

Charford

First School



Headteacher Recruitment Pack

2025

"Pupils attend a happy, caring and inspiring school. Staff parents and pupils are proud to be part of a school that is at the heart of the local community. Many describe this community as being a 'family'." (OFSTED April 2023)



Welcome from the Chair of the Governing Body



On behalf of the school community and governors of Charford First School, I would like to thank you for your interest in our school and for considering applying to be our new Headteacher.

We encourage and welcome you to visit our school so that you can appreciate the unique ethos and vision we have for our community of children, families, staff and governors.

Charford First School is an important part of the local community and we are committed to supporting our families, as well as the children in our care. Our Charford Values are embedded throughout the school and safeguarding is a 'golden thread' that runs through our whole school community.

The school has a bespoke 'Charford Curriculum' and approaches to assessment that are based around research, the ethos of the school and the differing needs of the children who attend.

We are also committed to providing experiences and opportunities through our wider curriculum, offering opportunities such as Forest School, offsite visits and clubs.

The school has been very effectively led for the last 15 years by Mrs Anita McLaren who has made the difficult decision to retire from her current role in July 2025.

Mrs McLaren, with the support of the senior leadership team, the commitment of all the staff and governors has led the school from strength to strength. The school, under her leadership, has had several successful OFSTEDs, attaining 'Good' judgments in all areas at each inspection, and the school has twice been awarded the Wellbeing Award for Schools.

We are looking to appoint a Headteacher that will build on, and further develop, existing strengths whilst bringing and investing their own passion and commitment to enable the school to continue to grow and thrive.

We look forward to welcoming you to visit our school.

Mr Steve Hart

Chair of Governors, Charford First School



Recruitment Timetable.

To arrange a school visit, please contact Alfie Griffiths, Office Manager: Email – ag17@charford.worcs.sch.uk Phone – 01527 873 778	
Visits to school	Wednesday 15 th January at 9.30am Friday 17 th January at 9.30am Monday 20 th January at 4.00pm Tuesday 21 st January at 1.30pm Thursday 23 rd January at 4.00pm
Closing date for applications	Monday 27 th January at midday
Shortlisting	Wednesday 29 th January
Interviews	Tuesday 11 th and Wednesday 12 th February
Governing Body and Trust ratification	Wednesday 12 th February
Start Date	Monday 1 st September 2025

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be appointed subject to an Enhanced DBS check, appropriate qualifications and professional references.

Salary - L21 to L27





Charford First School Vision, Values and Ethos

Our school has a very caring ethos with enthusiastic, hard-working and committed staff. All members of our school community are an important part of our 'Charford Family' and bring to life our school motto which is...



Our Charford Values are a fundamental part of our school. All of the children are taught about the values and what each one means. They underpin our ethos, our Positive Behaviour and Relationships Policy and our Charford Curriculum.

Our Charford Values teach the children to be:

Confident Healthy Aspirational Resilient Friendly Original Respectful Determined

We aim to develop **confident** and **healthy** children within a caring environment, where **friendships** can flourish.

Originality is encouraged and celebrated, with all members of our school community being **respectful** of each other.

We want our children to be **resilient** life-long learners who are **determined** to achieve their goals and have **aspirations** for their future.



Charford First School



Charford First School is located in Bromsgrove, Worcestershire. It is a larger than average three form entry school, with an extensive Early Years provision. It takes children from the age of 2 years up to 9 years.

In the two year old provision, Little Acorns, there are up to 15 children in each session. The rising three year old provision, Little Owls, has up to 16 children in each session and our large Nursery takes up to 39 children in each session (or full time equivalent).

There are then three classes in each year group cohort.

On average, there are over 500 children on roll.



Charford First School

The school catchment is very socio-economically diverse. Some of the children come from a disadvantaged background, with around 20% of children being eligible for FSMs, and some of our children come from affluent backgrounds, whose parents are in professional roles.

Charford is also a very inclusive school that has a strong, positive reputation within the local community. There are currently 69 children on the SEND register with 12 having EHCPs. There are another 118 children who are either known to an outside agency or have a referral in place.

This catchment creates a very unique and special ethos in which the whole school community see themselves as a 'family' and where the children learn to value difference and be proud of who they are.



There is a highly effective and knowledgeable governing body that is actively involved and deeply invested in the school. The Senior Leadership Team is strong, with a wide range of expertise and, as well as the headteacher, is made up of a deputy headteacher, three assistant headteachers and a SENDco. The senior leadership team are also supported by the year group leaders (Years 1 to 4) who make up the leadership team. The school staff team are hard working and motivated to make each day with the children matter.



Charford First School

The Charford Curriculum provides enriching experiences and opportunities which include after-school clubs, specialist assemblies, whole school theme days and weeks and a range of committees that the children can be part of. The school also has an extensive mental health and wellbeing curriculum.



There are different school visits to enrich the curriculum both locally and further afield, with our Year 4 children experiencing a residential visit at Pioneer Outdoor Learning Centre.



Charford First School

The school's Positive Behaviour and Relationships policy is based on the principles of a trauma informed approach and the Deputy Headteacher is a trauma and mental health informed practitioner. There are also two teaching assistants who are trained as ELSA practitioners (Emotional Literacy Support Assistants).



In 2017 governors agreed to take responsibility for the Children's Centre. This facility is home to Bromsgrove Early Years Language Class (with Batchley First School as the commissioned provider) along with speech and language therapists. The two year old provision also operates from there and it is also used to run parenting workshops and support groups.

The school also runs a highly popular before and after school club called Little Treasures. This is led and managed by Charford staff to ensure consistency of approach.



