

# Ashbrook Infant & Nursery School

**WE CARE, WE LEARN, WE HAVE FUN**

## Headteacher Recruitment Pack



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Ashbrook Infant and Nursery School

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[www.ashbrookinfantandnursery.co.uk](http://www.ashbrookinfantandnursery.co.uk)

Headteacher: Mrs Helen Roebuck

15<sup>th</sup> September 2025

Dear Applicant

The Governors and I thank you for the interest you have shown in our school and the post of Headteacher.

The vacancy has arisen as our current Headteacher has sadly decided to leave us at the end of December.

Our school is a special, precious and inclusive place which always has care, love and high expectations for each child and adult at its heart. We are seeking a headteacher who shares our values ... WE CARE, WE LEARN, WE HAVE FUN - a Headteacher who has an ambitious vision with strong leadership and management abilities to take the staff team forward and further develop our school to its maximum potential.

You will find:

- Delightful children who demonstrate respectful behaviours and are curious and keen to learn. Their parents/carers are very supportive of our school. Some of our community may find themselves in unfortunate and difficult family circumstances, and we are therefore seeking a Headteacher with a caring, approachable and empathetic nature who will strive to ensure that our most vulnerable children and families have access to the care and pastoral support they need. Many of our children have additional Special Educational Needs, and inclusion is at our heart.
- Teachers and support staff who are dedicated and hardworking, putting all our children at the heart of their classroom and all the work they do. They are caring and fully committed to ensuring that every child enjoys every day!
- Governors who are ambitious, keen and provide challenge and support. Governors visit the school to monitor the impact of school improvement work and undertake training to ensure they fulfil their role well. As a Governing board we are very mindful of ensuring that our teachers, support staff and the Headteacher maintain a healthy work-life balance.
- At the school's last Ofsted Inspection our Early Years was judged to be Good with a Requires Improvement judgment in the four other areas.
- We have thriving Breakfast, After-School and Holiday Clubs (Ashbrook Tigers) open to children from Nursery to Year 6. The clubs are run by a Voluntary Management





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- Committee, and a manager is employed to oversee the day to day running of the clubs. We expect the new Headteacher to be an active and involved member of the Voluntary Management Committee and to act as the Registered Person for Ofsted purposes. Tigers met the required standard for Ofsted in March 2024.

As a newly appointed Headteacher, you would be assured of a commitment to your own professional development. Our school has positive links with other schools in the area especially Ashbrook Junior School who share the site. For the last year we have also worked closely with The Embark Trust. We expect our new Headteacher to continue to build on these strong links for the benefit of our children and the community.

You are warmly welcomed to visit us and meet the children and staff. Thank you for your interest and we look forward to receiving your application.

Yours sincerely

Miss Margaret Smith  
**Chair of Governors**

**\*\* Suggested visiting dates \*\***

22nd September: 11.00am - 12.00noon  
25th September: 9.30am - 10.30am  
29th September: 2.00pm - 3.00pm

If you are unable to make these times others can be arranged. Please ring our school office on 01332 662695.





## **Ashbrook Infant and Nursery School**

### **APPOINTMENT OF HEADTEACHER**

Ashbrook Infant and Nursery School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

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### **Information for Candidates**

<b><u>Date of Appointment</u></b>	<b>1st January 2026</b>		
<b><u>Salary</u></b>	Group Leadership Individual School Range L10 - L16		
<b><u>Estimated Number on Roll</u></b>	95 + 26 places Nursery		
<b><u>Teaching Establishment</u></b>	Head + 5.1 Teachers		
<b><u>Head teaching commitment</u></b>	0.1 FTE		
<b><u>Management Structure</u></b>	Head + Early Years Lead		
<b><u>Support Staff</u></b>	<b>Posts</b>	<b>Hours</b>	
	School Business Officer	25	1
	School Business Assistant	17.5	1
	Teaching Assistants (General)	125.5 (FTE)	7
	Teaching Assistants (SEN)	87.5 (FTE)	5
	Midday Supervisors	30	4
	Caretaker	31.25	1
	Cleaners	27.5	2
<b><u>Breakfast and After School</u></b>	<b>Posts</b>	<b>Hours</b>	
Run by a Voluntary	Manager	32	1
Management Committee	Supervisors	10.5	2
	Playworkers	13.5	4

### **Location**

Borrowash is in a village in the Erewash district of Derbyshire, situated immediately east of Derby City boundary. We are 5 minutes from the M1 (Jct 25) and 10 minutes away from the A50 (Jct 2).

