

**OUGHTRINGTON
PRIMARY SCHOOL**



Headteacher Recruitment Pack

Oughtrington Primary School

Closing Date: Friday 14th November 2025 at 12pm

Interview Date: Tuesday 25th and Wednesday 26th November 2025

OUGHTRINGTON PRIMARY SCHOOL

Aspiring To Greater Heights



THE B⁺©M TRUST



Headteachers Recruitment Pack

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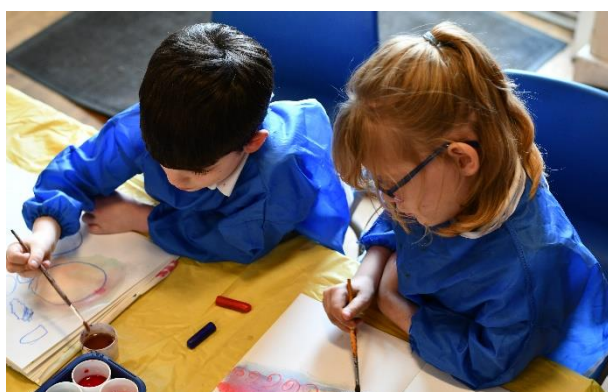
Oughtrington Primary School is a proud member of The Beam Trust

The Beam Trust was established in 2021 with the aim of celebrating the individuality of our member schools and working collaboratively to achieve educational excellence. By sharing expertise and innovative educational practices we offer high quality education which is accessible to every child.

The Beam Trust is a family of schools where staff and children are valued and respected. We believe in personal development for all and aim to provide Trust wide training and support through strong leadership and collaboration.

We have strong links with our local communities and value the benefits that this brings to our children and staff. Schools within the Beam Trust offer enrichment and extra-curricular activities with a wide variety of opportunities and experiences for our children, and their families. We aim to develop each child's resilience, independence, social and emotional skills, in safe and inspiring environments, so that they are prepared for the next stages of their education and are able to live happy and fulfilled lives.

Clare Swann, Chair of Trustees





Welcome to Oughttrington Primary School





Dear Candidate

Thank you for your interest in the post of Headteacher at Oughtrington Primary School.

Our motto is 'aspiring to greater heights, and visitors to our school will see every member of Team Oughty - from teaching staff to the maintenance officer - working together to create a supportive, nurturing environment where pupils blossom into confident individuals ready for the next stage of their education. Our School is an integral part of Lymm life and you will find a deeply committed community that will respond enthusiastically to your Headship.

We are extremely proud that, in September 2024, Ofsted judged the school to be 'Outstanding' in three areas, and 'Good' in the remaining two. We are seeking to recruit a leader with vision who is able to build on the current successes and continue to enhance our ability to meet the learning needs and interests of our children, whilst adapting to a challenging strategic landscape.

The successful candidate will be fully supported by the other Headteachers within The Beam Trust, the CEO, the CFO/ Trust Business Manager and a services team who deliver financial support, policy support, HR, Employment Law and Health and Safety. You will also have the support of effective, forward thinking boards at both Trust and Local Governing Board levels, who share a commitment to high quality education and nurturing the aspiration of pupils and our staff.

We are delighted you are considering Oughtrington Primary School and The Beam Trust as an opportunity to progress your career and make a real difference to our community. We encourage you to visit the school to fully appreciate the potential of this role.

With kind regards

Sandra Donnelly
Chair of Governors,
Oughtrington Primary School

Gill Marsland
CEO, The Beam Trust



ABOUT OUGHTRINGTON PRIMARY SCHOOL





Oughtrington Primary School is a thriving and successful school in the picturesque village of Lymm, Cheshire.

Oughtrington is currently 2 form entry, with 14 classes from Reception to Year 6 with approximately 400 pupils attending.

We are extremely proud of our school and all that it stands for. Our mission statement, 'Aspiring to Greater Heights' is embedded in all that we do. Our expectations are high and we want all our children to develop to their full potential. This means providing exciting, inclusive lessons so they make the best progress they can. In addition to superb guidance and pastoral support so they can develop as happy, well-balanced individuals who can make the right decisions for themselves.

