



# Head teacher Recruitment Pack

'Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff follow the school's vision to 'work together, learn together, succeed together' to support pupils to learn well.

Ofsted, March 2022

*Work together, learn together,  
succeed together.*

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## **Safeguarding Statement:**

Eldene Nursery and Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, sex, transgender, age, disability, sexual orientation or religion.

Eldene Nursery and Primary School Safeguarding Policy and other related policies are available on the school website.

# Letter from the Chair of Governors

Colingsmead  
Eldene  
Swindon  
SN3 3TQ

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Dear Applicant,

Following the retirement of our headteacher, we are looking for a leader with an exemplary track record in effectiveness, who can lead with confidence, integrity, creativity, and resilience. You will be a strategic thinker who has a clear vision for continued success and will work closely and effectively with the school's governing body to deliver high standards and expectations for every child's wellbeing and achievement.

You will need experience of working at Deputy Head level as a minimum as well as experience in transformational school improvement to continue to accelerate the progress of this well-respected school. The prospect of academisation is on our horizon. We value this move as a very positive opportunity for the Headteacher and the school to move forward, grasping the new opportunities that such a development would offer.

As well as an experienced leader, we are looking for a positive role model, who can motivate children and staff alike, inspiring all to reach their full potential with a well-rounded extraordinary educational experience and continual school improvement, in which the child is at the centre of all that the school does.

Eldene Nursery and Primary School is a well-established primary school that has strong relationships with children, staff, parents, governing body and the local community, and your strong people management skills will help further develop and strengthen this. We welcome the diversity that makes up Eldene School. We both embrace and celebrate the huge benefits that accrue from the rich experiences available for both pupils and staff. We have a well-established SRP which is expanding into KS1 this year of which the school is rightly proud.

We can offer you committed and caring staff working very closely as a team sharing expertise and initiatives, and who are dedicated to nurturing every child within our diverse and inclusive community. We have an expectation of high aspiration personally for all staff and for all children. We offer and encourage

Continual Professional Development with succession planning and personal development a significant area for everyone.

We would strongly urge candidates to contact us and to visit the school, prior to making an application. Please contact the School Office to make an appointment. We will be able to answer any questions you may have; you will be able to engage with our ethos and begin to understand the role and the impact you could make in securing an outstanding future for this unique school. We look forward to receiving your application in due course.

Yours sincerely,

Dr Mike Boshier  
Chair of Governors  
Eldene Nursery and Primary School



# Message from the Children

The School Council have met and discussed their thoughts and feelings about a new headteacher. They would like you to know:

We would like new opportunities, like competitions and we want you to help us support others too, like charities.

We would like a head that is strict when they need to be and has high expectations of us all. We think making changes to our school is ok if you think carefully about them first.

We think you need to be organised and confident to keep us on track. We want you to be kind and friendly and to smile a lot.

**We would like  
a new  
headteacher  
who...**

We want a head teacher that speaks clearly and keeps us on track with our learning.

We think you need to be respectful of the people around you and in return we will do our best to be respectful too and we will help you to settle into our school.

We will give you a warm welcome.

We think you need to be smartly dressed – that is part of representing the school.

We think you need to be ready to work hard.



## Thoughts from the Staff

... The ethos of 'Working Together' is key. Being strong and forceful when needed but thoughtful and kind. The new head teacher needs to be approachable, hardworking and fair. A person who 'cares'. A good listener!

...We need a leader who is organised, empathetic and approachable. What is it that makes you unique and a good match for us? What is your leadership style?

...We need someone who is 'hands-on', and who understands the uniqueness of Eldene and its context.

...We need a leader who has empathy and who will care deeply about the staff, children and their families alike. We would like you to be warm, but stern when needed.

...We need a head teacher who will consider staff well-being and workload. We need someone who will inspire us.

