



Stanford Primary School

Headteacher Recruitment Pack

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*Both schools are amazing. The staff are incredible.
My kids are lucky to go to two such brilliant schools.*

Parent Survey 2025



Welcome letter from Chairs of Governors

Dear Applicant

Thank you for your interest in the role of headteacher at Stanford Primary School. We hope that you feel inspired to apply after reading the information in this pack.

Following a community consultation, Brighton & Hove Local Authority recently confirmed their intention to move ahead with the proposed merger of Stanford Infant School and Stanford Junior School to create a new all-through primary with effect from September 2026. The new school will be called Stanford Primary School and will operate across both existing sites. It will eventually become a two-form entry school once reductions in PAN work through the system.

This is a rare opportunity for an exceptional and inspirational leader to join at a pivotal moment and become the first headteacher of the newly merged school. It represents an opportunity for the successful candidate to really make a difference as they will be instrumental in helping both existing schools to realise the anticipated benefits of merger.

There are undoubtedly challenges ahead. The successful candidate will need to skillfully navigate the complexities around a merger whilst ensuring that the focus remains firmly on our pupils. This will involve developing and articulating a new, shared vision; aligning school cultures; integrating and streamlining systems and policies; building a cohesive and collaborative staff team across two sites; and communicating effectively and persuasively with all stakeholders. There are also the ongoing budgetary challenges arising from falling pupil numbers across Brighton.

That said, there are strong foundations on which to build. You will find a talented and committed staff team; an active and engaged parent community; a supportive governing body committed to your success; a strong community feel; and children who are a delight. We have also been very fortunate to have two excellent Interim Headteachers currently in post who have helped steer the schools through the merger consultation process and have been proactive in building connections and promoting closer collaboration between the schools.

We look forward to hearing from you and encourage you to take the opportunity to visit both schools and hear at first hand from pupils and staff.

Best wishes

Martin Blake
Co-chair of Governors
Stanford Infant School

Ged Cotton
Co-chair of Governors
Stanford Infant School

Peter Searle
Chair of Governors
Stanford Junior School



Job advertisement

Position: Headteacher

Start Date: 1 September 2026

Salary: Leadership scale L17 - L23 (£76,772 - £88,951)

We are seeking to appoint the first headteacher of a new all-through primary, Stanford Primary School. This vacancy has arisen due to the planned merger of Stanford Infant School and Stanford Junior School in September 2026.

This is an exciting time to join the new school. It is a rare opportunity for a dynamic and inspirational leader to really make a difference and shape the future.

The ideal candidate will:

- Have a proven track record of successful school leadership
- Have a proven commitment to and/or teaching or leadership experience across the whole primary phase, from EYFS through to KS1 and KS2
- Have the skills to develop and articulate a shared vision and strategic plan that inspires and motivates the whole school community, working in partnership with governors and others
- Have the people skills to build a cohesive and collaborative staff team
- Have experience of leading significant and successful organisational change
- Demonstrate a personal commitment to inclusion and diversity
- Be a skilled communicator who is able to build positive relationships with all stakeholders

Both existing schools are rightly proud of their history, identity and achievements. Both have a strong record of success and have been rated Good by Ofsted. Both are committed to ensuring that every child feels valued and inspired to achieve their full potential. Both have a focus on creativity, offer a broad curriculum and value enrichment activities. The planned merger represents an opportunity to build on the respective strengths of each school to create a greater impact and even better outcomes for pupils.

The schools are located in the heart of Brighton, a city with a reputation as a great place to live and work. It is known for its unique character as a diverse and inclusive city with a vibrant culture and a strong community feel.

Visits to school are warmly welcome and strongly encouraged. Proposed dates for visits are 2 and 11 March. To arrange a visit please email govrecruitment@stanford-inf.brighton-hove.sch.uk. If you have any queries about the role, or would like to discuss flexible working arrangements, please use the same email address.

Please apply by completing the Brighton & Hove application form and emailing to govrecruitment@stanford-inf.brighton-hove.sch.uk. The deadline for applications is **midday on 18 March** and interviews will take place on 14 and 15 April.

We are committed to safeguarding and promoting the welfare of children and expect all staff, governors and volunteers to share this commitment. This appointment is subject to a full enhanced DBS check and pre-employment checks.



