



St Michael's C of E
Voluntary Aided
Primary School,
Aldbourn, Wiltshire, SN8 2BP



Headteacher Recruitment Information Pack



December 2025





An Introduction from the Governors

Dear Candidate,

Thank you for your interest in the Headteacher position at St Michael's School, Aldbourne. As Chair of Governors, it is a privilege to introduce our outstanding school and to share why we believe this is such a unique opportunity for an inspiring leader.

St Michael's is more than just a school — it is a joyful community where children, staff, governors, and families work together to nurture curiosity, celebrate individuality, and prepare our pupils for a lifetime love for learning and appreciation of the world around them. We are deeply committed to being research-led, ensuring that our teaching practices are grounded in evidence and innovation. Our staff embrace approaches such as continuous provision in EYFS and Key Stage 1, OPAL (Outdoor Play and Learning), forest school, and specialist SEN techniques.

These methods reflect our belief that children learn best when they are curious, engaged, and supported in ways that meet their individual needs. We are proud to be at the forefront of educational practice, and we want our next Headteacher to continue to champion this spirit of innovation while ensuring that every child flourishes - and to share our successes and learning with others, inspiring others to take the values of St Michael's back to their own school communities.

We currently have 191 pupils, with a class in each year group. This gives our school a vibrant, busy atmosphere while still retaining the warmth and familiarity of a close-knit community. Our governing body is made up of 14 dedicated governors, each bringing different professional and personal backgrounds, united by a shared commitment to supporting the school strategically in any way we can. Alongside our active PTA, the governors, church and school leadership work in harmony to maximise opportunities for children - ensuring that every pupil benefits from a rich, varied, and joyful education. As a Church of England school we enjoy a strong and mutually supportive relationship with neighbouring St Michael's church.

Our ethos and values are rooted in our vision "***...a school where a love for learning and an appreciation of God's world will last our children a lifetime.***" This vision is not simply words on a page; it is the heartbeat of our school. For us, it means nurturing children who are not only

academically confident but also spiritually aware, compassionate, and respectful of the world around them. It means creating an environment where curiosity is celebrated, where learning is joyful, and where children develop a deep sense of responsibility to themselves, to others, and to the wider world.

St Michael's combines rigorous, evidence-informed teaching with creative experiences. Our next Headteacher will sustain this balance — ensuring high-quality teaching flourishes alongside Forest School, OPAL play, and the arts. The qualities we value in our leader include:

- A passion for **research-informed practice** and the confidence to embed high-quality teaching practices - and to share this experience and learning with others through showcases.
- A **commitment to inclusion**, ensuring that every child - whatever their starting point - is supported to achieve their potential, while continuing to develop our strength in SEN provision and Early Years.
- The ability to inspire staff, pupils, and parents alike, continuing to foster a culture of collaboration, high expectations, and mutual respect.
- A strong moral compass, with the courage to **lead authentically** and the humility to listen and learn from an amazingly high-performing team, other headteachers as part of the Marlborough hub, and the local authority.
- A deep commitment to our Christian ethos, and the ability to translate our vision into daily practice that shapes children's lives for the better.

As governors, we are proud of the school's achievements and are ambitious for its future. We are a supportive, engaged governing body, committed to working alongside you to ensure St Michael's continues to thrive as a place of excellence, joy, and community. Aldbourne itself is a vibrant, close-knit village with a rich cultural life and a strong sense of identity. The school and church sit at its heart, and our families take pride in being part of its story. Leading St Michael's means not only shaping the educational journey of our pupils but also contributing to the life of the community we serve.

We warmly encourage you to visit us, meet our pupils and staff, and experience for yourself the spirit and values of St Michael's. We will be welcoming visits around the school from **8th-21st January 2026**, and if you wish to arrange one, please contact Louise Jamieson, School Bursar, by emailing admin@stmichaelsaldbourne.co.uk. We also encourage you to look at our website and social media channels to understand what daily life at St Michael's is like.

If you wish to apply, please visit jobs.wiltshire.gov.uk to submit an online application by the closing date of **Thursday 22nd January 2026**. Please note that we are unable to accept CVs.

