



Farmor's School

The Park

Fairford

GL7 4JQ

**Information Pack**

for the vacancy of

**Head Teacher**

**Start Date – 1<sup>st</sup> September 2025**



February 2025

Thank you for your interest in the post of **Head Teacher** at Farmor's School starting in September 2025. We hope that you find the information contained in this pack inspires you to consider this opportunity to lead our successful school. Also, we would encourage you to come and visit us to see for yourself.

As our current Head Teacher has secured a new position, we are seeking an inspirational, outstanding leader with a proven track record of improving secondary education and excellent interpersonal skills to build on the strengths of our school.

We pride ourselves on Farmor's School being a great place to learn and to work. Our school is calm, our staff friendly and our students courteous. We build our ethos on a set of core values, which include:

### **Integrity**

Our actions are underpinned by a strong moral purpose; to educate future generations. We believe that there is nothing more important. To pursue this purpose, we treat each other with respect and honesty, and in doing so build trusting relationships.

### **Fellowship**

We are an open and inclusive school. We value the qualities that each individual brings to our community. Through tolerance and kindness we aim to engender a sense of belonging and shared purpose.

### **Endeavour**

We approach the challenges before us with tenacity and creativity. We seek to learn from our failure and persevere in the face of adversity. New experiences are an opportunity to grow and come to understand ourselves better.

Our ethos means that Farmor's is a place of **learning**. These four 'pillars', Learning, Integrity, Fellowship and Endeavour, are what makes **L.I.F.E.** at Farmor's School unique.

The application process is outlined later in the pack. Should you decide to make an application, should email it to [recruitment@farmors.gloucs.sch.uk](mailto:recruitment@farmors.gloucs.sch.uk) for the attention of Sam Bartholomew, Chair of Governing Board. **All applications must be received by 12 noon on Friday 7<sup>th</sup> March, with interviews expected to take place in the week commencing Monday 17<sup>th</sup> March.**

Please note that Farmor's School is committed to safeguarding and the post will be subject to satisfactory completion of enhanced checks through the Disclosure and Barring Service.

We fully appreciate the amount of time and effort it takes to prepare an application for a post such as this and we thank you in advance. In return we undertake that we will read every application very carefully, and to ensure that short-listed candidates have every opportunity to see the school in action, to meet as many colleagues as possible and to ask whatever they wish.

To discuss the post further, please arrange a MS teams call with the Chair of Governing Board by emailing [s.bartholomew@farmors.gloucs.sch.uk](mailto:s.bartholomew@farmors.gloucs.sch.uk)

To arrange a visit, please email Amanda Sampson, Headteachers' PA, [asampson@farmors.gloucs.sch.uk](mailto:asampson@farmors.gloucs.sch.uk)

We look forward to receiving your application.

With best wishes,

A handwritten signature in blue ink, appearing to read 'S. Bartholomew', written in a cursive style.

Mr Sam Bartholomew

Chair of the Governing Board

# Farmor's School

Head Teacher

Start Date – 1<sup>st</sup> September 2025

Salary: L28-34



## HEADTEACHER JOB DESCRIPTION

The Headteacher is accountable to the Governing Body for the professional leadership, strategic direction and operational management of the school in order to ensure that the school's aims are implemented in accordance with the school improvement plan and the policies of the Governing Body. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary. The Governing Body of the school is committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children and young people. The appointment is subject to the provisions of the School Teachers' Pay and Conditions Document.

Under the Articles of Association for the Company, The Headteacher, on appointment becomes a Member/Director of the Academy Trust. You will be asked to sign a formal letter of application to be appointed as a Member/Director, also acknowledging that when your term of appointment as Headteacher comes to an end you will resign as Member/Director. You will at that point, be asked to sign a resignation letter, signed as a deed and details will then be updated to remove you from the Company Register.

The Headteacher is the Accounting Officer for Farmor's School.

