

HEADTEACHER RECRUITMENT PACK

Spring 2025



‘Aspire to be more’

Holy Trinity C of E (C) Primary School
Wetmore Road, Burton on Trent,
Staffordshire, DE14 1SN

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Dear Prospective Applicant,

Re: Headteacher Vacancy at Holy Trinity C of E (C) Primary School

On behalf of the Governing Board, we are delighted to invite applications for the role of Headteacher at our warm and welcoming Church of England Primary School. Due to the promotion of the existing Headteacher, this key position has become available for the academic year starting in September 2025 and we welcome *all* applicants who are interested to apply.

At Holy Trinity, we are committed to providing the best education possible rooted in Christian values. Our school community is a place where children feel safe, valued, and inspired to reach their full potential academically. As our next Headteacher, you will play a pivotal role in shaping the future of our school, leading with compassion, integrity, and a deep commitment to fostering a nurturing environment for all children, staff, and families.

We are seeking a dynamic and visionary leader who can build upon our Christian foundations while guiding our school through the exciting opportunities and challenges that lie ahead. The ideal candidate will have experience in leadership, a passion for promoting the academic, social, and emotional development of children, and a commitment to continuing the Christian ethos that underpins our school community.

The successful applicant will work closely with children, staff, parents, and governors to maintain a positive and inclusive environment, ensuring that every child receives the best possible start in life. We are looking for someone who is enthusiastic, forward-thinking, and eager to embrace the opportunity to make a real difference in the lives of our pupils.

To help you gain a deeper understanding of our school and the role, we encourage you to visit our school for a tour and to meet members of the Governing Board. Should you wish to arrange a visit or have any questions, please do not hesitate to contact us via office@holytrinity.staffs.sch.uk For your information, we are closed for holidays from Monday 14th to Friday 25th April inclusive.

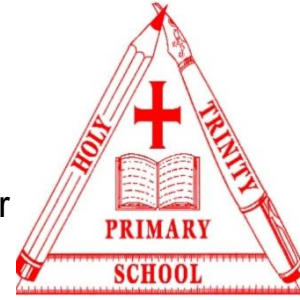
The application pack, which includes further details about the job description, person specification, and application form, is available on our website www.holytrinity.staffs.sch.uk or by emailing office@holytrinity.staffs.sch.uk Please return your completed form, along with covering letter and the recruitment monitoring form to the office email address by the closing date. The closing date for applications is **12 noon on Monday 12th May** with interviews scheduled for **Friday 16th May and Monday 19th May**.

We look forward to receiving your application and to welcoming a new Headteacher who will help us continue to provide the highest standards of education and care to our school community.

Yours faithfully,

Ruth Myers
Chair of Governors
Holy Trinity C of E (C) Primary School

Headteacher
Education Stage: EYFS/KS1/KS2
Contract Type: Permanent from September
Working Pattern: Full time
Pay Scale: L14-L17
Closing Date: 12 noon, Monday 12th May 2025



Holy Trinity CE (C) Primary School is a vibrant and welcoming learning environment where every child is valued and encouraged to reach their full potential. With a strong commitment to academic excellence, the school fosters a culture of ambition, inspiring students to aim high and achieve their best. Through our Distinctive Christian character, the dedicated staff create an inclusive atmosphere, ensuring that all children, regardless of their background or ability, feel supported and empowered to thrive. At Holy Trinity, kindness and care are at the heart of everything we do, with a focus on nurturing each child's emotional and social development alongside their academic growth. This school is not just a place to learn but also a community where children are encouraged to become confident, curious and compassionate individuals. We help and support them to 'Aspire to be more...'.

The governors wish to appoint an enthusiastic, committed leader who will continue to build upon the Christian foundation of our school. The successful applicant will not need to be a practising Christian, but will need to actively promote the Christian character of the school.

'We aspire to be more, not to have more' permeates through every aspect of our school and we're looking for a headteacher who will model this as a leader and help to continue to instil it in every aspect of our school life.