Person specification

ESSENTIAL CRITERIA		When/how identified
Qualifications and training	<ul style="list-style-type: none">Qualified teacher statusEvidence of continuous professional development	Certificate Application form
Experience	<ul style="list-style-type: none">Track record of successful leadership in a primary school as a headteacher or a deputy/assistant headteacher for at least 3 yearsProven commitment to and/or teaching or leadership experience across the whole primary phase, from EYFS to KS1 and KS2Experience of leading and managing significant and successful organisational changeExperience of working effectively with governors, establishing and sustaining a professional and productive working relationship	Application form Interview
Skills and knowledge	<ul style="list-style-type: none">Effective strategic planning and the ability to communicate a vision that inspires and enthuses othersProven ability to lead and motivate staff and build a cohesive and collaborative staff teamBe able to communicate effectively and persuasively building positive relationships with all stakeholdersUnderstanding of high-quality teaching based on evidence and the ability to support others to improveData analysis skills, and the ability to use data to set targets, identify weaknesses and inform school improvementHave a clear understanding of safeguarding and ensuring a robust safeguarding cultureKnowledge of strategic financial planning, budgetary management and principles of best value	Application form Interview Testing
Personal qualities	<ul style="list-style-type: none">Demonstrate a passion for teaching and learningDemonstrate a commitment to the promotion of an inclusive school community that holds ambitious expectations for all pupils including those with special educational needs and disadvantaged pupilsDemonstrate a commitment to a rich and inspirational curriculum that promotes creativity, reflection & the ArtsDemonstrate excellent interpersonal skillsShow resilience, perseverance and optimism in the face of difficulties and challenges	Application form Interview
DESIRABLE CRITERIA		
	<ul style="list-style-type: none">National professional qualification for headship (NPQH)Experience of working in a split-site setting	Certificate Application form

Job description

Main purpose and scope of the role

To skillfully navigate the complexities around a merger, whilst ensuring that the focus remains firmly on pupils. Immediate priorities will be developing and articulating a new, shared vision; aligning school cultures; integrating and streamlining systems and policies; building a cohesive and collaborative staff team across two sites; and communicating effectively and persuasively with all stakeholders.

To provide aspirational, dynamic and inspirational leadership for the school, promoting a secure foundation to build upon the school's strengths and high expectations; securing its continued success and improvement.

To provide vision, ethos, leadership and strategic direction for the school working in partnership with the Governing Board; ensuring that it is managed and organised to meet its aims and targets, formulating policies for their implementation and devising and monitoring an agreed development plan.

To ensure high quality education, which inspires and motivates pupils, ensuring that all pupils achieve their highest standards of attainment and, adopting a holistic approach, ensure that the school contributes fully to each pupil's educational, physical, social, cultural, moral, emotional, spiritual and overall personal development and wellbeing.

To be committed to safeguarding and the welfare of all pupils, in a nurturing and inclusive environment, ensuring high standards of learning behaviour so that pupils can flourish in a happy, safe and caring environment.

This job is subject to the general conditions of service for a Headteacher as set out in the current School Teachers' Pay and Conditions Document. This job description is underpinned by the National Standards for Headteachers 2020 and the Seven Nolan Principles of Public Life (Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership).

Main Tasks

1. Strategic Direction and Development

The Headteacher will work with the Governing Board, SLT and all stakeholders to develop a shared vision and strategic plan, developing inquisitive, independent and confident young people who are equipped with all the skills they need for their lifelong learning journey. The Headteacher will:

- In partnership with all stakeholders, including the Governing Board, create a shared and strategic vision, identify and keep under review the aims and objectives of the school, formulate policies and plans for their implementation and development.
- Ensure the vision is clearly articulated, shared, understood and acted upon by all.
- Devise and monitor, in close association with the Governing Board and the staff, an agreed improvement plan for the school, underpinned by sound financial planning, which identifies the key priorities and success criteria, necessary for continuous school improvement.
- Integrate and streamline systems and policies across both sites.
- Apply knowledge and critical understanding of current educational developments, policies and initiatives at both local and national level.
- Build and maintain professional high-quality practice throughout the school promoting continuous improvement in the quality of pupil experience.
- Ensure that strategic planning recognises the social, emotional, intellectual and spiritual aspects of life and takes account of the diversities that comprise the makeup of the school and wider community.
- Use whole school quality assurance strategies to evidence the need for and effectiveness of change.
- Demonstrate personal commitment to continuous improvement through rigorous, evidence-based self-evaluation and improvement planning.
- Encourage innovation, creativity and flexibility in the change process, enabling collective responsibility to take responsibility for whole school improvement and realising the anticipated benefits of merger.

