

Newbridge Primary School

A place of nurture, opportunity and success

Headteacher Information Pack



We are inviting applications for a new Headteacher who will lead with vision, integrity and care, providing strong strategic and operational leadership for our thriving, ambitious and supportive school community.

Salary	L18-24
Position	Full-time, permanent position
Start Date	1 September 2026
Closing date for applications	1 March 2026 at 23.00
Interview Date	17 & 18 March 2026

Please send applications to applications@newbridge.bathnes.sch.uk

We warmly welcome and encourage prospective candidates to visit Newbridge Primary School before applying. This will give you the opportunity to meet staff and pupils, tour the school, and get a sense of our vibrant community.

Visits can be arranged by contacting applications@newbridge.bathnes.sch.uk or 01225 421675.



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Welcome from the Chair of Governors

Dear Applicant,

What makes Newbridge Primary School truly special is not a single element, but the way many unique pieces come together to form a genuinely positive, unified community.

Our **dedicated staff** work collaboratively, supporting one another to create a nurturing environment where every child is known, valued and encouraged to thrive. The children bring energy, curiosity and a **genuine enthusiasm for learning** supported by engaged and **encouraging parents and carers**. The Newbridge Primary School Association (NPSA) foster a strong sense of togetherness through events that enrich school life and raise vital funds.

Our curriculum is complemented by a broad range of extra-curricular activities, made possible by our **extensive grounds** and, more importantly, an exceptionally committed staff team who are whole-child focussed and committed to giving children opportunities to develop beyond the classroom.

Our **twelve-strong governing body** is deeply invested in the school's success, striving to provide an effective balance of support and challenge to help Newbridge Primary School thrive now and into the future.

Our **December 2024 Ofsted report** evidenced the strengths of our 'Good' school and provided valuable feedback on curriculum for continuous improvement. Academic outcomes are consistently strong, but equally important to us is our **commitment to wellbeing**, play and creating an inclusive environment where every child can flourish.

Our exceptional Headteacher, Gill Kennaugh, has left an enduring legacy that has shaped Newbridge into what it is today - a wonderful school defined by ambition, **kindness and community values** that are now deeply woven into our foundations. As we look to the future, we seek a new Headteacher who will honour the achievements of the past, while bringing fresh energy and renewed purpose to our community's vision for the future.

This is a pivotal moment for Newbridge, and we invite those who wish to be part of something truly special, and to leave their own mark, to join us.

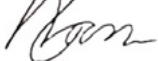
We warmly encourage you to visit the school to experience our vibrant community first-hand. If you have any questions, please do not hesitate to contact us.

To find out more about our school visit our website: www.newbridge.bathnes.sch.uk

I very much look forward to receiving your application.

Yours sincerely,

Clare Moon



Chair of Governors

About Newbridge Primary School

Newbridge Primary School is a two-form-entry maintained primary school on the western outskirts of Bath, serving around 420 children aged 4–11. School demographics show 12.8% SEN support, 3% EHC plans, 10% Pupil Premium, and 7.4% EAL. It is a place where experienced staff, wonderful children, and a supportive wider community work together to create a genuinely positive and nurturing environment. Newbridge is proud of its successes and is excited about the future, both what can be achieved and what we have yet to discover is possible.

“A caring and welcoming school that puts pupils at the heart of all it does”

Ofsted, December 2024

Pupils

Our pupils are respectful, kind, and enthusiastic learners who take great pride in contributing to their school and wider community. They are happy at Newbridge, and when they move on, they do so with confidence and a strong sense of self-worth. Their journey reflects our culture of nurture, high expectations and achievement.

“Pupils are proud of their leadership roles and the contribution they make.”

Ofsted, December 2024

Parents and Carers

We are fortunate to have supportive and actively engaged parents and carers, exemplified by the strength and commitment of our outstanding Newbridge Primary School Association (NPSA).

“The NPSA is the heart of our school, working diligently to bring our community together and raise funds for ventures that support our pupils and enrich our environment.”

