

St Michael's Easthampstead Primary School

Headteacher Information Pack



St Michael's Easthampstead

CE Voluntary Aided Primary School

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Letter from the Chair of Governors

Dear Applicant

Thank you for your interest in leading our school and joining the St Michael's family.

This vacancy has arisen due to the planned retirement of our excellent headteacher at the end of the academic year.

Over the past three years, our headteacher has re-energised staff and brought much-needed stability following a period of significant turbulence. Her leadership has driven rapid school improvement that resulted in the school being judged good in all areas at the OFSTED inspection in October 2024. The report praised the school for its strong leadership, including governance, its support for students with SEND, its adaptive curriculum and inclusive nature.

OFSTED's inspection report highlighted the school's transformation, noting: 'The school has undergone a number of significant changes in the last two years. These include a more consistent approach to behaviour, changes to the curriculum, and greater opportunities for pupils' wider development. All of these have led to a raising of expectations for what pupils can achieve here. As a result, pupils are prepared well for the next stage in their learning.'

St Michael's has a caring and welcoming ethos, where pupils feel safe and valued. With a family atmosphere and close links with the neighbouring Church of St Michael and St Mary Magdalene, with whom we share our name, our school is rooted in the community. Our experienced SLT and a dedicated staff team are committed to continually raising standards for all pupils and equipping them for the future. The introduction of a variety of focus groups has led to improved parental engagement and increased understanding of pupil needs. Our Christian ethos is at the heart of our vision, which influences every aspect of school life.



We are seeking to recruit an outstanding practitioner, with a reputation for raising standards and inspiring others. The successful candidate will be approachable and foster an open and inclusive culture in which staff, pupils, parents and the wider community work in partnership.

Working alongside a supportive governing body, the successful candidate will have the energy, enthusiasm and confidence to take the school forward on the next stage of its journey, building on its strengths whilst maintaining a sense of stability.

Governors look forward to working in partnership with the successful candidate and are committed to supporting them by prioritising their wellbeing, their work-life balance and their professional development.

If you share our passion for education and have the experience to lead St Michael's into its next chapter, then we would be delighted to hear from you.

In addition to this applicant pack we suggest you visit our school website (www.stmichaelseasthampstead.com). We also warmly invite you to visit the school as we believe this is the best way to get a sense of our community and ethos.

Yours faithfully



Louise Hodkinson



Welcome to St Michael's Easthampstead

St Michael's Easthampstead is a one-form entry voluntary-aided school within the Diocese of Oxford with 198 pupils on roll. It has been educating children for over 150 years; we celebrated this milestone in 2023. As a Voluntary Aided school, the Local Authority and the Diocese share responsibility for the school. The Marquis of Downshire gave the land in trust to the church to build the school. The current school buildings were erected in 1962. Our school community is ethnically diverse with a higher than average number of children with SEND (8% EHCP). The proportion of children receiving Free School Meals is lower than average (9%). 17% of children have English as an additional language. In 2024, pupil outcomes were better than the local and national average at all key phases. The school was judged good in all areas at an OFSTED inspection in October 2024.

The Church of St Michael and St Mary Magdalene Easthampstead is located close to the school grounds, with easy access for staff and pupils who attend regular services at the church. We have close links with the Parish and hold a joint 'Purple and Gold Fayre' in the summer term. The Rector, Rev'd Gareth Morley, is a member of the school's Governing Body. The former village of Easthampstead, now a suburb of Bracknell, can still be identified around the church.



Our school vision

A community of active learners who go above and beyond in everything they do, equipped to make a difference in their own lives and the lives of others.

Our school vision is rooted in the belief that we are all children of God and deserving of love. The school values of Respect, Honesty, Kindness and Aspiration are rooted in Love. We expect our staff, governors and children to “Go above and beyond” in providing a safe, stimulating and aspirational space in the school where learning goes beyond the curriculum. We aspire to see pupils and adults flourishing both spiritually and academically.

Our school development priorities

Key Priority 1: Quality of Education

- To embed our curriculum, ensuring it offers opportunities to excel.
- To continue to support curriculum learning with relevant and hands on experiences.
- To improve assessment and feedback to ensure progression for all.

Key Priority 2: Leadership and Management

- To continue to develop the capacity of subject leaders.
- To develop and embed a school vision that is appropriate for our current context.