Visitors often comment on the warm and friendly atmosphere in our school, how welcoming we are and how amazing our children are. Visitors also comment on the plethora of activities our children have within Opal Play from the ninja warrior course to the giant sandpit. The wealth of visits out of school, after school clubs and visitors into school all add to the enriched curriculum we offer and help pupils to make the most of their learning. Residential visits for our pupils are particularly important, not only for developing independence and confidence, but for building lasting memories of their school days.

We are extremely proud of our inclusive school and all its achievements; these are the result of hard work by both children and staff alike. We value home/school partnerships and there are many opportunities for everyone to be involved with many aspects of school life.

We believe passionately in nurturing our children's growth, learning and developing a positive attitude to work and life. With our whole school family, we devised our core values that help us thrive: Respect, Honesty, Kindness, Responsibility and Resilience. These values underpin all that we do, applying equally to governors, staff and children alike. Our belief in the whole child has led us to invest in Mental Health First Aiders for children and staff, My Happy Mind and a dedicated Pastoral Lead.

Oughtrington Primary School has an excellent reputation in the local area and beyond. We cherish the role we play within the community. For example, helping at Luncheon Club twice a week. Our children are encouraged to take leading roles in making a positive contribution through charity work, fundraising and being involved in projects in our locality.



QUOTES FROM PARENTS, CHILDREN AND OFSTED ABOUT OUGHTRINGTON PRIMARY SCHOOL

'Pupils are eager to come into school and live up to the motto of 'aspiring to great heights' by rising to the expectations that the school has of their achievements.'

'We love the family feel of Oughtrington and the facilities are truly incredible'

'We concentrate on our learning and discover new things every day.'

'The youngest children sustain high levels of concentration on the task at hand. Pupils across the school build on this flying start.'

'A strength of Oughtrington is the extra time that staff give in running clubs, attending sports events and taking children on residential. As a parent it is appreciated. Thanks'

'I love our school.'

'Pupils and staff are incredibly proud to be part of this school. Members of 'Team Oughty' champion one another and recognize each other's strengths.'

'Oughtrington offers a supportive, nurturing and positive learning environment, which is key to our child achieving their full potential and gaining the most rewarding experience from primary school.'





ABOUT THE ROLE

We would like to meet candidates who can provide inspirational strategic leadership to ensure the continued success of our school whilst balancing the external challenges facing all schools such as changing Ofsted priorities, fairer funding, the curriculum review and the national reduction in birth rate.

A successful candidate must be able to demonstrate their ability to manage day to day issues whilst achieving their broader leadership goals.

We are looking for candidates who have the ability to develop and stretch a highly capable team of staff in school, work with and call on the support from the wider Trust community as appropriate. Managing the support and challenge from Parents, Governors, Teachers, Support staff and Trust colleagues is a key aspect of the role and one which we believe makes the role both rewarding and offers professional development.

Above all, we want someone who will continue to champion the values of our school and ensure that Oughtrington continues to thrive.

WHAT WE CAN OFFER

A fabulous team of people, amazing children, a supportive and proud community and a highly skilled Local Governing Board. All known as 'Team Oughty'

Our values of respect, kindness, resilience, responsibility and honesty.

You will be Headteacher of Oughtrington Primary School and a member of The Beam Trust leadership team and be fully supported by the Trust CEO. You will also work alongside the CFO and a Central Services Team who deliver financial support, policy support, HR, Employment Law and Health and Safety.

The school is part of The Beam Trust which works closely together and presents significant opportunities for professional and leadership development.

Oughtrington's
School Development Plan 2025 - 2028

Priority 1:

- To be responsive to national developments and educational change, ensuring the school continues to meet and exceed expectations through informed, proactive leadership and practice.

Priority 2:

- To further strengthen the school's inclusive culture, to enhance inclusive pedagogy, positively influencing all pupils' independence, learning behaviours and in turn pupil outcomes.

