

King's Ford Infant School & Nursery



Appointment of Headteacher Information for Candidates



Where Everyone Matters and Every Day Counts

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Where Everyone Matters and Every Day Counts

Appointment of Headteacher

School	King's Ford Infant School and Nursery
Telephone	01206 574524
Website	www.kingsford-inf.essex.sch.uk
School Group Size	Group 2 NOR:169
Salary Range	£68,075 to £75,243 (L12-L16)
Start Date	1 st April 2026

Dear Applicant

Thank you for your interest in the role of Headteacher at King's Ford Infant School & Nursery. On behalf of the Governors, I am delighted to share with you information about our school and this exciting leadership opportunity.

This is a rare opportunity to lead a thriving, inclusive, and forward-thinking Infant School with a strong track record of success. We are seeking an inspirational and dynamic leader; someone with the vision, experience, and ambition to build on our achievements and guide our Ofsted-rated *Good* school (October 2024) into its next chapter.

At King's Ford, our ethos is simple yet powerful: *everyone matters and every day counts*. We are proud of our inclusive culture, where every child is valued, encouraged to reach their full potential, and supported to embrace the joy of learning. We want a Headteacher who shares this belief and will champion the happiness, growth, and success of every individual in our community.

We warmly encourage applicants to visit the school and we would be delighted to show you around. Please contact Rachel Buchanan, School Business Manager, at sbm@kingsford-inf.essex.sch.uk or 01206 574524 to arrange a visit.

Applications will close at midday on Friday 9th January 2026

Interviews will take place on Monday 19th January 2026

Yours sincerely

Mr Michael Clark

Chair of Governors

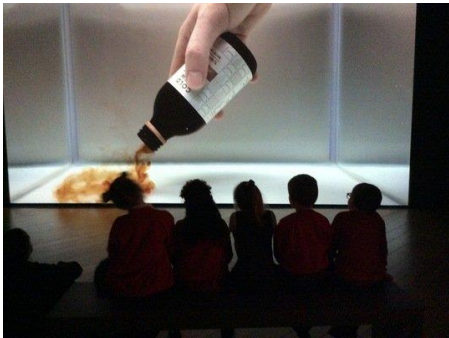


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Our School

Positioned to the South of Colchester town centre, our school is located in the popular area of Shrub End.

The school currently has 102 pupils on roll in our main school and 39 pupils enrolled in our Nursery setting.



Currently every class is supported by a learning support assistant. Our excellent staff are led by a strong Senior Leadership team, including the Deputy Head/ SENCO, EYFS lead, Maths lead, and School Business Manager.

The school is member of the Colchester Consortium of Schools, which is an established network of 17 schools who work collaboratively across all phases of education to:

- improve the outcomes for children within the consortium schools;
- support and challenge colleagues to drive school improvement;
- provide a programme of continuing professional development;
- provide mutual professional and emotional support for colleagues.

Pupils come from the immediate catchment area and neighbouring communities. The proportion of pupils who speak English as an additional language is 19 %, 31% of our pupils are eligible for Pupil Premium and 30% children are from Service Families. 31 children receive additional SEN support of which 3 have EHCP's /IPRA's.

All pupils are valued, inspired and respected within our happy, welcoming community. We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.



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All children have unique experiences to share. We celebrate this diversity by valuing the contribution of all pupils and provide an environment that encourages independence and autonomy in their learning. Children come from varying backgrounds, and we believe it is important that children's behaviour should be understood.

As a school, we continually review what and how we do things including our expectations of our children. We aim to make our school a place where little things are not ignored, where positives are praised and rewarded, and negative behaviour is challenged. Our school expectations have been written by the children, staff and parents and are always in effect. They are known as the SCARF Code; Safety, Caring, Achievement, Resilience and Friendship. This is used to encourage good behaviour and provide consistency throughout the school

We successfully secured SEN Inclusion Funding and have been able to invest in our Rainbow Room run by our SENCO to provide support for children with social, emotional and behavioural challenges.

The school provides and fully subsidises after school extra-curricular activities for our children, and we are proud of our Forest School area, which offers our children regular opportunities to achieve and develop confidence and self-esteem through hands-on learning in a natural environment.



