

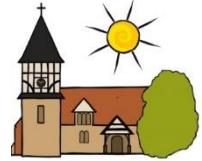
Defford-cum-Besford C.E. First School

HEADTEACHER RECRUITMENT PACK



'As a result of the Christian vision, members of this community are treasured and nurtured. Pupils customarily treat one another with respect and responsibility. Christian values are modelled, taught and led by staff. This means that pupils, including those deemed as disadvantaged and/or vulnerable, are able to grow and flourish in harmony.' (SIAMS 2024)

LETTER FROM THE CHAIR OF GOVERNORS



Dear Candidate,

Thank you for your interest in the Headteacher position. We are seeking to appoint a new Headteacher to take over from our current headteacher who is leaving at the end of the summer term to take up a new position in a larger school.

OFSTED (March 2023) continued to rate the school as Good in all areas except Early Years which was rated Outstanding: *"This is a school that feels like a family. Leaders, staff and parents work closely together for the benefit of pupils. Pupils are incredibly proud of their school. They say that school is lots of fun. A place where they learn, play and grow together."*

SIAMS (November 2024) praised the school's Christian vision: *"The Christian vision is a lived and loved reality, nourishing all aspects of the school's work. It enables staff, pupils and families to develop strong relationships and express their faith in one another and in God. This builds a cohesive environment where individuals are valued."*

We are seeking to appoint a person who is innovative, able to work collaboratively with strategic direction whilst keeping the children, staff and the community of Defford and Besford at the forefront of planning and the delivery of education. We are seeking a candidate who can build on the school's success; who will continue to inspire, motivate and drive the strategic direction of the school alongside its highly committed and passionate team. This will also involve leading the changes to become a Primary school. The successful candidate should be focused on the delivery of an inclusive education and support the Christian ethos of the school in line with our visions and values.

The Governing Body work closely with the school and are passionate about supporting the strategic planning and direction of our school. They strive to ensure that the school leaders feel supported whilst maintaining the purpose and requirements of school Governance.

I encourage you to visit the school website at www.deffordschool.co.uk and we would love you to visit the school and see for yourself what a very special place it is: *"pupils listen well, focus on their learning and work hard. Pupils enjoy being with their friends and have great fun playing together. They benefit from a spacious and well-resourced outdoor area, which supports learning and provides a beautiful backdrop for breaktimes."* (OFSTED 2023)

I hope you find this pack informative. I look forward to receiving your application in due course.

Yours faithfully,

Sue Rees

Chair of Governors

ABOUT OUR SCHOOL



Defford-cum-Besford C.E. First school is a happy, caring and supportive village school, situated 4 miles from Pershore. We welcome children into our vibrant Preschool and from Reception through to Year five from September 2025, and then to year six from September 2026.

Our school caters for children aged from 3 to 10. Our classes are mixed year groups with Preschool (Acorns) & Reception (Apples), Year 1 & 2 (Birch class) and Year 3 & 4 (Oak class). The leadership team consists of the Headteacher who has a teaching commitment, this will require flexibility and a Deputy Headteacher with responsibility as SENDco. The staff team consists of 3 teachers, support staff, an Office Manager and wrap-around care staff.

The school runs a wrap-around childcare facility which is used by 24 children throughout the week.

From Defford children, the majority of children will move after year 6 to Pershore High School.

OUR VISION



Through Faith, Friendship and Fun we learn and grow

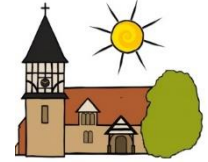
This vision permeates our school. It is fundamental in all our leadership decisions; it steers our curriculum and reveals itself through the day-to-day running of the school.

The Bible teaches that people who follow Jesus' teaching "are strong. Like a tree planted by a river. The tree produces fruit in season, and its leaves do not die. Everything they do will succeed." (Psalm 1) Our vision allows us to create an environment that allows everyone to flourish.

OUR CORE VALUES

Friendship, Trust, Respect, Forgiveness, Truthfulness and Perseverance

ABOUT OUR SCHOOL



INSPECTIONS:

OFSTED

Some more comments from our OFSTED visit in 2023

- Leaders want pupils to achieve the best possible educational outcomes. As a result, they have made positive changes to the curriculum, some of which are still quite new. These are having a positive impact on pupils' learning.
- In the Reception class and pre-school, leaders have created an impressive provision that provides children with an exceptional start to their learning journey.
- Pupils trust staff to look after them, which they say makes them feel 'safe and calm'. Parents are overwhelmingly positive about all aspects of school life.
- In particular, they value the fact that staff go the extra mile to support their children. Parents view the school as 'a little gem'.

