



# Headteacher Recruitment Pack

May 2023

**'We soar high on wings like eagles'**



# Welcome

Thank you for showing an interest in the post of headteacher at Hilpertont C of E Primary School.

We hope that you will find all the information you need in this pack and gain a flavour of our school and our values.

For more information please also click on these links to see our [school website](#), our [school prospectus](#) and our recent good [Ofsted report](#).

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Applications should be submitted on the application form provided along with a covering letter stating how you meet the person specification.

**Closing date for applications:** Monday 19<sup>th</sup> June, 9am.  
**Interview date:** Thursday and Friday 6<sup>th</sup>, 7<sup>th</sup> July.

## Our Vision Statement

**Within our school family, we nurture aspiration and resilience. Together, with God's strength, we move forward with courage and honesty, learn collectively with kindness, and provide hope to flourish. This is how we soar high on wings like eagles.**



### Safeguarding Statement:

Hilpertont C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All applicants will be subject to a full Disclosure and Barring Service check and 'best practice' will be observed as detailed in [KCSIE part 3](#). Applicants are also referred to the school's [Child Protection Policy and Procedures](#).





# Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in the position of Headteacher at Hilpertons C of E Primary School. This is an exciting opportunity for an inspirational, proactive and positive individual who is looking to lead a dedicated and hardworking team. We are a strong family school that puts our Christian values at the centre of our learning which is rich in academic and creative diversity. Over the last few years, we have been on a journey of improvement, we are looking for someone with ambition for the future to lead the continuation of this journey with us.

Our Christian vision is woven through all that we do in the school. 'We soar high on wings like eagles' expresses our aspiration for every member of our school to reach their potential to flourish. We use books and 'stories which give flight' to lead our children's learning and shape our wider school curriculum. We aim to find stories throughout the curriculum to provide context to the learning, be it Science, Geography, History, Art or PE. This concept is grounded in cognitive science which has shown that the mind best understands and remembers facts when they are woven into a conceptual fabric such as a narrative.

Our book-led curriculum fosters imaginative, 'sky high thinking' to actively explore, think and be able to ask big questions. This helps children to listen, engage and discuss articulately, and to be curious, inquisitive and have resilience. We provide many wonderful opportunities to share what we do with our community through exhibitions, drama, sport and music and collectively take pride in their 'feathers of splendour'.

'Wings of kindness' expresses our aspiration for social generosity, love and responsibility for all within our school. We seek to flourish and soar together, valuing equality and diversity and being a truly inclusive community. The [Thrive Approach](#) is a key part of what we do and we have a culture of high nurture and high expectation for our children. We use relational approaches to support children's social and emotional development while fostering a love for learning to provide the best possible start in life. Our learning support team adopt an innovative, evidence-based approach to ensure our school is fully inclusive.

We offer a collaborative team of staff, known as 'The Hilpertons Team' with a great work ethic, ambition to continually help each other to develop and share good practice across the school. The governing body is an effective and dedicated team enjoying open and honest relationships with the senior leadership of the school, we are seeking to both support and challenge so to enable all to flourish. We have close relationships with the Local Authority and the Salisbury Diocesan Board of Education who provide us with independent advice and guidance. Also, we are part of the Collaborative Schools Ltd, a group of local schools working with each other to share, support and foster good practice in the Town.

This overall approach is proving successful, something that was validated in our recent Ofsted inspection. As a school we have invested a lot in our improvement journey and we are seeking a leader to continue with this good work and move us forward to the next stage of our development.

We warmly invite you to visit the school, please arrange your visit with the school office so that you can see the school in action.

The governors look forward to receiving your application.

Kind regards,

A handwritten signature in black ink that reads 'C. Truss'.

Caroline Truss  
Chair of Governors





# Our School – We asked our children...

## What do you love about Hilpertont School?



"Our school is lots of fun!"

"I absolutely love forest school!"

"It's all about helping the planet and having fun in nature"

"The ginormous field and the new Astro playground"

"I love football and all the sport"

"I like our teachers. They are a tiny bit strict, they help us when we need it".

"I like the music lessons"

"I like that year 6s have a party when they leave"

"I like all the people that come in to support us like Time to Talk"



## What should our new headteacher be like?



Fun  
kind  
smart

Must like children.  
Be good at listening.  
Good at telling stories.  
Imaginative.  
Does star of the Week.  
Have to be smart.  
Have to be fun.  
Energetic.  
Be understanding.  
Kind.  
Helpful.  
Likes playing music.



