



St. John's Church of England Primary School



Headteacher Vacancy Information Pack



SOUTHWARK DIOCESAN BOARD OF EDUCATION
BELONG SERVE THRIVE

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A Letter from the Chair of Governors

Mrs M. Martin
Head Teacher

St. John's Church of England (V.A.) School

Spring Park Road
Shirley
Croydon
CR0 5EL



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Dear Potential Applicant,

Welcome to a letter that could change your life forever, and you don't get to read those words every day. We are delighted that your interest in leading our school has taken you this far and hope you find much in this pack that keys into your values, life goals and sense of adventure.

Being a Headteacher in these challenging times is not an easy role. That's why the supportive, kind and flourishing environment at St John's offers an exciting opportunity to develop your talents and feel blessed to lead an ambitious and popular school at the heart of its community. Watch some of our teachers describe their experience of our school here <https://www.youtube.com/watch?v=DnauYMkgdcc>

Love runs through our school, and we are uncompromising on being a values-led school where our Golden rule of "Love One Another" holds us all to account. This, along with our vision of being a school where all may love, learn and flourish, has been central to our journey to Outstanding and remains at the forefront of all we do.

We are a school of high expectations; Governors are highly experienced and supportive, ensuring our Headteacher has everything they need to deliver for our children. Our school development plan is a real tool for school improvement which allows the whole school to align behind agreed goals each year. Governors work with the Headteacher to balance the many conflicting demands on the school effectively, in the best way possible.

We are a school of celebration and always seek opportunities to recognise the many talents and great achievements of our children, staff and wider school community. This ensures that the rhythm of our school year is articulated with worship, thanksgiving, joy and pride in all the great work we undertake and all that we are as a school community.

The beauty of our diversity as a school is celebrated and enhances the life of every child. Our outcomes are consistently high and music is a particular strength at St. John's. We have fantastic staff who know how to enable our children to achieve all they can. Our parents are supportive and aligned with the school's values, and we have a wonderful school association which promotes an excellent relationship between school and parents.

Really the only thing missing could be you! Do come visit and see for yourself what makes St. Johns so special, and work with us to discern if you might be the best person to take us forward on the next part of our adventure.

With warmest regards
John
J R Phillipson
Chair of Governors



A Letter from our Vicar

St John's Vicarage, Shirley Church Road, Shirley Croydon CR0 5EF

Dear Potential Applicant,

As the Vicar of the parish, it is a real joy to write to you about St John's C of E Primary School and the place it holds at the heart of our community.

St John's is a school where Christian faith is lived out with warmth, generosity, and genuine care. It is a place where children are known, valued, and encouraged to grow – not only in their learning, but in kindness, confidence, and character. The school's commitment to its vision, that all may Love, Learn, and Flourish, is evident in daily life and in the strong, nurturing relationships between staff, governors, pupils, families, and the wider parish.

Our Golden Rule to "Love One Another" sits at the centre of the school's life and is reflected in its welcoming atmosphere, its inclusive ethos, and its joyful approach to learning and worship. St John's is a school that serves its community faithfully and one that the parish is deeply proud of and closely connected to. Our stated values help us to explore and embed the width and breadth of our vision and Golden Rule.

We look forward with hope and prayer to welcoming a Headteacher who will cherish this Christian foundation, lead with compassion, wisdom and joy, and help the school continue to flourish in the years ahead.

With every blessing,

Revd Lu Gale

Vicar of St Johns the Evangelist Shirley



Our School

St John's Church of England VA Primary School is a successful two-form entry primary school serving Shirley and the surrounding areas. We have achieved Outstanding in Ofsted and Excellent in SIAMS through living our vision of being a school where everyone can Love, Learn and Flourish. We are an inclusive and engaging school with a deep and distinctive Christian character that nurtures our whole school community.





Our Church

We have a fantastic relationship with our Foundation Church, St John the Evangelist, Shirley, and its Vicar, the Reverend Lu Gale. We have a path which runs between the school and church and is indicative of the free flow between the two buildings that our children and staff have come to treasure.





Our Ethos Vision and Values

Our vision is simple and deeply rooted:
That all may Love, Learn, and Flourish.

St John's is a school where love runs through everything – not just love in the abstract, but God's love made visible in daily practice. This love holds our community together and shapes the way we teach, lead, and care for one another. We want every child to develop a genuine love of learning, alongside a deep respect for others, recognising and valuing the uniqueness that makes each person special.



We see our role as planting children in a nurturing, loving environment, surrounding them with outstanding teaching, and enabling them to turn their faces toward the sunshine of their own achievements. Our aim is that every pupil is supported to flourish academically, spiritually, and personally.

We asked parents how they would describe the ethos of St John's. Their responses speak powerfully of the culture we cherish:

"They want to teach children well while teaching them about God and good values in life."



- "Genuine care."
- "A very strong message of 'love one another', that the children can apply to everything they do."
- "An inclusive, safe, welcoming and friendly environment where children are helped to grow."
- "A loving community, with a Christian ethos as its foundation."