We wish you the very best of luck in your application and look forward to hearing from you soon.

With best wishes,



Scott Room
Chair of Governors



Welcome to St Michael's

St Michael's is an **Ofsted Outstanding** school (2016) and, in December 2025, was ranked **1st in Wiltshire**, 10th in the Southwest, and 320th nationally in *The Sunday Times Parent Power Guide 2026*. These accolades highlight the exceptional quality of teaching, learning, and care that define our community. We are proud to be a **happy, nurturing, and imaginative learning community**, where pupils and staff share special moments that build a lifelong love for learning. Our ethos is rooted in our **Christian values of Honesty, Respect, and Love**, which weave through every aspect of school life, shaping both our culture and our curriculum.

Our Curriculum

Our curriculum is **rooted in high-quality, evidence-informed teaching**. Staff use modelling, scaffolding, formative assessment, retrieval and independent practice to build secure knowledge. We follow **Sounds Write** for phonics and **White Rose** for maths, with **knowledge maps** guiding progression across subjects. Learning is enriched through:

- **Continuous provision throughout Key Stage 1 (including Years 1 and 2)**, supporting smooth transitions from Early Years and fostering independence.
- A strong focus on **research-led practice**, inclusion, and support for children with **Special Educational Needs and Disabilities (SEND)**.
- Weekly **Forest School sessions on site**, encouraging outdoor exploration, resilience, and environmental awareness.
- A wide range of **clubs, residential trips, and visits**, ensuring children experience learning beyond the classroom.
- Opportunities for **spiritual growth and collective worship**, reflecting our Christian distinctiveness and commitment to nurturing the whole child.

Our Facilities

Our facilities are designed to support both academic and personal development:

- A **beautiful countryside setting**, offering space for play, exploration, and community connection.

- **Forest School areas** and outdoor learning environments that bring creativity and nature into daily learning.
- **OPAL Platinum Award-winning play provision**, ensuring high-quality, inclusive play opportunities for all pupils.
- Dedicated spaces for **clubs, after-school care (Willows), and pre-school provision**, supporting families and enriching community life.
- Modern classrooms tailored to each year group, from **Acorn (Reception)** through to **Oak (Year Six)**, creating a clear progression through the school.

Daily Life at St Michael's

Life at St Michael's is vibrant, varied, and full of opportunities for children to thrive. A typical school day reflects our commitment to both academic excellence and personal growth:

- **Breakfast Club** provides a welcoming start to the day, ensuring children are ready to learn.
- Every day commences with **the 'mile' run** on our all-weather running track.
- Lessons are filled with **enthusiasm, creativity, and challenge**, with teachers encouraging imagination and risk-taking.
- **Collective worship and assemblies** bring the community together, reinforcing our Christian values and fostering reflection and our weekly dramatised '**Share the Story**' sessions make the teachings of the Bible available to children in a fun and accessible way.
- Lunchtimes and playtimes are enriched by our **award-winning OPAL play provision**, where children enjoy inclusive, imaginative play.
- After school, pupils can join a wide range of **clubs and activities**, or attend the **Willows After School Club**, which provides care and enrichment until the end of the day.
- Regular **school trips, themed weeks, and special events**—from history projects to harvest festivals—ensure that learning is connected to the wider world.

For a fly on the wall view of a day in the life in Acorn class (Reception), [take a look at this video on our website](#).

Core Curriculum: Maths and English

At St Michael's, we place a strong emphasis on **high standards in literacy and numeracy**, ensuring every child develops the essential skills they need for life-long learning. Our approach is both **structured and creative**, combining rigour with opportunities for imagination and exploration.

- **English:**
 - A focus on **Sounds Write phonics**, daily fluency practice and 1:1 reading, ensuring children build secure foundations.
 - Rich opportunities for **writing across the curriculum**, encouraging creativity, clarity, and confidence.
 - A love of literature nurtured through **whole-class texts, storytelling, and drama**, helping children to connect emotionally and intellectually with language.
- **Mathematics:**
 - Using the **White Rose mastery approach**, ensuring deep understanding of concepts before moving on.
 - Emphasis on **problem-solving and reasoning**, encouraging children to apply skills in real-world contexts.
 - Use of **practical resources and visual models** to support conceptual understanding and confidence.

