



BRATTON PRIMARY SCHOOL

LEARN - HAVE FUN - THRIVE



HEADTEACHER JOB APPLICATION PACK

March 2025



Our son has thrived at Bratton Primary School. As well as helping him to achieve his best in academic terms, the school has also helped him to develop a love of learning.



Parent comment, 2025

DEAR APPLICANT



Thank you for your interest in the post of Headteacher at Bratton Primary School. We are a village school with 143 pupils on roll, set in spacious grounds in the heart of Bratton, near Westbury.

As we look ahead, we are keen to find the right person to lead our school, consolidating recent progress and a successful Ofsted, and further developing our many strengths. Our Headteacher should be committed to working collaboratively, and be able to inspire and motivate staff, children, parents, and the whole school community. We can offer the successful candidate a dedicated staff team, committed Governing Body, active Friends of Bratton School, and engaged pupils who make good progress.

Together we want to work with the Headteacher to bring about the best outcomes for all our children.

As Chair of Governors, I am extremely proud of the hard work and dedication of our staff, children, parents and fellow governors. We warmly invite you to visit our school to get a real sense of the atmosphere and setting. To arrange this please see the details later in this pack.

Yours sincerely

Lindsay MacDuff

Chair of Governors

OUR SCHOOL

Bratton Primary School is situated in the centre of Bratton village, a thriving and closely-knit community nestled below the scarp slopes of Salisbury Plain. The majority of our pupils are drawn from Bratton and the surrounding villages and Westbury. The buildings are constructed around a central courtyard. Each of our classrooms is light and airy and equipped with an interactive whiteboard, mini library and practical area for art and creative expression. Extensive outside space offers children room to explore with their friends and the freedom to expend their energy in the playground, trim trail, large playing fields and all-weather path.



'Pupils are safe and happy. The school supports them to learn, have fun and thrive. Pupils feel listened to. They are comfortable sharing any worries with adults. Many parents compliment the school on the education and care it provides.'

Ofsted 2024

OUR PUPILS

We seek to ensure that each child will find here:

- a desire to learn
- inspiration in their achievements
- a safe and caring environment
- empathy and consideration for each other

GENERAL SCHOOL INFORMATION

- **Number of children on roll:** 143
- **Number of classes:** 5
- **Last Ofsted rating:** Good
- **Last Ofsted inspection:** January 2024

LINK TO WEBSITE

www.bratton.wilts.sch.uk

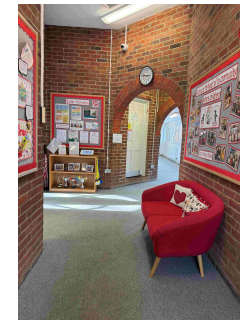
SAFEGUARDING STATEMENT

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

SAFER RECRUITMENT STATEMENT

Bratton Primary School is committed to safer recruitment and will follow all relevant safer recruitment processes for our school, including relevant sections in part 3 of "Keeping Children Safe in Education (2024)".

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





OUR NEW HEADTEACHER

THESE ARE THE THINGS THAT THE CHILDREN LOVE ABOUT OUR SCHOOL

- Bratton Primary School is brilliant because we have lots of fun activities and all our learning is fun too! We do plays at Christmas and make our own decorations to decorate the Christmas tree. *I. Year 3*
- The best thing about our school is that we are kind and we are honest, This means that everyone is friends and we look after each other. *E. Year 2*
- I like our school because if you are upset you can talk to anyone about it and they will help you sort it out. *D. Year 5*
- We have amazing clubs like dance club, netball, eco club and library club. They are really fun! *A. Year 4*
- We have amazing teachers and make brilliant friends. The teachers are kind, generous and funny. *L. Year 3*
- I like that everyone is friends and it is really safe. All the teachers are kind. I love maths because every day we learn something new and it's really good. *K. Year 4*
- The best thing is explore and learn time because I like playing with my friends and building with Lego. *G. EYFS*
- Bratton Primary School is fun! We get lots of merits for being good in our learning and being kind friends. Play time is fun and we have nice friends. *O. Year 4*
- The school feels like one big family because it is very easy to make friends. You can talk to anyone about anything and everyone cares about each other. *S. Year 6*

INVITATION TO VIEW SCHOOL

We encourage you to visit us to see our wonderful school on 10th/11th/12th March (or by arrangement)

Please contact: Mrs Louise Bunce, on 01380 830511 or email: admin@bratton.wilts.sch.uk to arrange this.

