

# **St Richard's CE First School Headteacher Recruitment Pack**



## **Safeguarding Statement**

**The Governing Body of St Richard's C.E. First School are committed to safeguarding and promoting the welfare of children and young people. Headteachers must ensure that the highest priority is given to following the Guidance and Regulations to safeguard children and young people. The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).**

## Letter from Chair of Governors

Dear Candidate,

I am writing to you in my capacity as Chair of Governors of St Richard's CE First School.

Thank you for your interest in the Headteacher position, I hope you find this pack informative and that it inspires you to come and meet us in person and to find out more about our wonderful school.

Since January 2025 we have had an interim headteacher and we are now seeking our own substantive head to take the school forward into its next exciting era.

Our most recent OFSTED inspection (July 2023) continued to rate the school as 'Good' in all areas, and found that our children were happy and enjoyed their time at St Richard's. Our children are at the heart of everything we do here and we are seeking to appoint a headteacher who will continue to embody our vision that every child is a child of God, is unique, special and loved.

We are looking for a visionary headteacher with a passion for learning and a desire for every one of our children to flourish and thrive. Our new headteacher will be innovative, be able to work collaboratively with in-house and colleagues in the wider community, have a strong strategic direction whilst keeping the children, staff and community of St Richard's at the very forefront of planning and delivery of education. We are seeking an applicant who can build on the school's success, and who will continue to inspire, motivate and drive the strategic direction of St Richard's and its highly committed, hardworking and passionate team.

The successful candidate should be focused on the delivery of an inclusive education and support the Christian ethos of the school in line with our visions and values. In addition, the children would like our new headteacher to be friendly, fun, caring and fair.

The Governing Body work closely with the school and are passionate about supporting the strategic planning and direction of St Richard's. They strive to ensure that the school leaders feel supported whilst maintaining the purpose and requirements of School Governance.

I encourage you to visit the school website at [www.st-richards.worcs.sch.uk](http://www.st-richards.worcs.sch.uk) and to visit the school personally to see for yourself what a very special place this is; a place where children are excited to learn, encouraged to open their eyes to the world around them and inspired to be whatever they want to be!

I very much look forward to receiving your application for the post of Headteacher at St Richard's C.E. First School.

Yours faithfully,

Janet Satchwell  
Chair of Governors



## ABOUT OUR SCHOOL

### Key School Information

St Richard's is a Maintained Voluntary Controlled Church of England First School serving local families and their children aged 4 to 10 years old. The school sits on the edge of Evesham, located in the Wychavon district of Worcestershire. St. Richard's School is led by the Diocese of Worcester, supported by their education service.

From September 2025 we will be a 1.5 form entry school with a PAN of 45. NOR in September will be 295 spread over 10 mixed age classes.

The Autumn 2024 census data for our school shows that:

- 27.1% of our pupils are in receipt of Pupil Premium
- 29.4% of our pupils have EAL
- 21.5% of pupils have SEND
- 12.45% of pupils have an EHCP
- Attendance up to the end of the Spring Term 2025 was 92.87%

### Curriculum Enrichment And Personal Development

As a Church of England school, Christian values form the foundation of everything we do at St. Richard's CE First School. From these Christian values, it is our aim to equip the children with the skills that they need to become positive, responsible and driven members of society. The unique curriculum at St Richard's inspires life-long learners. This allows children to explore and flourish. Our children are prepared for the next steps in their education and are motivated to reach their own individual excellence.

We endeavour to ensure the children of St. Richard's have a curiosity for all around them and understand the importance of their role in preserving God's world.

## OUR VISION

All of us are children of God, created uniquely, so at St Richard's we love one another as God loves us, we love to learn and we treat everyone with dignity and respect.

### What does our vision mean?

Our school vision means that we believe all children are unique and special. Every child will grow and develop at their own speed and every child is different but beautiful.

We love all children and want all children to love learning so we make the curriculum, and every day learning, as relatable and as engaging as we can.

We treat everyone with the dignity and respect they deserve ensuring that we listen carefully and taking the time to do so.

### The Church

Our relationship with St Peter's Church is strong and something which we are very keen to develop further. They provide regular support for worship sessions and for our RE curriculum. Pupils and parents also attend the church for festivals throughout the year.

Our children are the strength of our school. They are polite, friendly and treat each other with kindness and respect. Pupils are happy and enjoy their time here. They talk with great pride about their learning, their friendships and the care shown to them by the adults in school. We have a very hardworking staff team who work well together as a supportive team for the benefit of the children.



## OUR CORE VALUES

Our 6 core school values are **Friendship, Caring, Honesty, Forgiveness, Respect, Trust**. Values underpin our Vision and Ethos. We teach children about values through assemblies, lessons, by being active role models and recognising children who show the values.

### **John 13:34**

Jesus said: 'I give you a new commandment, love one another as I have loved you.' A big part of **friendship** is being honest with others about how you feel, who you are, and everything else. For example, you might tell children, "Friends trust each other and are honest with each other about who they are, the things they do and don't like, and more."

