision 'Towards Christian Life, learning and love' at the start of all our policies and key documents and reference is made to our Christian discipleship throughout. As part of our Christian ethos, we value and nurture all children, including those who do not share our faith, are of a different faith or none.

We worship in the church once a week as well as celebrating special services such as Easter and Christmas.

The very rich and varied curriculum embraces our vision and values. It supports the development of pupils exceptionally well, allowing them to grow as socially aware, caring individuals with strong values upon which they are prepared to act.



Reputation & Achievement

Woodford Valley School has always had a strong reputation for being a caring, supportive school in which children flourish academically and personally. Pupils usually achieve very well in national assessments. In addition to achieving an Excellent judgement at the last SIAMS church school inspection, the school was judged as Outstanding by Ofsted in 2009. The school was last inspected in November 2022 when it, unfortunately, lost its Outstanding judgement. Improvements were required for Early Years provision which have now been implemented. It is expected that the school will be judged to be (at least) Good at our next inspection.

What are we proud of at Woodford Valley School?

Our children: Our children are happy, confident and caring. They work hard, enjoy taking on new challenges and our community is fully inclusive. Our children are risk takers, they are inspirational and loved by the whole school family.

Ethos: Children are happy at our school. We work hard to ensure that the Christian ethos supports all within our community. We have very few behavioural problems and attendance is strong. Children want to come to school.

Staff: The staff of Woodford Valley are certainly a strength. There are six full-time members of the teaching staff, two job shares, an additional two part time staff members who support our PPA (planning, preparation and assessment time) and two qualified SENDCOs. Our Recovery Champions focus on closing gaps in learning across the school. Among our staff members there are four previous Leading Wiltshire Teachers for both Literacy and Numeracy, a Key Stage 1 LA moderator and a Key Stage 2 moderator. We have a host of excellent Teaching Assistants supporting the learning in classes, a gymnastic coach, a PE specialist, a language teacher and a dance tutor.

Our curriculum and achievement: Woodford Valley has always had a reputation for providing a curriculum which not only helps children to learn and grow academically, but also provides opportunities for activities which add variety, stretch imaginations and develop creative skills. There are many clubs and visits and the occasional exciting event, such as when a helicopter landed on the school field. Cookery, art, music, singing and learning another language are all available to enhance our curriculum. Indeed, our rich, creative curriculum is the bedrock of our learning community, which is a place where pupils can flourish and discover 'life in all its fullness' (John 10.10)



What areas do we want to develop further?

There is always room for improvement in any school and leaders continue to strive to ensure that all pupils make the best progress possible. High attendance figures, good behaviour and strong academic progress only happen with continued staff review, rigorous monitoring and supportive professional development. Leaders, teachers and teaching assistants work hard to support and encourage the children, particularly those children who struggle. We continually seek more effective ways to achieve this.

In regard to the curriculum, the school is investing more time, energy and funding into providing better technological resources and structures. The Computing curriculum has been rewritten this year, as preparing our pupils more widely for their digital lives ahead is an important area to continue to develop.

What are the barriers to stability and growth?

Like most schools, Woodford Valley leaders have had to work really hard to achieve financial stability. The school benefits from a very efficient and effective School Business Manager. The school has managed to keep the school's finances 'in the black.' However, it is becoming increasingly hard to avoid an in-year deficit. With rising prices and an ageing school campus, the school Governors are looking to find ways to maintain stability and also to fund our aims for school improvement.

One of the ways in which this may be achieved is through joining a Multi-Academy Trust. The Governors have researched this opportunity and it is very likely that the decision will be made to pursue this option. As Woodford Valley is already an academy, the process of joining a MAT is mainly focused on legal agreements relating to land, finance and staff.

We therefore seek to appoint a Head Teacher who will be able to support the Governing Body to achieve stability, financial security and continued success for our pupils, as we continue the next part of the school's journey into the future. The role and responsibilities of the Head Teacher in a SAT are wider than in a MAT, so the successful candidate will have the ability to manage those additional responsibilities, with support as necessary, whilst our future pathway is determined.



What do pupils say about our school ?

Our pupils love the school! This is reflected in the high attendance rates. Candidates will have the opportunity to talk to pupils about why they love the school, and indeed, what might make it even better!

Having a buddy is good!

The teachers are nice

School feels kind and
positive

Golden time!

The location is lovely!

It has a big hall

Music lessons are great
especially ukulele!

We have lots of clubs to
join

The school has a nice out-
side area with apparatus!

We love learning things!
It's fun!