Our shared life is guided by our core values of Peace, Generosity, Trust, Compassion, Joy, and Wonder, each explored in depth through Collective Worship and classroom discussion across the year. At the heart of everything is our Golden Rule: Love One Another. This teaching of Jesus is central to our faith and to the way the St John's family seeks to live and work together:

"A new commandment I give unto you, that you love one another, as I have loved you. By this all will know that you are my disciples, if you have love for one another."
(John 13:34–35)



Our Achievements

Academic performance.

Outcomes in 2025 demonstrate consistently high attainment across the core curriculum. At the end of Key Stage 2, 81% of pupils achieved the expected standard or higher in reading, writing and mathematics combined, well above the national average of 62%. Reading outcomes are a significant strength of the school, with 88% of pupils meeting the expected standard (national: 75%) and 50% achieving the higher standard (national: 33%). Mathematics attainment is also strong, with 90% reaching the expected standard (national: 74%) and 26% achieving the higher standard (national: 26%). Grammar, punctuation and spelling results are strong too, with 91% of pupils meeting the expected standard (national: 73%) and 41% achieving the higher standard (national: 30%). Writing outcomes remain secure, with 90% of pupils reaching the expected standard. (National: 72%).

Other assessment data at St. John's is also strong. 79% of children achieved a Good Level of Development at the end of EYFS (national: 68.3%) and in Phonics 95% of children passed the PSC (national: 81%).

Awards and Community Recognition

In 2025, the school achieved a Distinction Eco-Schools Green Flag status. This award recognises the work of the Sustainability Champions who have driven initiatives to make the school more environmentally responsible and to promote 'reduce, reuse and recycle' both in school and at home.

The school participated in the Open University Reading for Pleasure Programme in 2024 and continued this into the following year with the Sustaining and Strengthening Programme which have supported reading and also wider literacy skills.

We have achieved the Gold RE Quality Mark twice in both 2015 and 2019. This award recognises the high-quality religious education, which includes a strong partnership with the neighbouring St. John's Church.

We are pleased to have received The Croydon Wellbeing Mark in March 2025 which is an award given to schools that demonstrate a strong commitment to prioritising the wellbeing of their school community. The Wellbeing Mark is based on five key commitments: creating a wellbeing pledge, conducting an audit to identify areas for development, participating in wellbeing-focused CPD, establishing wellbeing champions within the school and engaging with local surveys to help shape future priorities for the borough. We are pleased that our dedication to wellbeing has been recognised by the Croydon Education Partnership.

Ofsted Rating

Our last inspection took place in September 2021 and the school retained 'Outstanding'. The school is recognised for its high standards in academic achievement, personal development, and leadership. Pupils enjoy coming to school and feel safe. They receive a high-quality curriculum, make excellent progress and remember their learning.

The full report can be read [here](#).

SIAMS

St. John's Church of England Primary School was inspected under the Statutory Inspection of Anglican and Methodist Schools (SIAMS) framework in April 2023. Inspectors observed a vibrant, inclusive community where pupils and staff flourish as a direct result of its deeply embedded Christian vision: love, learn, flourish. This vision, rooted in Christ, is clearly articulated, widely understood, and consistently used by governors and leaders to shape every aspect of school life, from strategic decision-making to daily interactions.

Relationships across the school are characterised by love, joy, and mutual respect. Pupils confidently live out the 'golden rule' of loving one another, demonstrating strong moral awareness, a commitment to justice, and a passion for service. Opportunities such as courageous advocacy, community partnerships, global outreach, and peer-support initiatives exemplify how pupils actively express the school's vision in practice. Pupils are ambitious, reflective, and well-prepared for the next stage of their education, benefiting from a rich, engaging curriculum underpinned by spiritual and moral development.

The school environment powerfully reflects its Christian vision, with thoughtfully designed spaces that promote collaboration, reflection, and community. Collective worship is central to school life, described as joyful, inspirational, and transformational by pupils and parents of all faiths. Strong partnerships with the local church, diocese, and other schools enrich both worship and learning, and provide valuable opportunities for leadership development and outward-facing support.

Staff feel valued, nurtured, and motivated by the vision, with effective professional development and clear pathways into leadership. Pupils, including those with special educational needs, are known and supported exceptionally well, resulting in excellent progress and consistently high outcomes. St. John's is a confident, compassionate Christian community where all are enabled to love, learn, and truly flourish.





Our Diocese

Southwark Diocesan Board of Education



SOUTHWARK DIOCESAN BOARD OF EDUCATION
BELONG SERVE THRIVE

We work closely with the Southwark Diocese Board of Education (SDBE) who support the school in appointing a Headteacher or Deputy Headteacher, building projects, training governors and staff and with the Statutory Inspection of Anglican and Methodist Schools (SIAMS) framework.

The Southwark Diocesan Board of Education (SDBE) supports 99 schools and academies, along with colleges and universities across its diverse and vibrant Diocese. Committed to the principle that Church schools are for everyone, the SDBE shapes its educational approach around its vision for all to *Belong, Serve, Thrive*.