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Our Vision & Values

We welcome everyone in our safe, secure, happy, caring and friendly community. Together we help each child to be the best they can and take pride in everything they do. Take risks and challenge ourselves with stimulating and exciting learning. Learn to be honest, respect each other, our culture and the world around us. This is underpinned by our values:

- Respect for everyone, our cultures and beliefs
- Value everyone, regardless of race, gender, age and ability
- Environment that is safe, secure, creative and stimulating
- Happy, friendly, calm and stable atmosphere
- Celebrating differences
- Positive behaviour
- Cross-curricular learning and teaching
- Teamwork
- High expectations
- Fun and enjoyment
- Nurturing
- Celebrating learning and achievement

Applicants are encouraged to view the school's website for an insight of life at King's Ford Infant School & Nursery.

www.kingsford-inf.essex.sch.uk



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Selection Arrangements

You are encouraged to apply for this post on-line, as feedback from colleagues and candidates for other roles have told us that using the Essex schools' website to apply for posts that they are interested in is easy and fast. You can access the website from any device, complete and save your application in full confidence that it cannot be seen or accessed until you finish your application form and press the 'Apply' button. When you apply on-line, the school's Recruitment Team will be sent an email automatically and you will receive an email via the system confirming that your application has been received.

Applying on-line is straightforward and the first step is to create your own profile, please follow the instructions below to apply for this post:

- Click [here](#) to register and create a profile;
- When you have created your profile, please click the 'Apply' button at the foot of the online advertisement and complete your details.

Prior to appointment, the successful candidate will need Occupational Health medical clearance, which will be arranged by the school.

A childcare disqualification form and SD2 criminal convictions form will need to be completed and returned to us at the shortlisting stage.

We look forward to receiving your application. Please do not hesitate to contact the School Business Manager on 01206 574524 or sbm@kingsford-inf.essex.sch.uk to arrange a visit or if you have any queries.

- **Closing date:** *midday on Friday 9th January 2026*
- **Shortlisting date:** *Monday 12th January 2026*
- **Interview date:** *Monday 19th January 2026*

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

You will be required to physically sign any forms sent electronically at interview, including a copy of your application.

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Referees

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- Existing Headteachers or Acting Headteachers currently employed in a community or voluntary controlled school are required to provide:
 - One reference from the Chair of Governors of their current school;
 - One reference from the Local Authority;
 - One reference from their previous employer if employed by them within the last 5 years;

- Existing Headteachers or Acting Headteachers currently employed in an academy, foundation, or voluntary aided school are required to provide:
 - One reference from the Chair of Governors/Chair of Trustees of their current school;
 - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional;

- Existing Deputy Headteachers and others currently employed in any school or academy, are required to provide:
 - One reference from their current Headteacher;
 - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional;

Headteacher Job Description

Main Purpose

The Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the Governing Board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively

The Headteacher's professional duties must be carried out in accordance with and subject to:

- a) the provisions of all applicable legislation
- b) the instrument of government of the school
- c) any rules, regulations or policies made by the Governing Body and/or the Local Authority

This job description should be read in conjunction with the contractual requirements and responsibilities of Headteachers set out in the School Teachers' Pay and Conditions Document.

Qualities

The Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Duties and responsibilities

School culture and behaviour

The Headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

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Teaching, curriculum and assessment

The Headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Additional and special educational needs (SEN) and disabilities

The Headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Managing the school

The Headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

Professional development

The Headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

The Headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff 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
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Safeguarding

The Headteacher will fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Take responsibility as the designated professional lead for safeguarding
- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
- Operating clear whistleblowing procedures
- Sharing information, with other professionals
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Act as a source of support, advice and expertise for staff within the school for child protection and safeguarding.
- Raise awareness of the school's child protection policies ensuring they are understood and used appropriately.
- Ensure the school's Child Protection Policy is reviewed (at least annually) and known, understood and used appropriately
- Refer cases of suspected abuse to the Local Authority children's social care, where there is a radicalisation concern to the Channel programme.
- Refer cases to Disclosure and Barring Service or Police as required
- Liaise with the Local Authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns.
- Understand the unique risks associated with online safety and recognise the additional risks that children with SEN and disabilities face online
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs) on matters of safety and safeguarding including online and digital safety
- Ensure child protection files are transferred as appropriate in line with Keeping Children safe in Education (Annex B) as amended from time to time.
- Be available for staff during school hours to discuss any safeguarding concerns in line with the school's safeguarding arrangements

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- Make adequate and appropriate cover arrangements for safeguarding where concerns/issues occur out of hours/out of term
- Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained
- Keep up to date with developments relevant to the role in line with Keeping Children safe in Education (Annex B) as amended from time to time
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Headteacher Person Specification

Please write your supporting statement / letter giving evidence of how you meet each of the essential criteria.