Those who hope in The LORD will find new strength, they will soar high on wings like eagles; they will run and not grow weary, they will walk and not be faint. Isaiah 40:31



## Our School Vision and Values

Our Christian vision guides our school's ethos; underpinned by this bible verse from Isaiah, we are filled with the hope and the inner strength to soar high. We help children discover their natural talents and allow their passion to flourish.

We believe our 'Wings of Kindness' can make the world a better place.

We know our children have dreams, and as they set out on the adventure of a lifetime it is up to us to make sure they have the courage and resilience to follow them. When we talk about hope and aspiration, we believe our individual happiness is intrinsically linked to the happiness of those around us. We grow our 'Wings of Kindness' collectively so we can all fly high together.

Our Vision Statement below, is not just for the children, but a promise that we all make to one another: children, teachers, parents, and family. We are all on an adventure together and we wouldn't have it any other way.



**"Within our school family,  
we nurture aspiration and resilience.**

**Together, with God's strength, we move  
forward with courage and honesty,  
learn collectively with kindness  
and provide hope to flourish.**

**This is how we soar high on wings like  
eagles."**

*"The school has a caring ethos through  
which adults teach pupils to be kind".*

*"Leaders have a clear vision for the school".*

*Ofsted 2022*



*Children walking across  
the field to St Michael's  
and all Angels Church,  
Hilperton*



We enjoy an excellent relationship with our local churches within the Canalside Benefice, St Michael and All Angels Church can be seen across the fields from the school and we enjoy going there, as a whole school, for celebration collective worship at the end of each term and key times of year.

A team from the benefice also visit us weekly to take collective worship, this also links themes with the other schools in the area. Revd. Joy is on our governing board and is a regular and well-loved visitor to the school.



## Hilpertion C of E VC Primary School

### Head Teacher Person Specification



The following is a summary of some of the main attributes that the Governing Body would wish to see in the successful candidate for Headteacher. Generic qualifications, knowledge, experience, skills and qualities to fulfil this role are set out in [“National Standards for Excellence of Headteachers”](#) (DfE/00019/2015). Updated October 2020.

Application statements should reflect how you can demonstrate your fit with the specification.

	Essential	Desirable
<b>1. Qualifications</b> <i>Please detail on the application form:</i>		
a.	Qualified Teacher Status.	
b.	Evidence of continuing professional development relating to school leadership and curriculum development.	NPQH or CofE NPQH, achieved through a senior leadership role within a primary school.
<b>2. Experience</b> <i>Please detail recent and successful experience of:</i>		
a.	Readiness for headship – experience as a school leader to at least Deputy Headteacher level in the primary phase.	Experience as a headteacher in the primary phase.
b.	Teaching at primary school (EYFS, KS1 or KS2).	‘Outstanding’ teacher in the primary phase, with teaching experience in more than one key stage.
c.		Leadership in a Church School or Christian context.
d.	Working with the social and emotional needs of children at the centre of your approach to teaching.	Experience of working with ‘The Thrive Approach’ to behaviour throughout a school.
e.	At a strategic level, tracking pupil progress across a subject, key stage or whole school. Highlighting areas of concern, action planning interventions and ensuring a positive impact on attainment and progress whilst reflecting the uniqueness of the individual.	Use of data tracking software such as ‘Insight’ to inform this process.
f.	Having a significant, sustained positive impact on standards and pupil progress across a subject, key stage or school, whilst recognising and supporting the needs of vulnerable learners.	
g.	Working with other agencies for the well-being of all pupils and their families.	
h.	Management skills, managing personnel.	Managing a delegated budget in line with the school’s ethos, with the ability to strategically plan and to make tough financial decisions.
<b>3. Wisdom</b> <i>Demonstrate wisdom through understanding of:</i>		
a.	The distinctive Christian character of a C of E school as expressed through its vision, values and ethos. How to develop hope and aspiration for the whole school community.	The unique context of Hilpertion C of E Primary School.
b.	Issues relating to the leadership and management of a church school that promotes aspiration, courage, honesty and kindness, alongside resilience to enable the flourishing of every individual in the school community.	
c.	Principles of school self-evaluation and strategies for planning school improvement.	Self-evaluation of specific areas of school performance and construction of plans for improvement in these areas.
d.	Strategies for raising standards of achievement that reflect the ultimate worth of each student. Including support and understanding of vulnerable children: Looked After Children, SEND and Pupil Premium. Effective whole school strategies to support these learners.	
e.	The range of data available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors, and parents/carers.	Working within a governing body as a staff governor, showing understanding of how a good working relationship with governors can help shape a school.

