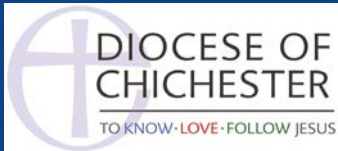




Hurst
EDUCATION TRUST



Appointment of **Headteacher**
Candidate information | March 2025



Chair of Governor's Welcome

Dear Candidate

Thank you for expressing an interest in the role of Headteacher of Balcombe CE Primary School. We are delighted that you are considering our school as a place to continue your career and invite you to read our application pack and visit at your convenience.

Following our current Headteacher's tough decision to retire, we are excited to offer this rare opportunity to

appoint a new Headteacher to lead our successful, happy and inclusive school.

Our aim is to ensure that every child who attends our school achieves their full potential and is supported to be the best that they can be. We are seeking to appoint an inspirational Headteacher with a proven record in educational leadership and the ability to build on the strong foundations and teamwork already created within our school. We want someone to lead our staff to continue to deliver an excellent education for our children.

You will be well supported by an engaged and enthusiastic governing body, enthusiastic community

organisations, as well as the Diocese of Chichester and the clergy serving our local church.

The school is a member of the Hurst Education Trust (HET) and the children, staff and leadership team all benefit from additional opportunities, facilities, professional development, support and expertise from being part of that multi-academy trust.

We would positively encourage candidates to visit the school. Please contact the school office to arrange a visit. We look forward to receiving your application.

Kind regards,

Ian Tremble
Chair of Governors



Hurst Education Trust

The Hurst Education Trust (HET) is a Multi-Academy Trust set up by Hurstpierpoint College in collaboration with the Diocese of Chichester. It exists to provide a unique offer to local schools in the Mid Sussex area.

Academic excellence is the foundation of a HET education, because we believe it opens doors to the future. Therefore every child is challenged and supported along the way in our friendly and warm community.

We are ambitious for each of our pupils and who they can become and we encourage each pupil to engage and enjoy all aspects of school life.

We want our pupils to learn the importance of certain values: a sense of duty, an awareness of right and wrong and a respect for others. We want pupils to be ambitious with a clear sense of purpose, to acquire a balanced view of life and develop into independent, mature individuals.

Schools who are part of the Hurst Education Trust receive a high quality education support package focused on the "Good to Outstanding" journey and access to Hurst College's facilities, including sports and academic provision together with specialist facilities including the theatre, farm and chapel. Importantly, schools retain their individuality, including their name, uniform and curriculum.

The Trust and its schools are open, welcoming and inclusive, embracing pupils of all faiths and none, committed to the flourishing of all of its pupils.

Diversity will be celebrated and equal opportunities available to all. It is our belief that there are core common values universally recognised across faith boundaries, dignity, compassion, the removal of disadvantage and discrimination, empathy and encouragement which help foster and create a positive school environment in which all individuals can thrive and grow.

As ever

Tim Manly

CEO Hurst Education Trust

www.hurst.education

Diocese Of Chichester and St Mary's Church Balcombe

Balcombe CE Primary is an academy within the Hurst Educational Trust and one of many church schools in the Diocese of Chichester, in which there is a total of 157 Church of England schools and academies.

The school has a very warm and productive link with the local Parish Church, St Mary's, with the Rector and church members represented on the Local Governing Body. The school and church are committed to the Chichester Diocesan Growing Partnerships scheme and work together to achieve its aims.

The church is involved in collective worship in the school on a weekly basis. St Mary's provides a team to lead the Bible Society's Open the Book story-telling initiative every other week during term time, and the Rector leads the collective worship on alternate weeks. The school also holds its Harvest, Christmas, Easter and Leavers' services in St Mary's.

St Mary's members also lead Pathfinders, an after school club, and are involved in supporting the school through hearing readers and other activities.

The church would welcome opportunities to build on the existing links and engage in further activities together.