Key Priority 3: Behaviour and Attitudes

- To further develop metacognition so that learners are invested in their own learning.
- To ensure pupil voice is considered.

Key Priority 4: Personal Development

- To develop pupil leadership.



Our curriculum

In line with our values of Respect and Aspiration we ensure that all aspects of our curriculum are accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able, those with special gifts and talents and the children who are learning English as an additional language. We believe that our recently revised curriculum ensures that all children experience a rich, challenging and inspiring curriculum which teaches them about the world, about others and about themselves.



2024 results

	School	LA	National
GLD	80	70	68
Y1 Phonics	89	81	80
KS2 Reading			
EXS	86	76	74
GDS	36	29	29
KS2 Writing			
EXS	77	71	72
GDS	9	9	13
KS2 Maths			
EXS	77	73	73
GDS	32	24	24
KS2 GPS			
EXS	77	71	72
GDS	18	30	32
KS2 RWM			
EXS	68	60	61

Are you our next headteacher?

Located in Bracknell, St Michael's prides itself on its welcoming, family atmosphere. Rooted in our Christian foundations, we are inclusive of people of all faiths and worldviews. We pride ourselves on understanding our pupils' individual needs and supporting these for the benefit of all.

'Pupils with special educational needs and/or disabilities benefit strongly from the support the school offers.' (OFSTED, October 2024)

After a period of change, the last three years have brought stability, a wonderful staff team and a clear direction to the school. Recently rated 'Good' in all areas under the OFSTED framework, the school has a strong foundation for exciting growth.

'Leaders and Governors ... have created an open culture in which staff and parents are engaged in the school's development.' (OFSTED, October 2024)

With an experienced leadership team and dedicated staff, the next headteacher will be able to build on this success, bringing inspirational and strategic leadership.

We seek a headteacher who has the energy, passion and experience to drive improvement and strive for excellence for all.

Our next headteacher will:

- support the Christian character of the school whilst respecting and celebrating diversity
- share our vision and values
- lead on excellent standards, inspiring staff and pupils to have high expectations
- enable all staff and pupils to fulfil their potential
- have a sense of humour and enjoy our pupils
- provide continued stability whilst being able to bring others in the school community with them when change is necessary
- work with supportive governors and the School Business Manager



How to apply

Salary Group 2 L8 - L 21 (£60,540 to £82,006)

Application closing date: 11pm on 21 April 2025

Interviews: Tuesday 29 April 2025

Start date: September 2025

1. Please read this application pack carefully.
2. Should you have any queries on the application process, please contact Sarah Hunter, Human Resources Advisor, by email sarah.hunter@bracknell-forest.gov.uk
3. We highly recommend you visit our school, so that you can get a feel for it before applying. Please contact secretary@stmicheast.co.uk to arrange your visit. These visits are informal and do not form part of the recruitment and selection process.
4. The person specification is an important part of the recruitment process, and as such it should be read carefully as it will form the basis for shortlisting and ultimately appointing the successful candidate.
5. Complete the application form in full; CVs will not be accepted.
6. Please use the personal statement section of the application form to complete your supporting statement. This should be clear and concise and demonstrate how you have exemplified the person specification, with evidence of positive impact.
7. Completed applications should be sent by email to sarah.hunter@bracknell-forest.gov.uk
8. References will be sought for shortlisted candidates prior to the interview date. The successful candidate will be required to complete an enhanced DBS check.





Safer recruitment

St Michael’s Easthampstead and Bracknell Forest are committed to safeguarding and promoting the welfare of children and young people. Our school has an equal opportunities policy for selection and recruitment in accordance with its safeguarding policy. The successful candidate will be required to have an enhanced DBS check along with a check against the DBS children's barred list (formerly known as a list 99 check).

Equal opportunities

We are an equal opportunities employer and are committed to providing equality of opportunity to all. Our aim is to treat all employees and prospective employees with integrity, respect and consideration. We aim to ensure that individuals are recruited, selected, trained and promoted on the basis of ability, job requirements, skills, aptitudes and other objective criteria. In this respect we will ensure that no job applicant or employee receives less favourable treatment on the grounds of race, colour, nationality, ethnic or national origin, gender, sexual orientation, religion or belief, age, marital status or disability, or is disadvantaged by conditions or requirements which are not covered by legislation or existing codes of practice.



