Pikemere Primary School

Headteacher Recruitment Pack

Required from Easter 2027

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Letter from Chair of Governors and CEO

Dear Applicant,

Thank you for the interest you have expressed in the Headship post at Pikemere School. Pikemere School is now looking for an ambitious leader to embed our ethos and build on the successes already made.

Pikemere School is a one form entry school which prides itself on a family environment in which all children can feel secure and be known as individuals each with their own strengths, talents and special interests. Inclusion is the golden thread running through each and every day so that every child may be nurtured to achieve their potential. Staff are hardworking and fully committed to the ethos, vision and values of the school. The three pillars of Collaboration, Resilience and Belonging are central to everything we do. Our parent community has high expectations of us, and rightly so. Governors provide high levels of support and challenge, holding us to account for the quality of education on offer.

Pikemere School is situated in a quiet, private residential area of Cheshire and has the benefit of three acres of land providing excellent educational and recreational opportunities for the pupils. We have strong ties with the local community; Pikemere is an active partner of Alsager Urban Wildlife Initiative and has a broad Forest Schools programme. The school was opened in 1968 and is a comfortable building providing classroom space for seven age groups along with additional space for individual or small group needs.

Chancery MAT

Pikemere chose to become an academy in 2018, and since becoming part of Chancery Multi Academy Trust, we are building stronger mutual relationships so that all the schools benefit from supportive, constructive, and challenging interactions. For more information about Chancery please visit the Trust website which can be found here.

We encourage prospective applicants to visit the school and look forward to receiving your application.

J Greenhall

S. L. Gohr.

Mrs J. Greenhall — Chair of Governors

Mrs S.L. Gohr — CEO

Application and Selection Process and Schedule

The Local Governing Board of Pikemere School are seeking a dedicated, self-motivated, inspirational, and talented Headteacher from Easter 2027 who will build on the hard work already undertaken.

In our school:

- Every child is known and cared for as an individual
- We offer an environment that nurtures a love of learning and challenges everyone to excel
- We develop individual talent and celebrate success in all aspects of school life
- Children and staff have high expectations and take pride in their achievements
- We have a staff team who are proud to work at the school and focus on providing excellent education and bringing out the best in each and every child

We are looking for applicants who have:

- A proven track record of successful and varied experience working in leadership
- The passion to focus relentlessly on what's best for every child within our school
- The ability to further develop excellent educational provision that results in outstanding outcomes
- A partnership focus, working collaboratively within our school and trust leadership team
- A commitment to strategic thinking and planning to ensure the best achievement for each child
- Values and ethos in line with our school and trust acting as a role model for all in our school community

We can offer you:

- A commitment to your own professional development through regular coaching and mentoring
- A caring and positive environment with motivated children and staff
- A supportive Governing Board and Trust Leadership Team

Salary L14-18 (£73,827 - £81,457)

Visits to the school are warmly welcomed and have been scheduled for:

- Thursday 3rd December 2026 @ 9.15am
- Thursday 17th December 2026 @ 9.15am
- Tuesday 5th January 2027 @ 9.15am
- Thursday 7th January 2027 @ 9.15am and @ 2pm
- Monday 11th January 2027 @ 9.15am and @ 2pm

Please contact Jenny Whiston (Trust Governance and Compliance Lead) on jwhiston@chancerytrust.co.uk or 01270 845726 (ext. 1003) to book a place.

For further details and to complete the application form, please visit https://teaching-vacancies.service.gov.uk/organisation/jobs/41b55d62-f23e-4c77-aec6-39bd51713a26

Closing date: Friday 15th January 2027 at 9am

Dates for Interviews: Monday 25th and Tuesday 26th January 2027

Pikemere Vision and Values (and links to Chancery)

Key School Information	
Vision and Values	
Type of School	Primary School Part of Chancery Multi Academy Trust
Age Range	3-11 years
Location	Alsager, Cheshire
Budget	In surplus
Leadership Structure	Headteacher, Deputy Headteacher, SENDCo
Number of Teaching Staff	9.9 FTE teachers 2 x part-time HLTA 10.2 FTE Teaching Assistants
Number on roll	210 + 23 nursery
Average class size	30.6
% of children with SEND	6.7% (EHCP) / 13.8% SEND Support