### **Accommodation**

The school is located on a joint site with Ashbrook Junior School. The Infant School comprises two buildings, nursery and main school, both are also accessed by the breakfast and after school club. The school dates back to the 1960s and is a Vic Hallam style building.

The buildings house 5 classrooms, a library, and nursery. We have a large hall, dining room, staffroom and an office. We also have an additional room for group work.

Outdoors there are three large playgrounds, one for nursery, one for reception and the other for KS1 and we share the field with the Junior School.

**Midday meals** are served on the premises currently by Aspens Catering Service.

### **OFSTED Inspection**

The school was inspected in February 2025 and was judged to be 'Good' in Early Years and 'Requiring Improvement' in the other 4 areas.

### **Financial Budget 2025/26**

The school's basic school budget for this financial year is £649,966, which includes a carry forward of £45,384.

### **Applications**

*Candidates should submit applications **online** on a DCC Teacher Application Form, together with a supporting statement letter matching their skills and experience to the headings in the Job Description and Person Specification. The letter should be no longer than 1500 words (please include word count). CVs should not be attached.*

*If preferred, **postal application forms** are available from Call Derbyshire on 08456 058058, quoting the job reference number attached to this post. Completed applications should be sent to Derbyshire County Council, Recruitment Section, County Hall, Matlock, Derbyshire DE4 3AG, allowing sufficient delivery time to meet the deadline for applications.*

*In order to comply with the safer recruitment requirements candidates must fully complete the application form including the section on references. It is not acceptable to substitute parts of the form with your own version. All gaps in employment should be accounted for and explained.*

### **References**

*Open testimonials are not accepted for this post, and it is intended that the Local Authority will take up a professional reference from your **existing employer** and one other professional reference of your choice. **If you are not currently working with children, references will be requested from a previous employer where this was the case. You are, therefore, requested to supply contact details for this organisation and also to alert all referees to expect a request, should you be shortlisted.** References from relatives or people writing solely in the capacity of friends will not be accepted.*

**Security Checks**

*Due to this post having access to children and/or vulnerable adults, candidates will be required to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided. **Candidates who are foreign nationals, or a UK national who has lived abroad at any point in their adult life, MUST provide a Certificate of Good Conduct prior to taking up an appointment.***

**Interviews**

22 and 23 October 2025

*Candidates selected for interview will be contacted by telephone. If you have not been contacted within seven days of the proposed interview dates you should assume, on this occasion, that you have not been shortlisted for interview. Should you wish to make any further enquiries, please contact the Headship Recruitment Team on 01629 539455.*

The Governors will be advised by a Local Authority HR Officer and Education Advisor.

**Closing Date**

5 October 2025



## Ashbrook Infant and Nursery School

### **APPOINTMENT OF HEADTEACHER**

#### **Job Description**

- Post Title:** Headteacher
- Responsible to:** The Governing Board of Ashbrook Infant and Nursery School
- Main Purpose:** To carry out the duties of Headteacher in accordance with the Teachers' Pay and Conditions Act and other relevant statutory provisions.

#### **Shaping the Future**

The Headteacher will work with the Governing Board and others to create a shared vision and strategic plan which inspire and motivate pupils, staff and all other members of the school community.

#### **The Headteacher will:**

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

#### **Managing the Organisation**

The Headteacher will provide effective management of the school and continuously seek to improve organisational structures based on self-evaluation.

**The Headteacher will:**

- Take responsibility for safeguarding and promoting the welfare of children.
- Ensure the school has management systems, structures and processes that work effectively in line with legal requirements and maintains compliance.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the School and its facilities.
- Update policies and practices to take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and drive whole school priorities.
- Recruit, retain and deploy staff appropriately and manage workload to achieve the vision and goals of the school.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

**Leading Learning and Teaching**

The Headteacher has a central responsibility for evaluating and raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which all impact on pupils' achievement.

**The Headteacher will:**

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.
- Ensure that learning is at the centre of strategic planning and resource management.

- Establish creative, responsive and effective approaches to learning and teaching.
- Ensure a culture and ethos of challenge and support so all pupils can achieve success and are engaged in their own learning.
- Demonstrate and articulate high expectations and ambitious targets for the whole school community.
- Leading strategies which secure high standards of behaviour and attendance.
- Determine, organise and implement a broad curriculum and implement Assessment for Learning.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Take a strategic role in the development of emerging technologies to enhance and extend the learning experience of pupils.
- Challenge under-performance at all levels and ensure action is taken to secure improvement.

