



# RECRUITMENT PACK

# **HEADTEACHER**

January 2025

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# A Warm Welcome

## from our Chair of Governors

### **Thank you for taking an interest in the post of Headteacher at Manor Fields Primary School Salisbury.**

I hope this pack gives you an insight into the school's vision, aims and priorities and the qualities and skills we are looking for in our new Headteacher.

Manor Fields is a maintained one form entry primary school situated on the west side of Salisbury. Our current Headteacher will be retiring at the end of this academic year leaving an oversubscribed, popular school with a very good reputation both within the local community and the Local Authority. We are all proud of the "Good" Ofsted report we achieved in February 2023. We are now looking to appoint an inspiring and ambitious new Headteacher who will continue to take the school forward to even greater success.

The school caters for the education and needs of a diverse range of children and families from the surrounding area. We have a significantly higher than average SEND cohort due, in part, to our Resource Base for children with Complex Needs and we pride ourselves on the inclusive nature of our school.

Our school's ethos is about creating enthusiastic, confident and creative learners and we strive to ensure that all children have the opportunity to fulfil their potential within a supportive environment. Through our bespoke curriculum, we have high expectations of our pupil's achievement in terms of academic progress and attainment. The school offers varied enrichment activities

through after school clubs, visits and community links. Manor Fields is very much at the heart of the local community and we encourage parents and carers to be involved in the life of the school. We work in partnership with families in order to support the children and the values of the school.

We have a highly skilled and well-established workforce, including specialist practitioners, who all work tirelessly to teach and support our children. We are an effective and knowledgeable group of governors who value the expertise of all staff and enjoy a strong working relationship with the Headteacher

The school is part of the West Salisbury Cluster Headteachers' group and part of a recently formed Local Authority Learning Hub: collaboration and multi-agency working is a strength of the school.

The Governing Board is looking to appoint a Headteacher with the vision, leadership and energy to build on our successes and achievements and to continue the positive development of the school into the future.

If you would like to experience all that Manor Fields has to offer, you are warmly invited to visit us. To arrange a suitable time, please contact the School Business Manager.

**Jan Paterson**  
Chair of Governors



# About Our School

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## **Manor Fields is a positive, warm, inclusive and forward-thinking school.**

Our school occupies a modern, airy and well-equipped school building, on a spacious site, with ample play space on the west side of the City of Salisbury. We ensure the school provides a welcoming and nurturing environment for all our children. We are embedded in the heart of a rich, diverse community and we value and respect the diversity which is reflected in our school population.

We are a one form entry, maintained primary school with 228 children on roll. There are 7 classes with 2 additional classes for the Complex Needs Resource Base. We have a dedicated and hard-working staff team with a strong sense of community. Our children are inquisitive, articulate and respectful and they demonstrate an enthusiasm and love for learning. We have designed

a curriculum that identifies precisely the knowledge children should learn across all subjects and this is enriched through a range of outdoor learning, sport, art, drama, after school clubs, themed weeks, trips and visits.

We have an engaged and very supportive parent community, who embrace being involved in school activities, such as good learning assemblies, come and read, look at learning and the annual sports day. The Home School Association organise a number of events that foster a sense of belonging. They also raise a significant amount of money which is used to support the affordability of the wider curriculum, like trips and visits.

Families, and other agencies, appreciate our 'open door' approach and positive relationships are fundamental to the school's success.

## Our **Mission**

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In partnership with families and the wider community, we strive to be an inclusive school where all children are safe, confident and supported to achieve their potential.

## Our **Key Values**

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- Aspiration
- Community
- Confidence
- Kindness
- Equality
- Resilience







# Our Curriculum

## **We recognise that learning begins at birth, if not before.**

We aim to promote an interest in learning that will carry on throughout each child's life. We liaise very closely with families, pre-schools and local schools to provide continuity of education from four to eleven years and beyond. We are always delighted to discuss our bespoke curriculum and we welcome opportunities to enable families or other members of the public to find out more about it.

High academic standards are underpinned by good attitudes to learning. When planning, we include discrete themes each term (focusing upon traits such as perseverance, resilience, determination, empathy and dedication) that are incorporated to develop important, intrinsic personal skills.

In Early Years, the learning and teaching is based upon the Foundation Stage statutory framework which is specifically designed to meet the needs of our youngest learners. The Early Years team understands how young

children develop and they provide a learning environment that is engaging, rich and stimulating.