Priority 3:

- Sustain and build upon high levels of achievement across the school by ensuring consistently high-quality teaching, targeted support, and a culture of aspiration.

Priority 4:

- To develop pupils' positive attitudes towards learning by embedding metacognitive strategies across the curriculum, empowering them to reflect on, regulate and take full ownership of their learning.

Priority 5:

- To raise writing standards across the school.

Priority 6:

- Set clear protocols for CPOMS, Insight Tracker, Class Dojo, GVO and Arbour to ensure accurate, timely, and consistent communication and record-keeping that supports safeguarding, monitoring, SEND provision and stakeholder engagement.

Oughtrington's School Development Plan 2025 – 28 - Key Priorities and Associated Performance Indicators

| Priority 1: To be responsive to national developments and educational change, ensuring the school continues to meet and exceed expectations through informed, proactive leadership and practice. | | | | | | | | | | | | | |
|--|--|---------------------------------|---------------|--|--|---------------------------------|---------------|--|--|---------------------------------|---------------|--|--|
| Key Strategies to secure success | Key Performance Indicators | | | | | | | | | | | | |
| <p>Proactively monitoring and responding to national policy updates, including the revised Ofsted framework and curriculum developments, to ensure alignment and readiness.</p> <p>Exploring and integrating emerging technologies, including the ethical and effective use of AI to enhance teaching, learning and operational efficiency.</p> <p>Embedding sustainability as a core principle across the curriculum, operations and school culture, preparing children for a changing world.</p> <p>Investing in staff development and leadership capacity, equipping all colleagues to confidently change, innovate their practice, and lead improvement.</p> | <ul style="list-style-type: none"> All relevant national updates are actioned with evidence of alignment in school policy, planning or practice At least 1 AI or emerging technology initiative is piloted and evaluated for impact on teaching, learning or operations Sustainability is reflected in curriculum opportunities and whole school culture, with at least 1 whole school initiative All staff to have engaged in CPD linked to school priorities, with at least 1 measurable change in classroom or leadership practice | | | | | | | | | | | | |
| YEAR 1- 2025 - 2026 | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ADD8E6;"> <th style="width: 60%; padding: 5px;">Actions Autumn Term 2025</th> <th style="padding: 5px;">Impact</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> Establish a policy watch group (team leaders and SLT) to review and disseminate updates from DfE, Ofsted and key educational bodies Continue to ensure that our practices align with national direction, ensuring documentation clearly reflects up-to-date educational priorities (SEND, Disadvantaged) Computing lead to conduct audit of current tech and AI use across classrooms and school teams Computing lead to establish an innovation working group to trial low-risk, high impact AI tools e.g. for planning, feedback, admin Audit sustainability practices Initiate coordinated sustainability working across schools within the trust Utilise strengths of experienced staff to ensure that experienced staff to coach, model and support, and incorporate into Trust visible learning work. Starting with subject leadership </td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ADD8E6;"> <th style="padding: 5px;">Actions Spring Term 2026</th> <th style="padding: 5px;">Impact</th> </tr> <tr> <td style="padding: 5px;"> Watch group to meet and discuss and disseminate updates from DfE, Ofsted and key educational bodies. </td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ADD8E6;"> <th style="padding: 5px;">Actions Summer Term 2026</th> <th style="padding: 5px;">Impact</th> </tr> <tr> <td style="padding: 5px;"> Watch group to meet and discuss and disseminate updates from DfE, Ofsted and key educational bodies. </td> <td style="padding: 5px;"></td> </tr> </tbody> </table> | Actions Autumn Term 2025 | Impact | Establish a policy watch group (team leaders and SLT) to review and disseminate updates from DfE, Ofsted and key educational bodies Continue to ensure that our practices align with national direction, ensuring documentation clearly reflects up-to-date educational priorities (SEND, Disadvantaged) Computing lead to conduct audit of current tech and AI use across classrooms and school teams Computing lead to establish an innovation working group to trial low-risk, high impact AI tools e.g. for planning, feedback, admin Audit sustainability practices Initiate coordinated sustainability working across schools within the trust Utilise strengths of experienced staff to ensure that experienced staff to coach, model and support, and incorporate into Trust visible learning work. Starting with subject leadership | | Actions Spring Term 2026 | Impact | Watch group to meet and discuss and disseminate updates from DfE, Ofsted and key educational bodies. | | Actions Summer Term 2026 | Impact | Watch group to meet and discuss and disseminate updates from DfE, Ofsted and key educational bodies. | |
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| Actions Summer Term 2026 | Impact | | | | | | | | | | | | |
| Watch group to meet and discuss and disseminate updates from DfE, Ofsted and key educational bodies. | | | | | | | | | | | | | |