IMPORTANT DATES

- Closing Date: 24th March 2025, **Noon**
- Shortlisted Candidates Notification by: 26th March 2025, 5pm
- Interview Dates: 1st/2nd April 2025

HEADTEACHER PERSON SPECIFICATION

The following is a summary of the attributes that the Governing Body would wish to see in the successful candidate for Headteacher. Information on generic qualifications, knowledge, experience, skills and qualities to fulfil this role are set out in the job description pages herein, and in "The Headteachers' Standards (2020)". These documents should be read in conjunction with one another.

THE KEY DOMAINS WHICH REPRESENT THE ROLE OF THE HEADTEACHER

ESSENTIAL THRESHOLD – INCLUDING QUALIFICATIONS

- qualified teacher status
- readiness for headship – NPQH, or evidence of equivalent level of learning achieved through senior leadership roles within a school
- successful teaching experience in the primary phase
- recent and relevant in-service professional development and training including Safeguarding
- suitable to work with children and has the ability to protect them and promote their welfare
- working with budgets and financial planning
- awareness and knowledge of the current Ofsted processes and framework

CULTURE AND ETHOS

- school culture, safeguarding, behaviour, professional development

CURRICULUM AND TEACHING

- teaching, curriculum and assessment, additional, and special educational needs

ORGANISATIONAL EFFECTIVENESS

- organisational management, school improvement, working in partnership

EXPERIENCE, KNOWLEDGE, SKILLS AND QUALITIES

Experience

- successfully leading change in a primary school
- working with the local community
- contributing to a curriculum that creatively seeks to develop a well-rounded pupil

Approach to children

- displays a passion for children's learning
- is able to relate to, interact and engage with all children in all primary classes
- provides an inclusive learning environment for all children, including those with SEND
- shows a desire to teach regularly all classes within a primary school
- has a strong sense of authority and behavioural direction
- demonstrates the vital importance of children's mental health

Management of people

- leading teams to deliver against educational targets
- successfully mentoring and developing staff's personal development
- a committed listener who is inclusive in receiving advice and opinion
- displays a strong sense of work/life balance and is empathetic to staff personal responsibilities
- experience of senior leadership
- listens to advice and is inclusive when forming an opinion





Skills

- leads on high quality teaching and learning, and is a role model for all staff
- strong leadership and outstanding problem-solving skills
- a confident written and verbal communicator
- possesses high levels of personal strength of character, resilience, and energy
- establishes and maintains effective internal and external relationships (including the local community) that add value to the school
- plans effectively, prioritises, sets targets, and delivers in a timely manner



Personal qualities and motivations

- is fun, energetic, and enthusiastic
- is honest, trustworthy, and reliable
- is able to remain calm in times of pressure and stress
- is able to work with a variety of staff
- is approachable and is a listener
- is able to set and maintain behavioural boundaries
- does the right thing and doesn't take the easy option



HEADTEACHER JOB DESCRIPTION

ETHICS AND PROFESSIONAL CONDUCT

The Headteacher will demonstrate consistently high standards of professional conduct. The Headteacher will meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. The Headteacher will uphold and demonstrate the seven Nolan principles of public life.

