



Headteacher Application Pack

Muskham Primary School



Letter from our CEO, Kate Watson

Dear Candidate,

Thank you for your interest in the position of Headteacher at **Muskham Primary School**. We hope you find this information pack a helpful introduction, and that it inspires you to apply for this exciting opportunity to lead our school into the next stage of its journey.

Muskham Primary is a friendly, welcoming school at the heart of its community, serving the villages of North Muskham, South Muskham, Bathley, Cromwell, Little Carlton, Averham and Kelham. The school is proud of its caring ethos and strong relationships with families, and of the way staff know and support each child as an individual. Having recently joined Aspire as an academy, we are looking for a motivated and inspirational leader to continue its journey with us.

As part of Aspire Multi-Academy Trust, Muskham benefits from the strength of a collaborative network of primary schools across Nottinghamshire. You will be joining a Trust that is forward-thinking, committed to staff development, and rooted in our *Take Care* ethos, ensuring that every child and adult is nurtured to succeed.

We are looking for a leader with vision, warmth and determination, who can inspire both staff and pupils while maintaining high standards of learning and care. For the right candidate, this is an opportunity to make a lasting difference in a community-focused, values-driven school.

We warmly encourage you to visit the school, meet our staff and pupils, and experience the caring and ambitious culture that makes Muskham so special. After exploring the information and visiting the school, we look forward to receiving your application and meeting candidates who share our passion for education and our aspirations for Muskham's future.

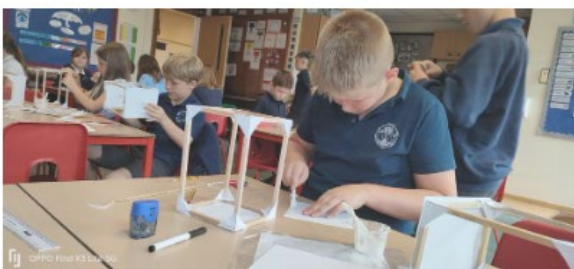
If, after visiting the school and reading all the information, you are keen to pursue this opportunity, we very much look forward to receiving your application.

Best wishes,



Mrs Kate Watson

CEO Aspire Multi-Academy Trust



*"At Muskham Primary School, pupils feel a strong sense of community and belonging. Pupils enjoy school because everyone treats each other with kindness, empathy and respect."
(Ofsted, June 2025)*

Letter from Chair of Governors

Dear Candidate,

On behalf of the Governing Body, I would like to thank you for your interest in the role of Headteacher at Muskham Primary School.

As our current Headteacher moves on to the next stage in her career, we are looking to appoint a passionate and compassionate person who can lead our caring, highly motivated, professional and experienced staff; a leader who can harness our children's love for learning and continue to build upon the collaborative relationships between staff, families and governors.

We are seeking a leader who can build on our many strengths and provide a clear vision for the next stage of development. We are looking for someone who is a strong role model of good practice and is equally at home stacking chairs as writing a strategic and well-crafted school development plan.

Having only being part of Aspire for a few weeks, this is an exciting moment in Muskham's development in a Multi-Academy Trust, and we are committed to working closely with our new Headteacher to shape a successful future for our school.

If you are inspired by this opportunity, and share our belief in education that nurtures the whole child, then we would be delighted to receive your application.

Yours sincerely,

A handwritten signature in cursive script that reads 'A Allsop'.

Anne Allsop
Chair of Governors
Muskham Primary School



*"Leaders are sharply focused on ensuring that pupils thrive, both personally and academically."
(Ofsted, June 2025)*

About our School

Of course, there are now many sources of information available when researching a school.

For academic and financial data, the best starting point is : <https://get-information-schools.service.gov.uk/Establishments/Establishment/Details/122663>

Our school website contains a wealth of additional information: <https://www.musksam.notts.sch.uk/>

Without wishing to duplicate that information too much in this pack, it is worth emphasising that we are very clear about our vision and values.



Our Community & Reach

Musksam Primary serves a close-knit rural community, welcoming pupils from the surrounding villages and beyond. Our connection to local families is central to who we are.

Vision, Values & Ethos

We believe in a culture of care, respect, ambition and inclusion.

We strive to provide rich, meaningful experiences, and to support each pupil to grow in confidence, resilience and character.

“Pupils behave impeccably. They live up to the school’s ‘enabler’ values, such as optimism and perseverance, which permeate throughout the school.”
(Ofsted, June 2025)



Academic & Curriculum Approach

We emphasise both core knowledge and the development of higher order thinking, creativity and personal growth.

“The school has carefully crafted an ambitious and engaging curriculum.”
(Ofsted, June 2025)

Governance & Partnerships

We are proud to work in collaboration with other local schools and initiatives to share best practice and ensure strong support systems.