In addition to a detailed knowledge of current educational policy and practice including effective safeguarding, we're looking for an experienced leader who:

- Puts children first with the belief that *all* pupils should be given the opportunity to become the best that they can academically, socially, emotionally and spiritually.
- Brings drive and excitement for the future of our school.
- Values the importance of maintaining Christian distinctiveness in our church school.
- Demonstrates a strong, proven track record of raising standards across all stages of primary education.
- Possesses leadership qualities to inspire, challenge and encourage staff to achieve the best outcomes for children.
- Champions the vulnerable and is committed to inclusion and equality of opportunity.
- Displays excellent communication, organisational and interpersonal skills, setting and modelling high standards for yourself and empowering staff to be the best they can be.

In return, we offer:

- An exceptionally warm and welcoming environment in which everyone is valued.
- A culturally diverse school family with children and parents/carers from a wide variety of backgrounds.
- Dedicated, supportive and hard-working staff who are fully committed to achieving the best outcomes for all pupils.

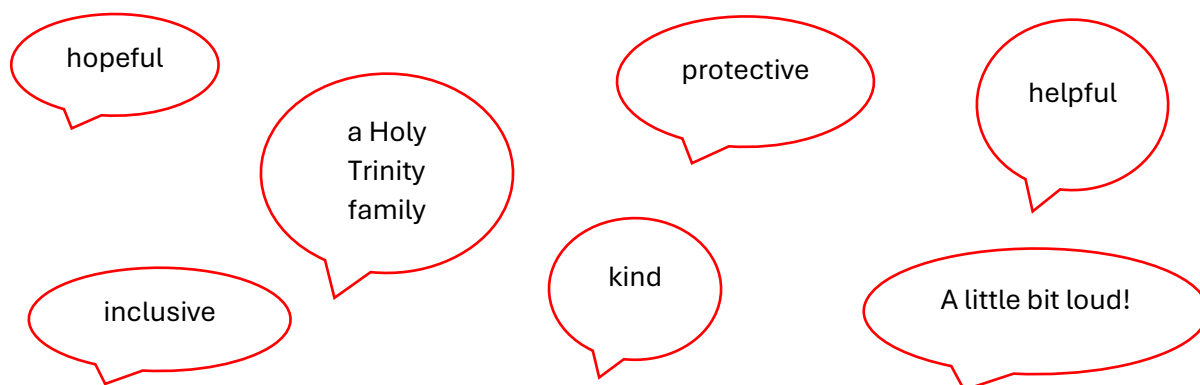
- Positive working relationships with other local primary schools in which moderation and the sharing of best practice take place.
- Close ties with two local churches and the wider local community.
- A close-knit, supportive Governing Board.
- Embedded Christian values of koinonia (community), love, honesty, forgiveness, dedication and courage.
- Prioritisation of staff wellbeing, recognising that a happy and supported team enhances the overall learning environment for our pupils.
- Access to a wide range of excellent professional development opportunities within school and through external providers. We are committed to providing high-quality Continued Professional Development (CPD) to continuously enhance skills and keep you up-to-date with the latest educational advancements.

School information

a) Our children

Meeting the needs of our children is of paramount importance at Holy Trinity, so we asked for their input into this document. Here are School Council's thoughts:

How would you describe our school?



What's different about our school (compared to others)?



Please describe the adults who work here and those who you would like to work here.



b) Our vision

Our vision is that all of our children 'Aspire to be more' and to do this, we aim to:

- help all children reach their full potential.
- provide a happy pleasant and stimulating environment in which the contribution of each individual is valued.
- foster mutual respect and care for those within the school and wider community.
- encourage Christian values to permeate the life of the school.
- enrich school life through a daily act of collective worship.