The Early Years Curriculum builds upon what children know and can do. Children are born ready, able and eager to learn. They actively reach out to interact with other people and the world around them. Development is not an automatic process, however, it depends on every child having opportunities to interact in positive relationships and enabling environments. Four guiding principles shape our early years' practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and / or carers.

- Importance of learning and development. Children develop and learn at different rates.

This detailed knowledge of a child's learning ensures that we can provide personalised 'next steps' that are tailored and appropriate. Every child in Early Years has an Interactive Learning Diary (ILD) that enables staff to observe, record and track a child's educational development. Families can access their child's diary as hard copy or online and a phone App enables parents and carers to add their own observations.

Children in the Resource Base follow a curriculum that is commensurate with their needs. Children have small 'step targets' that are designed to enable them to secure the objectives in their Education, Health and Care Plans. Some children are able to access the National Curriculum, integrating with their mainstream peers whenever it is appropriate.

From the Foundation Stage, children progress into Key Stage One (ages of five to seven) and then into Key Stage Two (ages seven to eleven). We believe that children learn best when the curriculum is broad and balanced and at Manor Fields Primary School, the learning experiences are meticulously planned to provide rigour, excellence and enjoyment in equal measure. Our curriculum, which has never been 'narrowed', sets out the knowledge and skills that our pupils will gain at each stage (our 'intent'). The curriculum has been developed (in terms of teaching and assessment) to enable children to apply their knowledge as skills ('implementation'). We continuously assess the outcomes that pupils achieve as a result of the education they have received (the 'impact').

The organisation of the curriculum gives us a systematic approach to the teaching of the key skills for English and Maths. These subjects are taught discreetly and also form a natural part of the learning that all children undertake in other subjects. Science, computing and the foundation subjects are taught through carefully planned, skill-based learning themes to create strong links so that knowledge and skills can be used across the curriculum.

## Core subjects

English and Maths are taught every morning at Manor Fields and as we adhere to a whole school timetable, there is scope for vertical streaming to ensure that all children can be taught at a level that is commensurate with their needs.

**English:** Throughout Key Stage 1 and 2, we teach the skills of speaking and listening, reading and writing daily. We strive to encourage creativity in the use of language and 'grammar for writing' is an embedded element of the English curriculum. We recognise the important roles of both the teacher and the family in supporting the development of reading and previous accreditation



as a 'Reading for Pleasure' School is testament to this approach. To support the development of reading skills, we use an expansive range of reading materials from published scheme books (such as Reading Bugs) to the classics. Dependent upon their age and stage, every child participates in a phonics or spelling session every day. "Sounds Write©" is the scheme we follow to teach phonics and a range of materials are used to teach spelling.

**Mathematics:** We want to encourage children to use numbers confidently in their everyday lives and to use Maths in problem solving activities, logical reasoning and to help them to think in abstract ways. Calculation, problem-solving, measurements and data handling form the basis of the Maths curriculum.

**Science:** In September 2022, high quality Science teaching was acknowledged, again, with reaccreditation with the Primary Science Quality Mark. Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. We teach children to undertake scientific enquiry and to learn about life processes and living things: materials and their properties: and physical processes.

**Computing:** We recognise that technology is a tool for the future and the school is very well equipped with a networked computer system and a broad range of electronic devices. Each class has at least one computer linked to the network. We make full use of data projectors, visualisers and interactive white boards as we believe that technology is a useful cross-curricular resource and tool. We understand that we play a crucial role in enabling children how to stay safe on line and our lessons reflect this priority, as does our recent 360° accreditation.

**Religious Education:** We adhere to the Local Authority's best practice guidelines and use the enquiry-based 'Discovery RE™' scheme throughout the school to promote breadth and balance. Families have a right to



withdraw their child from RE lessons. The school does not support selective withdrawal from RE so if you wish to do this, please make an appointment with the Headteacher. Children who are withdrawn from Collective Worship or Religious Education as a result of family requests, are supervised by a member of staff during this time.

## Foundation subjects

The following plans indicate how we 'block' subjects to enable children to learn more and remember more. This approach was devised by senior leaders and it secures breadth, balance and progression. Should members of the community wish to find out more about the curriculum, they can contact the school through the school website.

