



# HINCHLEY WOOD PRIMARY SCHOOL HEADTEACHER CANDIDATE INFORMATION PACK

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CONFIDENCE • CONSIDERATION • DETERMINATION  
ENTHUSIASM • INDEPENDENCE

# Dear Applicant,

## Re: Headteacher of Hinchley Wood Primary School

Thank you for your expression of interest in the role of Headteacher of Hinchley Wood Primary School. We are looking for an inspirational school leader to join us from April or September 2026 as the school enters an exciting phase of development following the decision by Mrs Aisling Hogan to retire following many years of excellent service. Within this pack you will find information about the school and the application process.

Hinchley Wood Primary School (HWPS) is a popular three form entry primary school located on the borders of south west London, with 620 pupils on roll from Reception to Year 6. We are pleased to be full in all year groups (apart from a small number of vacancies in current Year 1 and Year 2). The school converted to academy status and joined the Hinchley Wood Learning Partnership in 2019. The other schools in the partnership at the current time are the outstanding Hinchley Wood secondary School located on the same site and Thames Ditton Junior School which joined the Trust in November 2022.

This is an exciting time to join Hinchley Wood Primary School as we look to shape a new era of development and growth so that all children are able to reach their full potential. The successful applicant will build upon the current strengths of the school whilst being able to effectively analyse how it can improve further in order to realise its vision of delivering outstanding education. The successful applicant will have the support of the Partnership, Trustees, CEO and the Local Governing Body.

The role would be suitable for an experienced Headteacher or a member of a senior team looking for their first Headship. Our new Head will need to be forward thinking, be ready to share best practice across the HWLP schools and bring ideas of their own. We are looking for an innovative and visionary school leader to help us succeed in achieving our goals. We don't just focus on a narrow set of academic outcomes but are committed to ensuring our pupils are equipped with the relevant skills to enable them to thrive in their next steps wherever that may be.

If you have a strong desire to help pupils of all abilities achieve the best they can whilst fulfilling your own potential, we would very much welcome your application. We offer a competitive salary (London Fringe Leadership Pay Scale points 20 - 24) and support for your professional development from the CEO, supportive Local Governing Body and Trustees. Please contact us if you have any questions prior to applying. We strongly encourage potential applicants to arrange a visit to HWPS in weeks commencing 12<sup>th</sup> and 19<sup>th</sup> January. Contact details can be found on the last page.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The position advertised is subject to an Enhanced Disclosure and Barring Service Check.

I appreciate the time you have taken to consider and apply for this post and look forward to receiving your application by **Monday 26th January 2026 (9-00am)**. For information interviews are scheduled to take place in week commencing 9th February.

Yours faithfully,

*Ben Bartlett*  
CEO of the Hinchley Wood Learning Partnership



# BACKGROUND INFORMATION

We are looking to appoint a role model who will provide outstanding leadership for Hinchley Wood Primary School and actively look to promote the sharing of best practice across the schools of the Hinchley Wood Learning Partnership. We believe the school's potential will be realised by an individual who combines high expectations with sensitivity to pupils' individual needs and a drive to ensure every pupil feels they belong as part of our vibrant school community.

The Summer 2025 Inspection Dashboard Summary Report (IDSR), shows that the 3 year average attainment in Reading, Writing and Maths exceeded national averages in both the proportion of pupils meeting the Expected Standard (80%) and Greater Depth (15%). Whilst no progress measures are available for the 2025 outcomes, results in 2023 and 2024 showed progress to be above average in Reading, Writing and Maths. 60% of our pupils achieving the higher standard in Reading in Summer 2025 was especially pleasing with 49% of the cohort achieving the higher standard in Maths. Outcomes for pupils in the Year 4 Multiplication Table Checks are significantly positive compared to national averages and KS1 outcomes are also very strong.

The Summer 2025 Inspection Dashboard Summary Report (IDSR), includes the following summary of attainment headline measures:

0 of 12	0 of 12	0 of 12	0 of 12	1 of 12	2 of 12	RWM % ES		
						RWM % HS		
						Read % ES		
						Read % HS		
						Writ % ES		
						Mat % ES		
						Mat % HS		
						EGPS %HS		
						EGPS % ES	0 of 12	0 of 12
Last 3 years	Last 2 years	Lastest year	Last 3 years	Last 2 years	Lastest year	Last 3 years	Last 2 years	Lastest year
<b>Below</b>			<b>Close to average</b>			<b>Above</b>		

In recent years, the progress made by the small number of pupils in our Pupil Premium group has been improving rapidly but a focus on support strategies for these vulnerable learners remains a priority. It is expected that progress scores for these learners will rise over time with the right leadership.