The work of church schools is supported by the Diocesan Board of Education which is chaired by the Bishop of Chichester.

<https://schools.chichester.anglican.org>

Diocesan office phone number: 01273 425687





Dear future Headteacher

Dear future Headteacher,

We are writing this letter to explain how we would like our new Headteacher to be. Firstly, we would like our new Headteacher to put all of their effort into making this school as good as it can be. Our new Headteacher will be kind and considerate to everyone at Balcombe School. As much as we would like them to be fun, we would also like them to be strict when needed. We need them to be fair and supportive at all times.

Along with that we would also like you to keep a view of the school traditions. Everyone in year 6 looks forward to a lovely poem at the end of the year when they are leaving as it gives them yet another memory to cherish. All of the year 5 and 6 love the yearly trip to Bowles. Here are a few things we do at Bowles: Kayaking, rock climbing and skiing.

Another thing we enjoy is going into the wilderness with Nature Ninjas. Everybody gets excited for celebrations assembly at the end of the week, which is when a small group of children from each class celebrate the work they have done.

Though we love our school, we would like to make a few changes. We like our school dinners but some dishes

need improving. We all enjoy playing in the gazebo, but it does need a few repairs.

Our new Headteacher should have good experience with primary children.

Yours sincerely,

Annie May and Eleanor

PS Thank you for putting your time and effort into reading this and we hope that you consider our suggestions.



School overview

Balcombe CE Primary School is a vibrant, caring and inclusive school committed to providing a safe, supportive and stimulating learning environment, in which all children achieve their best and are recognised for their successes.

Our vision at Balcombe CE School is to be guided by God to provide our pupils with a solid foundation for life; enabling them to flourish into confident learners and members of their community.

Staff, Governors, parents and members of the community work in partnership to ensure all children and adults feel valued and are able to grow and learn in an environment enriched by the Christian ethos of the school.

Our school is well led and managed by an effective leadership team. This, coupled with an experienced staff team who think deeply about child development, ensures that pupils progress well and attain highly. Our pupils leave us not only equipped with all the skills needed for the next step in their learning journey, but as confident individuals who care about themselves and others, being the best they can be.

Our school comprises of five classes offering provision to children aged 4-11. This results in each class comprising of pupils from two year groups.

Find out more on our website:
www.balcombeschool.co.uk

Metric	Balcombe CE Primary School
Pupils (Capacity)	141 (150)
SEN	17.73%
EAL	2.8%
EHCP	1.41%
FSM	9.21%
Ofsted	Good – April 2023
SIAMS	Good – February 2023
Attainment (2024 Data)	Expected Standard: 71% Higher Standard: 7% Average Score in Reading: 111 Average Score in Maths: 106



Headteacher

Post

Headteacher
Full time, permanent contract

School

Balcombe CE Primary School, Balcombe

Salary

L9 – L15: £60,644 p.a. – £70,293 p.a.
Full time (0.8 FTE considered)

Responsible to

Hurst Education Trust and Local
Governing Body

Role overview

- To provide professional leadership, working collaboratively and in partnership with the HET Director of Education.
- To ensure high quality education is delivered to meet the needs of all pupils.
- To ensure the school remains successful through on-going improvement and continued excellent teaching and learning, with pupils inspired and motivated to achieve their best holistically, across the curriculum and contributing to the life of the school generally.
- To enable each and every child and member of staff to 'be the best that they can be'.

- To work with, and delegate to, others to maintain the school's effectiveness and to be outward looking, securing mutually beneficial relationships with the wider community.
- To promote and safeguard the welfare and wellbeing of pupils, staff and visitors to the school.
- To ensure the smooth day-to-day running of the school.

This is not intended to be an exhaustive list, but a guide to the main responsibilities of this post.



Main tasks

1. Leadership

In conjunction with the HET Director of Education and the Local Governing Body, ensure that the vision of the school is clearly articulated, shared, understood and acted upon effectively by all and in line with the shared Hurst Education Trust vision, ethos and values and the Church of England's Vision for Education.