Whether these subjects are taught separately, or integrated with each other, they encourage children to become active and enthusiastic learners. They teach the children to investigate and explore. It is important that, in addition to learning specific subject knowledge, children acquire the skills and attitudes which they need in order to become lifelong learners. We aim to enable children to access information about their world and to develop a range of skills, through a variety of different ways and media. Our commitment to providing a broad curriculum is evidenced by our accreditation with several awards including Unicef's Rights Respecting School, Healthy Schools and Arts Mark Gold.

- Art, Design and Technology
- Geography and History
- Music

- Modern Foreign Language – Spanish is taught from Year 1 to Year 6 every week.
- Personal, Social, Health and Emotional Education – this underpins the school curriculum.
- Physical Education – including riding for the disabled, swimming and Manor Fields Mile.

## Relationships and Sex Education

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

Our Scheme of Work is based on CORAM Life Education "SCARF" programme and the delivery of the RSE curriculum is modified to meet the needs of the individual. Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.





# Curriculum **Enrichment**

## **Enrichment opportunities take place within and beyond the school day.**

A broad curriculum ensures that the children have access to experiences, sport, art and knowledge from a variety of cultures and times. These learning opportunities are woven through our holistic curriculum and enrichment activities. Visitors, trips, performances, residential

visits and extra curricular clubs are many and diverse as we strive to give every child a chance to shine. The Manor Fields Children's Charter details a wide range of opportunities that have been designed to nurture, develop and stretch pupil's talents and interests. The school's values resonate through this charter: kindness, aspiration, confidence, community, equality and resilience.

kindness,  
aspiration,  
confidence,  
community,  
equality  
and resilience





# School Data



	National	School Pupils
EYFS - GLD	67.7%	75.9% (29)
Y1 Phonics	80.3%	72.7% (33)

Key Stage 2	Age Related Expectation (ARE)		Greater Depth	
	National	School	National	School
Y6 Reading	74.2%	75% (32)	28.5%	28.1% (32)
Y6 Writing	71.7%	78.1% (32)	12.9%	12.5% (32)
Y6 SPAG	72.2%	71.9% (32)	32.0%	28.1% (32)
Y6 Maths	73.0%	68.8% (32)	23.9%	15.6% (32)
Y6 RWM	60.5%	62.5% (32)	7.7%	0% (32)

Disadvantaged Data – Summer 2024 (provisional data)				
	National PP / DL	School PP / DL (pupils)	National Non PP / DL	School Non PP / DL (pupils)
GLD	52%	0% (3)	70.4%	84.6% (26)
Phonics	68.3%	33.3% (3)	83.4%	76.7% (30)
Y6 Reading	62.5%	66.7% (6)	79.3%	76.9% (26)
Y6 Writing	58.6%	50% (6)	77.3%	84.6% (26)
Y6 Maths	59.1%	33.3% (6)	79.0%	76.9% (26)
Y6 RWM	45.4%	33.3% (6)	67.0%	69.2% (26)

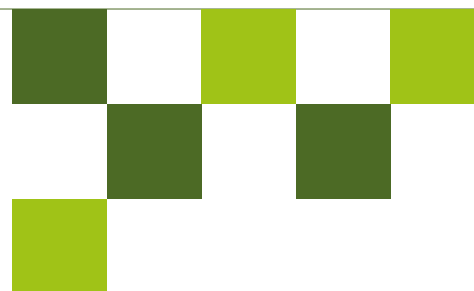
SEND Data – Summer 2024 (provisional data)				
	National SEND	School SEND (pupils)	National No SEND	School No SEND pupils
GLD	19.8%	- (0)	75.8%	-
Phonics	44.3%	40.% (5)	87.8%	78.6% (28)
Y6 Reading	40.6%	42.9% (7)	83.7%	84% (25)
Y6 Writing	30.3%	42.9% (7)	83.3%	88% (25)
Y6 Maths	37.3%	28.6% (7)	83.1%	80% (25)
Y6 RWM	21.4%	28.6% (7)	71.4%	72% (25)