Person specification

How will this be assessed

Application	Interview	References
A	I	R

Qualifications and training

QTS	Essential	A
NPQH or CoEPQH or working towards	Desirable	A
Evidence of CPD	Essential	A
DSL trained	Desirable	A

Relevant experience

You will demonstrate experience of:

Successful leadership in a primary school	Essential	A/I/R
Working in a Church School	Desirable	A/R
Headteacher or Deputy Head or Assistant Headteacher	Essential	A/R
Knowledge and understanding of strategic financial planning and budgetary management and the contribution these make to school development and quality of education	Essential	I/R
Developing a broad and balanced curriculum that is ambitious and engaging for all pupils	Essential	A/R
Significant teaching experience in at least one of EYFS /Key Stage 1 /Key Stage 2	Essential	A/R
Preparing a school for inspection by external bodies such as OFSTED and SIAMS	Essential	A/I
Working collaboratively with the governing body	Desirable	A
Mentoring, coaching and motivating staff to improve practice	Essential	A/I/R
Monitoring and evaluating teaching and learning effectively	Essential	A/I/R
Successful school improvement	Essential	A/I/R

Knowledge and skills

You will be able to:

Communicate clearly and effectively, both verbally and in writing, to a range of audiences	Essential	A/I
Demonstrate a clear understanding and commitment to promoting safeguarding and the welfare of children	Essential	A/I/R
Use rigorous self-evaluation, including the analysis and interpretation of data, to understand the school's strengths, constraints and areas for development which then inform the school development plan and drive school improvement	Essential	I/R
Use ICT as a teaching, management and communication tool	Essential	A/I/R
Have a clear understanding of current issues in education and evidence of implementing new approaches and technologies	Essential	A/I
Use a range of marketing tools and social media channels to raise the profile of the school	Desirable	I/R
Lead and inspire others to lead inclusive and invitational worship that promotes spiritual development of adults and children	Essential	I/R

Leadership and management

You will be able to:

Lead by example with integrity, energy, clarity, creativity and vision	Essential	I/R
Develop and maintain effective relationships with colleagues, parents, governors, parish, other schools, community, Diocese and Local Authority	Essential	I/R
Recruit and retain high calibre staff, enhancing their practice through robust performance management and high quality professional development	Essential	A/I/R
Develop, implement and monitor policies and procedures that are fit for purpose and take account of staff workload	Essential	I/R
Build and nurture effective teams where personal contributions are valued and supportive challenge is welcomed	Essential	I/R
Prioritise and delegate tasks appropriately to manage time efficiently and meet deadlines	Essential	I/R
Identify problems and barriers to school effectiveness	Essential	A/I/R
Develop strategies for school improvement that are challenging but realistic and suited to the school's context.	Essential	I/R
Balance educational outcomes with wellbeing of staff and students	Essential	I/R
Ensure consistent application of behaviour management strategies	Essential	I/R
Deal effectively with difficult conversations and conflict at every level	Essential	I
Develop a culture of continuous improvement that strives for excellence for all	Essential	A/I/R
Demand ambitious standards for all pupils, promoting equality and overcoming disadvantage	Essential	A/I/R
Maintain a welcoming ethos that is inclusive to people of all faiths and worldviews	Essential	I/R
Promote the school's vision and ethos, communicating it clearly to all stakeholders, and embedding it in all aspects of school life	Essential	I
Identify emerging talents and nurture aspiring leaders	Essential	A/I
Welcome and support strategic governance	Essential	I/R

Personal qualities

You will:

Be able to meet the National Standards for Headteachers	Essential	I/R
Be able to support the Christian character of the school whilst respecting and celebrating diversity	Essential	I/R
Have an understanding of a diverse range of cultural and religious traditions	Desirable	I
Have a passion for developing the whole child	Essential	A/I/R
Have an inspirational presence within and beyond the classroom	Essential	A/I/R
Demonstrate self-awareness and emotional resilience	Essential	A/I/R
Be flexible, open and approachable	Essential	I
Have an ability to stay calm under pressure	Essential	I
Be an effective listener who values the views of others but still has the ability to say no when necessary	Essential	I/R
Be able to bring others with you when change is necessary	Essential	I/R
Have a cheerful disposition and value humour, fun and laughter	Essential	I

Job description

CORE PURPOSE

The headteacher will provide strong and professional leadership for St Michael's School, in line with the National Standards for Headteachers (2020). Working within the school's Christian ethos, the headteacher will work to secure its success and continuing improvement, ensuring high quality education for all its pupils and continuing to improve standards of learning and achievement.