We seek to fulfil this vision by actively embedding and living out our school values of koinonia (community), love, honesty, forgiveness, dedication and courage and our recent SIAMS inspection concluded that we are successful in this:

The Christian vision is rooted in the Bible and is highly appropriate to the school context. It is understood and lived out in everything that Holy Trinity undertakes (page 1).

c) Our school community

Holy Trinity is a very special place to learn, grow and develop. It is a popular Burton school and is held in high affection and regard by many - children, teachers, parents and the local community. We are a thriving primary school of currently around 235 children, aged between 2 and 11, who are taught in eight classes. We have eight class teachers, including part-time teachers. Each class, on the whole, has a Learning Support Assistant to support the children's work, especially in English and maths.

SIAMS summarised our school community beautifully by saying, **Pupils and adults are able to flourish** (page 1). We are extremely proud to have what we know to be true about our school confirmed externally, and are keen to appoint a Headteacher who will create an environment where this continues to grow.

Furthermore, *Relationships within the school are a significant strength* (page 1). This is largely because of the Restorative Behaviour Practice which we have worked hard to embed in recent years. In fact, we have been so successful that we have been asked by outside agencies to model our practices with other local schools which are looking to adopt this method of behaviour management effectively. Ofsted also highlighted this in the report which states, *Staff set high expectations for how pupils should behave. They make sure that pupils meet these expectations during lessons. Pupils are polite and respectful. They know whom to talk to if they have a worry. Pupils feel happy and safe* (page 1).

The children who attend our school are inquisitive, imaginative and incredible and it is a privilege to see them develop their independence as they progress through the school. We are therefore delighted that SIAMS commented, *Because the vision is central, the school recognises, celebrates and nurtures each person's uniqueness* (page 1).

In line with national trends, the numbers of children facing challenges are growing, but we are doing everything we can to meet their needs and again, SIAMS noted this by saying, *Inspired by the vision, leaders actively create a highly inclusive school culture. They ensure there is excellent support for each individual, including vulnerable pupils and those with special educational needs and disabilities (SEND). This creates an ethos in which each member of the school community feels valued and cared for.*

Staffing has been transient since the last graded Ofsted, due to promotions and maternity cover. However, SLT has remained in the same structure and offers good support, challenge and drive for the staffing team. We are excited to also be recruiting for the new position of Deputy Headteacher, having been without one for some time due to funding constraints.

The recent section 8 Ofsted inspection commented that, *Holy Trinity is a multicultural school where everyone is welcomed with open arms. The school's values of love, honesty, forgiveness, dedication and courage capture the school's aspirations for all pupils. **Staff are kind and caring*** (page 1).

d) Our locality

We are an urban primary school situated close to both the Burton town centre and the River Trent. A huge extension and building project which increased school by almost half its original footprint was completed in Autumn 2019 when bright, spacious and exciting learning spaces were built to accommodate a one form entry primary school.

The majority of our families live in affordable rented accommodation with some placed in the hotel at the end of the road, hence the transience of children during each academic year. As the only Church of England school in the town, some children travel from further afield and these families choose to send their children here because it is a faith school – even if theirs isn't an Anglican faith. There are strong links with the church, local church groups and Lichfield Diocese. School works closely in a cluster of local schools with joint CPD, moderation, support, whole school Peer Reviews, SENDCo and heads' meetings being part of this collaborative approach.

e) Further information is available at:

Our website <https://www.holytrinity.staffs.sch.uk/>

SIAMS inspection report can be found here

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections/siams-inspection-reports?page=1>

Ofsted reports can be found here <https://reports.ofsted.gov.uk/provider/21/124294>

Holy Trinity C of E (C) Primary School

APPOINTMENT OF EXECUTIVE HEADTEACHER

Salary Range: L14-L17

Job Description

MAIN PURPOSE OF THE JOB

- 1.1 Provide strategic leadership, and hold overall accountability for direction, standards achieved and quality to enable the school to deliver its aims and priorities.
- 1.2 Overall responsibility for all the Business and System infrastructure.
- 1.3 Carry out professional duties as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document (STPCD), and other relevant statutory provisions.