...We would like the new head teacher to have experience in KS1 and EYFS as well as KS2. We would like new ideas to develop our work with children who have SEN and other barriers to learning. Do you know about our SRP? We need ideas to tackle the huge mental health challenges that children are facing.

...We would like to know how you would help us improve attendance and the engagement of parents.

...How would you envisage working with the staff union representatives?

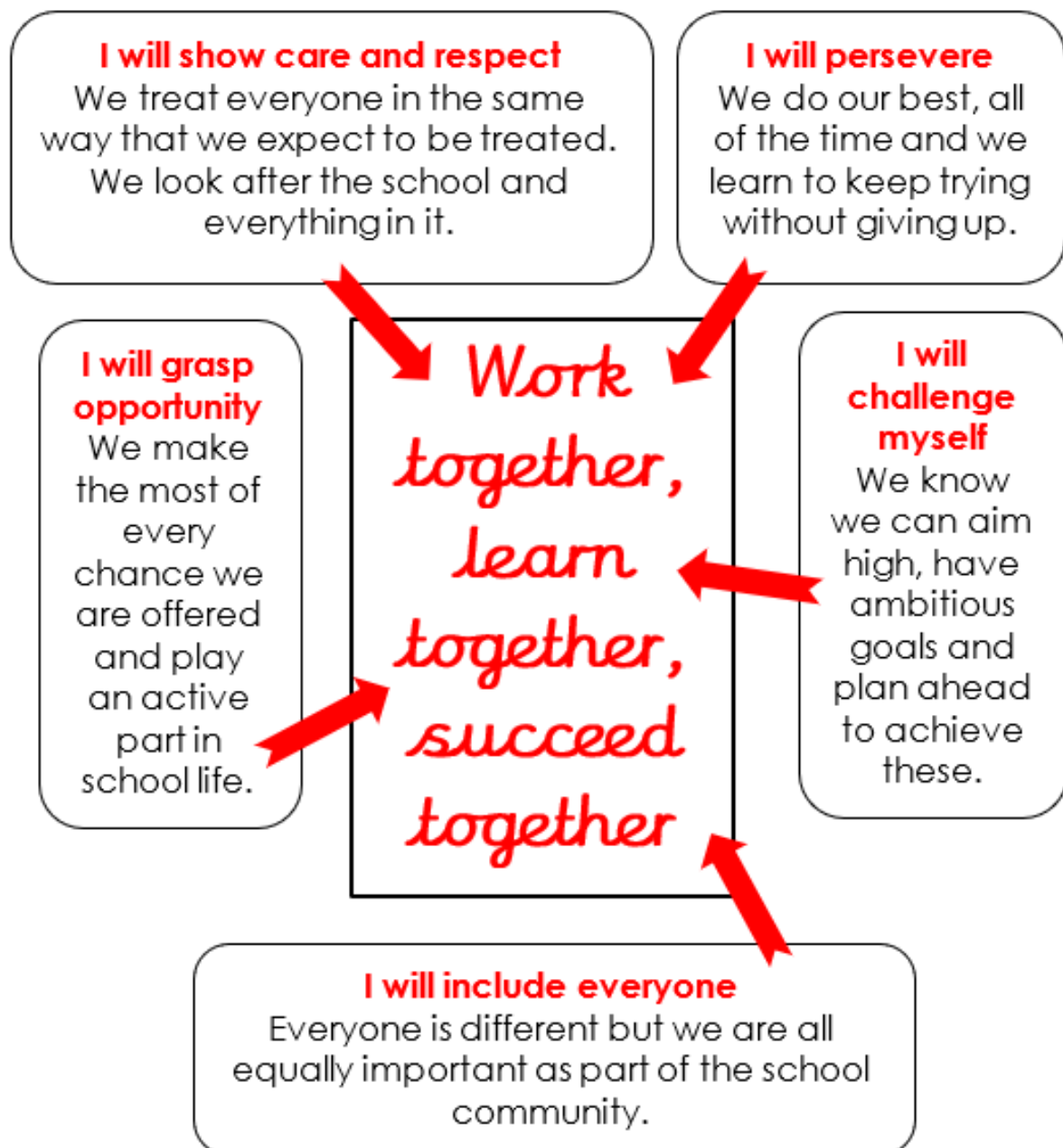
...We would like to know what you think you will bring to our school. What you think the school will look like in 3 years' time?