Our teaching of Maths and English is underpinned by **high expectations for all learners**, with targeted support and challenge to ensure every child makes progress. These core skills are woven into the wider curriculum, so that literacy and numeracy are not taught in isolation but as part of a **rich, connected learning experience**.

Sport and Physical Development

At St Michael's, we believe that **sport and physical activity are central to a child's wellbeing and growth**. Our approach includes:

- A **broad PE curriculum**, covering games, gymnastics, dance, athletics, swimming and outdoor adventure.
- Strong participation in **local sports festivals and competitions**, encouraging teamwork, resilience, and community pride.
- Opportunities for children to represent the school in **netball, football, hockey, cricket, athletics, and multi-sport events**.
- Daily emphasis on **active play and movement**, supported by our OPAL play provision, extensive outdoor spaces and daily 'mile' run.
- A commitment to ensuring that **every child, regardless of ability, enjoys sport and develops confidence in physical activity**.

Inclusion, SEND and Disadvantaged Learners

At St Michael's, we believe that **every child deserves to thrive**, regardless of background or ability. Our approach to inclusion is rooted in our Christian values of **Honesty, Respect, and Love**, ensuring that all pupils feel valued, supported, and challenged.

- **SEND Provision**
 - We provide tailored support for children with Special Educational Needs and Disabilities, ensuring access to the full curriculum.
 - Our staff use **research-led strategies**, including continuous provision, differentiated teaching, and specialist interventions.
 - Strong partnerships with parents, external agencies, and governors ensure that provision is both personalised and effective.
- **Disadvantaged Learners**
 - We are committed to closing gaps in attainment and opportunity, with targeted support for pupils eligible for Pupil Premium.
 - Enrichment opportunities — clubs, trips, Forest School, and OPAL play — are made accessible to all, ensuring equity of experience.
 - We monitor progress closely, celebrating achievements and ensuring that disadvantaged learners are fully included in the life of the school.

Our inclusive ethos means that **every child is seen, heard, and supported**. We take pride in nurturing resilience, confidence, and independence, so that all pupils — whatever their starting point — can flourish academically, socially, and emotionally.

Community and Enrichment

St Michael's is at the heart of Aldbourne village life. We value our strong partnerships with parents, the church, and the wider community, ensuring children grow up with a deep sense of belonging. Enrichment opportunities include:

- A wide range of **clubs** spanning music, arts, STEM, and sport.
- **Music and performance opportunities**, from singing and instrumental lessons to whole-school productions.
- **Pupil voice and leadership**, with children contributing to decision-making through school council, eco initiatives, and peer leadership roles.
- **Wraparound care** through Breakfast Club and Willows After School Club, supporting families and extending opportunities for children of working parents.
- Regular **celebrations of achievement**, themed weeks, and awards that build pride, confidence, and community spirit.
- Regular opportunities for continuing professional development of all staff through coaching, attendance at carefully selected opportunities and a supporting, open door culture where staff seek to learn from each other.

Partnering with Aldbourne Pre-School

We are proud to share our site with **Aldbourn Pre-School**, creating a seamless journey for children from nursery years into primary education. This close association ensures strong continuity of care, shared values, and a smooth transition into Reception. Families benefit from the convenience of integrated provision, and children thrive in a familiar, nurturing environment that supports their development from the very start. The pre-school is responsible for providing our breakfast club provision.

A Place to Lead and Inspire

St Michael's is more than a school—it is a **community rooted in values, creativity, and care**. For a headteacher, it offers the opportunity to lead a team dedicated to nurturing every child's potential, while shaping the future of a school that is both **deeply loved by its community and nationally recognised for excellence**.