Priority 2: To further strengthen the school’s inclusive culture, to enhance inclusive pedagogy, positively influencing all pupils’ independence, learning behaviours and in turn pupil outcomes.

| Key Strategies to secure success | Key Performance Indicators |
|--|--|
| <p>Deepening staff expertise to enhance inclusive pedagogy, positively influencing learning behaviours and improving pupil outcomes.</p> <p>Celebration of diversity: Embed inclusive values in assemblies, displays, curriculum content, and school events.</p> <p>Staff modelling: Leaders and all staff consistently model inclusive language, attitudes, and expectations.</p> <p>Developing pupils’ understanding and appreciation of diversity, including neurodiversity, identity, and socio-economic backgrounds, to nurture respect, empathy, and a sense of belonging.</p> | <ul style="list-style-type: none"> All teaching staff to implement at least one inclusive teaching strategy consistently, evidenced through lesson observation, planning and pupil outcomes Diversity is visibly represented across assemblies, displays and curriculum content, with positive pupil feedback Inclusive language and high expectations are consistently modelled by staff as evidenced through learning walks and pupil voice Pupils demonstrate increased understanding of diversity and belonging, measured through PSHE work, pupil discussions/pupil voice |

| | | |
|----------------------------------|---|----------------------|
| <p>YEAR 1-2025 - 2026</p> | <p>Actions Autumn Term 2025</p> | <p>Impact</p> |
| | <p>Learning walks (SLT & SEND team) with an inclusion focus to establish baseline, feeding back strengths and areas for development Further develop staff friendly, easy to use teacher’s toolkit of inclusive teaching resources/strategies to enhance inclusive practice PSHE/Values lead to plan and launch new whole school values and My Happy Mind Embed inclusive themes in weekly assemblies through My Happy Minds and Oughty Minds Review values to ensure alignment with diversity and inclusion SLT and all adults to explicitly model inclusive language and high expectations for all pupils in lessons, corridor conversations and feedback Include inclusive leadership goals in appraisal targets, encouraging teachers to take ownership of ALL pupil’s learning journeys Embed new My Happy Minds scheme of work Pupil inclusion ambassadors on School Council</p> | |
| | <p>Actions Spring Term 2026</p> | <p>Impact</p> |
| | <p>Actions Summer Term 2026</p> | <p>Impact</p> |

Priority 3: Sustain and build upon high levels of achievement across the school by ensuring consistently high-quality teaching, targeted support, and a culture of aspiration.