# Vision and Ethos

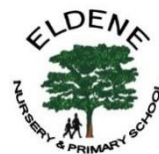
At Eldene we have high expectations and are incredibly proud of our children, staff team and governors and of all the great things that we achieve together.

We have a very calm, purposeful and caring atmosphere which you can feel the moment that you walk into our school. Within this positive environment, we aim to provide a happy and stimulating place where every child can develop a thirst for learning and achieve to the best of their ability so they can go on to realise their ambitions.

The staff and volunteers in all areas of school life are a committed and hardworking team. Parents and carers are recognised as partners in their child's education and are encouraged to support our aims by taking an interest in the life of our school and in their child's progress.



# School Information



## 1. General

Eldene Nursery & Primary School is a large primary school with approximately 300 children on roll. The primary school opened in September 2000 after the amalgamation of the former Eldene infant and junior schools, which were built 50 years ago. In September 2014, we opened a School Nursery Class using the building vacated by the Eldene Children's Centre, which is on our site. We generally use this building for a variety of school based and community activities.

The school is situated in a large estate on the eastern edge of Swindon, close to junction 15 on the M4. Approximately half of the children who attend the school live in Eldene, with the remainder coming from neighbouring areas. The school has a Special Resource Provision for KS2 children with complex learning difficulties. We are currently opening a new infant SRP, which should be up and running from January 2025. We have a Breakfast Club and After-school Club with 24/16 places.

Eldene is a maintained primary school and works closely with 4 other schools in the Compass Collaboration.

## 2. Context

- Eldene is a larger than average-sized primary school with approximately 330 on roll currently in YR-Y6.
- We currently have a PAN of 60 in Y1-Y6, but we are not full, and the PAN is now 45 from September 2024 onwards.
- The Nursery accommodates 3- and 4-year-olds. Most of these children transfer to the primary school, with the majority moving from other pre-schools in the area.
- Currently pupils are taught in single aged or a 2-year mixed year group class. This changes each year.
- The proportion of children with SEN is above average with 22% on the register.
- The 12 children who attend our SRP all have Complex Learning Needs and usually make a transition to special school for their secondary phase of education. We often accommodate more than 10 children.
- On-entry levels to Reception are very low.
- The proportion of pupils eligible for the pupil premium is above average at approximately 40%.
- The proportion of children who have English as an Additional Language is more than 20%. This is a rising figure, with many children travelling some distance to attend the school.
- We have many children joining us in-year, from overseas and also those who move to areas of Swindon where schools are full.



### **3. Curriculum**

Our curriculum is ambitious and well-matched to the needs of the children we teach. It is topic-based using the Cornerstone resources. We use cross-curricular teaching as much as possible to make the curriculum both relevant and engaging, and to put the knowledge into context.

In EYFS and Year 1, the curriculum coverage focuses on the basic building blocks needed to develop the characteristics of effective learning (engagement, motivation and thinking) and to prepare children to access the National Curriculum.

Later in KS1 and through KS2, the curriculum becomes knowledge-engaged, although we know that there will always be a need to teach some knowledge and skills discretely.

The choices we make are logical and systematic through the layering of new content, and the continual practising of a progression of skills so that we at least cover the statutory requirements of the National Curriculum.

Provision to ensure all children are given equitable opportunity to succeed is wide and varied e.g., a full-time family support worker and a non-class based SENCO. Social and emotional support are an integral part of the curriculum. Embedded practices are in place to support both children and their families, offering the support that the children need to meet their potential.