This vision reflects the wider Anglican commitment to nurturing the well-being, dignity and flourishing of every individual entrusted to their care.

The SDBE team is dedicated to providing excellent training, professional advice, resources, guidance and pastoral support. SIAMS and OFSTED inspection outcomes place the SDBE among the highest-performing Diocesan Boards of Education nationally, with diocesan schools consistently achieving above national averages.

The Board also offers comprehensive induction for Headteachers, delivers high-quality CPD for new leaders, and connects them with peer mentors to support their professional growth.



Our Location

The school is ideally located in Shirley, Croydon, an area well known for its strong community feel and excellent local amenities. Shirley offers a pleasant suburban environment with a balance of green spaces and everyday conveniences, creating a calm and welcoming setting that is well suited to learning. The surrounding neighbourhood is well established and family-oriented, which contributes to a safe and supportive atmosphere for pupils and staff alike.

The location benefits from excellent transport links, making the school easily accessible for families and staff travelling from across Croydon and neighbouring areas. Regular bus services run through Shirley, providing direct connections to Croydon town centre and nearby districts, while East Croydon and West Croydon stations are within easy reach for rail services into central London and the wider South East. This strong connectivity supports punctuality, attendance, and wider engagement with the community.

Shirley is also well served by local amenities that enhance daily school life. Nearby shops, libraries, leisure facilities, and cafés offer convenience for families and opportunities for enrichment activities. The presence of local parks and open spaces provides valuable areas for outdoor learning, sports, and recreation, supporting pupils' physical wellbeing and enjoyment beyond the classroom.

Overall, the school's location in Shirley, Croydon, combines accessibility, community strength, and a pleasant environment. Good transport links, a range of local amenities, and a peaceful suburban setting work together to create an ideal backdrop for education. This setting supports not only academic focus but also the wellbeing and wider development of all members of the school community.





Job Advert

St. John's Church of England (Voluntary Aided) Primary School
Spring Park Road
Shirley
Surrey
CR0 5EL



020 8654 2260

Headteacher

Start date: 1st September 2026

Contract: Permanent Fulltime 100% FTE

Post Grade: Band 3, Leadership Scale, Outer London

Pay range L15 - L21 £77,209 - £88,812 pa, dependent on experience

This is a wonderful opportunity for a new Headteacher to lead St. John's School into the next phase of our educational and spiritual development; our vision and values truly reflect where we are and the direction we want to take, with our school rule of Love One Another visibly present in our daily lives. St. John's is a friendly, diverse school with a visible Christian distinctiveness and our ethos, driven by love, is key to all we do and achieve.

We are an oversubscribed, stand-alone, two-form entry school situated in the quiet suburb of Shirley, Croydon, close to the boundary of Bromley, with high aspirations for our staff and children. Our classrooms are well-resourced, our buildings maintained to a high standard and we enjoy spacious grounds. We have a committed and supportive school community, excellent teams of teaching and support staff, an encouraging and ambitious governing body and a thriving school association; all rooted in school life.

We value and invest in CPD with successful bespoke in-house programmes and are leaders in the educational field, sharing our successes with other schools. Our high-quality leadership and teaching, together with a positive ethos, strong family values and our children making good progress, has resulted in a popular and successful school.

Our children have a wide range of abilities, with additional needs throughout the school supported by our embedded SEND strategy and policy.

We are looking for a highly motivated, effective and dynamic Headteacher with the right skills and personality to provide strong, inspiring and visible leadership of the strategic and day-to-day management of the school.

Shortlisted candidates will have senior leadership experience, preferably in a faith primary school, together with a good theoretical and practical knowledge and understanding of developing children to flourish here and into their future.



Experience and/or a clear understanding of Ofsted and SIAMS would be expected of candidates

St. John's offers you:

- collaborative and dedicated colleagues
- highly motivated and happy children who strive to achieve their best
- an ambitious and supportive governing body
- a friendly and thriving school community
- a well-resourced and innovative learning environment in our spacious well-maintained buildings and grounds
- high quality opportunities for professional development
- collaborative working with local primary schools
- good nearby public transport links and free off-street parking
- Teachers' Pension Scheme
- Paid leave taken during the school holiday periods in line with the STPCD and with no fixed number of annual leave days
- access to a free Employee Assistance Programme

We would love to hear from you if you...

- can role model our vision and values with a kind heart to provide clear leadership to our school, using strategic and problem-solving skills
- have a safeguarding-first approach
- are a creative and inspirational leader who has outstanding practice
- have a proactive inclusive approach and are innovative and passionate about learning and teaching, committed to raising standards and will strive to help all children to achieve their best in a kind school environment
- are an excellent communicator and have strong interpersonal skills which provide clarity and foster effective relationships with colleagues and children
- are looking to work closely with a governing body in a welcoming church school to develop and progress your leadership career.

Please refer to the Headteacher Information Pack for more details.

School visit

You are strongly encouraged to take the opportunity to visit our school for a tour of the site and spend time with our current Head Teacher, Deputy HT or other senior staff before applying.