Job description

Main Tasks (Cont.)

2. Leadership and Management

The Headteacher will lead by example, providing ambitious, inspiring and thoughtful leadership for staff, pupils and wider school community. The Headteacher will:

- Develop and promote an ethos and values that underpin the school.
- Create a culture where pupils experience a positive and enriching school life, building on what is already in place.
- Create and promote strategies for inclusion and celebration of SEND pupils in school life, ensuring that pupils with SEND are valued, supported and able to thrive.
- Ensure that the school remains committed to safeguarding and promoting the welfare of children and young people and ensure that all staff and volunteers share this commitment.
- Oversee progress in all areas of school by agreeing performance criteria and monitoring progress towards their achievements.
- Build a cohesive and collaborative staff team across both sites, drawing on existing strengths and ensuring a high level of visibility.
- Recruit, retain and deploy high calibre staff appropriately to achieve the visions and goals of the school and manage their own and others' workload to ensure an appropriate work/life balance.
- Motivate staff and pupils in all areas of the curriculum, including the wider curriculum, extracurricular clubs and activities.
- Implement and sustain effective systems and procedures for staff induction, continuing professional development performance management and collaborative working across both sites.
- Ensure that trainee and early career teachers are appropriately trained, supported, monitored and assessed.
- Support and motivate all staff to enable them to carry out their respective roles and achieve high standards, celebrating the achievements of individuals and teams and holding staff to account for their professional conduct and practice; taking swift and appropriate action when performance is unsatisfactory.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Regularly review own practice and take responsibility for own professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Promote and ensure equality of opportunity and fairness in school life, complying with all relevant legislation.



Job description

Main tasks (Cont.)

3. Leading Teaching and Learning

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This requires setting high expectations, monitoring and evaluating the effectiveness of learning outcomes. The Headteacher will:

- Set the overall curriculum strategy and statement for the school, in conjunction with the Governing Board and in accordance with current educational challenges and future trends.
- Ensure the School Improvement Plan is based on rigorous, evidence-based self-evaluation, and ensure its delivery, with a clear impact on school improvement.
- Lead the development and implementation of a broad, balanced, diverse, creative and innovative curriculum, incorporating the national and EYFS curricula, relevant to the individual needs of the pupils and the school.
- Ensure the effective delivery of the curriculum building on and extending pupils' cultural capital, ensuring high standards of expectation that maximise pupils' achievement.
- Create strategies, in collaboration with the SEND team, to ensure the curriculum is adapted well for SEND pupils and all staff are empowered to use adaptive teaching strategies.
- Create strategies to ensure that the curriculum is adapted well for disadvantaged pupils ensuring high standards of expectations that maximise disadvantaged pupils' achievement.
- Inspire and support outstanding practice in learning and teaching, fostering a culture of excellence and continual professional self-reflection.
- Create and promote strategies for developing equal opportunities and inclusion for all members of the school community.
- Enable a consistent and continuous focus on pupils' progress and attainment, drawing on a broad range of intersectional assessment information to monitor progress in every child's learning.
- Review and develop an effective assessment, recording and reporting system of pupil progress.
- Monitor and evaluate the quality of learning and teaching and promote improvement strategies.
- Review and develop a policy for the professional development and enrichment of all staff ensuring that staff have access to advice and training appropriate to their needs.
- Collaborate widely, bringing external ideas and challenges to the school to aid in development, with the aim of enabling every child to reach their full potential.
- Encourage creative, responsive and effective approaches to learning and teaching, together with the use of evidence-based research, encouraging staff to share their expertise for the improvement of the school.
- Build a collaborative learning culture within the school, inclusive of opportunities for action research, together with engaging with other schools and the wider community to build effective learning communities.
- Promote the use of appropriate technologies to support and enhance children's learning experience and their ownership of it.
- Develop and maintain programmes of extracurricular activities and provide opportunities for a broad range of skills and learning experiences.
- Continue and further develop the school's commitment to poverty proofing the curriculum, extra curricular offers and wider enrichment opportunities.
- Challenge under-performance at all levels, ensuring swift and effective corrective action and appropriate follow-up.
- Demonstrate high expectations and set stretching aspirational targets for the whole school.
- Recognise the importance of pupil voice, especially for vulnerable children, in school ensuring children know to whom they can turn if problems arise with peers and adults and how they can contribute to school improvement.
- Delegate appropriate duties of the Headteacher to the SLT, encouraging their assistance in formulating the school's aims and objectives and establishing policies for their achievement, and in managing staff and resources.
- Work effectively with schools and providers in other key stages, to ensure successful transition and progression for pupils.