Kerri Theaker
NPSA Chair





Staff

Strong, collaborative teamwork is at the heart of Newbridge Primary School. We are fortunate to have highly committed staff who share a passion for teaching and learning and consistently collaborate and support each other to achieve the best outcomes for our children.

Governing Body

Governance at Newbridge is effective and purposeful, with a twelve-strong governing body that provides both challenge and support, underpinned by a deep understanding of the local community and a shared ambition for excellence.

“Governors have an accurate view of the school’s strengths and the next development step.”

Ofsted, December 2024

Ofsted, December 2024

Partnerships

Building and sustaining effective relationships beyond the school is equally important. The school is part of a hub of local schools, providing clusters for subject leaders and staff in key roles to share expertise, develop their leadership, and support one another. The HUB also offers a strong network for Headteachers, enabling advice, guidance, and mutual support. Through these partnerships, the school strengthens and assures teaching, leadership and overall school improvement.



Our Vision and Values

Our Vision

Our aim is to offer a safe and inclusive environment, with the highest standards of teaching and the most inspiring opportunities for learning, facilitated by the whole school community working together.

Our vision is that Newbridge Primary School pupils will be academically and socially confident and will take their next steps as caring, creative and healthy young people who will actively and responsibly make a difference to our world.

Our Learning Values

- **Learning and Communication**

We listen, think, question and communicate our learning with confidence and respect.

- **Creativity and Imagination**

We explore ideas, take creative risks and use our imagination to solve problems and create.

- **Personal Development**

We understand ourselves, build resilience and make positive, safe choices.

- **Collaboration**

We work together, value everyone's strengths and support each other to succeed.

- **Citizenship**

We respect others, care for our world and play an active role in our community.

These values underpin every aspect of school life and guide our approach to teaching, learning, and relationships within our community.

Our Behaviour Values

With high expectations for behaviour and learning, our school follows these behaviour values, supporting children's understanding through positive affirmations.

Responsible Respectful Safe

A word cloud of feedback comments for the children's center. The words are arranged in a circular pattern, with 'children' being the largest and most central word. Other prominent words include 'strong', 'staff', 'community', 'team', 'child', 'positive', 'excellent', 'amazing', 'caring', 'friendly', 'supportive', 'wonderful', 'broad', 'relationships', 'site', 'curriculum', 'grounds', 'opportunities', 'expertise', 'inclusive', 'willing', 'outdoor', 'space', 'extensive', 'families', 'pupils', 'maintained', and 'experienced'. The words are in various colors including red, orange, green, blue, and purple.

Children are at the heart of all decision-making at Newbridge. Our approach focuses on the whole child - balancing academic learning with personal development, wellbeing and character. We ensure every child feels known, valued and supported to flourish.

Our curriculum is rich, carefully sequenced and continually evolving. It provides the breadth and depth children need to thrive, alongside opportunities to strengthen areas such as assessment and progression in line with recent Ofsted feedback.

Alongside essential wraparound care through breakfast and after-school provision, Newbridge offers a wide range of enrichment clubs that broaden children's experiences beyond the classroom. Last term, we offered 27 clubs, including a mix of staff-led and externally provided options. Children also take part in a wide range of local activities and competitions, often using our school mini bus for transport.



Supportive Team & Teaching Culture

At Newbridge, we benefit from good staff retention, reflecting strong cohesion and high levels of trust. Our staff are friendly, positive and hard-working, with a collaborative ethos that drives effective teamwork across the school.



Highly Experienced & Dedicated Staff Team

Newbridge benefits from a skilled, committed, and long-standing staff team. Their shared passion for teaching, learning and mutual support creates stability and continuity for our children, helping them feel secure and enabling strong long-term relationships.

Positive Working Environment

Staff at Newbridge speak positively about the school's culture, valuing the supportive relationships, collaborative ethos and genuine care for one another. This nurturing environment contributes to strong morale and high-quality teaching

Exceptional Community Feel

Newbridge has deep, positive relationships with families and a community that plays an active role in school life. Parents and carers are engaged, encouraging and invested in the success and wellbeing of our pupils.