Please contact our School Business Manager Lila Powel to book your visit on:

1. Friday 13th February
2. Tuesday 24th February

If necessary, please contact Lila to discuss an alternative date or time. Lila can be contacted via telephone (020 8654 2260) or email (recruitment@st-johns.croydon.sch.uk).

Please see our Headteacher Information Pack for details of how to apply for this vacancy.

We do not accept/read CVs.

The closing date for applications is Monday 2nd March 2026, at 9am. Interviews are scheduled for 2 days, 11th & 12th March 2026.



All applicants will be contacted.

Safeguarding and Safer Recruitment

Our robust selection process is based on good practice, ensuring equality of opportunity for all applicants whilst deterring and rejecting those who may be unsuitable to work with children.

It is expected that candidates should be aware and understand their duties and responsibilities in relation to child protection and safeguarding children.

We identify and reject any applicants who are unsuitable to work with children, and respond to any concerns about the suitability of applicants during the recruitment process.

Reference requests, Online Searches and other safeguarding procedures will be carried out for shortlisted applicants prior to interview. Please see 'If you are shortlisted' section in our information pack.

Equal Opportunities

This school is committed to equality and diversity in employment practice and service delivery.

We guarantee an interview to any disabled candidate whose application meets the minimum essential criteria for the post and will consider reasonable adjustments to our recruitment and selection processes, where appropriate.

We welcome applicants from all backgrounds and communities and are respectful of all individuals' race, age, religion, gender identity, sexual orientation, caring responsibilities, disabilities and cultural background.



Data

In line with the UK General Data Protection Regulation (UKGDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) the school is responsible for holding and protecting personal data. The school is required to share some data with the Local Authority and the DFE. For further information on who we share data with please see our website for our Privacy Notices.



Job Description

St. John's Church of England Voluntary Aided Primary School



Headteacher Job Description Spring 2026

The Headteacher will guide St. John's Church of England Primary School into the next stage of developing its strengths and addressing the areas needing development.

The Headteacher will provide professional leadership for the school, setting clear direction and securing high-quality teaching and learning for all pupils while sustaining the embedded Christian character.

The Headteacher will lead and embody a shared vision shaped by the school's vision of *Love Learn Flourish* and values of peace, compassion, joy and wonder, trust and generosity. While supporting pupils to flourish academically, socially and spiritually, this role calls for high ambition and energy, a strong and visual commitment to safeguarding and the ability to build positive, trusting relationships with all members of the school and wider community.

Main roles and responsibilities

Shaping the Future

1. To articulate, model and embed the school's Christian vision and values in all aspects of school life.
2. To work in partnership with the Governing Body to set and deliver a clear strategic direction for the school, keeping children, learning and wellbeing at the heart of decision-making as the school enters its next stage of development, with safeguarding embedded throughout.
3. To lead the school in preparation for Ofsted and SIAMS inspections; followed by addressing the outcomes by maintaining strengths and responding effectively to areas for development in line with current frameworks.
4. To be committed to the future of the school's community, able to anticipate and respond to changes in the demographics of the community, existing funding challenges and potential further restrictions, changes in education policy and in the wider socio-economic situation, while ensuring that the vision of the school and needs of the community are at the core of strategic planning.
5. To continue to build on the school's reputation for inclusion and high-quality SEND support, with a strategic focus on strengthening provision and using space



effectively to respond to a growing and increasingly complex range of needs.

6. To improve outcomes for disadvantaged pupils, ensuring the needs of all vulnerable groups are met and exceeded, whether SEND, Pupil Premium or other groups.
7. To develop and maintain the school's premises and outdoor space to meet the needs of the curriculum and enhance pupils' school experience and learning.
8. To be ambitious for the school and its potential, seeking ways to maximise and build on its core assets to the advantage of pupils, staff and wider community.

Leadership and Management

9. To support and enhance the Christian distinctiveness of the school through personal example and professional leadership.
10. To shape a collaborative and supportive learning culture in which children and staff feel valued and are understood, encouraged, inspired and equipped to succeed.
11. To produce and implement clear, evidence-based school development plans and policies for the future of the school.
12. To model sustainable financial and resource management, including long-term financial planning to support the vision of the school, in partnership with the Governing Body,
13. To promote a culture of financial responsibility and awareness across the school, ensuring financial decisions support educational priorities and deliver best value for money.
14. To ensure staffing structures are affordable, sustainable, and aligned with the school's educational priorities.
15. To lead a robust safeguarding culture, ensuring safer recruitment practices and that all staff, governors, volunteers, contractors and visitors understand and fulfil their safeguarding responsibilities.
16. To train and retain, motivate and inspire staff through regular feedback, effective appraisal, professional development and supportive performance management.
17. To be a supportive and encouraging role model for staff, helping them to thrive professionally and maintain a positive work life balance.
18. To work openly, constructively and effectively with the Governing Body.
19. To ensure compliance with all relevant statutory, legal and diocesan requirements.