Our governors are actively involved and committed to supporting the school’s long-term vision.

What Makes Musksam Special

- A strong, caring community environment where relationships matter.
- A school that knows its children and families well.
- Opportunities to innovate and lead while rooted in strong, secure systems.
- Collaboration with partner schools, enabling cross-school support and development.



Purpose of Role

You will lead Musksam Primary School into its next phase of growth and development.

You will ensure high standards of teaching, learning and pupil outcomes, while nurturing an inclusive, supportive culture for staff, pupils and the community.

Job Description



Head Teacher Job Description

[To be issued alongside Headteacher Standards](#)

Contractual framework for Headteachers extracted from STPCD:

43 Introduction

43.1 This section sets out the contractual framework within which all teachers, including headteachers, operate. It also includes high level responsibilities for all teachers and headteachers and their statutory entitlements.

44. Headteachers – overriding requirements

44.1. A headteacher's professional duties must be carried out in accordance with and subject to:

- a) the provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 1996⁽¹⁸⁾ and the Act;
- b) the instrument of government of the headteacher's school;
- c) any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the headteacher's employers;
- d) where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
- e) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998⁽¹⁹⁾;
- f) the terms of their appointment.

(18) 1996 (c.56), (19) 1998 (c.31).

45. Delegation

45.1. The professional responsibilities of a headteacher under paragraph 46.9 must not be delegated other than in accordance with paragraph 48.2.

45.2. Subject to paragraph 45.1, a headteacher's responsibilities may be delegated to a deputy headteacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance between work and other commitments for each teacher in accordance with paragraph 51.4.

46. Professional responsibilities

46.1. A headteacher may be required to undertake the following duties:

Whole school organisation, strategy and development

46.2. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.

46.3. Develop, implement and evaluate the school's policies, practices and procedures.

Teaching

46.4. Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:

a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,

b) in the preliminary stages.

46.5. Teach.

Health, safety and discipline

46.6. Promote the safety and well-being of pupils and staff.

46.7. Ensure good order and discipline amongst pupils and staff.

Management of staff and resources

46.8. Lead, manage and develop the staff, including appraising and managing performance.

46.9. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.

46.10. Organise and deploy resources within the school.

46.11. Promote harmonious working relationships within the school.

46.12. Maintain relationships with organisations representing teachers and other members of the staff.

46.13. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Professional development

46.14. Promote the participation of staff in relevant continuing professional development.

46.15. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

46.16. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

46.17. Consult and communicate with the governing body, staff, pupils, parents and carers.

Work with colleagues and other relevant professionals

46.18. Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

47. Rights conferred

47.1. In addition to the provisions of paragraph 51 the following rights apply:

Dedicated headship time

47.2. A headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

Daily break

47.3. A headteacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as headteacher during that break.

(Extract from the School Teachers Pay and Conditions Document 2023 – Part 7 paragraphs 43-47)

Purpose of the post: To provide professional leadership of Muskham Primary School to secure its continuing success and improvement, ensuring high quality education for all its pupils, leading to excellent standards of behaviour and achievement.

MAIN DUTIES To carry out the professional duties of a Headteacher as provided for under the relevant sections of the School Teachers' Pay and Conditions Document and in line with the expectations of the Headteachers' Standards 2020.

1. Strategic planning/ school development

- Provide inspiring and purposeful leadership for the staff and pupils.
- Work in partnership with the Local Governing Body (LGB), staff and parents generating and sustaining the ethos and values which will underpin the academy.
- Develop and implement a Development Plan which will secure continuous school improvement.
- Monitor and evaluate the performance of the academy and respond and report to the MAT Board and LGB as required.
- Ensure that management, finances, organisation and administration of the academy supports its vision and aims.
- Ensure that academy policies and practices take account of national, MAT, local and academy requirements.
- Monitor, evaluate and review the impact of policies, priorities and targets of the academy in practice, and take action if necessary.
- Ensure that all those involved in the academy are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the academy.

2. Teaching and learning

- Ensure that the statutory requirements of the national curriculum are met.
- Maintain an environment that promotes and secures good teaching, effective learning, high standards of achievement and good behaviour.
- Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.
- Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils in the academy through appropriate methods.
- Determine and implement positive strategies and programmes which ensure good pupil behaviour and discipline and give support and clear guidance on exclusions.
- Develop and maintain effective links with the community including local businesses, to extend the curriculum and enhance teaching and learning.

- Maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Promote and contribute to extracurricular activities in accordance with the educational aims of the academy.