Newbridge Primary School Association (NPSA)

The NPSA enriches the lives of children and their families through community events and fundraising. Last term alone, the NPSA raised £11,300 through a diverse programme of activities including the Christmas disco and 'Newbridge Has Talent' which brought the entire school together to showcase their skills. Over 2024/25 school year, £26,000 was raised financing our new sandpit and the refurbishment of the Upper School Hall.



School Grounds & Outdoor Learning Culture

Newbridge is fortunate to have extensive, well-used outdoor spaces that support learning, exploration and play. Children have daily opportunities to be active, curious and connected to the natural environment.



Forest School

Our dedicated woodland area including a pond and outdoor classroom provides the perfect setting for Forest School sessions that promote resilience, teamwork and environmental awareness.

Playgrounds & School Field

Multiple playgrounds serve different age groups, and our large school field supports sport, outdoor learning and high-quality play.

OPAL (Outdoor Play and Learning)

As an OPAL school, we place high value on the power of play. Children enjoy rich, creative and collaborative play experiences and regularly tell us they would not want this to change. OPAL enriches wellbeing and strengthens relationships across the school.

Allotment Space

Our allotment area is managed by parent volunteers, providing hands-on learning opportunities, encouraging children to develop an understanding of nature, sustainability and healthy living.



Our Children Say...

“I think our school is a lovely, kind school. We are family.”

“I want a Headteacher who makes everyone feel welcome and knows everyone's name.”



Our Staff Say...

“We are an incredibly close staff who all pull together to achieve the very best for our children. We are proud of the environment that we create to inspire learning, yet we are always looking for ways to improve.”

“We are a happy staff and having a sense of humour is important to us! We love working at Newbridge with the most delightful children and beautiful grounds.”

“We are a big school with a small school feel - creating a friendly, fun, supportive and nurturing environment.”



Attainment and Outcomes

Newbridge Primary School consistently achieves strong academic outcomes. National tests results at the end of KS2 are very strong. The basic skills of literacy and numeracy are taught effectively and imaginatively, and the staff are constantly reflecting on their practice and looking for ways to make what they do even better. Our results demonstrate the strength of our curriculum, the skill of our teaching team and our commitment to every child's success.

Key stage 2 2025 outcomes

Measure	National, Expected Standard	Newbridge, Expected Standard	Newbridge, Greater Depth Standard
Reading	75%	87% (+12)	47%
Writing	72%	72%	0%
Maths	74%	88% (+14)	42%
ESPG	73%	80% (+7)	47%



Newbridge Primary School

Headteacher Job Description

Position	Headteacher
School	Newbridge Primary School
Pay scale	L18 – L24
Position	Full time, permanent
Position reports to	Governing Body
Staff reporting to this position	23 full and part time teaching staff and over 30 full and part time teaching assistants and support staff
Budget size	£1,977,045
Local Authority	Bath and North-East Somerset

This job description should be read alongside the conditions of service for a head as set out in the School Teacher's Pay and Conditions Document.

Purpose of the role

The Headteacher is responsible for providing strategic and operational leadership to ensure the highest standards of education, outcomes, achievement, wellbeing and inclusion for all pupils. The postholder will sustain a strong inclusive school culture and ethos, deliver high-quality teaching and learning, and ensure the effective management of people, resources and partnerships in line with statutory requirements.

The Headteacher will lead with ambition, high expectations and strategic clarity that drives continuous school improvement ensuring every child thrives and the school continues to flourish at the heart of the community.