Teaching, Learning and Standards

20. To ensure the school provides an engaging learning environment and a creative and broad curriculum which reflects the children who learn here and enables all children to achieve their full potential, and incorporate rich PSHE/SMSC curricula to help keep children safe and prepare them for life in modern Britain.
21. To ensure high standards of teaching and learning throughout the school and across the curriculum, including spiritual development as an intrinsic element and delivering high standards of teaching, learning and fostering aspiration for pupils with SEND.
22. To maintain a consistent focus on pupil achievement, monitoring, tracking and reporting on progress and attainment, including accurate and timely reporting to



the Governing Body.

23. To maintain high aspirations for and expectations of the whole school community, in a supportive environment.
24. To identify areas for ongoing school development by monitoring and evaluating the performance of the school through self-evaluation and external review.
25. To maintain a culture in which children are enabled to grow academically, socially and spiritually, recognising that children need more than academic knowledge.
26. To ensure effective planning, allocation, support and evaluation of staff work with clear delegation of tasks, so that staff are motivated and empowered.
27. To make the most of the school's location to provide wide-ranging experiences which inspire a joy of discovery and give children the widest possible chance to excel.
28. To ensure high standards of behaviour and attendance are maintained.

Community

29. To lead and sustain community-building initiatives, bringing pupils, parents/carers, staff and parish together in a happy, welcoming, Christian school.
30. To build on the school's good reputation, ensuring parents/carers and pupils are well informed about school life, values, progress and the curriculum, and are involved in supporting and encouraging children's progress.
31. To strengthen partnerships with parents and carers, including the constructive handling of challenge and concern through clear written and verbal communication of established and re-enforced procedures and governance systems, using a command of spoken English sufficient for the effective performance of the job.
32. To support and develop a cohesive and strong staff team, ensuring this school is a place where people want to work, grow and deliver their best.
33. To embrace and strengthen the links with the local parish, ensuring faith continues to be at the heart of this school.
34. To actively engage with other schools and organisations in the interests of enriching the school and its value to the wider school community, as well as collaboration with multi-agency partners in the best interests of pupil welfare and safeguarding.
35. To ensure effective liaison with Southwark Diocesan Board of Education and the London Borough of Croydon.

Equality and Inclusion

36. To fulfil the school's duties under the Equality Act 2010, including those relating to its religious character.
37. To promote a Christian culture of equality, diversity, inclusion and belonging across the staff team and all other aspects of school life, ensuring a positive environment in which diversity is embraced.
38. To deliver a broad, diverse curriculum which reflects and engages the children who learn here
39. To actively work to ensure each child flourishes to reach their full potential and leaves our school with confidence and hope, including our children with Special Educational Needs and Disabilities.



40. To ensure the unique vulnerabilities of pupils with SEND needs are addressed within the school's safeguarding framework, and to target, monitor and evaluate SEND resources for best value.
41. To implement the SEND Code of Practice and the school's SEND plans to ensure that pupils' needs are fully met, including through training and equipping staff to meet the needs of all children, including those with SEND.
42. To continuously assess and improve the accessibility of premises, resources and to the curriculum for all pupils.

Safeguarding

43. Have a demonstrable commitment to safer recruitment to ensure the school has a culture where low-level concerns can be freely reported in order to retain all pieces of the safeguarding jigsaw and to ensure this is driven from the top with a visible commitment to reducing risks and keeping children safe with no compromise.
44. To commit to safeguarding and the welfare of children and young people, to have a thorough knowledge of all safeguarding policy and procedures and ensure safeguarding is at the heart of all policy and practice in the school.
45. To be part of the Designated Safeguarding Lead team and potentially the Senior DSL for the school.
46. To have the ability to train, mentor and challenge staff on their safeguarding practice to ensure it is of the highest standard, and to ensure staff have all the necessary safeguarding training and are equipped to fulfil their safeguarding roles.

Ethics and Professional Conduct

47. To demonstrate consistently high standards of principled and professional conduct, to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers must always uphold and demonstrate the Seven Principles of Conduct in Public Life (Nolan Principles).
48. To be familiar with the Headteacher's Standards and always uphold them in relation to school culture, teaching, curriculum and assessment, behaviour, additional and special educational needs, professional development, organisational management, school improvement, working in partnership, governance and accountability, demonstrating integrity, fairness and professionalism in all aspects of leadership.
49. To be responsible for ensuring the school embodies its vision, values and ethos and that those are lived authentically, balancing ambition with compassion and care.

This job description is not exhaustive, and roles and responsibilities may be amended following discussion with the Chair of Governors. It should be read in conjunction with the range of duties and responsibilities of Headteachers as set out in the Headteacher's Standards and the Teachers' Pay and Conditions document.





Person Specification

St. John's Church of England Voluntary Aided Primary School



Headteacher Person Specification Spring 2026

Dear Applicant

In appointing a headteacher, governors will welcome applicants from anywhere on a continuum from practicing Anglican, committed Christian actively involved in their own church to someone willing to lead, develop and support the Christian ethos. The Governing Body seeks the best candidate for our school, and we will ensure that our new Headteacher can provide Christian Leadership within the school.