Voices from our school community

What do parents and carers say about St Michael's?

from 2023 Ofsted Parent View (135 Responses)

- 98% of parents feel their child is safe at St Michael's.
- 93% of parents agree the school makes sure pupils are well behaved.
- 95% of parents say their child does well at St Michael's.
- 94% of parents feel the school has high expectations for their child.
- 94% of parents agree there is a good range of subjects available.
- 92% of parents say their child can take part in clubs and activities.
- 89% of parents feel the school supports their child's wider personal development.
- 94% of parents would recommend the school to another parent.

99%

of parents agree or strongly agree that their child is happy at St Michael's.

What are staff looking for in a headteacher?

“

Someone who is friendly and approachable for staff and children alike. Someone who is organised and keeps cool under pressure. Someone who loves all that St Michael's stands for and believes in all that we do here.

”

“

Someone who will encourage our staff's 'lifetime love for learning' so that we can build upon our wonderful foundations.

”

“

Someone who is supportive and caring in their approach and they recognise all the work that has gone in to make St Michael's a special place

”

“

Someone to build on the amazing foundations without resting on their laurels

”

Students feel St Michael's is special because...



Students would like a headteacher who (is)...





St Michael's at a glance

Age Range:	4-11 Years
Location:	Aldbourn, Wiltshire
Type of School:	CofE, Voluntary Aided School
Organisation:	Headteacher
Current Staff Numbers:	40 in total
Current Teaching Staff:	10 Teachers (Full and Part Time)
Non-Teaching Staff:	1 Headteacher
	18 Teaching Assistants (Regular and Casual)
	13 After-school (Regular and Casual)
	5 Support Staff
Number of children on roll (and max):	191 (210)
Average Class Size	27.2 children
Classes:	7 (one per year group)
24/25 Attendance:	95.9%
Children claiming free school meals:	11%
Children with SEN:	10.5%
Children with English as an additional language:	8.4%
Children in receipt of Pupil Premium:	11%
Ofsted Rating (July 2016)	Outstanding
Note: In window for full inspection	https://reports.ofsted.gov.uk/provider/21/126392
24/25 EYFS – Good Level of Development:	79% (69% national average)
24/25 Phonics Screening:	84% (80% national average)
24/25 Key Stage 2 Reading:	91% (75% national average)
24/25 Key Stage 2 Writing:	88% (72% national average)
24/25 Key Stage 2 Maths:	97% (74% national average)
24/25 Key Stage 2 RWM:	85% (62% national average)



St Michael's CofE VA School, Aldbourne

Job Description and Requirements for the Role of Headteacher

Salary: L12-L16

Starting Date: April 2026 (September 2026 for an exceptional existing Headteacher)

St Michael's is an Ofsted Outstanding school (2016) at the heart of Aldbourne village, Wiltshire. Rooted in Christian values of Honesty, Respect, and Love, we are a joyful, research-led community of 191 pupils where curiosity is celebrated, individuality is nurtured, and children develop a lifelong love for learning. With this unique opportunity we are seeking an inspiring Headteacher to lead our school from April 2026, building on our strong foundations and guiding us into the future.

Role Purpose

The Headteacher will provide strategic leadership and vision, ensuring high standards of teaching, learning, and pupil outcomes. They will foster a culture of inclusion, innovation, and collaboration, while proactively promoting the Christian ethos and values that define St Michael's.

Responsibilities

School Culture

- Uphold and extend the Christian ethos of Honesty, Respect, and Love, ensuring it permeates all aspects of school life.
- Create a joyful, inclusive environment where curiosity, creativity, and individuality are celebrated.
- Promote pupil voice and leadership, empowering children to contribute to decision-making and community initiatives.
- Ensure wellbeing and safeguarding remain central to the school's culture, with clear systems and accountability.

Teaching and research-led improvements

- Embed evidence-based practice across all teaching, drawing on the latest educational research by remaining inquisitive and close to research resources, conferences, and published literature.
- Champion innovative approaches such as continuous provision, OPAL play, and Forest School, ensuring they are delivered at consistently high-quality.
- Monitor and evaluate teaching standards, providing constructive feedback and support to staff.
- Share best practice with other schools and networks, maintaining St Michael's as a leader in research-led education.