# ABOUT HINCHLEY WOOD PRIMARY SCHOOL

At Hinchley Wood Primary School, we have ensured that our curriculum is broad, balanced and rich with lots of learning opportunities. We aim to make children's learning exciting, fun, meaningful and challenging. We have designed our curriculum so that pupils develop their knowledge and skills in each of the National Curriculum subjects and have the chance to apply this learning in a range of contexts.

Our lessons immerse pupils in meaningful learning opportunities ensuring they thrive throughout their time at school, whilst preparing them for an ever-changing world. Activities are designed to engage, motivate and inspire all pupils to reach their full potential. We teach our pupils fundamental skills such as teamwork and resilience, whilst enabling them to complete learning of which they are truly proud.

Alongside our curriculum, we place great importance on the wider aspects of school life that help pupils discover and develop their talents and ambitions through activities which broaden their horizons. Enriching experiences, educational visits and extra-curricular opportunities are integral to the experiences of pupils and their personal development.

## OUR SCHOOL SITE

We are situated on a large site adjacent to Hinchley Wood Secondary School, where most of our pupils transition after their primary experience. Our primary school consists of multiple one-storey buildings situated on a large green site. We recently opened a new building which houses space for groups and classes to work in as well as a beautiful new library filled with brand new books carefully selected to inspire a love of reading in our pupils. The new Wren Building also houses our wraparound care provision which caters for up to 70 pupils before school and 130 pupils after school.

Our extensive site means that children benefit from a number of areas to play and learn. We have a large sports field, artificial grassed areas for sports and various playgrounds, separating the infants and the juniors. This space has enabled us to create a dedicated outdoor learning area with a fire pit and space for den building, a wellbeing garden, a gardening area with allotments and a greenhouse, in addition to play areas and climbing equipment.

We pride ourselves on being a happy and vibrant place to learn. We always go above and beyond to offer our pupils a variety of exciting activities both inside and outside of the classroom.







# TEACHING AND LEARNING AT HINCHLEY WOOD PRIMARY SCHOOL

We have developed a clearly thoughtout and relevant curriculum for our school. We use evidence-based research methods. Leaders are experienced and supportive to teachers. We use White Rose maths as well as learning from the NCTEM hub. Our English curriculum is based on the highly successful CLPE Power of Reading model built around high quality texts. These have been carefully mapped out from Reception to Year 6 so that teachers know what they are teaching and when. Our phonics scheme is Soundwrite, this is taught in Reception, KS1 and KS2. All staff have the opportunity to be trained externally so that

confidence is high when teaching phonics and spelling across the school. Our wider curriculum is enquiry-based. This was directly developed by our staff team who trialled units and shaped each curriculum area and our approach to delivery of the HWPS Curriculum.

Our marking and feedback policy was created with our staff to increase impact but reduce workload. We use the 'collect once and use in many ways' philosophy for data. There are 3 data points each year, data is collected and analysed using FFT to minimise teacher workload.

## SPECIALIST TEACHERS

We are very fortunate to be part of the Hinchley Wood Learning Partnership. As a result we have specialist teachers in French, music and PE working in our school delivering the subjects that they teach in Hinchley Wood Secondary School. The benefit of this to our teachers is that PPA cover is delivered by specialists, our pupils receive high quality provision and workload is reduced.



# WHY WORK HERE?

## THE TEAM

Each year team consists of at least 3 teachers and supportive TAs. PPA is organised so that each team has time to plan together and every teacher has a shorter solo session.

In addition:

- Year Group Teams are organised into pairs to form Phases. Each phase has a Phase Leader to support and guide year groups and individual teachers
- Dedicated quiet, workrooms are available in each phase so teachers can work together
- Teachers share the work load fairly
- Curriculum leaders support teams with advice, expertise, planning and resourcing
- All curriculum leaders have dedicated non-contact time to work on their subject

## CPD

We are committed to recruiting and retaining the highest quality staff. We aim to retain you by developing your career in a number of ways:

- Developing meaningful team work to support and guide colleagues collaboratively.
- Opportunities to drive decision making by being part of 'Professional Improvement Groups' focused on the School Development Plan priorities
- Opportunities internally to be promoted
- External training opportunities e.g. curriculum specific training, NPQs
- Early Career Teachers (ECTs) have an experienced mentor to support with a well developed training programme

## OUR STAFF

Hinchley Wood Primary School has an enthusiastic and dedicated staff team who regularly go the extra mile to ensure that our pupils achieve their full potential. This engenders a happy and secure environment with strong relationships between teachers and pupils.