| Key Strategies to secure success | | Key Performance Indicators |
|---|---|---|
| <ul style="list-style-type: none"> •Use formative and summative assessment and data insightfully and diagnostically to identify strengths, address gaps, and personalise support to maximise progress and attainment and ensure strong knowledge retention over time. •Make full use of data held on Insight Tracker to analyse pupil progress against prior attainment and national benchmarks, sharing insights with staff to inform high-quality teaching and aspirational target-setting. •Maintain a systematic and forensic approach to monitoring, to embed improvements over time to lead to sustained improved outcomes •Investing in professional development to ensure staff have the knowledge, skills, and tools to deliver excellence in every classroom with a focus on writing •Maintaining focus on key groups or cohorts for support | | <ul style="list-style-type: none"> • Formative and summative assessment is being used consistently to inform teaching and learning • All teachers use formative, summative and Insight Tracker data to set targets and adjust planning, with progress against prior attainment and national benchmarks reviewed at least termly • Monitoring evidences increasing consistency of high-quality teaching with at least 80% of feedback actions leading to sustained improvements by the next review cycle • All teaching staff to participate in writing focused CPD with measurable improvement in writing outcomes and consistency seeing in books and moderation • Target groups show accelerated progress from their starting points monitored through termly data and reviewed in pupil progress meetings |
| YEAR 1- 2025 - 2026 | Actions Autumn Term 2025 Deputies to revamp pupil progress forms and meeting format to personalise teaching and intervention based on assessment insight Hold early pupil progress meetings to identify gaps in learning and set targets for individuals Analyse Insight Tracker data to set ambitious whole class and small group percentage targets Share cohort, national (and Trust) analysis with staff to inform teaching and planning SLT to implement an Autumn QA learning walk and use this to set the agenda and timetable for monitoring and monitoring activities (book looks, lesson visitings, coaching sessions etc.) Initial round of training for English Leads and year group teams on Ready Steady Write project Use data to identify key groups/cohorts for support/accelerated progress (an initial focus on Year 2 and 5's writing, Year 3's reading and Year 2 maths) | Impact |
| | Actions Spring Term 2026 | Impact |
| | | |
| | Actions Summer Term 2026 | Impact |

Priority 4: To develop pupils' positive attitudes towards learning by embedding metacognitive strategies across the curriculum, empowering them to reflect on, regulate and take full ownership of their learning

| Key Strategies to secure success | Key Performance Indicators |
|--|---|
| <p>Embed visible learning techniques to explicitly model and teach metacognitive skills, helping pupils understand how to plan, monitor and evaluate their own learning</p> <p>Create regular opportunities for pupils to self-assess and reflect on their own learning progress and challenges.</p> <p>Incorporate goal-setting and personal learning targets to help pupils take responsibility for their next steps.</p> | <ul style="list-style-type: none"> • Pupils can articulate their learning goals, strategies, and progress during lessons and reflections. • Evidence from learning walks, book reviews and pupil voice shows regular use of metacognitive language and visible learning strategies. • Increased pupil engagement and independence observed, with learners confidently adjusting approaches based on self-assessment and feedback. • Teacher assessments and pupil feedback indicate improved ownership and positive attitudes towards learning across key stages. |

| | | |
|--------------------------------|--|---------------|
| YEAR 1- 2025 - 2026 | Actions Autumn Term 2025 | Impact |
| | No actions this term due to a focus on creating a positive school culture linked to priority 2 and 3 | |
| | Actions Spring Term 2026 | Impact |
| | Agree expectations as to what metacognitive strategies/expectation/routines/practices teachers will be using within their year group/phase | |
| | Introduce regular pupil reflection opportunities to plan, monitor, and evaluate their learning. | |
| | Actions Summer Term 2026 | Impact |

| Priority 5: To raise writing standards across the school | | |
|--|---|--|
| Key Strategies to secure success | | Key Performance Indicators |
| <p>Implement the Ready Steady Write framework consistently across year groups to develop writing fluency, creativity, and stamina through regular, scaffolded writing sessions.</p> <p>Use Literacy Counts resources to enrich vocabulary and sentence structure and accuracy, supporting pupils in building more complex and varied writing.</p> <p>Provide targeted CPD and coaching for staff focused on the effective delivery of these programmes and embedding writing best practices.</p> <p>Regularly monitor and evaluate writing outcomes through moderation, book scrutiny, and formative assessments to inform teaching and identify next steps.</p> <p>Engage pupils with a range of writing genres and authentic writing purposes to motivate and contextualise learning.</p> <p>Refine explicit teaching of spelling to ensure greater use is being made of dictation</p> | | <ul style="list-style-type: none"> • Pupils to show measurable improvement in writing fluency and stamina by the end of the academic year. • Writing attainment to be close to 70% for most year groups • Vocabulary and sentence complexity in writing increase, demonstrated through termly writing assessments and moderations • Lesson observations to show that GAPS teaching is embedded within the daily teaching of writing • All teaching staff complete CPD on Ready Steady Write, Literacy Counts, and spelling strategies, with positive feedback on confidence and implementation. • Regular book scrutiny and assessment data show consistent progress in writing and spelling across year groups. |
| YEAR 1- 2025 - 2026 | Actions Autumn Term 2025 | Impact |
| | <p>CPD for English leadership team and all year group teachers to ensure consistent delivery and expectations</p> <p>Introduce use of dictation that includes key spelling as part of sentence accuracy work</p> <p>Set timetables for book monitoring, work scrutiny and lesson observations</p> | |
| | Actions Spring Term 2026 | Impact |
| | Sharing year group writing standards with parents | |
| | Actions Summer Term 2026 | Impact |
| | | |