### Key Responsibilities

#### LEADERSHIP AND MANAGEMENT OF STUDENT ACHIEVEMENT, PROGRESS AND SAFETY

- Ensure that student safety is at the centre of all of the school's functions, in particular strategic planning and resource management.
- Ensure an aspirational culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning and the learning of others.
- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning.
- Implement strategies which secure high standards of behaviour and attendance, student welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of students

#### LEADING AND MANAGING STAFF

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Ensure that all staff are engaged with the school's key priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all staff

- including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

## **LEADERSHIP AND MANAGEMENT OF CURRICULUM**

- Determine and ensure implementation of a broad, flexible curriculum to ensure high quality and personalised learning experiences for students of all backgrounds and abilities. .
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all students
- Ensure that the curriculum enables students to progress to sustained employment, education or training on exit from the school.

## **MANAGING RESOURCES**

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Agree and set appropriate priorities for expenditure with the Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the school secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context.
- Ensure school buildings and facilities meet the needs of the students and staff and are of the highest standard of cleanliness and repair and compliant with health and safety regulations.

## **STAKEHOLDERS AND THE LOCAL COMMUNITY**

- Secure the commitment of all parents and carers, and the wider community to the vision and direction of the school.
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos.
- Seek opportunities to communicate and enhance the value of the school to other sectors of the local community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools, especially feeder primary schools, and promoting innovative initiatives.

## **ACCOUNTABILITY AND GOVERNANCE**

- Work with the Governing Body to analyse and plan for the future needs and further development of the school within the local, national and international context.
- Translate the vision into a School Improvement Plan with agreed, prioritised, objectives and operational plans which will promote and sustain school improvement within an

agreed timeframe.

- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the local authority, Ofsted and others, to enable them to contribute effectively.

## TEACHING

- Teach as necessary and appropriate relative to the other duties of the post.

## NOTES

The Headteacher may be asked by the Governing Body to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed as necessary after consultation with the postholder.

## PERSON SPECIFICATION

This Governing Body is committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DRB).

	COMPETENCIES, KNOWLEDGE, QUALIFICATIONS	Essential	Desirable
QUALIFICATIONS AND CPD RECORD	<ul style="list-style-type: none"> <li>Qualification Teacher Status and first degree (or equivalent, eg: Cert Ed)</li> <li>Record of CPD relevant to headship</li> <li>Higher degree relevant to headship</li> <li>NPQH</li> <li>CPD record includes substantial relevant achievement</li> </ul>	ü ü	ü ü ü
EMPLOYMENT RECORD	<ul style="list-style-type: none"> <li>Successful track record of leadership in the secondary sector in England preferably in a school of 800+ students</li> <li>Track record of leading school improvement</li> <li>Successful track record of leadership of Sixth Form</li> </ul>	ü ü ü	
PERSONAL QUALITIES	<ul style="list-style-type: none"> <li>Stable and supportive, stamina, energy, drive, confidence</li> <li>Capacity for personal development</li> <li>Ability to identify and grapple with priority issues and be adaptable and responsive to circumstances</li> <li>Consistency of judgement and inner integrity</li> </ul>	ü ü ü ü	
LEADERSHIP AND MANAGEMENT OF STUDENT ACHIEVEMENT, PROGRESS AND SAFETY	<ul style="list-style-type: none"> <li>Concerned about individual students needs; regards personal safety and achievement for each individual as the highest priorities</li> <li>Ability to inspire high levels of performance in students</li> <li>The ability to analyse the complex issues relating to students attainment and progress and develop effective and creative responses</li> <li>Successful track record in managing and deep appreciation of monitoring and evaluation techniques of student progress, translating into detailed plans with specific measurable targets</li> </ul>	ü ü ü ü	
LEADING AND MANAGING STAFF	<ul style="list-style-type: none"> <li>High-level understanding and implementation of management structures and systems, with appropriate delegation, monitoring and enforcement of accountability</li> <li>Able to inspire and maintain high morale, address problems and resolve conflict by applying skills of arbitration and reconciliation in the context of persistently pursuing accountability</li> <li>Positive and approachable with a commitment to equal opportunities</li> </ul>	ü ü	