We love doing plays and
nativities

We loved doing Christmas
shoeboxes!

It's strong on Christianity

A good variety of sports



So ... what are we looking for in our new Head Teacher ?

What did pupils say was important? They said a Head Teacher should ...

DO A GOOD JOB AT
RUNNING THE
SCHOOL

BE POLITE

BE SOMEONE WHO
ENJOYS THE JOB

BE CARING & KIND

BE FRIENDLY

GIVE HEAD TEACHER
AWARDS & GOLD STARS

BE ORGANISED

GIVE US FUN ACTIVITIES
TO DO

PLAN GOOD SCHOOL
TRIPS

LOOK AFTER US

TELL GOOD STORIES

BE RESILIENT

HELP PUPILS

BE GRATEFUL TO BE
AT SCHOOL

NOT BE MISS
TRUNCHBULL



What do governors think is important?

Governors definitely agree with the pupils. We are looking for someone who can demonstrate...

Determination

Vision and optimism

Enthusiasm

Rigour, in their approach to achieving excellence

Perseverance, not to accept anything less than the best of our pupils

But we are also seeking...

Generosity

Humility

Kindness

Supportiveness

Patience

We are looking to appoint a Head Teacher with the passion to lead a church school, with the skills to maintain the caring ethos and with the inspiration and vision to develop the school even further. You will be enthusiastic to explore ways to do this, including forging new partnerships and exploring research opportunities.

You must have the courage and ability to drive the school forward but making sure that our school remains a safe and happy place for each child and each member of staff to flourish and succeed.

You should have the ability to connect with families across our community, to work with and inspire children across the age-range and to encourage excellence and high standards from all members of our school family.

Our new Head Teacher must be able to demonstrate excellent teaching skills. You should have proven organisational and administrative skills as well as having had experience in introducing and implementing new ideas in a school.



What we can offer you

You will have the opportunity of working with children with positive attitudes and eagerness to learn, with staff who are friendly, committed and hard-working and with a Governing Body which will work with you in our shared quest to do the very best for our school community.

You will enjoy coming to the beautiful Woodford Valley every day and working with a community which cares about its children and their futures.

You will have the opportunity to restore Woodford Valley Academy to the highest levels of achievement and success, aiming for excellence in all areas.

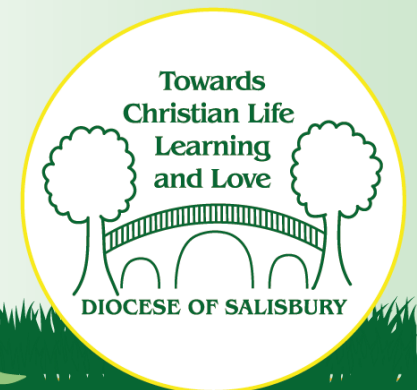
Thank you for enquiring about this post. If you would like to play a part in the next stage of Woodford Valley Academy's journey, and you have the necessary experience, skills and enthusiasm to take a lead on that journey, please do apply. We would love to meet you!

Jacqui Goodall

Chair of Woodford Valley CE Primary Academy Governing Body

Middle Woodford
Salisbury
01722 782361

Woodford Valley
C.E Primary Academy



www.woodfordvalley.wilts.sch.uk

APPLICATION PROCESSES

How do I apply?

The full recruitment pack is available within the four attachments.

To apply please complete and return the **application form**, ensuring that you complete all sections, particularly those relating to safeguarding and referees. We do not accept CVs.

You should also write an **application letter** giving details of:

- The reasons why you would like to be considered for this particular post;
- The knowledge, skills and strengths you would bring to this post if appointed, including how your previous experience has prepared you for this role.

Your application and letter should be sent via email or by post / letter to the School Business Manager / Clerk to Governors, Rachel Martin (Email address: admin@woodfordvalley.wilts.sch.uk)

The closing date for applications is Tuesday 5th March 2024 at 4pm.



Important information

Will I be able to visit the school before applying for this position?

We understand that applying for a such an important role as Head Teacher will require thought and preparation. Visits from prospective candidates are warmly welcomed and highly encouraged.

If you would like to visit the school in advance, then please could you contact the School Business Manager / Clerk to Governors, Rachel Martin. (Email address: admin@woodfordvalley.wilts.sch.uk)

You will be shown around the school by some of our Year 6 pupils.

If you would like any specific information in advance of your application, please ask Rachel and we will help if we are able, adhering to rules of confidentiality and principles of fairness for all candidates.

Furthermore, if you are invited to interview, there will be an opportunity for you to talk to our outgoing Head Teacher, Rebecca Carson, and other key people within the organisation.

