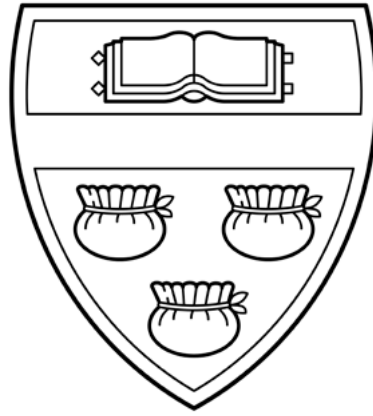


# St Nicholas C of E Voluntary Controlled Primary School Bromham



## Headteacher Information Pack



“Love your neighbour  
as yourself”

Matthew 22:37-39

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# Letter from the Chair of Governors

Firstly, I would like to thank you for taking the time to look at our information pack. I hope you find it helps with your understanding of our happy and welcoming school and what we are looking for in our next substantive Headteacher.

Our previous Headteacher resigned in March 2024 and we are currently under the leadership of an acting head who has led our school whilst our previous Headteacher was on long term sick leave. We are looking to secure the future of the school from September 2024 and are seeking a talented and inspirational Headteacher to help us through a busy and exciting period of change for our lovely school, situated in a tranquil village setting between the thriving market towns of Calne, Chippenham, Melksham and Devizes.

If you have the vision to identify and develop how our child-centred school can be made even better; and the drive, passion, leadership and interpersonal skills to work in partnership with parents, colleagues and governors to augment and deliver our vision, we would like to hear from you.

Please review the supporting information which includes information about our school, the person specification and job description. A visit to the school is encouraged! Please contact the School Business Manager, Tanya, on 01380 850 391 for more details.

If you would like a confidential and informal discussion about this role please contact me direct on 07737 223 328.

I look forward to receiving your application.



Ross Phillips | Chair of Governors

# The School in Context



St Nicholas C of E VC Primary School is a 3 class, mixed age group primary school in Bromham. Our numbers on roll stand at just under 80 pupils. It is a Church of England Voluntary Controlled School administered by the Salisbury Diocesan Board of Education and Wiltshire County Council.

The school was founded in 1832 to support the education of children in the parish of Bromham and by 1850 was serving 5 classes taught in the first school room that still forms the heart of our school. The building was originally 2 floors, with classrooms “one over the other”. In the later 19th century, a second building was added and the floors removed.

Since then we have expanded the buildings, with the most recent additions being a new hall, kitchen, office, staff room and 3rd classroom around 15 years ago.

We have the good fortune to have a very large outside play area and field and we also benefit from having Busy Kids preschool on site, who offer breakfast clubs, after school clubs and, of course, act as a feeder for our reception year entrants.

## A Community-first Church School

We celebrate our Christian character and have close connections with the Parish Church, which children often visit for services, particularly for Harvest and at the end of term. Our core Christian values of Hope, Courage, Love and Friendship underpin all that we do at St Nicholas C of E VC Primary School and are threaded through daily Worship and the curriculum.

The Christian foundation drives us to work for the best for every child, and we take a community-first approach; children of other faiths, and of no faith, play a full and active part in the life of the school, adding to its richness and diversity.

Foundation governors are fully involved in the life of the school, including buddy reading and leading collective worship. A team of church volunteers present an 'Open the Book' assembly every week. As a Church School, we benefit from being part of the Salisbury Diocese and we are well supported by the Salisbury Diocesan Board of Education.



# Headteacher

## Job Profile

Job Title | Headteacher | Full Time

Responsible To | The Governing Body of Bromham St Nicholas C of E VC Primary School

Responsible For | All staff, Volunteers and Children within the School

### Main Purpose

To carry out the duties of Headteacher in accordance with the Teachers' Pay and Conditions Act and are built upon The Headteachers' Standards (2020) and the Teachers' Standards (2011).

## Ethics and Professional Conduct

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

The Headteacher will:

- | Demonstrate the school's vision and Christian values in everyday work and practice.
- | 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.

## Key Areas of Responsibility

### 1 | School Culture

Working with the Governing Body, the Local Authority, the Diocese of Salisbury and other leaders, the Headteacher will create a shared Christian vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community.

This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that this Church School moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

The Headteacher will:

- | Establish and sustain the school's Christian values, 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.
- | 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 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 and Learning

The Headteacher has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

The Headteacher will:

- | Ensure high-quality, expert teaching across all subjects and phases reflects the distinctively Christian vision and values of the school in order that pupils flourish as learners and the highest possible standards are achieved.
- | 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 domain.
- | Ensure effective use is made of formative assessment.

## 3 | Curriculum and Assessment

The Headteacher will:

- | Ensure teaching and learning reflects the distinctively Christian vision and values of the school in order that pupils flourish as learners and the highest possible standards are achieved.
- | Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in learning and using a robust system of assessment of pupil achievement in order to set ambitious but realistic targets for all children.
- | 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

Create and maintain an environment and implement a Behaviour Policy that reflects the school's ethos and promotes development and learning and secures safety and discipline. Provide a safe and calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society.