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

Effective communication and relationships are key to effective headship. The Headteacher needs to build a professional learning community which enables others to achieve.

### **The Headteacher will:**

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance management.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others.
- Regularly review own practice and achievements, set personal targets and take responsibility for own personal development. Take account of feedback from others.
- Manage own workload and that of others to allow an appropriate work/life balance.

### **Securing Accountability**

With values at the heart of leadership, the Headteacher has a responsibility to the whole school community and is accountable to a range of groups particularly pupils, parents, carers, Governors and the LA.

#### **The Headteacher will:**

- Take responsibility for establishing and monitoring the systems and culture of the school to promote and safeguard the welfare of young people.
- Fulfil commitments arising from contractual accountability to the Governing Board.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Governing Board (providing information, objective advice and support) to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of attainment and for achieving efficiency and value for money.
- Reflect on personal contribution to school achievements and take account of feedback from others.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.

### **Strengthening Community**

The Headteacher should engage with the internal and external school community to secure equity and entitlement and collaborate strategically and operationally with a wide range of partners to bring positive benefits.

#### **The Headteacher will:**

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



## Ashbrook Infant and Nursery School

### **APPOINTMENT OF HEADTEACHER**

#### Person Specification

<b>Measurements: A = Application I = Interview R = Reference</b>	
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL)</li> <li>• Appropriate leadership and management training, accreditation or qualifications, which may include NPQH</li> </ul>	<p>A</p> <p>A, I</p>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Significant recent and relevant experience as a Headteacher, Deputy or Assistant Headteacher</li> <li>• A recent senior leadership post for at least 3 years</li> <li>• A proven track record of successful leadership</li> <li>• Successful record in raising achievement</li> <li>• Collaborating with external partners and the local community</li> <li>• Successful teaching of pupils in Early Years/KS1 phase</li> <li>• Planning, organising and leading major curriculum areas</li> <li>• Experience of working with out of hours provision</li> </ul>	<p>A, I, R</p> <p>A, I</p> <p>A, I, R</p> <p>I, R</p> <p>A, I</p> <p>A, R</p> <p>A, I</p> <p>A, I</p>
<p><b>Knowledge and Understanding</b></p> <p>Knowledge and understanding of current issues and best practice including:</p> <ul style="list-style-type: none"> <li>• Safeguarding children and young people</li> <li>• What constitutes a 'Good' school</li> <li>• The process of strategic planning and school self-evaluation</li> <li>• Ways to communicate and translate a shared vision into practice</li> <li>• Leading the management of change</li> <li>• Application of new technologies to teaching, learning and management</li> <li>• Comparative data and performance indicators to establish benchmarks and set targets for improvements</li> <li>• National policy framework and current educational legislation and initiatives</li> <li>• Principles of effective teaching and assessment for learning</li> <li>• Roles and responsibilities of Governing Body, LA and of the requirements for accountability</li> <li>• School budget management and financial responsibilities</li> <li>• Strategies for fostering school improvement, including attendance and behaviour for learning</li> <li>• Equal opportunities and commitment to their pursuit</li> <li>• Legal issues relating to school management</li> </ul>	<p>A, I</p> <p>I</p> <p>A, I</p> <p>A, I</p> <p>I</p> <p>I</p> <p>I</p> <p>A, I</p> <p>I</p> <p>I</p> <p>A, R</p> <p>I</p> <p>I</p> <p>I</p>

<b>Measurements: A = Application I = Interview R = Reference</b>	
<b>Personal and Professional Qualities</b>	
• Commitment to the welfare and safeguarding of young people	I
• Strong personal motivation and drive	I, R
• A genuine enthusiasm for, and commitment to, the development of young people, and commitment to the development of colleagues and members of the wider school community	I
• The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision	I,R
• Commitment to ensuring inclusion, addressing diversity and access	A, I
• Commitment to own personal and professional development and that of all staff	A,I
• High order analytical and problem-solving skills and the ability to make informed judgements	I
• Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community	A,I
• The ability to project the school in a positive way and establish the school at the heart of the community	I
• The ability to engage parents and carers in supporting children’s learning	I,R
• The ability to lead professional development in classroom practice	R
• Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community	A,I
• The ability to understand and appreciate the school’s current strengths and drive the improvement priorities	I
• The ability to form and maintain appropriate relationships and personal boundaries with young people	I,R