Hinchley Wood Primary School benefits from an experienced and high performing Senior Leadership Team. The team structure for 2025/26 is as follows:

- Mrs Aisling Hogan, Headteacher
- Mrs Beth Chadda, Deputy Headteacher
- Mrs Sarah Jones, Assistant Headteacher
- Mrs Nicola Jayne, Assistant Headteacher
- Mrs Seanne Wilmot, Assistant Headteacher (Inclusion)
- Phase Leads for lower and upper KS2, KS1 and Reception Year Leader

In addition:

- English Subject Leads
- Maths Subject Lead
- Home School Link Worker and ELSA who foster strong links with our families who need additional support.

## PERKS INCLUDE



On-site free parking



A free gym on-site



Two weeks of Autumn  
Half Term



Free tea and coffee in our  
staffroom



Discounts for staff



Employee Assistance  
Program



Cycle to work schemes



An admissions criteria for  
children of staff



## OUR PUPILS

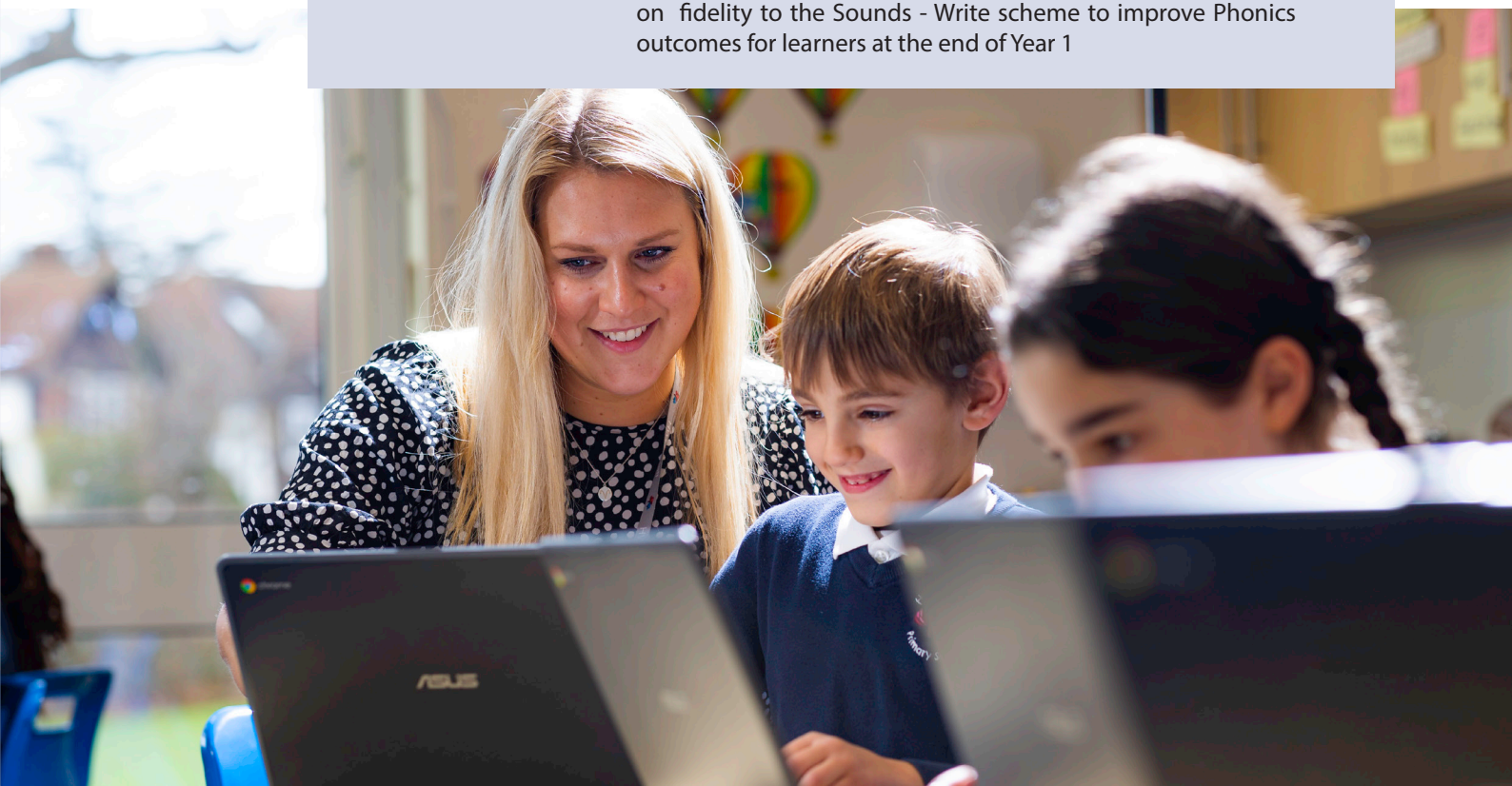
We are extremely proud of our pupils' behaviour and attitudes. They are engaged and enthusiastic learners. Behaviour across the school is exceptional because:

- Our behaviour policy is restorative. It enables children to own their own behaviour through a language of choice. We believe that children are able to succeed when provided with clear behaviour expectations combined with praise and encouragement for showing good behaviour. Adults manage children consistently using this simple policy, rewards and sanctions are used fairly and appropriately. Analysis of sanctions identifies children who need additional support.
- Our MindUp programme helps children understand themselves and their emotions through a taught programme based on neuro-science.
- Both adults and children treat each other with respect.

Pupils are keen to attend our school (attendance in 2024/25 was 95.8%) as a safe, nurturing and caring community with a wide range of opportunities, an environment where children want to learn and where they are proud of their school. Ofsted described our pupils as "joyful, polite and considerate, respecting the views of others". Our pupils really are our greatest asset!

## OUR PRIORITIES

- Consistently high quality teaching throughout the school that actively engages pupils in their learning
- Consistently inclusive practice (through the PINS project) that supports the achievement of vulnerable groups especially SEND and Disadvantaged (PP) learners
- Enhanced transition from Reception to Year 1 with a focus on fidelity to the Sounds - Write scheme to improve Phonics outcomes for learners at the end of Year 1



WE ARE...

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# OFSTED FEEDBACK HIGHLIGHTS

Ofsted, March 2024



*Pupils thrive and succeed in this ambitious and inclusive school.*



*The best interest of pupils are at the heart of every decision.*



*Behaviour is impeccable. Pupils are joyful, polite and considerate, respecting the views of others.*



*Achievement is exceptional in reading, writing and mathematics, significantly above the national averages in both key stages 1 and 2.*



*Pupils relish responsibility. They make a tangible difference to school life through roles including librarian, well-being ambassador, sports leader and member of 'pupil parliament'.*



*The school's club offer is extensive and impressive. From pottery to dodgeball, and Spanish to football, there is something for everyone.*



*Children make a strong start in early years where high standards are set from the beginning. Welcoming transition and a nurturing learning environment ensure that children hit the ground running. The joy of reading blossoms for all through a well-developed reading curriculum.*

*Relationships are trusting, respectful and positive across the school.*

*Pupils enjoy exceptional wider development in this school. They are passionate about equal opportunities and value diversity in the world.*

*Pupils with special educational needs and/or disabilities (SEND) flourish with impressive support.*

*Trustees, governors, leaders and staff share a commitment to ensure that the best interests of pupils are at the heart of every decision.*

*From early years onwards, the school plans memorable moments for all.*

*One parent represented many when describing the school as a 'supportive and stimulating environment where children thrive academically, socially, emotionally, and creatively'.*

# JOB DESCRIPTION – HEADTEACHER

**Line of Responsibility:** CEO, Hinchley Wood Learning Partnership and Academy Trustees, through the Chair of the Local Governing Body.

**Line management:** The postholder shall ensure line management of the school's leadership team and oversee line management of all other staff

**Salary:** L20 – L24

## Purpose

The Headteacher shall provide vision and leadership which secures the school's success and further development, ensuring high quality education for all its pupils and continued improvement of standards and achievement. The Headteacher will ensure that the school meets all legislative requirements and will work closely with the Academy Trustees, CEO and School Governors to promote the school.

