



# Headteacher Information Pack

## March 2025

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# Letter from the Chair of Governors

As a Governing Body, we are delighted that you are considering applying to become our new Headteacher. Thank you for your interest and for taking the time to read through our information pack.

The Governors, staff and children of Galley Common Infant School are seeking to appoint a new Headteacher to lead, inspire and develop our popular and thriving school. Galley Common Infant School is a caring, inclusive school at the heart of the Galley Common community. We are a two-form entry infant school.

At Galley Common Infant School, we are dedicated to fostering a supportive and inclusive learning environment where every child thrives and develops an enjoyment in learning through a rich, broad and balanced curriculum. We believe in the power of education to transform lives and are committed to excellence in teaching and learning.

Our vision is to enable all children to achieve their full potential in a safe, welcoming and happy learning environment. We strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of a changing future.

We are seeking to appoint a new Headteacher with real commitment and drive, with a proven track record of raising standards, providing solid leadership, challenge, rigour and strategic development. We offer a supportive community and Governing Body allied to a talented staff team, who welcome new challenges and are committed to supporting and developing themselves and each other, pupils who are keen to learn and continuous development opportunities.

We would encourage you to come and visit our lovely school, whereby you will be able to get a true sense of the caring nature of the school.

We look forward to receiving your application and to meeting you.

Best Wishes

**John Price**

Chair of Governors

# About our school



Age range 4 – 7 years

At Galley Common Infant School, we want to create an atmosphere that is happy, caring and challenging. We want all children to feel a sense of belonging and to feel safe and secure. We believe in the importance of developing the whole child by offering a broad, balanced and creative curriculum which values individuals, as well as team work. We will encourage children to develop lifelong learning which will form the foundation for lifelong learning and so that they can make the best contribution to their community and society as a whole.

# Our Vision & Ethos

We believe our children should have a wealth of opportunities to explore a wide range of curriculum areas and develop a thirst for learning. We would like them to adopt a growth mind-set and resilient approach to problem solving and to be able to apply a range of skills in new situations. We foster curious learners who are kind and caring towards themselves, each other and the wider community. We believe that through the provision of a wide range of learning opportunities, we will help to develop well rounded pupils who have a positive outlook in all aspects of their future lives.



# Our Values

## Encourage pupils to develop healthy lifestyles by:

- Taking regular exercise and eating and drinking healthily.
- Knowing about and making healthy lifestyle choices.
- Offering fruit at playtime and lunchtime in the playground.
- Teaching the benefits of exercise, a healthy diet, and the safe use of medicines through our curriculum and assemblies.
- Giving children access to drinking water all day.
- Encouraging a range of sports activities and providing every child with 2 hours of sport a week.
- The school has achieved the 'Bronze – Food for Life' Award.

## Provide a safe and caring environment in order to help children to stay safe:

The children are encouraged to display concern for others and treat others with respect.

- Their behaviour is good.
- The children feel safe from bullying and discrimination.
- The curriculum includes Protective Behaviours sessions for children.
- All staff, Governors and parent volunteers are DBS checked.
- The school has a named child protection officer, currently the Head Teacher.
- The school has a coded door entry system and visitor badges.
- PE, outdoor equipment, fire equipment and electrical equipment are regularly checked.
- The school has a named Governor for health and safety.

- The school promotes a road safety programme with all Year 1 children
- The Fire Service visit annually to talk to the Year 1 children about fire safety.
- Children are taught about internet safety through the Hector's World Programme.
- The school has achieved the 360 on line safety award for the 2<sup>nd</sup> time.

#### **Encourage enjoyment and achievement:**

- We offer a wide range of activities for our pupils to participate in-both during school hours and after school.
- We have a curriculum which is based on topics we know the children enjoy.
- We promote good attitudes towards behaviour and attendance which encourages our children to enjoy and succeed.
- The school continues to raise standards.
- The children enjoy school and tell us so

#### **Foster economic awareness by:**

- Developing high levels of skill in English, Mathematics and Computing
- Developing self-confidence, self-esteem and team skills.
- Gaining an understanding of money, appropriate to their age
- Role playing jobs, such as the Post Office, doctor's surgery, garden centres etc.
- Having visits from key people, the police, the lollipop lady, nurses, the Fire Service.
- Raising money for the school and charities.

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#### **Helping pupils to make a positive contribution to their community and society:**

- Forming good relationships with others within our school.
- Showing responsible behaviour and refraining from bullying.
- Being able to express their views in school and join in with decision making.
- We have a school council consisting of 2 pupils from each KS1 class, voted in by their classmates.
- Taking part in a range of activities in school and in the community.
- Friends of Galley Common events.
- Supporting our local Senior Citizens-inviting them in for assemblies, creating and serving a Harvest tea and Christmas treats.
- We are involved in the 'Eco-Schools' initiative - we recycle paper, ink cartridges and were awarded the Silver Eco Award.
- We support national events, e.g. Red Nose Day, Sport Relief, Poppy Day, Jeans for Genes day and Children in Need.
- We donate our harvest gifts to the Nuneaton food bank

## **We Value...**

- Respect
- Kindness
- Perseverance
- Caring for others
- Tolerance
- Collaboration

*'Our School and Community in partnership —  
Dream, Believe, Achieve*

# Job Description

**Responsible to:** Chair of Governors

**Responsible for:** Carrying out the duties of a Headteacher as set out in the current School Teacher's Pay and Conditions document, the National Standards for Headteachers and the policies and procedures of the Governing Body.