Job description

Main tasks (Cont.)

4. Organisational Management

Headteachers provide effective organisation and management of the school and seek ways of improving organisational structures and functions. The school should be organised to provide an efficient, effective, safe and happy learning environment.

The Headteacher will:

- Have responsibility for promoting and safeguarding the welfare of pupils at the school.
- Share responsibility with the Governing Board for the sustainability of the school and take the lead for financial control, working closely with the School Business Manager and other staff.
- Manage the school's staff, financial, accommodation and other resources efficiently and effectively, and monitor and evaluate the performance of the school and its finances; reviewing it regularly with the Governing Board.
- Ensure the range, quality and use of all resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Set and monitor the school's financial framework to reflect the school's values and enable the management systems, structures and processes to work both effectively and with high levels of probity.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities, taking account of national and local circumstances.
- Create and implement a School Improvement Plan, underpinned by sound financial planning and budget setting, which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increases teacher effectiveness and secures school improvement.
- Manage the school environment efficiently and effectively ensuring it meets the needs of the curriculum and health and safety requirements and regulations.
- Ensure compliance with all statutory requirements.
- Demonstrate a commitment to safe working practices and ensure rigorous approaches to identifying, managing and mitigating risk.
- Adopt an innovative approach to generating additional income for the school.



Job description

Main tasks (Cont.)

5. Accountability and Governance

Headteachers are accountable to the pupils, parents/carers, governors and the local authority for the efficiency and effectiveness of the school, thereby promoting collective responsibility within the whole school community. The Headteacher will:

- Develop an organisation in which everyone works collaboratively, shares knowledge and understanding and accepts collective accountability for the success of the school.
- Provide information, objective advice and support to the Governing Board, and sustain effective relationships with the Governing Board, and the Chairs of Governors in particular, to ensure effective governance of the school and the discharge of governing body responsibilities.
- Collect and use a variety of data to understand the strengths and weaknesses of the school in order to promote achievement and accountability for pupil learning.
- Analyse and respond to achievement gaps between SEND pupils, disadvantaged pupils and the general pupil population in an intersectional and aspirational way.
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to review and evaluation.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences, including governors, pupils, parents/carers, the Local Authority, the local community and Ofsted, to enable them to play their part collaboratively and effectively.
- Integrate the budget plan with the school improvement and staff development plans.
- Take full responsibility, as budget holder for financial and resource management, working to ensure that financial regulations are adhered to.
- Monitor and create strategies to ensure that there is equality of opportunity and good relations between people (pupils staff and others) who share a protected characteristic (disability, gender reassignment, race, religion or belief, sex and sexual orientation) and those who do not. Act to ensure that discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010 does not occur.

6. Working in Partnership

Headteachers should seek continuous school improvement and collaborate with other schools, local partnerships and organisations, in order to share expertise and bring positive benefits to all. The Headteacher will:

- Create a culture of respect and inclusion and commitment to the broader community.
- Create and improve effective working relationships with all those involved with the school community, working proactively to resolve any issues arising.
- Ensure that high quality communication, liaison and consultation takes place within effective structures, to the benefit of all relevant stakeholders.
- Actively promote and champion the school within the local community and beyond.
- Promote a school culture that celebrates the richness and diversity of the school community.
- Collaborate with other agencies in providing for the academic, moral, social, emotional and cultural well-being of pupils and their families.
- Maintain and further develop an effective open and welcoming partnership with parents and carers to support and further enhance pupils' all round achievement and personal development.