Key Responsibilities

1. School culture and safeguarding

- Provide clear strategic leadership to articulate and sustain the school's vision, ethos and direction in partnership with governors and the wider school community.
- Create a positive, inclusive and enriching school culture where all pupils thrive and are well prepared for the next phase of education and life.
- Promote positive, respectful relationships and maintain a safe, orderly and inclusive environment.
- Cultivate a culture of high professional standards, integrity and collaboration among staff.
- Ensure the safety, wellbeing and welfare of pupils and staff by maintaining a robust safeguarding culture that complies with statutory duties and is underpinned by high expectations and standards for safeguarding and behaviour, supported by strong relationships, clear routines and consistently applied policies.
- Ensure that all adults across the school community model positive behaviour and promote citizenship.
- Ensure the school's values underpin decision making and culture at all levels.

2. Teaching, curriculum and assessment

- Uphold ambitious educational standards, and high expectations that prepare all pupils for their next stage of education and life.
- Ensure consistently high-quality teaching informed by evidence-based approaches to learning and pedagogy.
- Ensure high quality, adaptive teaching and learning that meets the needs of all learners, including those disadvantaged and with SEND.
- Have a commitment to all pupils having access to enrichment opportunities beyond the curriculum.
- Establish and sustain high-quality, expert teaching across all subjects and phases, underpinned by high levels of subject expertise. Empower subject leaders and support access to professional networks.
- Ensure the implementation of an ambitious, broad, balanced, structured and coherent curriculum that clearly defines the knowledge, skills and values pupils will acquire.
- Use summative and formative assessment to ensure gaps in pupils' learning are identified and apply this information to make necessary adaptations to the curriculum to improve outcomes for all pupils, with particular attention to disadvantaged pupils and those with SEND.

3. Organisational Leadership and Management

- Lead strategically, ensuring clarity about what requires Headteacher oversight versus operational delegation.
- Develop, motivate and retain a high performing staff team built on trust, support and professional respect.
- Ensure an efficient school structure, deploying staff effectively with due regard to workload, wellbeing, professional expectations and financial stability for the school.
- Ensure all staff feel valued and involved in the strategic direction of the school.
- Manage and allocate financial resources effectively, ensuring efficiency, value for money and probity in the use of public funds.
- Maximise income generation opportunities to secure financial stability, supporting the school to achieve its immediate and long-term ambitions.
- Establish and oversee systems, processes and policies that enable the school to operate efficiently and manage risk.

4. Inclusion

- Lead the school so that meeting the needs of disadvantaged and SEND pupils permeate all aspects of provision, reflecting changes in demand and evolving expectations.
- Promote ambitious expectations for all pupils including disadvantaged, those with additional needs and SEND.
- Ensure inclusive practices that enable all pupils to access the curriculum and make good progress.
- Maintain strong working relationships with parents, carers and external agencies, including health partners and the local authority to identify needs early and provide appropriate support.
- Promote consistently high quality SEND practice, championing the role of the SENDCo and ensuring staff are well-trained and confident in meeting needs.
- Ensure full compliance with statutory duties under the SEND Code of Practice.

5. Professional development and continuous school improvement

- Ensure all staff have access to high-quality, sustained professional development aligned with whole-school priorities and individual needs and are supported to do their jobs to a high standard.
- Build leadership capacity and support succession planning.
- Lead effective self-evaluation processes that ensures leaders have a reflective understanding of the school's strengths and area for development.
- Develop and implement evidence-informed improvement plans that are ambitious, realistic, well-sequenced and appropriate to the school's context.

6. Working in partnership

- Build strong relationships with parents, carers and the local community to support pupils' learning, opportunities and wellbeing.
- Uphold the values and intent of the Newbridge Primary School Association (NPSA).
- Maximise collaboration with local schools and wider support networks to strengthen and assure teaching, learning, leadership and school improvement.
- Establish and maintain professional relationships across education, the local authority and other professionals in the best interests of the school.
- Work in partnership, provide strategic input to support the development of the school premises, buildings and community projects.