# Wildly Important Goals

## Learning Development Plan 2024-2025

Wildly Important Goals	Next Steps Difficult goals are more effective than non-specific goals and group goals have a positive effect.
<p><b>1. Quality of Education:</b> Teaching does not always build astutely on what pupils already know. Some teaching does not address pupils' misconceptions sufficiently or pupils do not learn the knowledge they need to know next.</p>	<ol style="list-style-type: none"> <li>1. Embed Instructional Coaching.</li> <li>2. Ensure teaching staff use PiXL to best effect.</li> <li>3. Refine assessment processes within the wider curriculum to ensure teachers, and subject leaders, have meaningful data in order to understand the quality of education in Foundation Subjects and inform next steps.</li> </ol>
<p><b>2. Behaviour and attitudes:</b> 96% attendance</p>	<ol style="list-style-type: none"> <li>1. Implement new legislation.</li> <li>2. Focus on children whose punctuality / attendance is below 96%.</li> </ol>
<p><b>3. Personal Development:</b></p>	<ol style="list-style-type: none"> <li>1. Revisit school and 'British' values and live them.</li> <li>2. Embed charters so that all children have a chance to shine.</li> </ol>
<p><b>4. Leadership and Management:</b> Leaders must ensure that all pupils are able to apply their English knowledge expertly and to write with the complexity and flair of which they are capable.</p>	<ol style="list-style-type: none"> <li>1. Embed the successes evident in the writing curriculum. Ensure new staff, and staff new to role, are confident in using the school's agreed materials and approaches.</li> <li>2. Educational Endowment Foundation Pupil Premium project: Implement evidence-informed practice to improve communication and language outcomes for all Wiltshire pupils, especially those from disadvantaged backgrounds.</li> <li>3. Develop monitoring processes so that there is a shared, and accurate understanding of the school's performance in all areas.</li> </ol>

As a PiXL school, our 'wildly important goals' (WIGs) are determined by the outcomes of the previous year combined with our aspirations.





# Resource Base

## About Us

We are a specialist resource provision for children with complex needs. The majority of children have global developmental delay, chromosomal deletions or duplications and associated difficulties. We aim for the children to access integration into our mainstream classes as and when appropriate. Without this resourced provision, the children would not be able to access mainstream.

## Our School

Manor Fields is a one form entry primary school in Salisbury. At Manor Fields, we are committed to ensuring that every child is safe, happy and healthy and that they will have the confidence, skills and opportunities to contribute and achieve.

Through our 'open door' policy, we make ourselves accessible to provide support and guidance. We believe that working in partnership with families is one of the most important determinants of the success of any child. Therefore, we strive to bring the two worlds of home and school together to form one whole learning experience with children at the heart of all that we do.

## The purpose of the provision

- The purpose of the Resource Base is to provide an inclusive education setting which enables children to make progress and attain learning goals in a bespoke and skilled provision, with access to mainstream sessions where appropriate.
- The Resource Base works to remove barriers in order that each pupil can make good progress from their starting point, as judged by using the school's own systems of tracking.
- The Resource Base will work with pupils, parents / carers, other mainstream schools and Local Authority support services with the aim that, whenever possible and appropriate, pupils become fully integrated into mainstream school.

## The support your child will receive

- Quality first teaching in their Resource Base class with their peers.
- High level of support by the RB team, working closely with you.



- Communication-rich environment which is highly stimulating to foster the achievement of the profile of children with complex needs.
- Access to the EYFS and the National Curriculum which may be modified to meet individual needs.
- The curriculum is broad and balanced and there is focus on social skills and daily life skills, such as cooking.
- Individual programmes which include individual targets and details of additional therapies / inputs from other agencies.
- Time spent in mainstream that is dependent on the individual needs of the child.
- Specialist support that enhances physical development, like sports coaches, horse riding and swimming

## Admissions Criteria

- Be aged 4-11 years old and have an EHCP which details complex needs as the primary need.
- Children in the RB can access education with their mainstream peers for some of every day.
- Continuous, one-to-one support is not provided because appropriate provision, and placement, enables children to learn independently and in adult-directed groups.
- Following professionals' consultation, placements are confirmed by Wiltshire Councils Statutory SEND Service Team.

## Additional Information

Website: [manorfieldsprimary.co.uk](http://manorfieldsprimary.co.uk)

# What the Staff say about **Manor Fields**



We enjoy our job and develop good relationships with our colleagues.

We feel well supported by Senior Leaders, including SENCO and Governors.

We feel valued.

Consistency is our strength.

We enjoy working in a calm and happy place.

We enjoy working in a well organised, well-maintained, and well-resourced school.

We appreciate the way in which the curriculum has been developed.

We are appreciative of professional development opportunities.







## What the Children say about **Manor Fields**

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School trips, residential trips and outdoor activities help you to interact more with each other and to become a team. We feel safe at school and are pleased that we have lessons on emotional issues and PSHE topics.