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## Job Description

This job description may be amended at any time following consultation between the Headteacher and Governing Body and will be reviewed annually.

### Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures it is managed and organised to meet the aims and targets. The headteacher working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day to day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

*(Extract from National Standards for Headteachers 2004)*

### General Duties and Responsibilities

To carry out the duties of the Headteacher as set out in the current School Teachers' Pay & Conditions Document.

## Key Areas of Responsibility

### 1. Shaping the Future

Working with the governing body to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and oral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

#### Actions

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

### 2. Leading learning and Teaching

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

#### Actions

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive and effective approaches to learning and teaching.
- Ensure a culture and ethos challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Implement strategies that secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge underperformance at all levels and ensure effective corrective action and follow-up



### **3. Developing Self and Working with Others**

Effective relationships and communication are important in headship as headteachers work with and through others. Effective headteachers manage themselves and their relationships well. Headship is about building a professional learning community that enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, headteachers should be committed to their own continuing professional development.

#### **Action**

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
  
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, sets personal targets and take responsibility for own personal development
- Manage own workload and that of others to allow an appropriate work/life balance

### **4. Managing the Organisation**

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.

#### **Actions**

- 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
- Produce and implement clear, evidence-based improvement plans and
- policies for the development of the school and its facilities
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
  
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school, implement successful performance management processes with all staff
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations

- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the school

## 5. Securing accountability

With values at the heart of their leadership, headteachers have a responsibility to the whole school community. In carrying out this responsibility, headteachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors and the LA. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are legally and contractually accountable to the governing body for the school, its environment and all its work.

### Actions

- Fulfil commitments arising from contractual accountability to the governing body
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the governing body (providing information, objective advice and support) 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
- Reflect on personal contribution to school achievements and take account of feedback from others

## 6. Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. 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. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

### Actions

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensure learning experiences for pupils are linked into and integrated with the wider community
- Ensure a range of community-based learning experiences
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contribute to the development of the education system by, for example, sharing effective practice,

- working in partnership with other schools and promoting innovative initiatives
- Co-operate and work with relevant agencies to protect children

## 7. Safeguarding Children & Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment

### Actions

The headteacher should ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices



# Person Specification

*Note: Candidates failing to meet any of the essential criteria will automatically be excluded*

## Qualifications

|   | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| Qualified teacher status  | E         |           | A      |
| Degree  | E         |           | A      |
| NPQH/ NPQS or CEPQH or working towards it, or be prepared to undertake it, or a serving headteacher |           | D         | A      |

## Professional Development

|  | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| Evidence of appropriate professional development for the role of headteacher                         | E         |           | A/I/R  |
| Evidence of recent leadership and management professional development                                | E         |           | A/I/R  |
| Has successfully undertaken appropriate Child Protection training/ Designated Senior Person training | E         |           | A      |

## School leadership and management experience

|   | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| Recent successful leadership as a headteacher, deputy headteacher or assistant head teacher   | E         |           | A      |
| Ability to work effectively with the Governing Body and to articulate and share an ambitious strategic vision that gains ownership throughout the school            | E         |           | A/I    |
| To have taken an active involvement in school self-evaluation and development planning  | E         |           | A/I    |
| An awareness of the financial management of a primary school.   | E         |           | A/I    |
| Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school development and pupil achievement. | E         |           | A/I    |
| To have had responsibility for policy development and implementation  | E         |           | A/I    |
| To have had experience of and ability to contribute to staff development across the primary range. (E.g. coaching, mentoring, INSET for staff).                     | E         |           | A/I    |
| Experience of supporting and mentoring trainee teachers   | E         |           | A/I    |
| Awareness of and understanding of school-based ITT  | E         |           | A/I    |

# Person Specification

|   |   |  |     |
|---|---|--|-----|
| Fully supportive of the school's commitment to work in partnership with local school's cluster groups | E |  | A/I |
|---|---|--|-----|

## Experience and knowledge of teaching

|  | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| Experience of teaching in more than one school   | E         |           | A      |
| To have taught both KS 2 and EYFS/KS1  |           | D         | A/I    |
| Significant teaching experience within the primary phase   | E         |           | A      |
| To have a knowledge and understanding of all 3 Key Stages in the primary phase   | E         |           | A/I    |
| To be able to effectively use data, assessment and target setting to raise standards/address weaknesses                    | E         |           | A/I    |
| To be able to exemplify how the needs of all pupils (SEN, AEN, AGT, EAL, GRT) have been met through high quality teaching. | E         |           | A/I    |