	and high achievement	ü	
LEADERSHIP AND MANAGEMENT OF CURRICULUM	<ul style="list-style-type: none"> <li>• Depth of knowledge of the National Curriculum and sound experience of curriculum delivery, monitoring and assessment</li> <li>• The ability to analyse complex curriculum issues and develop effective creative responses</li> <li>• In-depth knowledge and understanding of current national and international curriculum thinking which informs school priorities and developments and against which the school's progress can be mapped</li> <li>• Commitment to an inclusive curriculum which meets the needs of the students</li> </ul>	ü ü ü ü	
MANAGING RESOURCES	<ul style="list-style-type: none"> <li>• The ability to analyse complex issues relating to finance and resources and Learning environment issues and develop effective and creative responses</li> </ul>	ü	
STAKEHOLDERS AND THE LOCAL COMMUNITY	<ul style="list-style-type: none"> <li>• Effective communication with staff, parents, pupils and governors and is sensitive to the school's role within the community</li> <li>• Establish effective links with the wider community</li> <li>• Evidence of the ability to establish and maintain relationships with a wide variety of stakeholders</li> </ul>	ü ü ü	
ACCOUNTABILITY AND GOVERNANCE	<ul style="list-style-type: none"> <li>• Successful school development planning, and a strong track record of implementing and managing the delivery of sustained improvements</li> </ul>	ü	
TEACHING	<ul style="list-style-type: none"> <li>• Substantial successful teaching experience in the age range</li> </ul>	ü	

## The School

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Farmor's School is an 11-18 school in Fairford, a small town in the Cotswolds which is in easy commuting distance from Cirencester, Stroud, Swindon and Cheltenham. Most staff who work at the school live in the Cirencester area, Swindon and Cheltenham. Students who attend the school come mainly from eight feeder primary schools in Gloucestershire. We are also the school of choice for many parents in Cricklade and North Swindon.

Farmor's School was founded in 1738 with money left by Miss Elizabeth Farmor and Miss Mary Barker to educate fifty boys in Fairford. In 1815 girls were admitted into the school but they were kept separate from the boys. In 1922 the school became co-educational. The school moved to its present site in 1961 and became an 11-18 comprehensive school in 1966.

Farmor's school converted to an Academy in August 2011.

Farmor's School serves a predominantly rural area which includes some of the prettiest villages in the Cotswolds. We have close links with our Primary Schools in Bibury, Down Ampney, Fairford, Hatherop, Kempsford, Meysey Hampton, Southrop and St Lawrence, Lechlade. We also have a significant intake from Cricklade, Ampney Crucis, Wiltshire and from the independent sector.

The school is situated in beautiful parkland, within walking distance of the centre of Fairford. The eighteen-acre grounds are well maintained by our site staff and include a modern and well-equipped Sports Centre. The school has a mix of modern and 1960's build accommodation. We have been working hard over the last few years to improve the teaching and learning environment through a combination of grounds and building works.



## The Curriculum and Academic Success

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The school maintains a broad and balanced curriculum which enables students to achieve academic success.

The Sixth Form is attended by over 200 students, some of whom come from other 11-16 schools nearby. We offer a wide range of courses, alongside a rich programme of study and enrichment including the EPQ and Duke of Edinburgh Gold Award. The ethos in the Sixth Form is that students are treated as young adults and guided to make good choices, both academically and personally. This ethos, alongside excellent teaching and small class sizes, means that students from all backgrounds achieve success.

At GCSE, the school achieves consistently strong outcomes. In 2024, 77% of grades were achieved at grade 4 or above, and 23% at grades 7-9. We maintain a broad open-choice curriculum at KS4, choosing not to force students to take certain combination of subjects, such as the EBacc.

## Pastoral Care

The school has a strong pastoral ethos where individuals are nurtured. The staffing structure is traditional, with five Heads of Year and teams of tutors. We have an excellent Student Services support team, counselling service and a range of support services for students.

## Extra-curricular Activities

We enjoy a strong reputation for sporting success, competing at regional and national level with different age ranges and sports. We provide an extensive programme of educational visits and take part in many competitive activities across schools, such as photography, languages and mathematics. Outdoor pursuit's activities, including Duke of Edinburgh Gold and Bronze Awards, are increasingly popular.