Qualifications and Training	Essential/Desirable
1. Qualified Teacher Status	E
2. Clear evidence of commitment to professional development in school leadership	E
3. NPQH - National Professional Qualification for Headship or equivalent	D
4. Proven experience of successful senior leadership in a primary school.	E
Values	
5. Belief in our vision of <i>Love, Learn, Flourish</i> and in our values of peace, compassion, joy and wonder, trust and generosity, with the ability and desire to live those out in daily life. Embrace, uphold and lead by our rule 'Love one another'.	E
6. Commitment to monitor and maintain the of wellbeing of all in the school community, including pupils, families, staff, governors and themselves, and act accordingly to support those needing help.	E
7. Commitment to the seven 'Nolan Principles' of conduct in public life.	E



8. Role model energy, empathy and a positive attitude to encourage and support staff to thrive professionally, assist colleagues and maintain a positive work-life balance.	E
9. Commitment to understanding the organic school community and its diverse needs. A proven ability to build strong, collaborative relationships with parents, local businesses, stakeholders and community organisations while role modelling the love that flows throughout our school.	E
10. The resilience, flexibility and delegation skills needed to work under pressure, to manage workload and to work collaboratively; ability to know when to ask for help.	E
11. A commitment to self-development and continued professional development of self, staff and governors.	E
Inspiring School Leader	
12. Demonstrable experience of delivering whole-school strategy in a range of areas while reflecting our vision and values.	D
13. Demonstrable experience of building a strong, positive school culture based on encouragement, love, respect and shared Christian values	D
14. Demonstrable track record of building a school community with experience of developing strong positive relationships with parents/carers to maintain their engagement so that our children can flourish.	D
15. Proven strong relationships with colleagues, governors and stakeholders, with a record of successfully hiring, developing and empowering a strong staff team, and using evident skills to navigate difficult conversations so that staff and members of the school community remain engaged. Strong decision-making skills, including making difficult decisions when necessary.	D
16. Experience of working closely with the school governing body, building strong, effective relationships with individuals, each committee and the whole body for the advancement and benefit of the school.	D
17. Experience of managing disciplinary, complaints and performance procedures, and of managing difficult processes and outcomes successfully utilising authority, compassion and integrity.	D
18. Ensure financial decisions support educational priorities and deliver best value for money, including staffing structures that are affordable, sustainable and aligned with the school's educational priorities.	D



19. Ability to create a culture of financial responsibility and awareness across the school.	D
20. Ability to use data analysis effectively to drive school improvement and target setting.	E
21. In-depth knowledge of Ofsted framework and process	E
Outstanding Educator	
22. Proven track record as an outstanding, child-centred classroom practitioner with a deep understanding of, and love for, teaching and learning.	E
23. The ability to be a role model in the classroom and to develop and encourage others to create a rich and stimulating teaching and learning environment.	E
24. Knowledge of how to build on our embedded broad, creative, relevant curriculum which inspires children, including activities and experiences that support learning, enhance children's wider development and teach skills for life.	E
25. Track record of supporting/delivering high standards of teaching, learning and attainment, raising achievement and accelerating progress in all children, with high aspirations for all pupils and a firm belief that children from disadvantaged backgrounds can and do achieve the highest standards	E
26. Demonstrable commitment to inclusion and equality as applied to primary schools, to understanding the needs of each child in the school, including those with SEND. To ensure all staff are also committed to and demonstrate this.	E
27. Ability to uphold the effective delivery of RE as a core subject and the leadership of spiritual development across the curriculum.	E
28. Commitment to high standards of behaviour and strong understanding of behavioural management techniques which have learning from mistakes/forgiveness at their core.	E
Committed to continuous improvement	
29. Deep knowledge and a track record of effective, evidence-based monitoring and evaluation of teaching and learning to improve quality and raise pupil achievement, including in children with SEND.	E



30. Experience of school improvement, monitoring and evaluating performance through self-evaluation and external review in order to continue to achieve the highest Ofsted and SIAMS ratings.	E
31. Knowledge of the role of the Governing Body of a Voluntary Aided Church of England school and the ability to build effective relationships and work positively with them for their development and for the school's improvement.	D
32. Ability to maintain and develop the strong community/organisational links in the interests of school improvement and to prepare pupils educationally and socially for life.	E
33. Ability to lead the school in continuing to address sustainability across the school; to reduce the carbon footprint further and exploring other Green projects, as well as assessing staffing levels, outsourced contracts and the allocation of the budget.	E
Safeguarding	
34. A deep and up-to-date knowledge of the statutory guidance in 'Keeping Children Safe in Education' (KCSIE) and other relevant safeguarding legislation as well as current best practice and a clear commitment to its implementation throughout all aspects of the school and school community.	E
35. Level 3 Safeguarding Training and experience of being a Designated Safeguarding Lead or DSL Team Member.	E
36. The ability to lead by example and create a strong, positive safeguarding culture where all concerns are taken seriously and responded to promptly, to maintain the children feeling safe and loved at school	E
37. Experience of managing and overseeing complex safeguarding cases and a clear understanding of the multi-agency working environment.	E
38. Knowledge of safer recruitment processes, with the ability to instil a passion for keeping children safe into staff, governors and the wider school community, resulting in the culture of safeguarding being evident throughout school life.	E
39. The ability to train, mentor and challenge staff to ensure the highest level of safeguarding practice.	E
A Church School Leader	
40. Can maintain a distinctive Christian Leadership within the school, demonstrating a commitment to our vision, ethos, values and Christian	E