In partnership with the HET Director of Education, Local Governing Body and staff, formulate the aims and objectives of the school and establish policies for their implementation.

Ensure that all members of the school community are committed to its aims, motivated to achieve them and

involved in meeting objectives and targets to secure success.

Collaborate with the HET Director of Education and school SLT to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for sustaining school improvement.

Ensure that strategic planning is rooted in Christian values, including those of diversity and equality reflecting the experience of the school and community at large.

Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.

2. Pupils and staff

Ensure a consistent and continuous school-wide focus on pupils' all-round development, wellbeing and achievement, using data and benchmarks to monitor progress in every child's learning.

Work with the HET Director of Education to ensure that learning is at the centre of strategic planning and resource management and establish creative, responsive and effective approaches to learning and teaching.

Promote a positive culture and ethos of challenge and support where everyone is valued, and all pupils can flourish, achieve success and be engaged in their own learning.

Demonstrate and articulate high expectations and set stretching targets for the whole school community.

Co-create with the HET Director of Education and staff a rich, diverse, flexible curriculum which meets the needs of all pupils, prioritising SEND and all vulnerable pupils and implement an effective assessment framework.

Monitor and evaluate the quality and effectiveness of teaching and standards of learning and achievement of

all pupils to secure school improvement and ensure the best outcomes for pupils.

Coach and develop staff to maximise the impact of effective teaching and learning. Challenge underperformance at all levels and ensure effective corrective action and successful follow-up.

Plan, allocate, support and evaluate work undertaken by teams and individuals ensuring clear delegation and devolution of responsibilities.

Use a range of data sources to set targets for children, analysing outcomes for individuals and groups; use this information to implement appropriate pathways and priorities for the school.

Ensure effective policies are in place for the care, personal and spiritual development, mental health and wellbeing of pupils and staff.

Co-create and promote strategies to ensure equal opportunities and inclusion for all members of the school community, where everyone in the community is valued and respected; having a voice, being listened to and able to participate and contribute.

Work with schools in other key stages to ensure suitable transfer and progression of pupils.

Implement effective strategies and procedures for staff recruitment, onboarding, induction, professional development and performance review.

Lead a collaborative learning culture within the school and play a key role in the learning communities across the Hurst Education Trust.

Acknowledge the responsibilities and celebrate the achievements of individuals and teams.

In conjunction with the HET Director of Education, report to the Local Governing Body annually on the professional development of all teachers at the school and advise the governing body on the adoption of effective procedures to deal with underperforming teachers.

Review own practice regularly, set personal targets and take responsibility for own personal development through training and coaching and by participating in arrangements made for appraisal.

Manage own and others workload to allow an appropriate work/life balance.

3. Systems and processes

In partnership with the HET Director of Education create and develop an organisational structure which reflects the school and Hurst Education Trust values and enables the management systems, structures and processes to work effectively in line with statutory and legal requirements.

Manage the school's resources efficiently and effectively as follows:

- Human Resources, including recruiting, retaining and deploying staff appropriately to manage their workload and achieve the school's goals and priorities
- Financial Resources, including effective administration and control in line with budget plan
- Accommodation and other resources, taking account of curriculum needs and health and safety requirements

In partnership with the HET Director of Education present the school's vision, aims, performance and goals in a manner appropriate to a range of audiences including the Trustees, Local Governing Body, pupils, parents, the Local Authority, the Diocese and the local community, to enable them to play their part collaboratively and effectively. Also to communicate key school information effectively to school inspectors.

Provide information, objective advice and support to the Local Governing Body to enable it to meet its responsibilities for securing effective teaching and learning, high standards of pupil achievement and good value for money.

Ensure the range, quality and use of all resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provides value for money.

In conjunction with the HET Director of Education produce and implement clear, evidence based self-assessment improvement plans and policies that are robust in relation to the expectations and requirements of the Trust, Ofsted and a Section 48 inspection/SIAMS.