KEY OBJECTIVES

- Update the school's vision for its current context, embedding it in all aspects of school life, communicating it compellingly and using it to drive the strategic direction of the school.
- Prepare the school for SIAMS inspection.
- Preserve and nurture the Christian character of the school whilst respecting and celebrating diversity.
- Foster an inclusive learning environment.
- Market the school to ensure full capacity.
- Work with the School Business Manager to maintain a balanced budget and ensure best use is made of resources.
- Continuing the journey the school is on to maintain stability and prevent uncertainty

HEADTEACHER STANDARDS (2020)

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership



Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system



Section 2: Headteachers' standards

1. School culture

Headteachers:

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



2. Teaching

Headteachers:

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

3. Curriculum and assessment

Headteachers:

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

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

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

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning



7. Organisational management

Headteachers:

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

8. Continuous school improvement

Headteachers:

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

9. Working in partnership

Headteachers:

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



10. Governance and accountability

Headteachers:

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

About Bracknell Forest

Bracknell Forest is a small, modern town with an historic background. Once part of the Windsor Great Forest, Bracknell still nestles in woodlands; one-fifth of the borough is forest, with another fifth protected for its high wildlife value including ten sites of specific scientific interest. Located in the heart of the Thames Valley and close to Reading, the town of Bracknell has good road and rail links to all areas of the UK. These are exciting times as the town has recently been regenerated to provide vibrant new shops, restaurants and leisure opportunities.

Click on the link below for more information about working in Bracknell Forest:

<https://www.bracknell-forest.gov.uk/jobs/why-work-bracknell-forest-council>

Why come to Bracknell Forest

Moving to work in a new place can be hard. Below are some of the reasons why we think Bracknell Forest is a great place to live and work.



Bracknell town centre has been regenerated and The Lexicon has an exciting range of retailers and restaurants.



Bracknell house prices are reasonable and there are any many pleasant areas in which to live.



Bracknell is really easy to commute to as it's right next to the M3 and M4 junctions.



Bracknell train station is a 20-minute walk from the school. It is on the main Reading to London Waterloo rail line.



Crime and antisocial behaviour are very low. Bracknell is a safe place to walk around, no matter what time of day.



There are many leisure opportunities and open spaces to enjoy in the area. We have great parks and Swinley Forest surrounds Bracknell. It is used for walking, off-road biking and has a fantastic outdoor play area.



Dear Colleague

Thank you for considering headship as part the family of church schools in the Diocese of Oxford. This sheet will give you an overview of who we are and what we can offer you as a Church School headteacher.

We hope you will find this a helpful summary in preparing your application.

Tony Wilson

Diocesan Director of Education

The Diocese of Oxford

The Diocese of Oxford is the largest in England and covers the nine local authorities (LAs): Bracknell, Buckinghamshire, Milton Keynes, Oxfordshire, Reading, Slough, West Berkshire, Windsor and Maidenhead, and Wokingham. There are 271 schools educating the primary phase; eight schools the secondary phase; two are all through; and a further two are middle schools serving some 60,000 pupils. There are 815 churches grouped into deaneries for administration purposes, the deaneries are grouped into four archdeaconries.



Church of England Schools

Most diocesan church schools were established under trusts to provide education for the ‘poor of the parish’ with teaching according to the Church of England. In 1811 the ‘National Society for Promoting Religious Education’ was established to support Church of England Schools. We encourage new headteachers with governors to reflect on the original aims of the school as expressed in the school’s Trust Deed and how this has been translated into the current ethos statement in the Instrument of Government and any aims, mission, values or ethos statement of the school.

The Parish and the School

The majority of Church of England schools are set within the worshipping community of their parish family. The implications of this vary, but in all cases, there should be a commitment to partnership between parish and school which is built upon a common quest for the outworking of shared vision and values alongside spiritual growth. This partnership sees the church school working with the parish to engage parents, carers and indeed the whole community in education and the broader life of the child.