Stanford Infant School – Academic Year 2025-2026

1. Last Ofsted Inspection:

22nd and 23rd March 2022

Overall Judgement Grade: Good

Key Issues for Action:

- Leaders need to ensure that every opportunity is taken to ensure all pupils receive appropriate and specific practice in reading both at school and at home.
- Leaders need to ensure that pupils are given more opportunities to practise what they have learned. This will help to ensure that they know and remember more of the intended curriculum.

6. School Organisation

Year Group	Boys	Girls	Total
Reception	24	32	56
Year 1	34	36	70
Year 2	38	28	66
	96	96	192

Total number on roll: 192 Boys: 51% Girls: 49%

2. SSE Grades

Overall Effectiveness	Good
The Quality of Education	Good
Behaviour and Attitudes	Good
Leadership and Management	Good
Personal Development	Outstanding
Early Years Provision	Good

Please see our School Self-Evaluation (SSE) for more information.

3. Celebrations

The school is aspirational in its expectations.

The achievement at the end of KS1 is above national averages.

The quality of teaching is consistently 'good' and much is 'excellent'.

The school very successfully promotes all children's spiritual, moral, social and cultural development through its policy and curriculum.

The children are very well-behaved and enjoy their learning.

4. Key Actions for 2025-26

Achievement: Develop the reading culture to ensure that all children are accessing books at home for fluency practice.

Belonging: Continue to develop our anti-racism strategy to work towards becoming an anti-racist school, ensuring we provide children with 'cultural capital' that is fully inclusive, values diversity and celebrates all cultures. Widening the lens on our curriculum in partnership with SJS. Engage with and deliver new RE curriculum.

Collaboration: Forge stronger links with SJS for the educational benefit of pupils and our community as we share resources and expertise.

SEND/ Inclusion: Ensure successful participation of all pupils through adaptations and adjustments. Engage parents of SEND pupils. Develop effective use of new spaces including sensory room, learning mentor rainbow suite and use of play therapy.

Subject Leadership: Develop and empower subject leaders with the goal of distributive leadership and improving effective teaching and learning through assessment.

The Arts: Use creativity in the curriculum to make learning irresistible.

Sustainability: Engage with the Our City Our World project to build our school's commitment to sustainability.

5. Shared Vision and Values

At Stanford Infant School, we celebrate kindness and friendship, respect, creativity and courage.

We are inclusive, value diversity and celebrate all cultures. We are committed to looking after the world we live in. Our safe and happy learning environment engages, challenges and *inspires* our learners at the beginning of a journey of learning forever.

*'Exploring and Learning Together,
Inspiring Each Other'*

12. Data for 2024-2025

Reception GLD	All	Disadvantaged
	72.5%	28.6%

Year 1 Phonics

All Pupils	Disadvantaged
83.3%	85.7%

Year 2 Phonics Retakes

All Pupils	Disadvantaged
95.1%	81.8%

Key Stage 1

Key Area	Progress % making expected or above progress	Disadvantaged Progress % making expected or above progress	Attainment % achieving the expected standard or greater depth	Disadvantaged Attainment % achieving the expected standard or greater depth
Reading	100%	100%	93.8%	76.9%
Writing	98.7%	100%	81.5%	50.0%
Maths	97.5%	91.7%	90.1%	69.2%
R/W/M	97.5%	91.7%	81.5%	50.0%

1. Last Ofsted Inspection:

6th and 7th March 2024

Overall Judgement Grade: Good

Key Issues for Action:

- Support for the small number of weaker readers in Year 3 does not always address pupils' needs precisely enough. These pupils make less progress in their reading than they could as a result. Leaders should make sure that support is more closely matched to those aspects of reading which pupils are finding more difficult.
- The curriculum is not always adapted well enough for pupils with SEND. Pupils achieve less well where this is the case. Leaders should develop staff expertise so that the curriculum is adapted consistently well for pupils with SEND.
- Recent developments in the mathematics curriculum are not fully established in all classrooms. As a result, some pupils learn less well than others in this subject. Leaders should ensure that improvements are securely embedded across the school.