Ensure the school operates within agreed Hurst Education Trust, Local Authority and Diocesan guidelines and that effective liaison exists between the school, the Local Authority and the Diocese of Chichester.

Promote and safeguard the welfare of children and young people.





4. School improvement

Contribute to rigorous self-evaluation.

In partnership with the HET Director of Education produce clear, evidence based improvement plans for the development of the school.

Support the development of the school within the Hurst Education Trust and beyond in a climate of mutual challenge, championing best practice and securing excellent achievements for all pupils.

Promote and maintain the school and develop effective relationships with the wider community, including the parish church and other local churches.

Develop an organisation in which everyone works collaboratively, shares knowledge and understanding and accepts collective accountability for the success of the school.

Ensure that parents, pupils and the Local Governing Body are well-informed about the curriculum, attainment and progress, and about the contribution they can make to the school's success.



Person specification

Education and training

- Undergraduate degree and qualified teacher status.
- Successful track record of leading others and outstanding practice as a primary teacher. Evidence of continuing professional development.
- Has successfully undertaken appropriate training for the role of Designated Safeguarding Lead or has a commitment to do so.

Leadership qualities and knowledge

- Recent significant and successful leadership as a Headteacher, Deputy Headteacher or Head of School (or as an Assistant Headteacher if their current school does not have a deputy).
- Experience of working in a school with mixed year groups (desirable).
- Proven experience of monitoring and evaluating teaching and learning to raise standards in order to positively impact on outcomes for all children including those with SEND.
- Demonstrate up-to-date knowledge and understanding of key legislation in relation to working with and protection of children.

- Hold and be able to articulate clear values and moral purpose, focused on providing an outstanding education for all pupils.
- Hold and communicate a clear Christian vision for the school, inspiring others to share this vision, and ensuring a sharp focus on the provision of an excellent education for all the children.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on scholarship, expertise and skills, and that of those around them.



- Work with careful judgement and financial awareness, within a clear set of principles centred on the school's vision, supporting the translation of local and national policy into the school's context.
- Require ambitious standards for all pupils, overcoming needs and disadvantage. Advance equality.
- Instil a strong sense of accountability in staff.
- 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' wellbeing.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice drawing on and conducting relevant research and robust data analysis.
- Create a strong Christian ethos within which all staff are motivated and supported to develop their own

skills and subject knowledge, and to support each other.

- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Systems and processes

- 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.
- 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.
- Implement rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.

- Actively support the Local Governing Body to understand its role and deliver its functions effectively.
- Demonstrate strong curriculum development experience and financial awareness to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

School improvement

- Evidence of successfully taking a lead role in whole school improvement including ability to work collaboratively to develop school improvement plans.
- Commitment and ability to raise standards for all pupils.



Apply

The application process

Prospective candidates are encouraged to make contact to discuss the role.

To arrange a visit to the school please contact the school office on 01444 811403 or email bursar@balcombeschool.co.uk

Interested candidates should submit a covering letter and application form to Sue Atkinson, HR Director – Hurst Education Trust at sue.atkinson@hppc.co.uk.

The closing date for applications is:
Wednesday 30th April 2025

Interviews will be held on:
Friday 16th May 2025

Safeguarding and equal opportunities

Hurst Education Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to an enhanced DBS disclosure, the receipt of satisfactory references, the pre-employment medical questionnaire, relevant original ID documentation and examination certificates. The Trust understands that a robust, fair and transparent recruitment and selection policy plays a central role in achieving this aim.

Terms and conditions

National School Teachers' Pay and Conditions apply.

Balcombe CE Primary School

London Road, Balcombe, West Sussex, RH17 6HS

Hurst Education Trust

College Lane, Hurstpierpoint, Hassocks, West Sussex, BN6 9JS



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London Road, Balcombe, West Sussex, RH17 6HS

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