Learning is important and we like having great teachers in our school. We are given the space to learn at the level we are at.

This school makes a community where we all know each other and respect each other. The children are kind to each other and the staff listen to us and help us.

There are lots of opportunities to develop responsibility and leadership through for example, school council, house captains, librarians.

The adults help you when things are difficult and give support to help you.

# What the Families say about **Manor Fields**

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Just wanted to thank you and all the staff who gave up their Friday night with their own families for the sleepover. Our son had a fantastic time, he had been a little apprehensive about staying but had great fun. Thank you again and a lovely weekend to you all.

What a treat the harvest singalong was this morning! The children singing their hearts out with such joy and confidence was a delight. Thank you, as always, for all you do every day. We so appreciate it and wish you all a wonderful and well deserved half term break.

We are writing to express our gratitude to you and the staff at Manor Fields Primary for the past seven years of our child's schooling. The friendly and calm environment at the school along with the facilities and excellent standard of teaching has been perfect for our child's needs. Our child has been very happy throughout and now is sad to be leaving. For our child to feel this way is a testament to the inclusive and happy school you have created.



# Headteacher

## Job Description

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### Ethics and professional conduct

The Headteacher will demonstrate consistently high standards of principled and professional conduct. The Headteacher will meet the teacher standards and be responsible for providing the conditions in which teachers can fulfil them. The Headteacher will uphold and demonstrate the seven Nolan principles of public life.

The Headteacher will:

- Demonstrate a clear vision in maintaining and developing our school in partnership with the staff, governors, families and the local authority.
- Lead, manage and motivate staff and children.
- Understand and be able to model exceptional teaching practice, inspiring and supporting others to improve.
- Maintain and develop a collaborative partnership with local schools and networks.
- Raise standards by ensuring that all children achieve the progress of which they are capable relative to their starting point.
- Demonstrate excellent interpersonal skills.
- Understand the importance of our school being at the heart of the community.
- Be committed to supporting a culture of inclusivity throughout the school.
- Ensure the efficient and effective management of the budget and all resources within the school.
- Demonstrate a proven record of accomplishment in leadership, management and school improvement.

## Key Areas of Responsibility

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### Strategic Direction and Development of the school

The Headteacher will:

- Set high expectations and aspirations for all children and inspire the pupils, their parents / carers and teachers to achieve them.
- Provide leadership and direction to all aspects of the school's work, developing clear objectives which drive the achievement of our vision.
- Manage teaching and learning effectively promoting excellence.
- Ensure continual school improvement based on robust evaluation of school performance and the delivery of a clear learning development plan and policy framework.
- Ensure that the management of the school finances and resources supports the delivery of our vision of outstanding education.
- Ensure children are kept safe at all times within the school and work collaboratively with the wider safeguarding system to prevent harm to children.
- Offer a welcoming engaging learning environment for all pupils ensuring this reflects the diversity in our community.
- Ensure that all children are included in all aspects of school life and are supported to overcome barriers to learning.
- Challenge the school team to find ways to improve standards, seeking partnerships with other schools, the local authority and other education leaders who can bring new ideas and improvement.
- Work effectively with families and the community ensuring they are able to be engaged in school activities and support children's learning.
- Work effectively with the school's governing body to deliver the schools' vision.

## Leading Teaching and Learning

The Headteacher will:

- Create and maintain an environment which promotes and secures good and outstanding teaching, effective learning and high standards of achievement.
- Demonstrate a determination to raise standards for all pupils.
- Deliver a broad, inspiring and engaging programme of learning which creates a love of learning and helps all children reach their potential.
- Establish robust arrangements for the setting of targets and the assessment and monitoring of pupil progress ensuring these support all children to achieve their full potential.
- Ensure the staff team work to identify the needs, interest, attitudes and stages of development of each child and use them to tailor teaching and learning to maximise achievement.
- Directly monitor and improve the standards of teaching and other education provision working with staff members to drive up standards and address any under performance.
- Ensure the school offers a wide variety of additional activities, clubs, events which are enjoyable, promote children's well-being and support learning and development.
- Ensure an appropriate focus on vulnerable groups, children from disadvantaged backgrounds or with additional barriers to learning; designing strategies which accelerate achievement for these children and a range of additional and targeted support programs.
- Promote good behaviour and discipline in school through the use of appropriate strategies.
- Promote school attendance through proven and effective strategies, recognising high attendance and low attendance with children and families.
- Initiate and support research and debate about effective teaching and learning and develop relevant strategies for performance improvement.