## Key Areas of Work:

### Strategic direction and development of the school – Creating the Future

- Work with stakeholders across the school community to create a shared strategic vision which inspires all.
- Create and implement a strategic school development plan, which identifies priorities and targets for ensuring that pupils achieve high standards and that teaching is effective.
- Develop and lead the school, ensuring that the management of the school, supports the school's and Trust's policies, vision and aims.
- Monitor and review all aspects of attainment, priorities, targets and policy and take action to drive progress.
- Support all staff in achieving the school priorities and targets, and provide them with the motivation to support its aims.
- Ensure creativity, innovation and use of appropriate technologies in all areas of school life.

### Leading Learning and Teaching

- Ensure teaching and learning are of the highest possible standard.
- Ensure a consistent and continuous school-wide focus on pupils' achievement.
- Monitor the quality of teaching and pupils' achievements including the analysis of performance data.
- Create and maintain a learning culture which enables pupils to become confident, considerate, determined, enthusiastic and independent learners.
- Determine and organise the curriculum and monitor and evaluate its effectiveness.
- Ensure an effective and consistent approach to managing pupil behaviour.
- Contribute, as appropriate to the teaching in the school.





## Professional Development and Working with Others

- Work cooperatively with pupils, staff, trustees, governors, parents/carers and other members of the community and build effective teams to achieve the school's vision.
- Ensure effective appraisal and continuous professional development of all staff.
- Promote a culture of development and improvement and enable staff to develop expertise in their respective roles.
- Manage own workload and the workload of others to support an appropriate work/life balance.

## Managing the Organisation

- Produce and implement the strategic plan and policies for the development of the school.
- Develop and maintain organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis.
- Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice.
- Maintain a safe, secure and healthy school environment and appropriate safeguarding for staff and pupils.
- Recruit, retain and deploy staff, managing financial and human resources effectively and efficiently to achieve the school's vision and ensure value for money.

## Securing Accountability

- Provide information, advice and support to governors to enable them to meet their responsibilities.
- Provide information about and account for the school's work and performance to a range of audiences including parents/carers and governors.
- Ensure the effective deployment of resources to match the educational objectives of the school.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to review and evaluation.

## Strengthening Community through Collaboration

- Build and maintain links with schools across the Trust to sustain and enrich all aspects of school life.
- Collaborate with other agencies to support the learning and well-being of pupils and their families.
- Create and maintain partnership with parents/carers.

## General

- Duties should be carried out with due regard to the Academy's funding agreement, statutory orders and regulations and policies of the Academy.
- The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Academy Trustees and Local Governing Body.
- To uphold the school's policy in respect of safeguarding and child protection matters.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and it may be subject to modification at any time after consultation with the postholder to meet changing regulations or circumstances.
- All staff members participate in the school's annual appraisal process.

# PERSON SPECIFICATION – HEADTEACHER

## Qualifications

Essential	Desirable
<ul style="list-style-type: none"> <li>● Degree</li> <li>● QTS</li> </ul>	<ul style="list-style-type: none"> <li>● NPQH</li> <li>● Ofsted training</li> <li>● Masters degree</li> <li>● Other relevant professional qualification</li> </ul>

## Leadership /Strategic Direction

Essential	Desirable
<ul style="list-style-type: none"> <li>● Proven successful leadership at senior level in a primary school as a Headteacher or Deputy Head or equivalent.</li> <li>● An excellent practitioner, experienced across the primary phase, with a clear understanding of what being an outstanding practitioner entails.</li> <li>● Experience of analysing pupil performance information and data to identify trends to inform teaching and learning outcomes.</li> <li>● Experience of developing, implementing and</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of having worked in a range of educational settings with children from diverse backgrounds.</li> <li>● Proven experience of building mutually beneficial and supportive relationships with other schools, agencies and groups to enhance opportunities and outcomes for children and staff.</li> <li>● Background in the application of excellent practice in inclusion and equalities, e.g. experience of Specialist Resourced Provision, SALT, OT, Sensory Impairment Team.</li> </ul>

evaluating strategies for raising standards and improving outcomes for all children.

- Experience of developing a consistently high quality of teaching and learning through rigorous assessment, monitoring, evaluation and feedback.
- Experience of developing a differentiated and creative curriculum for pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.
- Experience of successful staff recruitment and selection and in conducting all aspects of staff performance management.
- Experience of successful financial planning and budget and resource management.
- Ability to innovate and find creative solutions and communicate and implement clear and strategic educational vision and direction, in consultation with all stakeholders, leading by example.
- Ability to accurately evaluate the performance of the school and plan effectively for school improvement.
- Ability to formulate objectives, policies and plans and monitor, evaluate and review the impact of these.
- Ability to create and develop a stimulating environment which promotes good behaviour and independent learning, and celebrates success.
- Excellent knowledge of the current major curriculum issues and recent educational developments and legislative changes, together with their significance for the leadership of a primary school.
- Successful experience of creating and maintaining productive partnerships with pupils, parents/carers, governors and other stakeholders in the wider community.