distinctiveness of this school.	
41. Experience of leadership in a faith school and/or sound knowledge of the SIAMS inspection framework.	D
42. Ability to lead and role model inspiring and relevant Collective Worship in a way that encourages and equips children and staff spiritually and continues to embed our school rule to love one another.	E
43. Ability to work collaboratively with the clergy and other representatives of the Parish of St. John the Evangelist in meeting the spiritual and pastoral needs of children.	E
44. A practicing, committed Christian	D





How to apply

How to Apply for the Headteacher vacancy at St. John's CofE VA Primary School

School visit

You are strongly encouraged to take the opportunity to visit our school for a tour of the site and spend time with our current Head Teacher, Deputy HT and other staff, as available.

Please contact our School Business Manager Lila Powel to book your visit on:

1. Friday 13th February
2. Tuesday 24th February

If necessary, please contact Lila to discuss an alternative date. Lila can be contacted via telephone (020 8654 2260) or email (recruitment@st-johns.croydon.sch.uk).

Please complete and submit the following:

1. Our application form, fully completed with all sections answered. This includes a letter within the application form, setting out the main points of your application. This should not exceed 2 pages
2. The tabulated Person Specification form, clarifying your experience in relation to each point.

All completed forms should be emailed together to recruitment@st-johns.croydon.sch.uk for the attention of Lila Powell, School Business Manager. We do not accept/read CVs.

The closing date for applications is Monday 2nd March 2026 at 9am. Interviews are scheduled for 11 & 12 March 2026.

All applicants will be contacted. References will be requested for shortlisted applicants prior to interview. Shortlisted applicants will be required to complete and return a Self-Disclosure Form prior to interview.

Online searches will be carried out upon shortlisted applicants prior to interview. Any concerns will be discussed with candidates at interview.

Further vetting checks including an enhanced DBS, incorporating a check of the Children's Barred List, will be undertaken on provisional offer. The [DBS sensitive applications team](#) (0300 131 2784) may be used for privacy regarding a transgender applicant's previous identity.



Safeguarding and Equal Opportunities in our Recruitment Process

Safeguarding and Safer Recruitment

This school is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

Our robust selection process is based on good practice in selecting the best candidate for the job; ensuring equality of opportunity for all applicants whilst deterring and rejecting those who may be unsuitable to work with children.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. It is expected that candidates should be aware and understand their duties and responsibilities in relation to child protection and safeguarding children.

We identify and reject any applicants who are unsuitable to work with children. We will respond to concerns about the suitability of applicants during the recruitment process and about employees and volunteers once they have begun their role here with us. All new staff and volunteers participate in an induction which includes child protection and are signposted to our supporting policies and procedures. Shortlisted applicants will be required to complete and return a Self-Disclosure form prior to interview. As this role involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974 – this means that you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). The amendments to the Exceptions Order state that certain 'spent' convictions and cautions are 'protected' and are therefore not subject to disclosure to employers and cannot be taken into account.

Any concerns resulting from all checks will be discussed with candidates at interview.

Photographic identification and certificates of all relevant qualifications will need to be provided at the interview stage.

Further vetting checks including an enhanced DBS, incorporating a check of the Children's Barred List, will be undertaken on provisional offer. The [DBS sensitive applications team](#) (0300 131 2784) may be used for privacy regarding a transgender applicant's previous identity.

Equal Opportunities

This school is committed to equality and diversity in employment practice and service delivery.

As part of our commitment to equalities and diversity, we aim to ensure that candidates are not prevented from demonstrating their true abilities during the recruitment and selection exercise. We guarantee an interview to any disabled candidate whose application meets the minimum essential criteria for the post.



We are also committed to make Reasonable Adjustments to our recruitment and selection processes, where appropriate. This is to ensure that no candidate is unfairly prevented from demonstrating their abilities and skills, whether they have a disability or not.

St John's School is committed to positively tackling discrimination in all its forms and works to ensure that all sections of the community have fair and equal access to and experience within employment. We welcome applicants from all backgrounds and communities, particularly those that are currently underrepresented in our workforce; we are respectful of all individuals' race, age, religion, gender identity, sexual orientation, caring responsibilities, disabilities and cultural background.



This post is a customer-facing position and falls within the scope of the Code of Practice on English Language requirement for Public Sector Workers. The school has a statutory duty under part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are within the JD/Person Specification.





What will happen if you're shortlisted?

If you are shortlisted for interview, you will be notified in writing via email. You will be provided with information relating to the interview and assessments process.

Any requests for disability-related Reasonable Adjustments for the remainder of the recruitment process should be made by you at this point.

Refreshments and lunch will be provided, with your dietary requirements accommodated.