## Leading and Managing Staff

The Headteacher will:

- Ensure that all members of the school community promote excellence, equality and high expectations for all pupils and lead, motivate, support, challenge and develop staff to secure improvement.
- Implement and sustain effective systems for the management and development of staff performance acknowledging excellence and challenging poor performance across the school.

- Engage the whole staff team in a program of professional development in line with their developmental needs and the goals within the school development plan.
- Encourage teamwork, collaboration and innovation amongst the staff team, inviting new ideas, perspectives and approaches.
- Foster an open, fair, equitable, culture and manage conflict.
- Ensure that the professional duties of staff are fulfilled as specified in the Terms and Conditions of Service for teachers.

## Collaboration and Partnership

The Headteacher is responsible for developing effective relationships and communication to foster a professional learning community that enables everyone in the school to achieve. This will involve building a successful organisation through effective collaboration with others.

The Headteacher will:

- Advise and assist the governing body in carrying out their duties, acting as the key professional adviser to the governing body.
- Collaborate effectively with the governing body seeking and responding to challenge to drive school improvement.
- Develop and foster strategic partnerships with local schools, clusters, and other education establishments as appropriate, in order to drive school improvement, share learning and seek feedback and challenge.
- Seek out and embed external advice and challenge school performance in the school improvement programme, welcoming new perspectives and stretching expectations.
- Develop effective links with parents / carers and the wider community involving them in children's learning and allowing children to access positive experiences within their communities.
- Communicate and consult with children, parents / carers and other members of the wider community on their performance and future direction of the school, listening to, reflecting and acting on community feedback.
- Communicate with and engage parents and carers on the progress of their children working with them to support learning at home and in school.
- Ensuring there is a strong pupil voice where children's views and aspirations can shape school policy and practice.
- As a community leader, build strong links with the families in our community, gain their trust and respect and work with them to support children's learning.



## Managing the Organisation

The Headteacher is responsible for providing effective organisation and management of the school.

The Headteacher will:

- Prepare a policy framework covering the school's objectives and duties for consideration by the governing body and ensure these policies are implemented.
- Ensure the collection of a rich set of data to help school leaders and governors understand the strengths and weaknesses of the school.
- Ensure that child safeguarding policies are fully embedded.
- Ensure effective people management practices are in place and fully utilised.
- Ensure effective financial management, monitoring, planning and reporting is in place.
- Ensure the school is well prepared and able to respond positively to external inspection and review e.g. by OFSTED and the Local Authority.
- Ensure that school finances, health and safety, premises, personnel, and other relevant activities all conform to the required legal standards.

## Safeguarding and Safer Recruitment

The Headteacher establishes and ensures a safe and secure environment for learning. They will demonstrate a commitment to safeguarding and promoting the welfare of children and young people and are expected to hold all staff, volunteers and governors accountable for their contribution to safeguarding regulations.

The Headteacher will:

- Take on the role of designated safeguarding lead within the school ensuring that the welfare of children and young people is the priority at all times.
- Ensure that child protection cases are dealt with swiftly and effectively following the correct processes and procedures internally and externally.
- Ensure that a safeguarding culture of vigilance is embedded in every aspect of school life.
- Ensure that all policies and processes relating to safeguarding are implemented across the whole workforce.
- Ensure that all staff knowledge and understanding of safeguarding and responsibilities are updated at least annually and on induction.
- Implement new systems and processes in response to any updated school legislative guidance or statutory information that is released.



# Person Specification

Qualifications	Essential	Desirable
Qualified teacher status (QTS)	E	
NPQH		D
Evidence of commitment to further professional training	E	
Current safer recruitment training	E	
Current Child Protection qualification	E	
Knowledge Skills & Experience		
Extensive teaching and leadership and management experience within the primary stage of education with knowledge of all key stages, including foundation stage.	E	
Experience in a leadership role in a school	E	
Experience in the successful management of change	E	
Experience of school self evaluation and improvement planning	E	
Experience in curriculum management – planning, teaching and assessment	E	
Experience of managing a delegated budget	E	
Experience of working with and coordinating provision for children with SEND	E	
Commitment to inclusion, meeting the needs of all children, including the vulnerable, those with special needs / disabilities and high achievers	E	
Experience of working in partnership with other agencies	E	
Experience of working in more than one primary school		D
Strategic Leadership		
Ability to inspire and motivate staff, children, parents and governors to achieve the aims of the school	E	
Evidence of having used successful strategies for planning, implementing, monitoring and evaluating school improvement	E	
Ability to analyse assessment information, develop strategic plans, set targets and monitor / evaluate progress towards them	E	
Understanding of and commitment to promoting and safeguarding children	E	
Professional Development		
Evidence of continuing CPD	E	
Ability to identify own learning needs and to support others in identifying their learning needs	E	