All teachers are subject leaders and work in collaborative Curriculum Teams to continually develop teaching and learning and our curriculum offer.

### **4. The site**

There is a single-storey building housing Reception and Key Stage 1 children, and an adjacent two-storey building for Key Stage 2 children. The school has a large site, containing one small and three large playgrounds and a large field.

The single-storey building is open-plan with a hall and three teaching bays, one for Reception children and the others for Key Stage 1 classes. Each Bay contains three 'classroom' areas, and a large shared practical area. Currently there are 5 infant classes.

The two-storey building houses Key Stage 2 children and our Special Resource Provision. The building has four main semi-open plan teaching areas, each with a shared practical bay area. There is also a permanent library area, a computer suite, a hall and kitchens. Currently there are 6 mixed year mainstream KS2 classes.

The Nursery class is housed in a third building which also provides the accommodation for our school staffed Breakfast and After-school Clubs.

## **5. Staff**

Eldene is a lively and happy place to work, with a positive ethos to which everyone contributes. All staff work together collaboratively and support each other well.

The Leadership Team consists of Headteacher, Deputy Headteacher (with a teaching role but non-class based) and a Business Manager. A team of 4 Phase Leaders play a vital role in school development, and make up the Middle Leadership Team, along with the SENCo. Class Teachers work hard to ensure the school continues to be focused on ensuring children achieve the very best they can, and to prepare them for their next stage of learning.

We currently support two ECTs in their first year of teaching. We have teachers who are early in their careers as well as a range of highly experienced and talented teachers.

The Support Staff (including our fulltime Family Support Adviser, Office Staff, Catering Team, Breakfast and After school Club Staff, MDSAs, Caretaker and Cleaners) all play an important role in making Eldene School run effectively.

## **6. Governors**

The Governors are very supportive of the school and its staff. They are knowledgeable about the school's strengths and weaknesses and are focused on helping the school to build on successes. We have a full governing body.

## **7. Community**

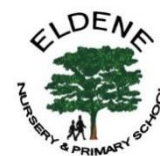
The school actively encourages parental involvement. We have good links with the other schools in the Compass Collaboration, our local Pre-school, other Catchment Primary Schools and Dorcan Academy, to which many of our pupils go in Year 7. Links have been made with local groups and businesses and we have a valued group of volunteers who give their time generously to the school.

## **8. Ofsted**

Eldene Primary School was most recently inspected in March 2022. It was judged to be 'good' in all areas.



# Job Description



<b>Job Title</b>	Headteacher
<b>Grade</b>	L17-23
<b>Responsible to</b>	The Governing Body

## **Main Purpose**

The Headteacher will work strategically with the governing body to provide vision, ambition, leadership and direction for the school in order to deliver effective school improvement to ensure that pupils achieve success (in accordance with safeguarding legislation, School Teachers' Pay and Conditions Document, the policies of the governing body and national and local education strategy).

The Headteacher will be responsible for the internal organisation, management and control of the school.

The Headteacher will undertake the role of the Designated Safeguarding Lead for the school. This involves taking the lead responsibility for safeguarding and child protection across the school and advising and supporting other members of staff with child protection matters, although day-to-day safeguarding activities will largely be delegated to the deputy DSL.

*This job description should be read in conjunction with the National Conditions of Employment for Headteachers 2015*

## **Specific Responsibilities**

### **Qualities and knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and develop productive relationships with parents, governors, members of the local community and other stakeholders.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### ***Pupils and staff***

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff, including key support leaders in addition to teaching staff (notably the SBM and the FSA), to account for the impact they have on school improvement and effectiveness, and their professional conduct and practice.

### ***Systems and process***

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role in challenging school improvement and accountability.
5. Exercise strategic financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### ***The self-improving school system***

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.



3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.