What happens after the closing date?

Shortly after the closing date, governors will scrutinise the applications and shortlist applicants as necessary. All applicants will be informed of the outcome after this. Those who have been shortlisted will be given details of the interview process.

Interviews:

Interviews will be held in school over two days on **Monday March 18th and Tuesday March 19th**.

Candidates will have an opportunity to look round the school and to speak to key leaders. There will be a range of activities during which Governors and other stakeholders will observe and ask questions as relevant.

If you require any assistance or special arrangements for your interview, please let us know prior to the interview date so that appropriate adjustments can be made. Any claims you wish to be considered by the school for interview or travel expenses please send for the attention of Rachel Martin.

All applicants will be subject to a Disclosure and Barring Service check before appointment is confirmed.



Job description: Head Teacher

Job details

Salary:	Leadership point 13 to 19, £63,430 - £73,509
Hours:	Full Time
Contract type:	Permanent
Start Date:	1 st September 2024
Reporting to:	The Governing Body
Responsible for:	The effective, operational leadership of the school

Main purpose

The Head Teacher will:

- have the knowledge, skills and passion to lead a strong and successful Church School, in which pupils thrive academically and personally, preparing them for their future education and lives;
- know how to maintain and nourish our caring Christian ethos, providing a safe place in which children can grow together towards Christian life, learning and love and where pupils can flourish and discover 'life in all its fullness' (John 10.10);
- Be able to communicate with and inspire all within our community to create and achieve a vision for the school's future;
- Be rigorous in monitoring progress towards that vision and putting in place the policies and procedures necessary to bring about school improvement;
- Ensure that all staff members are supported and encouraged to excel in their work and to grow in knowledge and skills;
- Allocate financial resources appropriately, efficiently and effectively;
- Ensure that the school buildings and site are safe, secure and provide the best environment possible for our children and staff.



Personal Qualities

The Head Teacher will:

- maintain high standards of ethics, behaviour and professional conduct, building positive and respectful relationships across the school community;
- Be courageous in expectations and actions, whilst understanding the need to support and encourage others who are sharing the journey of school improvement;
- Have the humility to recognise, respect and value the skills, knowledge and views of others.

Duties and responsibilities

School culture and behaviour

The Head Teacher will:

- Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life;
- Maintain high standards of behaviour from pupils which are built on meaningful and respectful rules and routines, that are understood by staff and pupils, and clearly demonstrated by all adults in school;
- Use consistent and fair approaches to managing behaviour, in line with the school's Behaviour Policy and the principles of our Christian ethos;
- Uphold the five principles of British values, finding ways to create equality and equity wherever possible and always seeking to eliminate discrimination of any kind.



Teaching, curriculum and assessment

The Head Teacher will:

- Assure a broad and balanced curriculum which meets statutory requirements and enables all pupils not only to achieve academically, but also to experience a wide range of activities supporting personal development, encouraging creativity and inspiring a love of learning and life;
- Be able to demonstrate excellent teaching skills;
- Establish and sustain high-quality teaching across all subjects and phases, using evidence-based monitoring systems;
- Ensure that children of all abilities and vulnerabilities can access the curriculum, overcoming barriers to learning as necessary, making sure that additional dedicated funding is used exceptionally well.
- Establish strong curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities;
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum, particularly reading;
- Have proven organizational and administrative skills to ensure that teaching, learning and assessment systems are accurate, reliable and accessible.

Additional and special educational needs (SEN) and disabilities

The Head Teacher will:

- Promote a culture and practices that enable all pupils to access the curriculum with ambitious expectations for all pupils, including those with SEN and disabilities;
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate;
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.



Managing the school site and safety

The Head Teacher will:

- Ensure high standards of staff and pupils' safety and welfare, through effective approaches to safeguarding, as part of a duty of care;
- Ensure rigorous approaches to identifying, managing and mitigating risk.

Professional development

The Head Teacher will:

- Ensure all staff have access to appropriate, high standard professional development opportunities;
- Promote ambition for leadership at all levels, encouraging staff to take on responsibilities when they are ready.
- Keep up to date with developments in education and have the wisdom and judgement to both utilise innovative ways of working where appropriate and prepare for challenges ahead;
- Make sure professional development opportunities draw in experts both within, and beyond the school, to learn from other schools, share good practice and provide external validation.