Charford First School

Charford First School is outward facing and works in partnership with other local schools and is now a proud founder member of Worcestershire Hills Trust. This consists of Prince Henry's High School, Charford First School, Bredon Hill Middle School and Blackwell First School. The new headteacher would sit on the executive board of the Trust.



The school also works with universities to support Initial Teacher Trainees.

The school building sits on an extensive site and has had several building projects over the last 15 years. The school building itself is well maintained and has two halls, an extensively stocked library, a bathroom management area, large staffroom and the classrooms are effective learning environments.



There is also a kitchen, run by an external provider, who provide hot meals daily for Charford and other neighbouring schools.



Charford First School

Outside, the school has a very large field, two forest school areas, outdoor learning environments for Early Years and Year 1 as well as 4 playgrounds. There are also reading areas in the school grounds known as The Book Barn for KS2, the Jackanory Garden for KS1 and the Beach Hut for Reception.



There is also a large wooden building known as The Hive which has a large adult training room and two small teaching bases. The Hive is used for many things such as, staff training, headteacher partnership meetings, student training and Governing Board meetings.



Charford First School

The school has an active PFA which organises a wide range of events to raise funds for the school. Their most recent project was creating a 'Rainbow Garden' for the children, which is a haven of peace and tranquillity. They are currently raising money to improve a play area for the children.



Charford First School

What makes a good headteacher for Charford First School. Our children say the new headteacher needs to.....

...show our Charford Values all the time and keep the values for our school

...needs to be patient

...know how children learn in a fun environment and then we remember the learning.

...be confident so they can be brave because we have lots of people in our school.

... love us so we continue to feel happy

...confident and determined to help our school like all the teachers at Charford

...make sure they know what's happening in our classrooms

...be resilient and respectful and then they will be kind

...be kind, happy and smart

...be the best HT because Charford is the best.



What makes a good headteacher for Charford First School. We asked the staff and these were the words most commonly used by them.....





Job Description

(Based on the Headteacher Standards 2020 but individualised to Charford First School where appropriate)

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the **Seven Principles of Public Life** at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- ❖ selflessness
- ❖ integrity
- ❖ objectivity
- ❖ accountability
- ❖ openness
- ❖ honesty
- ❖ leadership



Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. 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, 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.
- ❖ 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

School culture

- ❖ 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 where everyone feels welcome.
- ❖ Ensure a culture of high staff professionalism.
- ❖ Communicate and celebrate a positive image of the school.
- ❖ Lead and manage change effectively.



Teaching

- ❖ 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.
- ❖ Ensure that effective use is made of formative assessment.
- ❖ Have a relentless drive for improvement.
- ❖ Monitor and evaluate teaching and learning and the standards of pupils' attainment and progress.

Curriculum and assessment

- ❖ Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught, building on the Charford Curriculum that has been developed by the school.
- ❖ 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 that teach early reading.
- ❖ Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Behaviour

- ❖ 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 respectful conduct in accordance with the school's Positive Behaviour and Relationship Policy.
- ❖ Implement consistent, fair and respectful approaches to promote positive behaviour.
- ❖ Ensure that adults within the school model and teach the behaviour of a good citizen.

Additional and special educational needs and disabilities

- ❖ 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 and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- ❖ Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional development

- ❖ 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.



Organisational management

- ❖ Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.
- ❖ 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.

Continuous school improvement

- ❖ 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.

Working in partnership

- ❖ Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- ❖ Ensure Charford First School continues to play an integral role as a member of Worcestershire Hills Trust.
- ❖ Commit the school to work successfully with other schools and educational 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.

Governance and accountability

- ❖ Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- ❖ Establish and sustain a 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 operates effectively and efficiently within the required regulatory frameworks and meets all statutory duties.
- ❖ Continue to work as an effective partner of Worcestershire Hills Trust and member of the executive board.

Management of Finance, Resources and Premises

- ❖ Determine short, medium and long term priorities for the school, having regard to financial implications and the ability to meet these from foreseen income.
- ❖ Ensure the development, maintenance, security and safety of the school buildings, grounds and equipment.



Person Specification	
Essential	Desirable
Qualifications and training	
<ul style="list-style-type: none"> • Qualified Teacher Status • Degree • Suitability and right to work with children • Evidence of recent and relevant continuing professional development, including leadership development. • Recent and relevant safeguarding training 	<ul style="list-style-type: none"> • Professional leadership qualification (e.g. NPQH)
Relevant experience, knowledge and understanding	
<ul style="list-style-type: none"> • Excellent written and interpersonal skills • Excellent organisational skills and the ability to think creatively to problem solve. • Ability to prioritise and manage time effectively • Recent experience of a successful and sustained period as a Headteacher or Deputy Headteacher in either a First or Primary school. • Evidence of implementing and leading school improvement effectively and evidencing impact of sustained change at whole school level. • Experience of securing excellent teaching through an understanding of how children learn and knowledge of effective classroom practice. • Knowledge/experience of teaching, learning and assessment across EYFS and primary phases • Commitment to working collaboratively with the Governing Body, enabling them to deliver their functions effectively. • A thorough knowledge and understanding of safeguarding (including child protection) • Proven track record of raising pupil attainment and progress across the whole school. • Proven experience of strategic financial planning. • Proven track record of leading successful staff teams, ensuring they feel motivated and empowered. • Ability to communicate the school's ethos and vision to all stakeholders. • A commitment to partnership working with school and other agencies. 	<ul style="list-style-type: none"> • Recent professional development or research based practice • Partnership working (MAT; other schools) • Multi-disciplinary working • Understanding of trauma and attachment theory. • Experience of staff appointments
Professional skills and personal qualities	
<ul style="list-style-type: none"> • Work well in challenging situations and be able to prioritise to meet deadlines. • Be a visible , positive role model to build the trust of the whole school team and the local community. 	



Charford First School