## Professional Attributes

|   | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| Ability to apply analytical, creative and flexible solutions in response to the changing demands in school  | E         |           | A/I    |
| Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies. | E         |           | A/I    |
| Excellent written and oral communication skills (which will be assessed at all stages of the process).  | E         |           | A/I    |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.   | E         |           | A/I    |
|   |           |           |        |

## Professional Skills

(Based on the National Standards of Excellence for Headteachers 2015)

| Qualities and Knowledge |  | Essential | Desirable | Source |
|-------------------------|--|-----------|-----------|--------|
| 1                       | Demonstrate positive relationships and attitudes towards their pupils and staff, and towards parents/carers, governors and members of the local community and wider community. | E         |           | A/I/R  |
| 2                       | Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own expertise and skills, and that of those around them.                              | E         |           | A/I    |
| 3                       | Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.   | E         |           | A/I    |

# Person Specification

| <b>Pupils and Staff</b> |   | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|-------------------------|---|------------------|------------------|---------------|
| 1                       | Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. | E                |                  | A/I           |
| 2                       | Create an ethos based on school values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.                           | E                |                  | A/I           |
| 3                       | Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning  | E                |                  | A/I           |

| <b>Systems and Process</b> |   | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|----------------------------|---|------------------|------------------|---------------|
| 1                          | 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.   | E                |                  | A/I           |
| 2                          | Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.  | E                |                  | A/I           |
| 3                          | Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance. | E                |                  | A/I           |

| <b>The Self-improving school system</b> |  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|---|--|------------------|------------------|---------------|
| 1                                       | Have the ability and display willingness to seek external support and develop effective relationships with fellow professionals, parents/carers, the community and colleagues in other public services to improve academic and social outcomes for all pupils. | E                |                  | A/I           |
| 2                                       | Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.   |                  | D                | I             |
| 3                                       | Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.   |                  | D                | I             |

# Person Specification

## Personal Qualities

|   | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| Be a visible presence around school, be approachable and person centred.                | E         |           | A/I/R  |
| Able to empathise appropriately and take necessary steps to manage and resolve conflict | E         |           | A/I/R  |
| Demonstrate impact and presence   | E         |           | I      |

## Confidential References

|   |   |
|---|---|
| Positive recommendation from all referees, including current employer | E |
|---|---|

# Selection Arrangements – The Process

## **Safeguarding**

This school is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to necessary pre-employment checks, including: an enhanced DBS; Prohibition check (where applicable) Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references. An online search will also be carried out on all shortlisted candidates.

## **Prevention of Illegal Working**

Under Section 8 of the Asylum and Immigration Act 1996, it is a criminal offence to employ a person who is not entitled to live and work in the United Kingdom. In order to comply with this law, we are required to make basic document checks before taking on new employees. These checks must be carried out on all job applicants who are invited to interview.

Please note: Worcestershire County Council does not currently offer sponsorship for candidates without the Right to Work in the UK.

## **Rehabilitation of Offenders Act**

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS filtering guide.



# Selection Arrangements – The Process

## KCSIE

Effective from September 2024, KCSIE states as part of the shortlisting process schools and colleges should consider carrying out on-line searches, as part of the due diligence on shortlisted candidates. This is to determine suitability to work with children and keep them safe. All shortlisted candidates are now subject to an on-line check and if there is anything concerning, then the shortlisted candidate will be asked to comment on it either prior to or at interview.

## School Visit

We encourage all applicants to visit our school before submitting their application. Schools visits will be taking place on either:

Wednesday 19<sup>th</sup> March at 9am or 4pm

Friday 21<sup>st</sup> March 9:30am

To book a visit, please contact: Alish Doherty on 024 76392219 or [doherty.a@welearn365.com](mailto:doherty.a@welearn365.com)

## Applications, Closing Date & Shortlisting

To request an application pack please see our website, under Parents -> Vacancies or contact Alish Doherty on 024 76392219 or [doherty.a@welearn365.com](mailto:doherty.a@welearn365.com) Applications must be submitted by **12pm on Monday 31<sup>st</sup> March.**

Shortlisting will take place on Tuesday 1<sup>st</sup> April with candidates being informed by the morning of 2<sup>nd</sup> April

## Interview & Selection Day

Interviews will take place on Tuesday 8<sup>th</sup> April and Wednesday 9<sup>th</sup> April. Shortlisted candidates will be advised on the range of tasks and activities that will make up the selection process and should confirm availability to attend if shortlisted.

## Meet and Greet

Shortlisted candidates will be invited to meet with staff and Governors at the end of day 1 interview, 8th April.

## Appointment Schedule

The successful candidate will take up the post from 1st September 2025 for the start of the academic year 2025/2026.

## Salary Range

Leadership - L10 – L16

## Position

This position is permanent.

N.B., We reserve the right to close this vacancy prior to the advertised date should we receive a large number of applications.

Online application forms will only be accepted for this vacancy, online facilities for jobs are available at public libraries within Worcestershire County Council.

If you have a disability and require assistance in making an application, please contact the HR Resourcing Team via Worcestershire County Council.



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