SIAMS

- As a result of the Christian vision, members of this community are treasured and nurtured. Pupils customarily treat one another with respect and responsibility. Christian values are modelled, taught and led by staff. This means that pupils, including those deemed as disadvantaged and/or vulnerable, are able to grow and flourish in harmony.
- Collective worship gently engages pupils in a spiritual journey, enabling connections to be built between biblical teachings and lived experiences. It empowers pupils to express their responses, feelings and emotions.
- Pupils are at the heart of the curriculum for religious education (RE). It fosters respect and appreciation of people of all faiths and none. Through it, pupils are encouraged to consider carefully, think deeply, and appreciate diversity.

ABOUT OUR SCHOOL



OUTDOOR LEARNING AND FOREST SCHOOL

We are very proud of our amazing Forest School area and outside environment - and the fabulous opportunities this allows for our children. All children take part in Forest School, the philosophy of Forest School is to inspire and encourage individuals through positive outdoor experiences.

By participating in engaging, motivating and achievable tasks and activities in a woodland environment each child has an opportunity to be intrinsically motivated and to develop sound emotional and social skills.

Children have the opportunity to learn about the natural environment, how to handle risks and how to use their own initiative to solve problems in cooperation with others.

Children regularly use the grounds to enhance their curriculum and support their personal development.

FRIENDS ASSOCIATION

The Friends Association at Defford-cum Besford are a supportive association that plans events throughout the school year. Events are well supported by the school, parents and wider community.

The FA have funded and purchased many projects and items for school. The FA have also contributed to out of school visits and for special guests to come into school to enrich the children's education.

JOB DESCRIPTION

Job Title: HEADTEACHER

Salary: Leadership Point L8 - L14

Responsible to: The Governing Body, Local Authority and Diocese

Responsible for: All staff, volunteers and children within the school

Starting date: September 2025



The headteacher embodies and inspires the ethos and culture of the school, securing their vision with all the members of the school community. The headteacher establishes and ensures a safe and secure environment for learning and teaching that empowers both staff and children to achieve their highest individual potential whilst giving due regard to teaching, leadership and management needs of the school. The headteacher will understand fully the current legal requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children and will ensure that all requirements are met.

General Duties and Responsibilities

To carry out the duties of the headteacher as set out in the current School Teachers' Pay & Conditions Document and aspire to fulfil the National Headteacher Standards (2020). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers. To be Designated Safeguarding Lead.

The appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation and guidance, including that of the Department for Education. In carrying out their duties, the headteacher shall consult, where appropriate, with the Local Authority, the Diocese, the governing body, the staff of the school, its pupils and the parents of its pupils.

This job description may be amended at any time following consultation between the headteacher and Governing Body. This document should be reviewed regularly, in line with the National Standards of Excellence for Headteachers, changes to the STPCD and through appraisal procedures.

Shortlisted candidates will be subject to a social media check and references will be obtained prior to invitation to interview.

AREAS OF RESPONSIBILITY

STRATEGIC DEVELOPMENT



To work with the Governing Body, staff and other stakeholders to uphold a shared vision and strategic plan for the school development. Our vision expresses core educational values and moral purpose and is inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

- Oversee the implementation of a newly developed curriculum and monitor its impact.
- Understand the new Ofsted framework.
- Ensure the clear articulation of Christian values for the school; that this is shared, understood and acted upon effectively by all.
- Work within the school community including the Diocese to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Demonstrate the distinctive vision and values in everyday work and practice in order to develop a shared culture and positive climate.
- Ensure creativity, innovation and contemporary educational thinking to achieve excellence.
- Ensure that the strategic planning takes into account the diversity, values and experience of the school and community at large whilst maintaining the distinctive caring ethos of the school.
- Oversee the change of age range and enlargement of the premises.



LEADERSHIP AND MANAGEMENT

The headteacher will provide effective organisation, leadership and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The headteacher will ensure that the school and the people and resources within it are organised, led and managed to provide an efficient, effective and safe learning environment. These leadership responsibilities are to include the monitoring of the roles and responsibilities of those adults working in the school ensuring a happy workforce where roles are clearly identified and are mutually beneficial. The headteacher will ensure that resources are deployed to achieve value for money and should also seek to build successful organisations through effective collaborations with others.