Priority 6: Set clear protocols for CPOMS, Insight Tracker, Class Dojo, GVO and Arbour to ensure accurate, timely, and consistent communication and record-keeping that supports safeguarding, monitoring, SEND provision and stakeholder engagement.

| Key Strategies to secure success | | Key Performance Indicators |
|---|---|---|
| <p>Develop and implement clear, accessible protocols, which integrate and align data systems where possible, for CPOMS, Insight Tracker, Class Dojo, GVO, and Arbor to standardise data entry and communication. Provide comprehensive training and refresher sessions to ensure all staff understand and consistently apply these protocols. Establish regular audits and reviews of records and communications to maintain accuracy, timeliness, and compliance.</p> | | <ul style="list-style-type: none"> • All relevant staff trained on new protocols and demonstrating consistent application in practice. • All key systems (CPOMS, Insight Tracker, Class Dojo, GVO, Arbor) aligned and integrated. • Audits show at least 95% accuracy and timeliness in data entry and communication across all platforms. • Stakeholder feedback indicates clear and effective communication and record keeping procedures |
| YEAR 1- 2025 - 2026 | <p>Actions Autumn Term 2025</p> <p>Develop and share clear, accessible protocols for CPOMS and Insight Tracker</p> <p>Deliver training sessions and provide resources to ensure all staff understand and can apply the new protocols.</p> | Impact |
| | <p>Actions Spring Term 2026</p> <p>Develop and share clear, accessible protocols for Class Dojo, GVO, and Arbor.</p> <p>Begin monthly audits of records and communications to identify areas for improvement and ensure compliance.</p> <p>Start exploring integration opportunities between systems to streamline data entry and communication.</p> <p>Communicate with parents and stakeholders about any changes in communication methods, emphasizing clarity and accessibility.</p> | Impact |
| | <p>Actions Summer Term 2026</p> | Impact |
| | | Impact |

VISION

Celebrating individuality and working collaboratively to achieve educational excellence.

Collaboration

Ambition

Inclusion

Innovation

Trust

School Improvement

People Development

Business Development & Partnerships

Digital Strategy

To be responsive to national developments and educational change, ensuring schools within the Trust continue to meet and exceed expectations through informed, proactive leadership and practice.

Ensure that our nursery and reception children have a secure start to their education.

Provide an ambitious, broad, well-sequenced and exciting curriculum where children want to learn and are achieving highly relative to national for all, including disadvantaged and children with SEND.

Do our utmost to ensure children leave our schools as mentally strong, confident and well-rounded individuals, ready for their next stage in life.

Create positive, caring and safe environments for learning and wellbeing. Where safeguarding and attendance is strong and there is high-quality and inclusive education.

To further develop and embed mechanisms and approaches across our schools that are effective in supporting our staff wellbeing, ensuring consistency of care and support for all.

Encourage and enable all staff, governors, trustees and volunteers to develop expertise to be the best they can be and have the biggest impact on the children in their care. Develop the skills and competence required to deliver improvement, engage employees, develop and retain staff and build succession.

Strive to work to the best of our abilities across all aspects of our roles. Making the best decisions and measuring what matters to us. With our values being at the heart of all that we do.