Curriculum and assessment

- Continue to iterate and deliver a broad, balanced, and ambitious curriculum that nurtures academic excellence, creativity, and spiritual growth.
- Ensure progression and continuity across year groups, from Early Years through Key Stage 2.

- Maintain rigorous assessment systems that track progress, identify gaps, and inform teaching.
- Balance high standards in core subjects with enrichment opportunities in sport, arts, STEM, and outdoor learning.

Behaviour

- Establish clear expectations and consistent approaches to behaviour management.
- Promote positive behaviour through restorative practices, respect, and responsibility.
- Ensure pupils feel safe, supported, and confident to take risks in their learning.
- Celebrate achievements and model resilience, encouraging children to learn from mistakes.

SEND and disadvantaged pupil provision

- Work closely with SENCO, SLT and Teaching staff to strengthen provision for pupils with Special Educational Needs and Disabilities, ensuring access to the full curriculum wherever possible.
- Lead targeted interventions and personalised support, working closely with families and external agencies.
- Ensure disadvantaged pupils benefit from enrichment opportunities, closing gaps in attainment and experience.
- Monitor progress rigorously, celebrating achievements and adapting provision where needed.

Professional development

- Provide high-quality CPD opportunities, tailored to staff needs and career aspirations.
- Encourage reflective practice, coaching culture through Walk-throughs, coaching triads, reading fluency, and peer-to-peer learning.
- Build leadership capacity within the team, supporting succession planning and career progression.
- Prioritise staff wellbeing, fostering a supportive and collaborative working environment.

Organisational management

- Lead efficient and effective operations, managing budgets, staffing, and resources strategically.
- Ensure compliance with statutory requirements, safeguarding, and health and safety.
- Balance long-term strategic planning with day-to-day operational excellence.
- Use data and evidence to inform decision-making and drive improvement.

Working in partnership

- Build strong relationships with parents, governors, the church, and the wider community.
- Collaborate with local schools, the Marlborough hub, and the local authority to share expertise and resources.
- Represent St Michael's with pride and integrity in wider educational networks.
- Strengthen partnerships with Aldbourne Pre-School, ensuring smooth transitions and continuity of care.

Governance and accountability

- Work closely with governors to ensure transparency, accountability, and strategic alignment.
- Provide clear, accurate reporting on performance, progress, and priorities.
- Drive continuous improvement, setting ambitious targets and monitoring outcomes.

- Ensure the school remains compliant with Ofsted and statutory frameworks, while safeguarding its ethos and vision.

Person Specification

We are seeking an exceptional Headteacher who will combine strategic vision with a deep commitment to the values and ethos of our school. The successful candidate will be an inspirational leader, able to unite staff, pupils, governors, and families in a shared mission of excellence, inclusion, and joy in learning.

At the heart of this role is a dedication to **research-led practice and continuous provision techniques**, particularly in the Early Years and Key Stage 1, ensuring that our youngest learners thrive in environments that nurture curiosity, independence, and creativity. Alongside this, we value leaders who can champion innovative approaches such as OPAL play and Forest School, enriching the curriculum and broadening children’s experiences.

We are looking for someone who can:

- Uphold high standards of teaching, learning, and pupil achievement across all phases.
- Build a culture of collaboration, professional growth, and wellbeing among staff.
- Ensure equity and inclusion for all pupils, including those with SEND and disadvantaged backgrounds.
- Lead with integrity, resilience, and a strong moral purpose, while being visible and approachable in daily school life.
- Strengthen partnerships with parents, governors, the church, and the wider community.
- Safeguard the ethos and values of the school, ensuring they are lived out in every decision.

This specification outlines the essential and desirable qualities we seek in our next Headteacher. Candidates should demonstrate not only the skills and experience required but also the passion, motivation, and commitment to lead our school into its next exciting chapter.

The following are the main attributes the Governors wish to see in the successful headship.