KEY RESPONSIBILITIES – VISION, DIRECTION, DEVELOPMENT

- 2.1 Lead, develop and have overall responsibility for recruiting, inducting, retaining and deploying high-quality staff appropriately so that the vision, aims and key priorities for the school can be achieved.
- 2.2 Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- 2.3 Responsible for the overall internal organisation, management and control of the school. Consult, as appropriate, with the staff of the school, the children, parents and carers.
- 2.4 Ensure that strategic planning and the school culture and curriculum take account of the diversity, values and experience of the schools and communities at large.
- 2.5 Develop the Christian ethos of the school, so that it is intrinsic and permeates all aspects of the school's life and curriculum, contributing to academic achievement and the strengthening of the community.

STANDARDS - PUPILS AND STAFF

- 3.1 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.
- 3.2 Secure good teaching across the schools with increasing elements of outstanding through a comprehensive understanding of:
 - how the children in this school learn

- barriers to learning, especially for disadvantaged learners and proven strategies to overcome these
- effective classroom practice, including securing effective behaviour for learning, and curriculum design

Leading to rich curriculum opportunities and the securing of pupils' well-being, effective learning and appropriate attainment and progress.

3.3 Create and establish the conditions for an educational culture of sharing best practice within and between other cluster schools, drawing on and conducting relevant research and robust data analysis which contribute to effective learning.

3.4 Create an ethos within and between schools so that all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

3.5 Challenge under-performance at all levels and ensure action is taken to secure improvement.

3.6 Lead and promote the health, safety and well-being of all children and staff in the school.

3.7 Take responsibility for ensuring safeguarding arrangements are secure, including facilitating a commitment to safeguarding from all staff and volunteers.

3.8 Create and promote positive strategies for challenging and responding to all forms of prejudice including extremist influences.

3.9 Hold all staff to account for their professional conduct and the effectiveness of their practice.

SYSTEMS AND PROCESS

4.1 Ensure that the policies, systems and processes in the school are well developed, meet legal and statutory requirements, secure best practice, are efficient and effectively implemented, regularly reviewed and evaluated, and appropriately shared with key stakeholders.

4.2 Provide a safe, calm and well-ordered environment for all children and staff, focussed on safeguarding pupils and the welfare of children.

4.3 Take a strategic role in the development of emerging technologies to manage the school and enhance and extend the learning experience of children.

4.4 Lead on the establishment of rigorous, fair and transparent policies, systems and processes, which recognise success and effective practice, are evaluated and regularly reviewed to ensure that they are fit for purpose and adapted to the school's setting in order to:

- manage the performance of all staff
- address any under-performance
- support staff to improve

4.5 Establish and implement arrangements for strong governance, developing positive and professional working relationships and actively ensuring that the Governing Board understands its role and delivers its functions effectively, in particular its functions to determine school strategy and to hold the Headteacher to account for children's, staff and financial performance.

4.6 Develop and implement strategic, curriculum/pupil needs-led financial planning and effective financial management and control, to achieve value for money and ensure the appropriate, effective affordable deployment of budgets and resources, in the best interests of children's achievements and the sustainability of the school.

4.7 Ensure that arrangements are in place for the effective management of the school in the absence of the Headteacher.

THE SELF-IMPROVING SCHOOL SYSTEM

5.1 Provide strategic leadership and coordination to create an outward-facing school which works with other schools, partners and key stakeholders, including parents and carers, - in a climate of mutual challenge and support – to secure the development of best practice so that all children achieve their potential by making good progress from their starting points.

5.2 Retain overall responsibility to develop and maintain effective relationships with fellow professionals, colleagues in public services and in the business and voluntary sector and Trade Unions representing staff in the school to improve academic and social outcomes for all children.

5.3 Challenge traditional practice in education in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school.

5.4 Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

5.5 Ensure that leadership is distributed within the staff team, establishing distinct roles and responsibilities, clearly set out and shared so that all staff are empowered to hold each other to account for their decision making and impact.