<b>Teaching &amp; Learning</b>	<b>Essential</b>	<b>Desirable</b>
A secure knowledge of child development	E	
A secure knowledge of the requirements of the Early Years Foundation Stage, KS1 and KS2	E	
A secure knowledge of assessment strategies and the use of assessment to inform the next stages of learning	E	
Experience of effective monitoring and evaluation of teaching and learning	E	
An understanding of the impact of disadvantage on children's learning with a commitment to narrow the gap	E	
<b>Leading and Managing Staff</b>		
Successful experience of working in and leading staff teams	E	
Ability to manage a thorough and fair appraisal process and systems for managing performance	E	
Ability to delegate work and to support colleagues in undertaking responsibilities	E	
Experience of developing a collaborative culture	E	
<b>Securing accountability</b>		
Ability to communicate effectively in a variety of ways and situations to a range of audiences (staff, pupils, parents, governors)	E	
An understanding of the Ofsted criteria for the evaluation of the school	E	
<b>Skills, qualities and abilities</b>		
Ability to offer opportunities for children to develop spiritually, morally, socially, and culturally whilst offering a broad, balanced, creative and inclusive curriculum	E	
Ability to organise workload, prioritise tasks, make decisions and manage time effectively	E	
Demonstrate excellent interpersonal skills and an approachable style of leadership	E	
Ability to remain positive and enthusiastic when working under pressure	E	
Ability to remain resilient in a changing working environment	E	
Ability to develop and sustain effective working relationships and partnerships with staff, governors, parents / carers and the wider community	E	



# About Our City



## Welcome to Salisbury

Salisbury is a thriving, medieval cathedral city in the English county of Wiltshire and has been an important provincial centre for over 1,000 years. It has a population of around 43,000 and boasts a beautiful range of original, medieval buildings from the 13th Century in a very rural setting. In 2022, we were listed in the top 20 happiest places to live in the UK, with a sense of belonging, friendly locals, and safety to be your self, all listed as key factors in people wanting to live here.

The city contains a wide range of nursery, primary and secondary schools and also has a Further Education College (with a University Centre.) Well known tourist attractions such as Old Sarum Hillfort, Salisbury Cathedral and Stonehenge are all very close and the Dorset Heritage Coast and New Forest National park are both within easy reach. In terms of sport and recreational opportunities, we have an excellent leisure centre (Five Rivers), strong amateur football and rugby clubs (with children's and youth teams), and many play parks and country parks within the city boundaries.

Salisbury is a genuinely friendly, diverse city with a renowned Arts Scene. "Wiltshire Creative" offers a wide range of regular music, comedy, theatre and dance events and the city also has two cinemas (one being an independent). In addition to a host of local and nationally recognised shops, cafes and restaurants, housing stock is very varied and is increasing all the time.

In terms of location, Salisbury has excellent road, rail, bus and coach links and two main rail routes intersect Salisbury, with a direct route to London Waterloo that takes less than 90 minutes. The cosmopolitan cities of Bristol and Southampton and the tourist meccas of Bath and Bournemouth are all within easy reach.

Some hyperlinks below will hopefully provide further information to whet your appetite!

[experiencesalisbury.co.uk](https://www.experiencesalisbury.co.uk)

[salisburyjournal.co.uk](https://www.salisburyjournal.co.uk)

[wiltshirecreative.co.uk](https://www.wiltshirecreative.co.uk)



# Working in **Wiltshire**

**With its stunning countryside and superb community spirit, Wiltshire is a fantastic place to live and work.**

It has great schools that work well together and who benefit from a very proactive and supportive Local Authority team. A range of support to new and experienced Headteachers is provided by the LA, this includes the Headteacher Induction Programme and the Headteacher Mentoring Scheme.