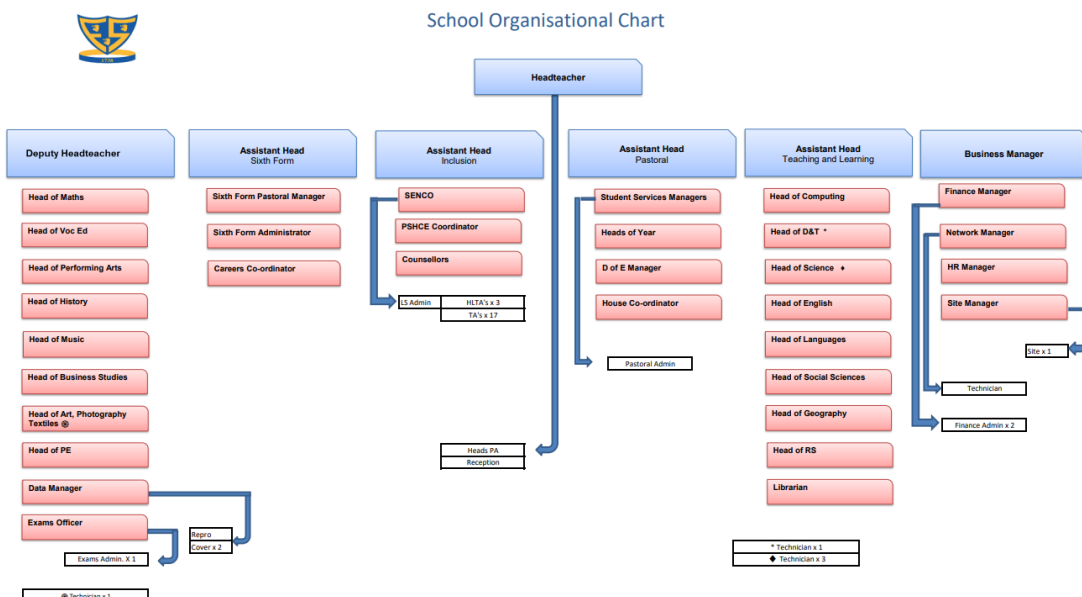
## Classes



There are 24 one-hour lessons a week and one half-hour PSHE session. On Mondays we finish early at 2.35pm to allow meetings and professional development to take place within a reasonable working day.

KS3 students are mainly taught in mixed ability groups. Setting takes place in Maths (from Y7) and Science (from Y9). English is taught in mixed ability groups throughout the school, although a small group is identified in KS4 which studies English Language only.

## School Organisational Chart



## The Governing Board

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We have an effective governing body who work closely with the senior team. Our Chair of Governors is Sam Bartholomew, an experienced primary school headteacher. The governing body committees have been structured to ensure that their work reflects the strategic priorities of the school, with a greater emphasis on the quality of teaching and student welfare.

## Staff

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We are fortunate to have hard working, experienced and friendly staff. Being a rural, community focussed school our staff are loyal and committed. Around a third of our staff have had children attend the school, many live locally and are themselves previous Farmor's students. Some teachers have committed a substantial part of their careers to the school, and we value their experience. We also maintain a healthy turnover of staff, particularly as teachers seek promotion, so that there is a regular influx of fresh thinking and ideas. Our strength lies in the balance of continuity and change in our staffing profile.



Our staff like working at the school. Our annual staff survey indicates that staff feel the school is well led and managed and that they are listened to and supported in their work. Staff absence levels are very low and we have a generous 'family friendly' policy regarding compassionate leave. Our staff work hard and sometimes feel the stresses of the job, as in all schools. However, we strive to avoid making people's jobs more difficult than they need to be through excessive initiatives, directives and unreasonable accountability measures. As the enclosed information explains ("10 reasons to work at Farmor's School"), we respect teachers' expertise and professional autonomy whilst expecting them to deliver excellent outcomes for our students.

## Students

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Students at Farmor's School achieve well academically. Staff and visitors comment upon the students' good manners, friendliness and positive attitudes. We are a comprehensive school and attract students from a range of academic and social backgrounds; however, our strong ethos means that students understand that a calm, respectful approach is best. Where students do step over the line, we have a clear system in place to ensure they get back on track.



There are many opportunities for students to take responsibility and participate in democratic processes, including Year 11 prefects, Heads of School, School Council, the Charities Committee and Student Ambassadors. Older students often mentor the younger children at the school. Our House System promotes participation in the wider life of the school and healthy competition.