7. Governance and accountability

- Ensure the school operates fully within statutory and regulatory frameworks and meets all legal requirements including systems to protect staff from bullying, unlawful discrimination, harassment and victimisation, and health and safety across the school site.
- Provide confident and respected leadership to ensure staff understand their professional responsibilities and are held to account appropriately.
- Work effectively and transparently with governors, recognising and valuing their role in strategic oversight, challenge and accountability.

Person Specification – Headteacher

This person specification should be read alongside the Headteacher standards set out in the Headteacher Standards 2020.

Area (aligned to Job Description)	Specification	Essential	Desirable
Qualifications and Professional Experience	Holds Qualified Teacher Status (QTS).	X	
	Has held a substantive senior leadership role (AHT/DHT/HT) in a primary, infant or junior school.	X	
	Evidence of CPD/experience directly linked to headship-level leadership.	X	
	Demonstrates secure understanding of statutory responsibilities including safeguarding, SEND, equality and health & safety.	X	
	Holds current safeguarding training or explicitly commits to undertaking DSL training.	X	
	NPQH completed or formally working towards it.		X
	Leadership qualification linked to SEND, safeguarding or school improvement.		X
	Experience as a substantive senior leader in a primary school.		X
	Experience as a substantive Headteacher.		X
Purpose of the Role	Clear evidence of providing strategic leadership that has improved whole school educational standards, outcomes, wellbeing and inclusion.	X	
	Demonstrates accountability for whole-school performance and statutory compliance.	X	
	Provides examples of sustaining improvement over time.	X	
	Evidence of experience establishing or maintaining commitment to an inclusive culture.		X
	Evidence of experience building strong community and parental relationships.		X
	Evidence of a strong understanding of Newbridge Primary School's context and partnerships.		X

1. School Culture and Safeguarding	Evidence of strategic leadership to establish and sustain a positive, inclusive and values-driven school culture.	X	
	Evidence of clear strategic leadership that supports a school vision.	X	
	Demonstrates leadership experience of safeguarding systems, training and culture.	X	
	Examples of setting and sustaining high professional standards.	X	
	Examples of setting and sustaining high expectation for behaviour and relationships.	X	
	Evidence that safeguarding concerns are managed effectively and consistently.	X	
	Experience as Designated Safeguarding Lead.		X
	Leading whole-school behaviour or culture change.		X
2. Teaching, Curriculum and Assessment	Demonstrates leadership responsibility for teaching and learning across a school.	X	
	Evidence of improving teaching quality through evidence-informed practice.	X	
	Knowledge of effective strategies to raise attainment and progress for all pupils and particularly disadvantaged pupils.	X	
	Shows how formative and summative assessment has been used to close gaps, particularly for disadvantaged pupils.	X	
	Evidence of ensuring a broad, balanced and coherent curriculum with enrichment opportunities.	X	
	Demonstrates a strong understanding of adaptive teaching and learning, meeting the needs of all learners including those disadvantaged and with SEND.	X	
	Led curriculum redesign or subject leadership development.		X
	Experience of research-informed curriculum innovation.		X
	Experience of leading improvement in adaptive teaching and learning, meeting the needs of disadvantaged learners/those with SEND within the main class.		X

3. Organisational Leadership and Management	Evidence of successful strategic school leadership and effective delegation for operational actions.	X	
	Evidence of effective staff deployment aligned to workload, wellbeing and school priorities.	X	
	Demonstrates responsibility for managing budgets and ensuring value for money.	X	
	Evidence of income generation to secure financial stability.	X	
	Examples of implementing systems, processes or policies that improve efficiency and manage risk.	X	
	Evidence of contributing to financial sustainability.	X	
	Evidence of leading a high performing team where staff are supported, respected, motivated and valued.	X	
	Comprehensive understanding of National Curriculum, assessment frameworks and educational legislation.	X	
	Experience of income generation or financial recovery planning.		X
	Experience managing staff deployment to deliver the curriculum effectively and efficiently.		X
	Evidence of ability to use multiple leadership styles appropriately.		X
	Evidence of ability to prioritise effectively when faced with multiple challenges and remain measured, calm and consistent particularly when faced with pressures or conflict.		X
	Evidence of being a leader who is able to "muck in", visible, hands on, willing to lead by example and work alongside staff.		X
4. Inclusion	Evidence of promoting ambitious expectations for pupils, disadvantaged, with SEND and additional needs.	X	
	Secure application of SEND Code of Practice duties.	X	
	Examples of inclusive practice that ensure disadvantaged pupils and those with SEND have access to the curriculum and make good progress.	X	
	Effective partnership working with SENDCo, parents and external professionals.	X	
	Led whole-school SEND or inclusion strategy.		X
	Extensive multi-agency working.		X
	Awareness and understanding of the evolving demands and expectations around inclusion (from OFSTED and the government).		X