The Headteacher will:

- | Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff, pupils and parents.
- | 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

The Headteacher takes responsibility for a professional community which enables all children to flourish. The Headteacher ensures that the curriculum is accessible and relevant to all children.

The Headteacher will:

- | 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

Effective communication and relationships are key to effective Headship. The Headteacher needs to build professional learning community which enables all to flourish. They need to manage the complexity of a school team and be committed to their own continuing professional and spiritual development, including attending distinct training and development as appropriate for Church school leadership.

The Headteacher will:

- | 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

The Headteacher provides effective management of the School and continuously seeks to improve organisational structures based on self-evaluation. The Headteacher leads by example, modelling the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for all staff.

The Headteacher will:

- | Ensure that the school's ethos and commitment to Christian values is evidenced in how all work and learn.
- | Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- | 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

Working with the Governing Body, the Local Authority, the Diocese of Salisbury and other leaders the Headteacher will create a shared Christian vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express the school's core Christian educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The strategic planning process is critical to sustaining school improvement and ensuring that this Church School moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

The Headteacher will:

- | 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

The Headteacher should engage with the internal and external school community to secure engagement, collaborate strategically and operationally with a wide range of partners to bring positive benefits. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies the well-being of all children.

The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

The Headteacher will:

- | 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

With the school's values at the heart of leadership, the Headteacher has a responsibility to the whole school community and is accountable to a range of groups, in particular: pupils, parents, carers, Governors, the Diocese of Salisbury and the Local Authority.

The Headteacher will:

- | 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.
- | Welcome strong governance and provide information, objective advice and support to actively support the governing body to enable it to meet its responsibilities. These include the securing of effective teaching and learning; the highest standards of attainment and for achieving.
- | Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.

This job description outlines the key responsibilities for the role of Headteacher and it may be necessary to undertake additional duties as the governing body may require. This job description will be reviewed at least annually as part of the Headteacher's Performance Management programme.

# Qualities our Children would Like



# Joining an SDBE School



The successful candidate will be joining the staff of a vibrant family of 192 church schools, serving 42,000 children and young people, all supported and served by the Salisbury Diocesan Board of Education (SDBE).

## Why Join a School which is Part of the SDBE Family?

The Salisbury Diocesan Board of Education works with school and Multi Academy Trust leaders to build confident, effective church schools and academies that are deeply Christian, belonging at the heart of the church and community, serving society's greater good.

The SDBE:

- | Prays for the children and young people of the Diocese and those who serve them
- | Serves and parishes for the common good.
- | Grows spiritually and professionally.



The SDBE is a strategic leader in education beyond the diocese. As described through an external review in 2018, the SDBE is 'an organisation of rigour, strategy, foresight and inspiration'. In addition, the review reported on the 'enthusiasm and commitment for raising aspirations and promoting ambition within every church school in the diocese'.

The SDBE consists of a dedicated team of staff providing challenge and support to the 192 schools and 21 Multi Academy Trusts, with a commitment to renewing hope, living out God's transforming presence and serving the schools and the parishes to which they belong.

Every church school has the opportunity to partner with SDBE through the Partnership Service Agreement (PSA), and most do so, receiving school-based visit; support for the development of RE and CW leaders; an induction programme for all new school leaders; a programme of development for Foundation Governors and bespoke CPD including support for SIAMS, Spiritual Development and Vision and Values.

At the March 2024 full governing board meeting, the governing body of St Nicholas C of E VC Primary School took the decision to convert to academy status as part of a Multi-Academy Trust (MAT) subject to identifying a MAT which meets with our objectives. We will be conducting a thorough review of the options and consulting school staff before making any decisions.



# Recruitment Process and Application

## Overview

Salary | L6 – L12

Contract | Full time and permanent

This role will include a small teaching commitment of approximately 0.2 per week

## Application

Application Closing | Tuesday 23rd April 2024 (3pm)

Interviews | Monday 29th April 2024

## Safeguarding

The school is fully inclusive and committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The successful applicant will be subject to an enhanced disclosure via the DBS.

## Visiting the School

Visits are welcomed. Please contact our School Business Manager, Tanya Payne, on:

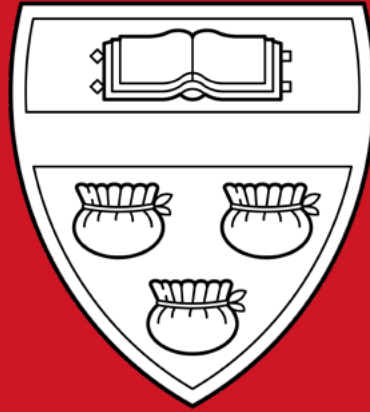
[01380 850 391](tel:01380850391)

## Where to Send Applications

If you are keen to apply then please do so via the Wiltshire jobs bulletin website.

[Jobs at Wiltshire](#)

# St Nicholas C of E Voluntary Controlled Primary School Bromham



St Nicholas C of E VC Primary School

The Leaze

Bromham

Chippenham

SN15 2EY

01380 850 391 | [stnicholasbromham.co.uk](http://stnicholasbromham.co.uk)