## Application Process

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Applications should be in the form of a letter of application (maximum two sides of A4) and an application form.

In your letter, please address the following;

- Why do you want this post?
- What aspects of the school indicate that it is somewhere you would like to work?
- What relevant experiences have you had which prepare you for this post?
- What personal qualities will you draw upon to be successful in this post, and why?

Please be concise and include the most pertinent information in your letter. There will be an opportunity for candidates selected at interview to outline further their suitability for the post. You are advised to read the information carefully prior to writing your letter of application, including the job description and information about the school.



## Visits

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You are welcome to make a visit to the school - please contact reception to organise. This is not part of the selection process and those unable to attend will not be adversely affected.

## Selection Process

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The closing date for applications is **12 noon on Friday 7<sup>th</sup> March.**

Interviews will take place the week commencing Monday 17<sup>th</sup> March.

# 10 reasons to work at Farmor's School

1. **We are a friendly and welcoming school.** New staff always comment on how helpful and supportive our colleagues, students and parents are.
2. **Our students are eminently teachable.** Teachers can impart their passion for their subject without an endless struggle to assert their authority.
3. **We value a broad education.** Students have an open option choice and a huge range of extra-curricular opportunities available to them.
4. **Our efforts to improve teaching and learning are based on the evidence of what works,** not on the latest fad or government whim.
5. **Almost a quarter of our students are in the Sixth Form.** Teachers are able to teach the full range of age groups and teach to very high levels of ability.
6. **Departments have protected time to work collaboratively.** We have six Team Days each year dedicated to working together, meaning no after school meetings.
7. **You will have access to an excellent CPD programme** and time to work on your individual development needs. Our early finish on a Monday means all professional development is within a reasonable working day.
8. **We take work-life balance seriously** and maintain generous arrangements for personal leave. Aside from a few open and parents' evenings, the formal working day always finishes by 3.30pm.
9. **We are located in beautiful, rural surroundings** with easy access to Cirencester, Cheltenham, Swindon, Oxford and Bristol.
10. **We are a friendly, supportive and professional community** where you will be able to develop your career.

*"Every teacher is enthusiastic and seems to really enjoy teaching their lesson. This urges us to progress in that subject, achieving the goals we set ourselves"*

Student

*"We very much doubt that our children would have excelled academically and developed as happy young adults, if they had not had the dedication, support and enthusiasm of Farmor's teaching staff"*

Parent

**The categories of information that we collect, process, hold and share for recruitment purposes are:**

- personal information (such as name, DOB, contact details)
- special categories of data including characteristics information such as gender, age, ethnic group, criminal record information if relevant
- previous employment information (such as post, roles and salary information and referees)
- relevant qualifications (and, where relevant, subjects taught)
- documents submitted as proof of identity on interview day

**Why we collect and use this information:**

We use candidate data to:

- shortlist applicants
- to verify candidate identity under safeguarding regulations
- to monitor equality of opportunity in recruitment
- inform the development of recruitment and retention policies

**The lawful basis on which we process this information:**

- By law we have to process your data to make sure we meet the requirements of [The Education Act 1996](#)
- We need to process your data to ensure that we comply with [Keeping Children Safe in Education Guidance](#)

**We use your data:**

- to meet the requirements of the law regarding data sharing and safeguarding

**Collecting this information:**

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

**Storing this information:**

**Successful applicants:** we hold school workforce data until your employment ends +6 years as detailed in our Retention Guidelines, a copy of which is available on our school website.

**Unsuccessful applicants:** we retain application data for 6 months after the completion of the process after which it is disposed of securely, either by in-house shredding or by using an accredited confidential waste disposal company, depending on volume.

All personal data held on applicants and employees is kept securely with access restricted to relevant personnel only.

**Who we share this information with**

We do not share information about applicants prior to appointment to a role at Farmor's School. If an applicant is successful and commences employment with us they become subject to the **Farmor's School Data Privacy**

**Notice – How we use School workforce Information.**

**Requesting access to your personal data**

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact Sarah Hughes, Business Manager.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress

- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

**Further information**

If you would like to discuss anything in this privacy notice, please contact Sarah Hughes, Business Manager.