Create a culture that promotes and celebrates our Trust to develop a sense of belonging, safety, trust and collaboration. Build our collective responsibility to add value to our Trust that sustains over time.

Ensure that we build sustainable infrastructures, practices and resources that secure the future of The Beam Trust through centralising and integrating business functions and IT infrastructure. Ensure that all resources are used to the best of their ability and deliver value for money through effective budgeting and risk management.

Further increase financial efficiencies across the Trust by reviewing all structures, services and purchases.

To embed systems and processes to manage The Beam Trust's estate efficiently and effectively.

Educate children on the importance of environmental impact and sustainability, including global challenges.

Develop our reputation as a partner of choice for collaboration, innovation, development and growth.

Unify onto a single email secure suffix, communication platforms and cloud services for all schools. Ensure efficient systems and processes are in place; including utilising Arbor, CPOMs and Insight Tracker.

Ensure all staff have at least the recommended cyber security training and demonstrate our commitment to this. Protect privacy and well-being of staff and pupils through compliance to GDPR.

Implement a strategy for using generative AI for personalised learning, creative problem solving and reducing workload. Ensure that AI is used to support not replace staff and used with data protection and quality assurance in mind.

Establish digital champions in the Trust, who are responsible for promoting and supporting the use of technology in education. They also help to create a culture of digital literacy, digitally enabled learning environment and innovation in our schools.

Create data and information strategies that align with our vision and values, improving the quality and efficiency of communication and decision-making.

**Trust Improvement Plan 2025–28
Strategic Areas & Priorities**



HEADTEACHER

2 form entry Group 3 Primary School /L11-24/1st September 2026 start date.

We are looking for an inspirational Headteacher to join our fabulous team to build on our school's success and continue to strengthen the outcomes of all of our pupils.

Oughtrington Primary School is an extremely happy, friendly and vibrant school with a committed staff and pupils who are keen to learn; all of whom are proud of their school. This popular, 2 form entry primary school is in the historic village of Lymm, Warrington, Cheshire with approximately 400 pupils on roll.

Please note, due to the national falling birth rate a consultation has taken place to reduce Oughtrington's PAN from 60 to 30 in 2026/27.

We are looking for a leader with vision, resilience and an optimistic outlook. You will be working with high calibre colleagues in the school, and across the Trust team, to support the school to build on its current successes.

The Beam Trust and Oughtrington Primary School have high expectations and seek continuous improvement. We adopt a child-centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential. We work closely as a team with parents and families to enable the children to enjoy learning, achieve success and become contented and fulfilled young people. We are committed to developing high self-esteem and respect for one another.

You will be a member of the Trust Leadership Team and work alongside the Trust CEO, CFO and a central services team who deliver financial support, policy support, HR, Employment Law and Health and Safety.

You will have the support of an effective, forward thinking Local Governing Board, committed to providing high quality education in an aspirational learning environment.

The school is part of The Beam Trust, a 4 school Trust based in Cheshire, which presents significant shared working and opportunities for professional, and leadership development.

We welcome applications from ambitious, experienced and aspirational leaders who recognise the benefits of joining a strong learning community. A Headteacher who will contribute to our aim of achieving excellence in all that we do.



JOB DESCRIPTION

| | |
|--------------------------|--|
| JOB TITLE | Headteacher |
| RESPONSIBLE TO | CEO, Local Governing Body and the Beam Trustees |
| LEADS AND MANAGES | Teaching and non-teaching staff |
| LEADERSHIP RANGE | L11 - 24 |

STRATEGIC PURPOSE

The Headteacher provides the professional leadership and management of the school, ensuring its success and ongoing improvement, high quality education and personalised learning for all its pupils. They will create high standards and achievement in an environment which promotes the care and self-esteem of all.

To ensure that all colleagues share the vision, values and mission of Oughtrington Primary School and The Beam Trust. To commit to working together to deliver the highest standards of education for the children and young people in our communities, engaging in professional opportunities and cross-Trust collaboration relevant to their roles.