3. Leading and managing staff

- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- Promote and monitor the continuing professional development of staff, including the induction of early career teachers.
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of teachers, including those of headteacher.
- Participate in the arrangements made in accordance with the regulations for performance management and threshold assessment, and to participate in the identification of areas in which the Headteacher would benefit from further training and undergoing such training.
- Ensure that a deputy Headteacher or suitable person, assumes responsibility for the discharge of the headteacher's function at any time when absent from academy.
- Continue the development of good working relationships with staff, pupils, parents/carers, IEB members and the community.

4. Efficient and effective deployment of staff and resources

- Provide sound financial leadership, working with senior leaders, the academy Business Manager and the LGB in the formulation of the annual budget in order that the academy secures its objectives.
- Set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- Ensure the regular monitoring of the budget for the academy and the oversight of the use of resources.
- Work with the LGB and senior colleagues to recruit and retain staff of the highest quality.
- Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided.
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

5. Values and ethos

- Maintain and develop the ethos and values of the MAT and the academy and ensure that they are embedded in all activities of the academy.
- Ensure that the core principles of the academy's ethos are promoted to all pupils, staff and parents to underpin the fundamental values of and vision for the academy and its pupils.

6. Accountability

- Develop close working relationships with the CEO and the LGB.
- Continue to develop an organisation in which all the staff recognise that they are accountable for

the success of the academy.

- Present a coherent and accurate account of the academy's performance in a form appropriate to the range of audiences, including the LGB, the MAT Board, the local community, OFSTED and others to enable them to play their part effectively.
- Ensure that parents/carers and pupils are well informed about the curriculum attainment and progress and about the contribution they can make in supporting their child's learning and achieving.
- Provide information, objective advice and support to the LGB to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- Carry out any such duties as may be reasonably required by the LGB, the MAT Board and the CEO.

7. Safeguarding Children & Safer Recruitment

- Ensure that the policies and procedures adopted from the MAT are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices

8. Other duties

- Play a full part in the life of the MAT and the academy to support its distinctive vision and ethos; to encourage staff and pupils to follow this example.
- Demonstrate an ongoing commitment to your own professional development.
- Undertake any other duty as reasonably required by the CEO, LGB or MAT Board not mentioned in the above.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time and may be reviewed in negotiation with the MAT in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions and Headteacher Standards as they relate to headteachers and as adopted by the MAT.

Safer Recruitment Statement

Aspire Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers, and visitors to share this commitment and to uphold our *Take Care* values in everything we do.

All appointments are subject to an enhanced Disclosure and Barring Service (DBS) check, verification of identity and right to work in the UK, and satisfactory references and online checks in line with *Keeping Children Safe in Education*.

Shortlisted candidates will be required to complete a self-declaration form regarding disqualification, inclusion on the DBS Children's Barred List, prohibition from teaching, and any relevant criminal convictions or cautions. The successful applicant will also be required to complete an online pre-employment health questionnaire and any further checks required appropriate to the post.

We are an equal opportunities employer and actively encourage applications from all suitably qualified candidates, regardless of age, disability, gender, ethnicity, religion or belief, sexual orientation, or gender identity.

Person Specification

This person specification reflects and references the DfE Headteachers Standards 2020

	E = Essential D = Desirable
Qualifications	
Honours degree level qualification	E
QTS	E
Evidence of appropriate CPD	E
NPQH	D
Current safer recruitment training	D
Current Designated or Deputy Designated Safeguarding Lead	D
Knowledge and Understanding of	
Governance structure and operation	E
Safeguarding legislation requirements and systems	E
School performance measures and tracking systems	E
SEND legislation and procedures	E
Staff appraisal systems	E
Curriculum planning and implementation	E
Current Ofsted requirements	E
Awareness of issues and challenges presented by high levels of deprivation	E
School finance	D
The role which can be played by parents in raising standards	D
Qualities	
Ambition, drive and determination	E
Ability to build and develop effective teams, delegating where appropriate, holding to account and delivering on objectives	E
Absolute commitment to delivering an outstanding education for all students	E
Excellent communicator, capable of inspiring and engaging all stakeholder groups including pupils, staff and parents/carers	E
Flexibility and adaptability to meet unexpected challenges	E
Ability to use reflection to learn from experiences	E
Kindness and courtesy in all interactions, including when under pressure	E
Experience and Skills	
Significant senior leadership experience at either headteacher or deputy headteacher level	E
An excellent teacher, with experience of successful teaching in EYFS, Key Stage 1 or Key Stage 2	E
Ability to lead school self-evaluation and to develop and implement a plan for school improvement	E
Proven record of improving pupil behaviour and achievement	E
Experience of the line management of staff	E
Experience of supporting special educational needs and disabilities within a mainstream setting	E
Proven record of effective engagement with parents/carers	E
Experience of developing successful partnerships with community groups	D
Experience of HR matters	D
Experience of managing the school budget and financial processes	D
Experience of managing health and safety	D