# Person Specification



		Essential	Desirable
<b>Qualifications:</b>			
1	Qualified teacher status.	X	
2	Degree.	X	
3	Evidence of further leadership professional development (NPQH).		X
4	Up to date safeguarding training (e.g., DSL and safer recruitment training).		X
<b>Experience:</b>			
5	Extensive evidence of school self-evaluation and strategic planning as leader in a primary school including when implementing change.		
6	Evidence of high-quality teaching experience in EYFS and an understanding of Nursery education.		
7	Evidence of effective support for children with a range of SEN needs, including complex needs.		
8	Evidence of effective working with vulnerable families and with multi-agency teams to develop integrated programmes of support for children with a range of barriers to their learning (including disadvantaged children).		
<b>Professional knowledge:</b>			
9	Knowledge of statutory duties and regulatory frameworks and a determination to ensure that this knowledge is kept up to date.		
10	Previous experience of being a Designated Safeguarding Lead or refined knowledge of the role and responsibilities. Up to date knowledge of Keeping Children Safe in Education and ability to develop a whole school culture around safeguarding.		
11	A sound knowledge and experience of strategic financial planning, budgetary management and principles of best value.		
12	Demonstration of a good knowledge and experience of personnel, governance, health and safety, child protection and safeguarding issues relating to the diverse uses of the school facilities.		
13	Experience of successful line management and a rigorous expectation of staff performance, offering developmental support for staff.		
14	Understanding of curriculum design that meets the needs of all learners and the ability to lead this with and through others across the whole school, establishing creative and effective approaches to learning and teaching.		
15	Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve.		
16	Proven and reasoned leadership of behaviour management.		

17	Ability to build effective working relationships and teams, working with children, staff, parents, governors and the wider community to create a constructive, inclusive and affirming school culture.
<b>Professional Skills</b>	
18	A clear vision for the future of the school, ensuring this is built upon what has already been achieved.
19	A clear educational philosophy which puts the child at the centre of all that the school undertakes.
20	Recognise and utilise the strengths and experience of staff to take the school toward the school vision.
21	An ability to offer all staff CPD opportunities and look for and encourage developing leaders.
22	Understand the importance of staff and self-well-being.
23	Understanding of high-quality teaching and assessment based on evidence, and the ability to model this for others and support others to improve.
24	Understanding new and emerging technologies and how these may be best applied and utilized to promote effective learning.
25	Appropriate data management to monitor pupils' progress, set challenging targets and identify areas for improvement.
<b>Personal Qualities</b>	
26	Effective communication and interpersonal skills.
27	Enthusiasm, commitment and integrity.
28	A commitment to getting ambitious outcomes for all pupils.
29	Ability to ensure positive working relationships.
30	Ability to work under pressure and prioritise effectively.
31	The confidence to delegate effectively when appropriate.
32	Commitment to maintaining confidentiality at all times.
33	Commitment to equity for all children.
34	Commitment to working in partnership with Parents, Carers, Governors, the Local Authority and Partner schools.
35	Commitment to uphold the 7 principles of public life (the Nolan principles) at all times.

## Other information

### How to Apply

Please complete the application form (on Eteach) and provide a personal statement of no more than two A4 pages, outlining your motivation for applying.

Applications are only accepted through Eteach and on the Swindon Borough Council application form.

Applications must arrive no later than 12 noon on Tuesday 26<sup>th</sup> November 2024.

Shortlisting decisions will be made with reference to the person specification.

### Visits to the School

Visits to the school will be warmly welcomed. Please contact the school office to arrange these:

Eldene Primary School Office – 01793 525908

[admin@eldene.swindon.sch.uk](mailto:admin@eldene.swindon.sch.uk)

### Interview Timetable

Shortlisted candidates will be contacted by the end of 28<sup>th</sup> November 2024.

Up to two days of interviews and assessments will be held on 5<sup>th</sup> and 6<sup>th</sup> December 2024. The selection process will be undertaken by Eldene Nursery and Primary School Governing Body.