- Responsibility for transition of pupils e.g. EYFS, KS1 and KS2.
- Experience and understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles.

## Leadership & Management

### Essential

- A commitment to working in collaboration with the CEO and other Trust school teams with a view to ensuring the success of the wider Learning Partnership.
- A track record of success in building teams, distributed leadership and staff development.
- The ability to use appraisal and line management to secure accountability and improve performance.
- Ability and willingness to challenge underperformance thereby improving outcomes for pupils.
- Ability to set and achieve challenging targets.
- Providing a culture of leadership opportunities for children, taking account of pupil voice.
- Success in improving attendance and punctuality.

### Desirable

- An understanding of working within a supportive Multi Academy Trust structure

## Other skills, abilities & qualities

### Essential

- Commitment to children's wellbeing and learning being at the centre of all key decision-making.
- Effective personal management style, balancing clear leadership with good humour and warmth.
- Excellent interpersonal, communication and presentation skills; both oral and written.
- Excellent ICT skills and an understanding of the role of ICT in effective administration, management and teaching and learning.
- Proven suitability to work with children and commitment to safeguarding and promoting the welfare of children and young people.

### Desirable





# APPLICATION PROCESS

Applications may be completed online via the link on the relevant vacancy page. If you have chosen to download and complete an application this can be emailed to us, at the address below or sent to our HR Department at:

For further information or to arrange a pre-application visit w/c 12<sup>th</sup> or 19<sup>th</sup> January, please contact our HR department on **020 8398 7161 x1344** or via email **hr@hinchleywoodschool.co.uk**

The deadline for receiving your application is by **Monday 26th January 2026 (9-00am)**.

**HR Department  
Hinchley Wood School  
Claygate Lane  
Esher  
KT10 0AQ**

We are committed to meeting our data protection obligations.

For information on how we collect, use, share and store your data within the recruitment process please click [here](#).

Hinchley Wood Learning Partnership is committed to equal opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced check by the Disclosure and Barring Service (DBS).





# THE HINCHEY WOOD LEARNING PARTNERSHIP







Hinchley Wood Primary School is proud to be a founder member of the Hinchley Wood Learning Partnership (HWLP) – a multi academy trust including Hinchley Wood School (a seven form entry secondary school on the same site) and Thames Ditton Junior School (a three form entry junior school a short walk from HWPS).



We treat each member of the HWLP Trust community as of equal value, nurturing and valuing our staff and treating each other with kindness, dignity and respect. We are an ambitious cross-phase multi academy trust offering high quality centralised services which enable our staff to work collaboratively, network across the Trust and benefit from expert financial management and first-class facilities (for further details of the support offered by the central trust team, please see our explanation of the HWLP 'Trust Dividend' on the Trust website).

The HWLP Trust vision is to inspire learners and secure the very best outcomes for all the children in our schools. Our focus on values encourages our pupils to become confident, considerate, determined, enthusiastic and independent learners. As a Trust we take collective responsibility and are accountable for the development of every pupil. Agreeing common approaches where it is effective to do so. Whilst recognising the unique qualities of each of our partner schools and the local communities they serve.



As a Trust we deliver a creative and engaging curriculum for learners from 4 to 19, engaging parents/carers in genuine partnership to support each child's development at the earliest opportunity and recognising their individual talents whether that be in sports, music or the arts. Our mission is to continually improve the educational outcomes and life chances of our learners – our moral purpose for all pupils in the HWLP community.

Thank you for showing an interest in working within our Trust.

*Ben Bartlett*  
CEO Hinchley Wood Learning Partnership



# GETTING HERE



## Get Directions

Hinchley Wood Primary School  
Claygate Lane, Hinchley Wood  
Esher, Surrey, KT10 0AQ



### BUSES

**K3** from Surbiton and Kingston every 15 min.

### TRAINS

**Hinchley Wood station** - trains from Surbiton, Wimbledon, Clapham Junction, London Waterloo - every 30 min.

### ROAD

5 min. from A3 (North) if coming from Wimbledon, Wandsworth and Clapham Junction

15 min. from A3 (South) if coming from M25 and Guildford