References

References will be taken up prior to the interview process and full employment histories may be verified as part of our vetting procedures in our on-going commitment to Safer Recruitment Practices.

Self-Disclosure

The Rehabilitation of Offenders Act (1974) (Exceptions) Order 1975 (Amended) (England and Wales) Order 2013 recognises the principle that people who have been convicted of an offence should not, as a result, be discriminated against for the rest of their lives and therefore it prohibits discrimination in employment within defined limits. Some posts are exempt from the Act and these include those involving work with children, the elderly, persons suffering from serious illness, with people with disabilities and for certain professions where the highest integrity is expected including employment in finance, legal, medical and security services.

The post you are applying for is 'exempt' under the Act. You are therefore required to provide details of ALL current (unspent) and 'spent' convictions, pending cases, cautions, bind-over orders, reprimands and final warnings, including dates and sentences. In connection with this, applicants shortlisted for interview will be provided with a self-disclosure form which must be completed and returned prior to interview. Information obtained through the self-disclosure process will be used to inform the overall assessment of an individual's suitability for the role.

Disclosure forms will only be accessed by those who need to see it as part of the recruitment process and will be stored securely and only for as long as necessary. Disclosure forms of unsuccessful candidates will be destroyed.

Please note: applicants do not need to declare any criminal record information that is 'protected' and therefore filtered under The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020. Further guidance on whether a conviction, caution, final warning, or reprimand is eligible to be filtered can be found at: <https://www.gov.uk/government/publications/dbs-filtering-guidance>.

Online Searches

Online searches will be undertaken on shortlisted applicants to review publicly available information that would either harm the reputation of the school or make an applicant unsuitable to work with children. Information that causes concern will be explored with the applicant at interview.



Qualifications

Candidates will be asked to provide evidence of qualifications relevant to the role, and in accordance with the Person Specification, at interview.

Identity and Right to Work

We are required to check that a job applicant is allowed to work in the UK before we employ them. You will therefore be required to provide evidence of your identity and right to work in the UK at interview.

What will happen if you're offered the post

Any offer of employment made will be subject to clearance of appropriate vetting checks in accordance with Keeping Children Safe in Education 2025.

Disclosure and Barring Service Certificate

You will be asked to complete an application form to obtain a certificate of enhanced disclosure from the Disclosure and Barring Service, unless we have agreed to accept a previous certificate issued and carried out a status check using the DBS Update Service which has confirmed there is no additional information available since the certificate was issued. The [DBS sensitive applications team](#) (0300 131 2784) may be used for privacy regarding a transgender applicant's previous identity. If you are happy to have your previous identity disclosed on your certificate, you do not need to contact the sensitive applications team and can simply submit this information under the 'any other names' section of your application.

Overseas checks

Individuals who have been a resident overseas for three months or more within the past five years or were resident overseas prior to the past five years and working with children or young people or were born overseas will be asked to apply for an overseas criminal record check and a "Letter of Professional Conduct" from the professional regulating authority in the country (or countries) in which they qualified/worked. The application process for criminal records checks or 'Letters of Professional Conduct' varies from country to country. The Home Office provides [guidance on applying for criminal records checks for overseas applicants](#).

We will also check:

1. whether you are barred from working with children in regulated activity, where relevant, noting it is a criminal offence for someone who appears on the Children's Barred List to engage, or to seek or offer to engage, in the regulated activity from which they are barred;
2. whether you have successfully completed a period of teacher induction;
3. whether you are prohibited from working in the teaching profession;
4. whether you are subject to disciplinary sanctions from the GTCE;
5. your qualified Teacher Learning and Skills (QTLS) status with the Society for Education and Training, if relevant; and
6. that you are medically fit to undertake the role

Childcare Disqualification

We are required to ensure that staff and volunteers are not disqualified



under the [Childcare Act 2006](#) and [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#).

The regulations prohibit anyone who is disqualified under the regulations from providing early or later years childcare to children under 8 years; or from being directly concerned in the management of such childcare.

A person may be disqualified through:

1. inclusion on the Disclosure and Barring Service (DBS) Children's Barred List;
2. being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2018 regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation);
3. certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2018 regulations;
4. refusal or cancellation of registration relating to childcare or children's homes, or being prohibited from private fostering, as specified in Schedule 1 of the 2018 regulations;

being found to have committed an offence overseas, which would constitute an offence regarding disqualification under the 2018 regulations if it had been committed in any part of the United Kingdom.

The above list is a summary only and the full list of circumstances that disqualify a person are laid out in the [appendices of Disqualification under the Childcare Act 2006](#).

The post you are applying for has been assessed as falling under the remit of the regulations. Therefore, we are legally obliged to make you aware that you will have a duty to report any relevant information (even if the information has been previously considered in relation to a DBS check).

Please note: A person will only be required to disclose cautions issued on or after 6th April 2007, or any youth cautions for a relevant offence issued on or after April 2013. **This does not apply to convictions which must be declared irrespective of date.**

False Information

Providing false information could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police if we consider that you may have committed a criminal offence.