Measurements: **A** – Application, **I** – Interview, **R** - Reference

Category	Essential		Desirable	
Qualifications	Degree and Qualified Teacher Status (QTS)	A	NPQH or equivalent leadership qualification; further postgraduate study in education or leadership	A
Training	Evidence of recent CPD in leadership, pedagogy, safeguarding, and curriculum development	A/I	CPD in budget management, safer recruitment, digital leadership, or SEND	A/I
Experience	Significant recent senior leadership in the primary phase (EYFS, KS1, KS2)	A/R	Practising Headteacher or comparable role	A/R
	Proven record of raising achievement for all pupils, including SEND and disadvantaged	A/I	Experience of leading a major curriculum area through Ofsted or SIAMS inspection	A/I
	Experience of managing change while maintaining staff wellbeing	A/I	Experience of developing curriculum continuity and progression between key stages	A/I

	Experience of effective financial planning, budget management, and resource deployment	A/I	Experience of fundraising, income generation, or external partnerships	A/I
Knowledge and Skills	In-depth knowledge of statutory frameworks, safeguarding, and current educational developments	A/I	Knowledge of national education systems and trends	I
	Strong understanding of effective teaching, assessment, and curriculum design	A/I	OPAL play and Forest School approaches	I
	Experience with Sounds Write phonics, White Rose maths, and coaching approaches such as Walkthrus.	A/I		
	Familiarity with continuous provision techniques, particularly in EYFS and KS1	A/I		
	Ability to analyse data and use evidence to drive improvement	A/I	Experience of leveraging data analytics for school improvement	I
	Excellent communication skills with staff, pupils, parents, governors, and community	I	Public relations and reputation management skills	I
Leadership and Management	Inspirational leader able to motivate and unite staff, pupils, and families	I/R	Experience of collaborative leadership across schools or MATs	I
	Ability to build leadership capacity and succession planning	A/I	Experience of mentoring Early Career Teachers and embedding coaching culture	I
	Experience of leading effective Christian Worship	I/R	Understands and has experience of the SIAMS inspection framework including preparation of a SIAMS SEF	I
Personal Qualities	Integrity, resilience, humility, and strong moral purpose	I/R	Stamina and optimism for long-term stewardship	I
	Joyful, approachable, and visible presence in school	I	Reflective, creative, and innovative thinker	I
	Commitment to inclusion, equity, and celebrating diversity	A/I		
Interests and Motivations	Passion for research-led practice and innovative teaching	I	Contribution to wider educational networks, research groups, or diocesan boards	I
	Motivation to enrich curriculum through arts, sport, outdoor learning, and global citizenship	I	Interest in sustainability and environmental responsibility	I
Commitment	Dedication to safeguarding, wellbeing, and pastoral care of pupils and staff	A/I	Long-term commitment to leading and shaping the school's future	I
	Upholding and championing the Christian ethos and values of the school in all decisions	A/I	Active engagement with church, community, and external partners	I
	Commitment to equality of opportunity and inclusion	A/I		



Selection Process

We warmly encourage prospective candidates to visit St Michael's in January 2026 to experience our ethos and community first-hand. Visits will provide an opportunity to meet pupils, staff, and governors, and to see our distinctive approaches in action. To arrange a visit, please contact **Louise Jamieson, School Bursar**, via email at admin@stmichaelsaldbourne.co.uk.

How to Apply

- Applications should be made online via jobs.wiltshire.gov.uk.
- Please complete the application form in full. CVs cannot be accepted.
- The closing date for applications is end of day **Thursday 22nd January 2026**.

Shortlisting

- Shortlisting will be completed by the Governing Body by **Wednesday 28th January 2026**.
- Candidates will be assessed against the criteria set out in the Person Specification.
- All applicants will be notified of the outcome of shortlisting.

Interviews

Interviews will take place over two days: **Wednesday 11th and Thursday 12th February 2026**.

The process will include:

- A formal interview with the Governing Body.
- Opportunities to meet staff, pupils, and governors.
- Practical leadership tasks and presentations.
- School-based activities to demonstrate teaching and leadership approaches.

Candidates should confirm their availability to attend both interview days in their covering letter.

Safeguarding and Safer Recruitment

St Michael's is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. All applicants will be subject to an enhanced Disclosure and Barring Service (DBS) check. References will be taken up prior to interview. The appointment will be subject to all relevant safer recruitment checks in line with Keeping Children Safe in Education.