6. School Organisation

Year Group	Boys	Girls	Total
Year 3	38	42	80
Year 4	33	26	59
Year 5	28	35	63
Year 6	44	45	87
	143	148	291

Total number on roll: Boys: 49.1 % Girls: 50.9 %

2. SSE Grades

Overall Effectiveness	Good
The Quality of Education	Good
Behaviour and Attitudes	Good
Leadership and Management	Good
Personal Development	Outstanding

Please see our School Self-Evaluation (SSE) for more information.

3. Celebrations

The school is aspirational in its expectations. The achievement at the end of KS2 is typically above national averages.

The quality of teaching is consistently good.

The curriculum is broad and provides enrichment opportunities.

The school successfully promotes personal development through its curriculum.

Cultural celebrations are included within the curriculum.

Pupils transition from year 2 well.

Pupils are well prepared for the transition to Key Stage 3.

Relationships and community engagement are highly effective.

The children are well-behaved and enjoy their learning.

4. Key Actions for 2025-2026

Disadvantaged/SEND/EAL: Adapting lessons and making adjustments to teaching and learning, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

- Balancing input of new content so that pupils master important concepts.
- Further develop skills of staff, making effective use of support staff.
- Collaborate with SIS/PILL cluster of schools in joint practice development.

Maths: To create a rich, engaging mathematics environment that further develops pupil fluency and number talk, and fosters a deep understanding through real-world, context-based learning.

Anti-racism and decolonising the curriculum: To build an actively anti-racist culture right across the school, ensuring our curriculum is more balanced and inclusive so that it does not just reflect a narrow view of history or culture. To ensure every child sees themselves represented in a positive and meaningful way whilst also supporting pupils to develop the knowledge, empathy, and confidence to challenge prejudice when they see it. To build a culture that shows our values in action and challenges tokenism at every level.

7. Attendance

The target for Attendance 2025-2026 is: 97.1%

Our current Overall Attendance figure is: 96.4% (NA 95.2%)

(Authorised: 2.2% Unauthorised: 0.69%) (Nat: 2.9% & 1.6%)

Disadvantaged Pupils Overall Attendance is: 92.6%

(Authorised: 7.4% Unauthorised: 0%)

Non-Disadvantaged Overall Attendance is: 95.0%

(Authorised: 4.0% Unauthorised: 1.33%)

Persistent Absence (10% or more): 7.9% (Nat: 18.7%)

Number of Fixed Penalty Notices issued by the LA: (0 children)

Punctuality: 1.0% Lateness

8. SEND Children

Stage	Year 3	Year 4	Year 5	Year 6	Total
SEN Support	13	8	16	12	46
Disability	0	1	1	0	2
EHCP	3	0	3	1	7
Totals	13	9	20	13	55

SEND = 15.9% of school population and EHCPs = 2.4% of school population

9. Disadvantaged Children

2025/2026 Financial Allocation – based on Oct'25 Census	
Total Number of FSM Eligible	7 10 16 15 =48
Total Number of PP+ children	4
Total Number of LAC Pupils Total	1 0 1 1 = 3
Number of Service Children	0
Number of children in Year 3	7
Number of children in Year 4	10
Number of children in Year 5	17
Number of children in Year 6	16
Total number of Disadvantaged	50

Disadvantaged: (17%)

5. Shared Vision and Values

Inspiring and motivating each other to enrich lives

RESPECT HONESTY CREATIVITY KINDNESS FAIRNESS HARDWORK

Stanford Junior School aims to inspire and motivate all children to give their very best, achieve their full potential and enjoy learning.

We want our children to be well-rounded, open-minded and responsible individuals who celebrate diversity and make positive contributions within their friendships, the wider community and the world they inhabit - enriching their own and other people's lives.

10. Diversity

% Ethnic Minority	% EAL 2025
31.6% - 96 pupils	15.8% 48 pupils – 22 languages

11. PE & Sport Premium

2025/2026 Financial Allocation	£19,050
7/12 of Funding on Nov 25	£11,113
5/12 of Funding on Apr 26	£7,937

12. Data for 2024-2025 (2023-2024 in brackets)

Year 6 GDS	All	Disadvantaged
	10% (14.1%)	1% (1%)