The successful candidate will be able to demonstrate:	Essential	Desirable
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Qualifications and Professional Development

Qualified Teacher Status	Yes	
NPQH or successfully accepted onto the NPQH programme		Yes
Degree or Higher Degree or equivalent post qualification award		Yes
Recognised management / leadership qualification		Yes
Strong evidence of continuing professional development relevant to the post	Yes	
Accredited safeguarding at Level 3		Yes

Experience of

Successful teaching as a Headteacher, Acting Headteacher, Deputy Headteacher or Assistant Headteacher	Yes	
Experience in Early Years and Key Stage 1	Yes	
Teaching in more than one school		Yes
Proven record of successful classroom teaching	Yes	
Role of designated safeguarding lead		Yes
Monitoring and evaluating teaching and learning across year groups	Yes	
Working collaboratively with other schools		Yes
Involvement and communication with families, carers, governors, and agencies	Yes	
Experience of managing staff, appointing and inducting new staff	Yes	

Leadership and Management

The ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	Yes	
A commitment to the protection and safeguarding of young people and an up-to-date knowledge of Child Protection procedures	Yes	
A visible commitment to the personal achievement of all children	Yes	
Evidence of raising of standards of achievement at whole school level	Yes	

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The successful impact of leading whole school innovation, creativity and change		Yes
Experience of performance management of teaching staff and using this to drive whole school improvements		Yes
A commitment to supporting the mental health and well-being of pupils and staff	Yes	
Clear knowledge and understanding of assessment and monitoring procedures, use of assessment to drive improved outcomes for each child and the ability to implement these	Yes	
Understanding of the school budget, ensuring robust and efficient financial and resource management	Yes	
Understanding of the strategic role of the Governing Body and an ability to work with the Governors to promote the strategic vision and ethos of the school	Yes	

Knowledge and Skills / Teaching and Learning		
Has a clear understanding of how to develop and sustain a learning culture that has high expectations and standards of achievement for all at its core	Yes	
Has a clear understanding of the strategies for improving the quality of learning and teaching, including promoting excellence and challenging poor performance	Yes	
Has understanding and experience of curriculum design and management that helps to provide the choice and flexibility to meet the personal learning needs of every pupil	Yes	
Understands the role which can be played by parents/carers and the community in raising standards.	Yes	
Is committed to inclusion and equality of access to educational provision for all children.	Yes	
Has the ability to manage and resolve conflict	Yes	
Is committed to effective and consistent behaviour management strategies and an understanding of successful learning environments	Yes	
Has competent ICT skills and knowledge	Yes	

Personal Qualities		
Ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	Yes	
Highly motivated, well organised and able to manage time effectively and meet deadlines using delegation when needed	Yes	
Ability to build and maintain quality relationships with all staff	Yes	
Demonstrates personal and professional integrity	Yes	
Ability to think analytically and creatively and demonstrate initiative in solving problems	Yes	
Ability to relate to all children and to demonstrate a warm and caring approach to children, families and staff	Yes	
Demonstrates a significant presence and is confident and able to inspire and motivate our children, staff and wider community	Yes	

Recruitment and Selection Policy Statement

1. The Governing Body is committed to:

- Safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Body recognises the value of, and seeks to achieve a diverse workforce, which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and setting:
- receipt of satisfactory references *
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness for the particular role

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- verification of qualifications and of professional status where required e.g., QTS status
- the production of evidence of the right to work in the UK
- verification of successful completion of/exemption from statutory induction period
- verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

** In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made*

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service

The Governing Body is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g., was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.

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- Whether the individual shows or has shown genuine remorse.

If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

Our procedures are operated in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory. The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

8. We process personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.