% of children on Targeted FSM	1.4% (3)
% of children in receipt of Pupil Premium	10% (22)
Entry level attainment	Broadly in line with national age-related expectations
Prior (validated) attainment and progress	**2025 26 outcomes** **Key Results - 2025-2026** **Assessment** / **Statistic** / **Cohort** / **School Result** / **National Comparison** / **National Result** KS2 Reading, Writing & Maths combined / % achieving the expected standard / 29 / 79% / At or above / 63% KS2 Reading, Writing & Maths combined / % achieving the higher standard / 29 / 14% / At or above / 9% Multiplication Tables Check (MTC) / % scoring full marks (25/25) / 32 / 59% / At or above / 42% Phonics Screening Check / % passing in Year 1 / 30 / 90% / At or above / 82% Early Years Foundation Stage / % achieving a Good Level of Development / 29 / 72% / At or above / 72% **Attainment** Versus national average / Versus similar school average† 2024 / 2025 / 2026 / 3-year average / 2024 / 2025 / 2026 / 3-year average RWM expected standard: Above (non-sig) / Above (non-sig) / Above (non-sig) / Above (sig+) / Above (non-sig) / Above (non-sig) / Above (non-sig) / Above (non-sig) RWM higher standard: Below (non-sig) / Below (non-sig) / Above (non-sig) / Close to av. (non-sig) / Below (non-sig) / Below (non-sig) / Above (non-sig) / Below (non-sig) **Progress** Versus national average / Versus similar school average† 2022 / 2023 / 2026 / 3-year average / 2022 / 2023 / 2026 / 3-year average Reading progress: Close to av. (non-sig) / Above (sig+) / Close to av. (non-sig) / Close to av. (non-sig) / Above (non-sig) / Below (non-sig) Writing progress: Below (non-sig) / Above (non-sig) / Close to av. (non-sig) / Close to av. (non-sig) / Below (non-sig) / Above (non-sig) Maths progress: Close to av. (non-sig) / Above (non-sig) / Above (non-sig) / Close to av. (sig+) / Below (non-sig) / Above (non-sig) / Above (non-sig) † Only "above" and "below" bandings are displayed for similar schools.
Other members of Chancery MAT	Elworth Hall Primary School, Sandbach Excalibur Primary School, Alsager The Berkeley Academy, Wistaston Willaston Primary Academy, Willaston
Latest Ofsted Report	https://reports.ofsted.gov.uk/provider/21/145036

Headteacher Role and Job Specification

The Headteacher is the leader of Pikemere School.

Working with Governors and Chancery Central Team members, they are expected to uphold and demonstrate The Seven Principles of Public Life and fulfil the duties outlined in the Headteacher Standards:

Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values[footnote 3], including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen[footnote 4]
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs[footnote 9] and special educational needs and disabilities[footnote 10] of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding[footnote 11], as part of the duty of care[footnote 1]
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload

- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Person Specification and Assessment Criteria

		Essential / Desirable
Qualifications	Qualified Teaching Status	E
	Evidence of ongoing commitment to continued professional development or further study over time	E
	School Leadership qualification e.g. MA, NPQH	D
Experience	To have held a Senior Leadership position	E
	Experience of leading whole school initiatives which have had outstanding outcomes for children and staff	E
	Experience of working in all three primary phases – EYFS, KS1 and KS2	D
Safeguarding	Can demonstrate a thorough understanding of outstanding safeguarding practice	E
	Training in Designated Safeguarding Lead	D
Teaching and Learning	Evidence of excellent and creative classroom practice in the primary phase	E
	Demonstrate raising standards of teaching and learning across the curriculum	E
	Commitment to meeting the needs of all pupils, including those with SEND, high attainers and vulnerable groups	E
	A rich understanding of current pedagogical thinking	D
	Proven track record of leading rapid and sustainable school improvement	E
	Experience of carrying out regular and accurate self-evaluation and effective monitoring to inform and drive school improvement planning	E
	To be able to effectively use data, assessment and target setting to raise standards and address weaknesses	E

Leadership	Committed to upholding the vision and values of Pikemere Primary School and Chancery Trust	E
	High expectations of self and others	E
	Experience and evidence of effectively managing performance and holding staff to account	E
	Understand the importance of, and ability to, work in partnership with all stakeholders	E
	Able to develop leadership skills and talent in others	E
	Lead and motivate staff, in a happy and supportive working environment in order to maximise performance	E
	An understanding of the importance of a healthy work-life balance for staff and leaders	E
	A good understanding of school finance management and planning	D
	Continue to build a climate of open communication where people feel able to express opinion and know their views will be respected	E
	Willingness to play a key role in the development of Chancery MAT priorities.	E
Management	Excellent ability to organise, prioritise and manage initiatives	E
	Ability to think imaginatively about the use of resources within the constraints of budget and health and safety legislation	E
	Experience of recruitment and effective deployment of staff	E
	An understanding of statutory responsibilities around equality, governance and compliance	D
Collaboration	Able to work as part of a team, inspiring and empowering others to take the lead when appropriate	E
	Dedicated to spending time with children, staff and parents/carers, and being highly visible in and around school	E

	Experience of successful collaboration with external agencies and / or stakeholders	D
Personal Attributes	Prioritise and manage time appropriately, able to work under pressure and to deadlines	E
	Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances	E
	Be self-motivating and achieve challenging professional goals	E
	Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas	E
	Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education	E

Safer Recruitment and Selection Policy Statement

Chancery Multi Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff, volunteers and trustees to share this commitment.

Our recruitment process follows the Keeping Children Safe in Education guidance.

Offers of employment may be subject to the following checks (where relevant):

- Childcare Disqualification
- Enhanced Disclosure and Barring Service (DBS) disclosure
- Medical
- Online checks
- Prohibition from teaching
- Right to work
- Satisfactory references
- Suitability to work with children

You must tell us about any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

A copy of the school's Child Protection and Safeguarding policy can be found here.

Chancery Trust is an equal opportunities employer.