5.6 Ensure that all staff understand the importance of and are open to engaging with innovative approaches to school improvement, leadership and governance, in the best interest of the children, based on research of models with proven impact.

DEVELOPING SELF AND WORKING WITH OTHERS

6.1 Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

6.2 Demonstrate optimistic personal behaviour, positive relationships and attitudes towards staff and children, and towards parents and carers, governors and members of the local community.

6.3 Ensure the development of, and maintain effective strategies and procedures for staff induction, professional development and performance management within the school.

6.4 Regularly review personal practice and achievements, set personal targets, take responsibility for personal development and carefully consider feedback from others.

6.5 Develop and maintain a culture of high expectations for self and others.

6.6 Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people’s lives and to promote the value of education.

6.7 Promote harmonious working relationships within the school, promoting well-being and a healthy balance between work and other commitments for all staff.

6.8 Acknowledge and celebrate the achievements of individuals and teams.

ALL OTHER DUTIES

7.1 May be required to undertake any other reasonable duties appropriate to the role as instructed by the Governing Board.

NOTE

- The Headteacher’s responsibilities may be delegated to other members of staff consistent with their conditions of employment and the nature and extent of their management responsibilities as determined by the Governing Board.
- The Headteacher takes responsibility for excluding pupils for a fixed period(s) of no more than 45 days in a year or permanently.
- This job description is subject to annual review.
- This job description does not form part of the Contract of Employment.

Holy Trinity C of E (C) Primary School

APPOINTMENT OF HEADTEACHER

Salary Range: L14-L17

Person Specification

Key: Attribute is Essential or Desirable Evidence is in Application , Interview . Reference	Attribute rating	Source:
Qualifications		
DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL)	E	A
Appropriate leadership and management training, accreditation or qualifications, which may include NPQH	E	A, I
Experience		
Significant recent and relevant experience as a Headteacher, Deputy or Assistant Headteacher	E	A, I, R
A recent senior leadership post for at least 3 years	E	A, I
A proven track record of successful leadership	E	A, I, R
Successful experience of raising achievement	E	I, R
Working with and engaging the involvement of external partners and the local community	D	A, I
Successful teaching of pupils in the primary phase	E	A, I, R
Planning, determining and organising major curriculum areas	E	A, I
Knowledge and understanding of current issues and best practice including:		
Safeguarding children and young people	E	A, I, R
What constitutes good and outstanding schools	E	I
The process of strategic planning and school self-evaluation	E	A, I
Ways to communicate and translate a shared vision into practice	D	A, I
Leading the management of change	D	I
Application of new technologies to teaching, learning and management	D	I
Comparative data and performance indicators to establish benchmarks and set targets for improvements	E	I
National policy framework and current educational legislation and initiatives	E	A, I
Principles of effective teaching and assessment for learning	E	I
Roles and responsibilities of Governing Board, LA, the Diocese and of the requirements for accountability	D	I
School budget management and financial responsibilities	E	A, I, R
Strategies for fostering school improvement, including attendance and behaviour for learning	E	I
Equal opportunities and commitment to their pursuit	E	I
Legal issues relating to school management	D	I

Personal and Professional Qualities		
Commitment to the welfare and safeguarding of young people	E	I
Strong personal motivation and drive	E	I, R
A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community	E	I
The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision	E	I, R
Commitment to ensuring inclusion, addressing diversity and access	E	A, I, R
Commitment to own personal and professional development and that of all staff	E	A, I
High order analytical and problem solving skills and the ability to make informed judgements	E	I
Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community	E	A, I
The ability to project the school in a positive way and establish the school at the heart of the community	D	I
The ability to engage parents and carers in supporting children's learning	E	I, R
The ability to fill the role of lead professional in classroom practice	E	R
Commitment to an open, collaborative style of management	E	I
Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community	D	A, I
The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed	E	I
The ability to form and maintain appropriate relationships and personal boundaries with young people	E	I, R
A commitment to supporting and promoting the strong distinctive Christian ethos of the school	E	A, I