## Hilperton C of E VC Primary School

### Headteacher Specification (continued)



	Essential	Desirable
f.	Strategies to develop links with the local community through partnership with parents and enhance church and community partnership.	
<b>4. Skills</b> <i>Demonstrate ability to:</i>		
a.	Develop the distinctive and effective Christian character of a church school/continue to develop the school's Christian ethos and provide leadership in collective worship that reflects the Christian identity of the school.	Evidence the Christian vision in action through enhancing links and maintaining positive relationships with the local community, the Governing Body, external agencies, the Diocese, the LA, other schools and parents/carers.
b.	Promote Community and Living Well Together by fostering good teamwork and collaborative working	
c.	Manage the school as an inclusive community that seeks to embody an ethos of living well together, be able to demonstrate this ethos in management of people and policies within the school.	Respond effectively and promptly to any concerns raised by stakeholders, ensuring swift and harmonious resolution.
d.	Create and maintain an effective learning environment and culture that positively recognises individual strengths and needs.	
e.	Manage own workload and that of others to allow a work-life balance, in line with Christian principles and practices, ensuring all children are kept safe from harm and educated in an environment where all God's people are valued.	
<b>5. Personal Attributes</b> <i>Please show evidence of:</i>		
a.	A person with high personal standards, moral integrity and who 'lives out' Christian values in their daily life.	A personal Christian commitment with regular involvement in a Christian church.
b.	An inspirational leader able to inspire trust, commitment and mutual respect between children, families, staff, governors and the wider community.	
c.	Strong interpersonal, written and oral skills and a good sense of humour.	
e.	Robust and resilient personality.	
f.	Continuing professional development as a means of fulfilling own potential.	





## Hilpertown CofE VC PRIMARY SCHOOL HEADTEACHER JOB DESCRIPTION



**Post Title:** HEADTEACHER (full time)

**Responsible to:** The Governing Body of Hilpertown CofE 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).

### Ethics and Professional Conduct

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

The Head teacher will:

- Demonstrate the school's vision and Christian values in everyday work and practice.
- 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.

### Key Areas of Responsibility

#### 1. School Culture:

Working with the Governing Body, the Local Authority, the Diocese of Salisbury and other leaders, the Headteacher will create a shared Christian 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 moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that this Church School moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

The Headteacher will:

- Establish and sustain the school's Christian values, 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.
- Ensure a culture of high staff professionalism.

#### 2. 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 pupils to become effective, enthusiastic, independent learners, committed to life-long learning.



The Headteacher will:

- Ensure high-quality, expert teaching across all subjects and phases reflects the distinctively Christian vision and values of the school in order that pupils flourish as learners and the highest possible standards are achieved.
- 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 or specialist domain.
- Ensure effective use is made of formative assessment.



### 3. Curriculum and Assessment

The Headteacher will:

- Ensure teaching and learning reflects the distinctively Christian vision and values of the school in order that pupils flourish as learners and the highest possible standards are achieved.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in learning and using a robust system of assessment of pupil achievement 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 pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

### 4. Behaviour

Create and maintain an environment and implement a Behaviour Policy that reflects the school's ethos and promotes development and learning and secures safety and discipline. Provide a safe and calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society.

The Headteacher will:

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff, pupils and parents.
- Ensure high standards of pupil 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.

### 5. 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 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.

## 6. 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 and spiritual development, including attending distinct training and development as appropriate for Church school leadership.

The Head teacher 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.

## 7. 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 Christian 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.
- 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.

## 8. Continuous School Improvement

Working with the Governing Body, the Local Authority, the Diocese of Salisbury and other leaders the Headteacher will create a shared Christian vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express the school's core Christian educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The strategic planning process is critical to sustaining school improvement and ensuring that this Church School moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

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.

## 9. Working in Partnership

The Headteacher should engage with the internal and external school community to secure engagement 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 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 pupils.

#### 10. 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: pupils, parents, carers, Governors, the Diocese of Salisbury 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, objective advice and support to actively support the governing body to enable it to meet its responsibilities. These include the securing of effective teaching and learning; the highest standards of attainment and for achieving efficiency and value for money.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
- The Headteacher will support the governing body in fulfilling its functions to set school strategy and to hold the Headteacher to account for pupil, staff and financial performance.

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.

Dated: May 2023