VISIONS & VALUES

The Headteacher will model the School's values and Trust's values of kindness, Respect, Resilience, responsibility and Honesty and the Trust's values of Collaboration, Ambition, Respect, Inclusion and Trust. Securing the School's mission statement of 'Aspiring to Greater Heights' and the Trust's vision of 'Celebrating individuality and working collaboratively to achieve educational excellence'.

The Headteacher will uphold the Nolan principles for all public office holders.

MAIN RESPONSIBILITIES

STRATEGIC LEADERSHIP

- Accountable for leading and delivering sustained improvement of outcomes for all pupils.
- Work with the leadership team, the CEO and the Local Governing Board to develop, deliver and monitor a robust improvement plan with a clear vision for the school
- Put systems in place, in line with the School Improvement Plan and the Trust's Improvement Plan, to secure rigorous lines of accountability for pupil outcomes
- Ensure that all leaders are developed.

Recruitment Pack: Headteacher

STRATEGIC LEADERSHIP *(CONT...)*

- Manage an effective performance management process for all staff
- Contribute to system leadership, school to school support and the wider work of the Trust
- Grow and support the school team

SCHOOL CULTURE

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the School community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the School community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism
- ensure there is a strong safeguarding culture throughout School

TEACHING

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of all types of assessment to inform high quality teaching

CURRICULUM AND ASSESSMENT

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics to teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

BEHAVIOUR

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff, pupils and parents/carers
- ensure high standards of pupil behaviour and courteous conduct in accordance with the School's behaviour policy

Recruitment Pack: Headteacher

BEHAVIOUR *(CONT...)*

- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen
- support all staff to manage behaviour to the expected standards

ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

PROFESSIONAL DEVELOPMENT

- ensure all staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' 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

ORGANISATIONAL MANAGEMENT

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk



CONTINUOUS SCHOOL IMPROVEMENT

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

WORKING IN PARTNERSHIP

- forge constructive relationships beyond the School, working in partnership with parents, carers and the local community
- work in a trusting, supportive and transparent way with other Schools in The Beam Trust
- commit their School to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

GOVERNANCE AND ACCOUNTABILITY

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

ADDITIONALLY

To ensure that all activities are undertaken safely and to report any unsafe practices or conditions identified as soon as possible to a senior manager

To actively promote the safeguarding and welfare of pupils at all times

Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the CEO/Trustees up to or at a level consistent with the Main Responsibilities of the job.



PERSON SPECIFICATION

THE FOLLOWING ARE ESSENTIAL CRITERIA FOR THIS POSITION AND SHOULD BE EVIDENT IN YOUR APPLICATION:

- Qualified Teacher status with evidence of continual professional development
- Experience at a leadership level across the primary age range
- Track record of raising educational standards
- Demonstrated commitment to inclusion and safeguarding
- An articulated philosophy of education
- Experience of managing budgets and resources
- Commitment to upholding the values and mission statement of Oughtrington Primary School and The Beam Trust
- Ability to work collaboratively across Oughtrington Primary School and The Beam Trust
- Ability to inspire and enthuse children and adults



HOW TO APPLY

We encourage all candidates to visit the school to arrange this, please contact Oughtrington's Office and speak to either Julie Leonard or Vicky Proud. Or email Julie: oughtrington.office@thebeamtrust.co.uk or Vicky: oughtrington.admin@thebeamtrust.co.uk. Please download the recruitment pack from either Oughtrington Primary School, Ravenbank Primary School, Statham Primary School and Nursery, Thelwall Infant School and Nursery or The Beam Trust's website.

Closing date: Friday 14th November 2025 at 12pm

Shortlisting: Tuesday 18th November 2025

Interviews: Tuesday 25th and Wednesday 26th November 2025

Applications should be returned recruitment@thebeamtrust.co.uk

We put the highest priority on keeping our children safe. Applicants for the post will be subject to stringent vetting and induction processes; including an enhanced DBS and an online search.

GOOD LUCK!



**OUGHTRINGTON
PRIMARY SCHOOL**



Oughtrington Primary School, Howard Avenue,
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www.oughtringtoncps.co.uk