Governance, accountability and working in partnership

The Head Teacher will:

- Understand and welcome the role of contributing to effective governance and wider accountabilities, including accepting responsibility for operational procedures and policies.
- Ensure the school operates within the required regulatory frameworks, effectively and efficiently and meets all statutory duties ensuring that staff and governors understand their professional responsibilities.

Other areas of responsibility

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 Head Teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.



PERSON SPECIFICATION
Assessment:

A - Application Form / Letter I - Interview Activities R - Reference

CRITERIA	QUALITIES	ESSENTIAL	DESIRABLE	ASSESSED THROUGH ...
<u>Qualifications and training</u>	<ul style="list-style-type: none"> • Qualified teacher status • Degree • National professional qualification for headship (NPQH) 	* *	*	A, R A A
<u>Experience</u>	<ul style="list-style-type: none"> • Teaching: minimum of 7 years in a primary school • School Leadership Role: minimum of 2 years successful leadership and management experience in a primary school • School self-evaluation and development planning: active contribution to processes • Successful line management / staff development: demonstrable experience • Employment in a Church School: preferably with experience of a SIAMS inspection 	* * * *	*	A, R A, R A, R A, R A
<u>Skills and knowledge</u>	A committed Christian with a clear and passionate vision of Church School leadership. The knowledge, skills and experience to set a safe, secure and thriving ethos based on the school's Christian vision and values. An understanding of the principles of ethical leadership and how to apply them effectively. Demonstrated knowledge and skills in safeguarding and recognition of the importance of keeping people safe.	* *		A, I A, I A, I
<u>Leadership</u>	Knowledge and experience of carrying out the key responsibilities of effective school leadership, including, but not limited to, strong, rigorous self-evaluation skills, data analysis and successful implementation of school improvement strategies. A knowledge of how partnerships with other schools, especially multi-academy trusts, can contribute to high standards of educational provision and financial stability of a school.	* *	*	I, R A, I,



<p>Curriculum Teaching & Learning</p>	<p>Knowledge and experience of curriculum innovation: ability to put into place a broad, balanced and highly motivating curriculum that aims to meet all children's academic, personal, spiritual and creative needs.</p> <p>Evidenced ability to develop high standards in quality first teaching across the school and to model these for others.</p> <p>Ability to instil ambitious expectations for <u>all</u> pupils, including those who are more vulnerable, especially those with additional and Special Educational Needs and Disabilities, and demonstrate a clear commitment to include and champion our Pupil Premium students.</p>	<p>*</p> <p>*</p> <p>*</p>		<p>A, I</p> <p>A, I</p> <p>A, I</p>
<p>Staff</p>	<p>An understanding of the importance of staff welfare and the need to balance school effectiveness with staff workload.</p> <p>Experience of implementing school improvement, promoting excellence, high standards and practices, through staff continuing professional development (CPD).</p> <p>Evidence of own recent and relevant professional development and training.</p>	<p>*</p> <p>*</p> <p>*</p>		<p>A, I</p> <p>A, I</p> <p>A, I</p>
<p>Finance & site management</p>	<p>Knowledge of the principles of effective and efficient management of school finances.</p> <p>Knowledge of the principles of site management, including health and safety.</p> <p>Awareness of the need for highly effective communication with key stakeholders, especially parents and the local community.</p>		<p>*</p> <p>*</p>	<p>A, I</p>
<p>Community liaison</p>	<p>Ability to build positive relationships with children, staff, parents, governors and external agencies, thus promoting community cohesion to achieve the school aims.</p>	<p>*</p>		<p>A, I</p>



Personal qualities	<ul style="list-style-type: none"> • Commitment to uphold the 7 principles of public life (the <u>Nolan principles</u>) at all times, maintaining high standards of confidentiality; • Determination, drive and perseverance to ensure the best outcomes for all pupils, whilst promoting the Christian ethos and values of the school; • Strong and effective communication skills to be able to connect with families and other people across our community; • The character and capability to work with and inspire children across the primary age range; • The character and capability to model high standards of behaviour and other professional work practices for all staff; • Highly effective time management and prioritisation skills and the ability to work under pressure; • Humility and empathy to value and respect all within the school, their time and their wellbeing, including consideration of work-life balance for all; • An ability to restore hope, optimism and enthusiasm when needed for individuals or groups. 	<p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p>		<p style="text-align: center;">I</p> <p style="text-align: center;">A, I</p> <p style="text-align: center;">A, I</p> <p style="text-align: center;">A, I</p> <p style="text-align: center;">A, I, R</p> <p style="text-align: center;">A, I, R</p> <p style="text-align: center;">A, I</p> <p style="text-align: center;">A, I</p>
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