The Headteacher will:

- demonstrate the school's vision and values in everyday work and practice
- serve in the best interests of the school's children
- 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.
- 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
- work openly and constructively with the school's Governing Body
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system
- actively engage with the wider community, reflecting the Governing Body's aspiration for the school to be at the heart of Bratton village



POST TITLE:

Headteacher (full time)

SALARY RANGE: L9-L15

RESPONSIBLE TO:

The Governing Body of Bratton Primary School

RESPONSIBLE FOR:

All staff, volunteers and children within the school

MAIN PURPOSE:

To carry out the duties of Headteacher in accordance with the Teachers' Pay and Conditions Act and are built upon "The Headteachers' Standards (2020)" and the "Teachers' Standards (2011)".

KEY AREAS OF RESPONSIBILITY

The Headteacher is the leader of our school. Working with the Governors, they have the responsibility to build an ethic of excellence and shared accountability throughout the school community.

1. SAFEGUARDING AND SAFER RECRUITMENT

The Headteacher establishes and ensures a safe and secure environment for learning. They will demonstrate a commitment to safeguarding and promote the welfare of children and young people and are expected to hold all staff, volunteers and governors accountable for their contribution to safeguarding regulations.

The Headteacher will:

- take on the role of designated Safeguarding Lead within the school ensuring that the welfare of children and young people is the priority at all times
- ensure that all child protection cases are dealt with swiftly and effectively following the correct processes and procedures internally and externally
- ensure that a safeguarding culture of vigilance is embedded in every aspect of school life. Ensure that all policies and processes relating to safeguarding are implemented across the whole workforce
- ensure that "Keeping Children Safe in Education" (2024) is issued to staff and workers on an annual basis and that they have read and understood their obligations
- ensure that all staff's knowledge and understanding of safeguarding and their responsibilities are updated at least annually and on induction
- implement new systems and processes in response to any updated school legislative guidance/statutory information that is released



2. SCHOOL CULTURE

Working with the Governing Body, the Local Authority and wider community, the Headteacher will review and develop the vision and strategic plan, which inspires and motivates children, staff and all other members of the school community. In addition to the vision and values, the strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its children, providing an excellent education for all the children it serves.

The Headteacher will:

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

3. TEACHING AND LEARNING

The Headteacher has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which will enable children to become effective, enthusiastic, independent learners, committed to life-long learning.

The Headteacher will:

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

4. CURRICULUM AND ASSESSMENT

The Headteacher will:

- ensure a consistent and continuous school-wide focus on children's achievement, using data and benchmarks to monitor progress in learning and using a robust system of assessment of pupil achievement in order to set ambitious but realistic targets for all children
- 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 children are taught to read through the provision of evidence-informed approaches to reading; particularly the use of systematic synthetic phonics
- ensure valid, reliable, and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum
- ensure the provision of extra-curricular opportunities for all children



5. BEHAVIOUR

The Headteacher is responsible for a behaviour policy that reflects the school's ethos. They will provide a safe and calm environment for all children and staff, focused on safeguarding children and developing their appropriate behaviour in school and in wider society.

The Headteacher will:

- establish and sustain high expectations of behaviour for all children, built upon relationships, rules and routines, which are understood clearly by all staff, children and parents
- ensure high standards of 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

6. ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The Headteacher takes responsibility for a professional community which enables all children to flourish. The Headteacher ensures that the curriculum is accessible and relevant to all children.

The Headteacher will:

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

7. PROFESSIONAL DEVELOPMENT

Effective communication and relationships are key to effective Headship. The Headteacher needs to build a professional learning community which enables all to flourish. They need to manage the complexity of a school team and be committed to their own continuing professional development as a school leader.

The Headteacher will:

- 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

8. ORGANISATIONAL MANAGEMENT

The Headteacher provides effective management of the school and continuously seeks to improve organisational structures based on self-evaluation. The Headteacher leads by example, modelling the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for all staff.