- Create and maintain an organisational structure which reflects the school's values and enables the leadership systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of the Diocesan, national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and initiatives, receiving training where necessary to ensure a sound understanding of educational budgets and rigorous financial management.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the visions and goals of the school. Establish rigorous, fair and transparent systems and measures for managing performance of all staff, addressing any underperformance, supporting staff to improve and valuing and sharing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

THE QUALITY OF EDUCATION



To hold central responsibility for raising the quality of learning and teaching, and for pupil achievement. This includes monitoring and evaluating the effectiveness of learning outcomes as well as setting high expectations. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning. The headteacher will do this by:

- Ensuring a consistent and continuous school-wide focus on pupil achievement, using data and benchmarks to monitor progress of every child's learning.
- Ensuring a culture and ethos that challenges and supports, so that all pupils can make good progress, achieve success and take ownership of their own learning.
- Demonstrating ambitious standards for all pupils.
- Ensuring all learners receive appropriate challenge and support appropriate to their needs.
- Challenging underperformance at all levels and ensure effective appropriate action and follow-up.
- Establish creative, responsive and effective approaches to learning and teaching.
- Determining, organising and implementing a diverse and flexible curriculum and ensuring a continuous effective assessment framework.
- Ensuring that learning is at the centre of strategic planning and resource management.
- Implementing strategies which secure high standards of behaviour and attendance within the ethos of a Church school. Monitoring, evaluating and reviewing classroom practice and promote improvement strategies where necessary.
- Leading by example, and teaching when and where required to do so.
- Taking a strategic role incorporating new and emerging technologies (which have proven benefit) to enhance and extend the learning experience of pupils.



PERSONAL DEVELOPMENT AND DEVELOPING OTHERS

Effective headteachers manage themselves and their relationships with others well; building and supporting a professional learning community that helps others to achieve. Through performance management and continuing professional development (CPD), the headteacher will support staff to achieve high standards. To manage the complexity of a school environment, be committed to their own continuing professional development, including distinctive training and development as appropriate for Church school leadership.

- Always treat people fairly, equitably and with dignity and respect, to create and maintain a positive school culture. Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow appropriate work/life balance.
- Continue to build on the development of Courageous Advocacy.

VISION, ETHOS AND COMMUNITY



Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. The headteacher is committed to engaging with the internal and external school community to secure equity and entitlement. They will collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

- To continue and develop the school ethos, culture and curriculum which takes account of the richness and diversity of the school's communities, whilst maintaining the distinctive nature of the school.
- Ensure learning experiences for pupils are linked into and integrated with the wider community, including the Church community.
- Ensure a range of community-based learning experiences, building on links with the Church and the Diocese of Worcester.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its values within the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Co-operate and work with relevant agencies to protect children.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT



Defford-cum-Besford C.E. First school is committed to safeguarding and promoting the welfare of children and young people. The headteacher will be the Designated Safeguarding lead. They are expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people. They will be expected to hold all staff, Volunteers and governors accountable for their contribution to safeguarding regulations. Specifically:

- To ensure any policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable a designated person, deputies and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- Ensure compliance with statutory “Keeping Children Safe in Education” requirements
- Ensure compliance with Prevent duty guidance
- Ensure staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing practices.



WORKING WITH GOVERNORS AND WIDER STAKEHOLDERS

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. The headteacher is committed to engaging with the Governors and wider school community to secure equity and entitlement. They will collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

- Continue to develop the school ethos, culture and curriculum which takes account of the richness and diversity of the school's communities, whilst maintaining the distinctive nature of the school and preschool.
- Ensure learning experiences for pupils are linked into and integrated with the wider community, including the Church community.
- Ensure a range of community-based learning experiences, building on links with the Church and the Diocese of Worcester. Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its values within the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Co-operate and work with relevant agencies to protect children.
- Promote positive strategies for challenging racial and other prejudices.



PERSON SPECIFICATION

Please see below the qualities we are looking for in our new headteacher. Evidence for these will be gathered from the application (A), during the interview (I) and from tasks undertaken on the day of the interview (T). Each is categorised as essential (E) or desirable (D).