## **The Headteacher Induction Programme**

Following appointment, the new Headteacher will receive details of the Wiltshire induction programme which will fully support you through your first year of Headship in Wiltshire. Wiltshire Council is committed to ensuring that new Headteachers and experienced Headteachers new to Wiltshire receive effective induction to enable them to fulfil their role. The programme follows a sequence of modules, covering a wide range of topics, delivered through a mixture of face to face and online events.

The programme will:

- Provide you with a valuable opportunity to establish a supportive network with new to role Headteacher colleagues, across Wiltshire.
- Introduce you to our Wiltshire Local Authority services, key contacts and offer.
- Allow you to access training which develops your knowledge and expertise in specific areas of school practice including: Safeguarding, Working with Governors, Curriculum, Health and Safety, Finance, Early Years, Assessment and Moderation, Targeted Support, SEND & Inclusion.
- Provide a termly, face to face opportunity to meet collaboratively with your new Headteacher colleagues in a Wiltshire school and take part in training led by an experienced Wiltshire Headteacher which will develop your expertise and practice. These sessions are the only traded part of the programme for academy colleagues.
- Enable you to have access to Wiltshire LA Officers who can respond quickly to questions, thoughts and challenges which will support you in your role.

## **The Wiltshire Headteacher Mentoring Scheme**

The Wiltshire Headteacher Mentoring Scheme has been running for over 20 years and has a proven track record of successful and supportive partnerships organised by Headteachers for Headteachers. The Wiltshire Mentor Scheme is completely confidential and has received an excellent independent evaluation from Bath Spa University.

The Wiltshire scheme has as its rationale: “to enable a Headteacher to feel comfortable and supported in the first year of their new post through a professional relationship with a colleague”. This support is also available to heads in their second or subsequent headship as every headship is different.

The scheme offers a choice of colleagues to act as your mentor for a year. The mentor is given the equivalent of three days’ supply to assist them in this. All the mentors are experienced heads and have had at least three years successful headship in Wiltshire. They have all been specially trained to prepare them for the role and receive regular refresher mentor training. They are there to help by listening to you and acting as a sounding board, as well as offering you practical help and support during the first year of your new headship.



# How to Apply

## Are you an independent thinker? Do you want professional autonomy to follow your vision in a maintained school?

Following the retirement of our current Headteacher the governors of this caring, vibrant and popular community school are looking for an inspirational, dynamic and creative leader from September 2025.

Occupying a modern and well-resourced building, Manor Fields is a seven-class primary school plus a Resource Base for children with complex needs. We are very proud of our highly inclusive ethos.

Following a "Good Ofsted" inspection, we are looking for a dynamic and inspirational leader with a commitment to inclusive provision.

We currently have 228 children on roll and our school's ethos is about creating enthusiastic, articulate, confident and creative learners. The school is oversubscribed and currently enjoys very good relationships with its families, its local community, external agencies and the Local Authority.

Our Headteacher will:

- Enjoy considerable autonomy.
- Lead our school towards a shared and inclusive vision of excellence.
- Drive and inspire the highest standards of teaching and learning.
- Provide strong visible and inspirational leadership.
- Ensure our SEND children reach their full potential.
- Nurture positive and caring relationships with our children.

As a school we offer:

- A school with children who have outstanding behaviour and are keen to learn.
- An experienced, committed and hard-working teaching team.
- A welcoming inclusive school with a positive and caring environment.
- An effective, supportive and knowledgeable Governing Body.



- Very supportive families and community.
- Opportunities for continuing professional development.

We would encourage and welcome prospective candidates to visit our school. To arrange a visit please contact Catherine Sharpe, School Business Manager:

**Tel: 01722 322832**

**Email: [finance@manorfields.wilts.sch.uk](mailto:finance@manorfields.wilts.sch.uk)**

In addition, if you would like to discuss the role further or have any questions please contact the Chair of Governors via Catherine Sharpe (the School Business Manager) at Manor Fields Primary School.

Manor Fields Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a Disclosure and Barring Service check before appointment is confirmed and in accordance with the latest Keeping Children Safe in Education guidance.

**Closing date:** Wednesday 5th February

**Interview dates:** 4th and 5th March 2025

**Salary Range:** L8 - L21 £59,167 to £81,441





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Salisbury  
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Email: [admin@manorfields.wilts.sch.uk](mailto:admin@manorfields.wilts.sch.uk)

**Website: [manorfieldsprimary.co.uk](http://manorfieldsprimary.co.uk)**