		Key Stage 2				
Key Area	Progress % making expected or above progress	Disadvantaged Progress % making expected or above progress	Attainment All Pupils % achieving the expected standard or greater depth	Attainment All Pupils % achieving the greater depth standard	Attainment Disadvantaged % achieving the expected standard or greater depth	Attainment Disadvantaged % achieving the greater depth standard
Reading	No data	No data	74.5 (90.6) LA 75 NAT 75	43.3 (60.9) LA 35 NAT 33	65 (85) LA 59 NAT 63	20 (29) LA 17 NAT 21
Writing			73.3 (89.1) LA 70 NAT 72	20 (17.2) LA 8 NAT 13	55 (53) LA 53 NAT 59	5 (0) LA 3 NAT 7
Maths			73.3 (81.3) LA 70 NAT 74	20 (31.3) LA 22 NAT 26	50 (54) LA 51 NAT 61	5 (29) LA 9 NAT 15
R/W/M			60.0 (71.9) LA 58 NAT 62	10 (14.1) LA 5 NAT 8	45 (57) LA 39 NAT 47	0 (0) LA 1 NAT 4



How to apply and key dates

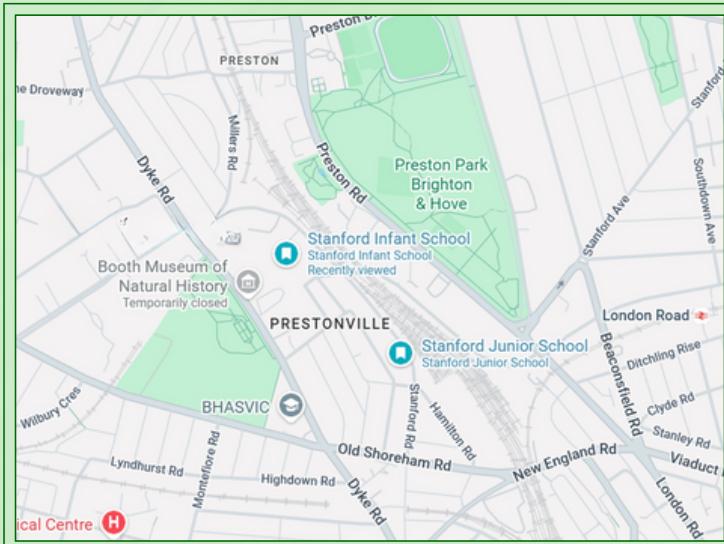
12 February	Advert goes live	Application pack available on school websites.
2 March 11 March	School visits	All visits are informal and do not form part of the recruitment and selection process. Visits are scheduled on specific days and there will be an opportunity to visit both schools. Please email govrecruitment@stanford-inf.brighton-hove.sch.uk to arrange your visit.
18 March (midday)	Closing date	<p>Please use the attached Brighton & Hove application form.</p> <p>Completed applications should be emailed to govrecruitment@stanford-inf.brighton-hove.sch.uk.</p> <p>All applications will be acknowledged by email.</p>
26 March	Shortlisting	The shortlisting panel meets.
27 March	Invites to interview	Shortlisted candidates invited to interview by email.
From 7 April	References	<p>References for all shortlisted candidates are taken up.</p> <p>This appointment is subject to a full enhanced DBS check, employment and pre-employment checks, including satisfactory references, proof of qualifications, photographic proof of identity and entitlement to live and work in the UK.</p>
14 & 15 April	Interviews	Interviews take place over a 2 day period and it is possible that not all candidates will progress to day 2.
Sept 2026	Start date	We anticipate a 1 September 2026 start date for the successful candidate.

How to find us



The school is located in the heart of Brighton, a city with a reputation as a great place to live and work. It is known for its unique character as a diverse and inclusive city with a vibrant culture and a strong community feel. Brighton station is a 15 minute walk, the Seven Dials area is a 5 minute walk and the Seafront is a 25 minute walk. It is located on the edge of the South Downs National Park and London is 1 hour away by train.

Both sites are located in the Prestonville area, a short walk apart.



Stanford Infant School

Highcroft Villas

Brighton

BN1 5PS

Tel: 01273 555 240

Website: www.stanfordinfants.co.uk

Stanford Junior School

Stanford Road

Brighton

BN1 5PR

Tel: 01273 565 570

Website: www.stanfordjun.brighton-hove.sch.uk

Email: govrecruitment@stanford-inf.brighton-hove.sch.uk