	E	D	Evidence
QUALIFICATIONS			
QTS with degree level education or equivalent	●		A
Commitment to own continuing professional development in school leadership and management	●		A
National Professional Qualification for headteachers		●	A
SKILLS AND EXPERIENCE			
Having been a successful Senior Leader in an education setting	●		A I
Have high organisational skills appropriate to both the daily running and strategic development of the school	●		A I T
Experience of leading development, encouraging innovation and supporting others to this end	●		A I
Demonstrate ability to analyse pupil attainment and progression data, and to use this to improve standards of learning and teaching	●		A I T
Having held the position of headteacher in primary education		●	A I
Have experience of having led Maths and Science across the school		●	A I
Has experience of teaching Upper Key stage 2	●		A I

STRATEGIC DIRECTION AND DEVELOPMENT			
Ability to develop, communicate and implement a coherent and robust vision for the school in consultation with stakeholders	●		A I
Ability to guide, motivate, inspire and challenge others to achieve agreed aims	●		A I
Experience of school self-evaluation, improvement, monitoring and planning	●		A I T
GOVERNANCE, ACCOUNTABILITY AND COMPLIANCE			
Ability to work with the Governing Body and an understanding of its statutory duties	●		I
Commitment to being transparent and accountable to parents, governors, external bodies and the local community	●		I
Evidence of financial planning and budget management		●	A I
LEADERSHIP AND MANAGEMENT			
Ability to lead, inspire and develop the talents and abilities of staff	●		A I
Effective communication skills for a range of audiences	●		A I T
Evidence of making a key contribution to school improvement	●		A I
Ability to demonstrate innovative approaches to school improvement, leadership and governance		●	A I
QUALITY OF EDUCATION			
A highly effective teacher with proven strong teaching in the primary classroom	●		A I
Experience of setting and achieving challenging goals for children of all abilities	●		A I
Experience of analysing pupil performance data to improve learning and teaching outcomes	●		A I T
Experience of delivering the 2014 National Curriculum and related assessment materials		●	A I

Ability to challenge underperformance in teaching outcomes and support improvements	●		I
Commitment to a curriculum that is balanced and creative which motivates the interests of all pupils	●		A I
SAFETY AND WELL-BEING OF PUPILS			
Experience of and total commitment to safeguarding and protecting the welfare of pupils	●		A I
Ability to support an environment which encompasses all aspects of safety and well-being	●		A I
WORKING WITH THE WIDER COMMUNITY			
Commitment and ability to work in partnerships with parents and the wider community	●		A I
PERSONAL QUALITIES			
A clear enthusiasm for and love of learning	●		A I
Passionate about ensuring every child flourishes	●		A I
Excellent communication and interpersonal skills working with a wide range of audiences	●		A I
A positive, proactive mindset with the ability to deal with challenging circumstances and issues	●		A I T
VALUES, ETHOS AND COMMITMENT			
A commitment to the Christian ethos and values of the school and its close link with the Parish Church. An understanding and sympathy with the Church of England, and with those of other faiths or none	●		A I T
A commitment to the highest educational and personal achievement for every child	●		A I
An understanding of the headteacher's position as role model for both staff and pupils	●		A I
Commitment to inclusion and equal opportunities for all staff and pupils	●		A I

SELECTION PROCESS

VISITS TO THE SCHOOL

School visits are strongly encouraged. Please call 01386 750321 to book.

APPLICATIONS

All applications must be made on the Worcestershire County Council application form. CVs will not be accepted

Applications should be emailed to:

office@defford-cum-besford.worcs.sch.uk by 12pm Wednesday 26th March. Late applications will not be considered.

Please note that ALL applications will be acknowledged. If you do not receive acknowledgement within two working days, please contact the school office.

Shortlisted candidates will be informed on Friday 28th March.

INTERVIEWS

Successful candidates will be invited to interview on Thursday 3rd April.

PAYSCALE

The pay scale for this post L8 – L14 dependant on experience and qualifications.

SAFEGUARDING

Defford-cum-Besford C.E. First school is an equal opportunities employer, and we are committed to safeguarding and promoting welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.



CONTACT DETAILS

Office Manager

Mrs Claire Paul

Defford-cum-Besford C.E. First School

Hill View

Defford

Pershore

Worcestershire

WR10 2HZ

Telephone: 01386 750321

To request an application form, please email :

office@defford-cum-besford.worcs.sch.uk

www.deffordschool.co.uk