The Headteacher will:

- ensure that the school's ethos and commitment to vision and values is evidenced in how all work and learn
- create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- prioritise the protection and safety of children and staff through effective approaches to safeguarding as set out in latest legislation guidance including 'Keeping Children Safe in Education (2024)'
- 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



9. CONTINUOUS SCHOOL IMPROVEMENT

Working with the Governing Body, the Local Authority and other leaders the Headteacher will review and develop a vision and strategic plan which inspires and motivates children, staff, and all other members of the school community. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of all its children.

The Headteacher will:

- 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

10. WORKING IN PARTNERSHIP

The Headteacher should engage with the internal and external school community to collaborate strategically and operationally with a wide range of partners to bring positive benefits. 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.

The Headteacher will:

- 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 children

11. GOVERNANCE AND ACCOUNTABILITY

With the school's values at the heart of leadership, the Headteacher has a responsibility to the whole school community and is accountable to a range of groups, in particular: children, parents, carers, governors, and the Local Authority.

The Headteacher will:

- 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
- welcome strong governance and provide information, advice and support to the Governing Body to enable it to meet its responsibilities
- develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including governors, parents and carers
- support the governing body in fulfilling its functions to set school strategy and to hold the Headteacher to account for children, staff and financial performance

Dated: February 2025

This job description outlines the key responsibilities for the role of Headteacher and it may be necessary to undertake additional duties as the Governing Body may require.

This job description will be reviewed at least annually as part of the Headteacher's Performance Management programme.

Working in Wiltshire

With its stunning countryside and superb community spirit, Wiltshire is a fantastic place to live and work. It has great schools that work well together and who benefit from a very proactive and supportive Local Authority team. A range of support to new and experienced Headteachers is provided by the LA, this includes the Headteacher Induction Programme and the Headteacher Mentoring Scheme.

The Headteacher Induction Programme.

Following appointment, the new Headteacher will receive details of the Wiltshire induction programme which will fully support you through your first year of Headship in Wiltshire. Wiltshire Council is committed to ensuring that new Headteachers and experienced Headteachers new to Wiltshire receive effective induction to enable them to fulfil their role. The programme follows a sequence of modules, covering a wide range of topics, delivered through a mixture of face to face and online events.

The programme will:

- Provide you with a valuable opportunity to establish a supportive network with new to role Headteacher colleagues, across Wiltshire.
- Introduce you to our Wiltshire Local Authority services, key contacts and offer.
- Allow you to access training which develops your knowledge and expertise in specific areas of school practice including: Safeguarding, Working with Governors, Curriculum, Health and Safety, Finance, Early Years, Assessment and Moderation, Targeted Support, SEND & Inclusion.
- Provide a termly, face to face opportunity to meet collaboratively with your new Headteacher colleagues in a Wiltshire school and take part in training led by an experienced Wiltshire Headteacher which will develop your expertise and practice. These sessions are the only traded part of the programme for academy colleagues.
- Enable you to have access to Wiltshire LA Officers who can respond quickly to questions, thoughts and challenges which will support you in your role.

The Wiltshire Headteacher Mentoring Scheme.

The Wiltshire Headteacher Mentoring Scheme has been running for over 20 years and has a proven track record of successful and supportive partnerships organised by headteachers for headteachers. The Wiltshire Mentor Scheme is completely confidential and has received an excellent independent evaluation from Bath Spa University.

The Wiltshire scheme has as its rationale: “to enable a headteacher to feel comfortable and supported in the first year of their new post through a professional relationship with a colleague”. This support is also available to heads in their second or subsequent headship as every headship is different.

The scheme offers a choice of colleagues to act as your mentor for a year. The mentor is given the equivalent of three days’ supply to assist them in this. All the mentors are experienced heads and have had at least 3 years successful headship in Wiltshire. They have all been specially trained to prepare them for the role and receive regular refresher mentor training. They are there to help by listening to you and acting as a sounding board, as well as offering you practical help and support during the first year of your new headship.

Wiltshire Council





BRATTON PRIMARY SCHOOL
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