5. Professional Development and Continuous School Improvement	Evidence of ensuring access to high-quality professional development aligned with school priorities.	X	
	Demonstrates leadership of self-evaluation and school improvement planning.	X	
	Provides examples of evidence-informed improvement that has been sustained.	X	
	Evidence of building leadership capacity.	X	
	Coaching or mentoring senior leaders.		X
	Trust or system-level school improvement work.		X
6. Working in Partnership	Clear evidence of building strong relationships with parents, carers and the local community.	X	
	Demonstrates collaboration with other schools and external partners to improve outcomes.	X	
	Upholds and models the values of the Newbridge Primary School Association.	X	
	Leadership of community or partnership projects.		X
	Strategic contribution to premises or community development.		X
	Experience contributing to wider system or external group leadership (eg MAT, LA local Hub).		X
7. Governance and Accountability	Demonstrates confident and respected leadership that ensures staff understand their professional responsibilities and are held to account appropriately.	X	
	Demonstrates effective, transparent working with governors.	X	
	Evidence of accurate reporting on standards, safeguarding, finance and compliance.	X	
	Secure understanding of statutory and regulatory frameworks, including health and safety.	X	
	Examples of responding constructively to challenge.	X	
	Experience of inspection leadership.		X
	Working with local authorities, trusts or regulators.		X

How to Apply

To apply for this position, please submit a completed B&NES teaching application form (CVs will not be accepted).

Key Dates

Closing Date:	1st March 23.00
Visit Dates:	Fri 6 Feb 09.30 & 15.45 Wed 11 Feb 13.30 & 15.45 Wed 25 Feb 09.30 & 11.00 Fri 27 Feb 13.30 & 15.45
Interviews:	17th and 18th March

Visits to the School

We warmly welcome and encourage prospective candidates to visit Newbridge Primary School before applying. This will give you the opportunity to meet staff and pupils, tour the school, and get a sense of our vibrant community.

To arrange a visit, please contact: applications@newbridge.bathnes.sch.uk or 01225 421675.

Submitting Your Application

Please send your completed application to: applications@newbridge.bathnes.sch.uk

For an informal and confidential conversation about the role, please contact

applications@newbridge.bathnes.sch.uk

We look forward to receiving your application.



Contact Us

Newbridge Primary School
Charmouth Road, Bath, BA1 3LL

Telephone: 01225 421675

Website: www.newbridge.bathnes.sch.uk

Safeguarding

Newbridge Primary School is committed to safeguarding and promoting the welfare of all children. We expect all staff and volunteers to share this commitment. We have a full suite of policies and procedures in place which promote safeguarding and safe working practices across the school. It is expected that candidates should be aware of and understand their duties and responsibilities in relation to child protection and safeguarding children.

Safer Recruitment

Our school follows the Bath & North East Somerset Local Authority safer recruitment procedures and statutory guidance, including Keeping Children Safe in Education. We have a robust recruitment and selection process designed to deter unsuitable candidates and to ensure that all those appointed are suitable to work with children.

Shortlisted candidates will be subject to online searches as part of due diligence checks, and any appointment will be conditional upon the completion of all relevant pre-employment checks, including an Enhanced DBS check with Barred List information, satisfactory references, and right to work checks.