### **Micah 6:8**

What does the LORD require of you but to do justice, love kindness, and to walk humbly with your God?

Focusing on the value of every individual, respecting their views, choices and decisions, not making assumptions about how they want to be treated and working with compassion and person-centred values means you are promoting their dignity. Compassion and **care**.

### **1 Timothy 4:12**

Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, your love, faith, and purity.

One of the most basic core values is **honesty**. Honesty is demonstrated by what we say and by what we do. It impacts our entire life; our jobs, our relationships, our own feelings about ourselves and the actions we take.

### **Ephesians 4:32**

Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.

**Forgiveness** can even lead to feelings of understanding, empathy and compassion for the one who hurt you. Forgiveness doesn't mean forgetting or excusing the harm done to you or making up with the person who caused the harm. Forgiveness brings a kind of peace that helps you go on with life.

### **Luke 6:31**

Do for others just what you want them to do for you.

Teaching children **respect** ensures they will get to know a person before making a snap judgement. This behaviour will help them throughout their entire life, and ensures they treat everyone with kindness. As well, for some children, diversity is a hard concept to understand

### **Psalms 56:3**

"When I am afraid, I put my trust in you."

**Trust** means trusting yourself, your own judgments and trusting others. **Trust** is the foundation for any relationship. Without it, the relationship will be shaky and will eventually fail. After all, **trust** means you can rely on your partner/friend, can confide in them and feel safe with them.

## **Outdoor Learning And Forest School**

Children regularly use the grounds to enhance their curriculum and support their personal development. Our unique curriculum has many opportunities to enrich the pupils' experiences and enhance their learning. Our fabulous new Early Years outside area ensures our children develop a love of outdoor learning from the start and we continue this with our Forest School provision.

## **PTA**

We have an active, supportive, hard-working Parent and Teachers Association at St Richard's. They plan events throughout the school year which are well supported by the school, parents and wider community. The PTA have funded and purchased many projects and items for school as well as contributing to out of school visits and for special guests to come into school to enrich the children's education.

## **Ofsted Inspection 2023:**

The school continues to be a **Good** school

Our last OFSTED inspection was in July 2023. The school retained its judgement of Good overall. The report stated that our children enjoy their learning, that leaders have high expectations, that children show respect towards one another and adults and behave well.

## **SIAMS Inspection 2023:**

Overall: **Good**; Collective Worship: **Excellent**

Our SIAMS inspection was carried out in January 2023 and rated the school 'Good' with the impact of collective worship recognised as 'Excellent'. The report states that:

'St Richard's is part of a wonderful community driven by a deeply embedded Christian vision, where everyone flourishes because they are treated as unique individuals'.

'The whole school community shares a clear Christian vision for the school. This vision, and associated values, are clearly embedded and lived out daily in the life of the school.'



## **JOB DESCRIPTION**

Job Title: HEADTEACHER

Salary: Leadership L15 - 21

Responsible to: The Governing Body, Local Authority and Diocese

Responsible for: All staff, volunteers and children within the school

Starting date: 1<sup>st</sup> January 2026

The headteacher embodies and inspires the ethos and culture of the school, securing their vision with all the members of the school community. The headteacher establishes and ensures a safe and secure environment for learning and teaching that empowers both staff and children to achieve their highest individual potential whilst giving due regard to teaching, leadership and management needs of the school. The headteacher will fully understand the current legal requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children and will ensure that all requirements are met.

### **General Duties and Responsibilities**

To carry out the duties of the headteacher as set out in the current School Teachers' Pay & Conditions Document and aspire to fulfil the National Headteacher Standards (2020). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers. To be Designated Safeguarding Lead.

The appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation and guidance, including that of the Department for Education. In carrying out their duties, the headteacher shall consult, where appropriate, with the Local Authority, the Diocese, the governing body, the staff of the school, its pupils and the parents of its pupils.

This job description may be amended at any time following consultation between the headteacher and Governing Body. This document should be reviewed regularly, in line with the National Standards of Excellence for Headteachers, changes to the STPCD and through appraisal procedures.

Shortlisted candidates will be subject to a social media check and references will be obtained prior to invitation to interview.


## **AREAS OF RESPONSIBILITY**

### **STRATEGIC DEVELOPMENT**

To work with the Governing Body, staff, and other stakeholders to uphold a shared vision and strategic plan for the school development. Our vision expresses core educational values and moral purpose and is inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

- Oversee the implementation of a newly developed curriculum and monitor its impact.
- Understand the new Ofsted framework.
- Ensure the clear articulation of Christian values for the school; that this is shared, understood and acted upon effectively by all.



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- Work within the school community including the Diocese to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
  - Demonstrate the distinctive vision and values in everyday work and practice in order to develop a shared culture and positive climate.
  - Ensure creativity, innovation and contemporary educational thinking to achieve excellence.
  - Ensure that the strategic planning takes into account the diversity, values and experience of the school and community at large whilst maintaining the distinctive caring ethos of the school.

## **AREAS OF RESPONSIBILITY**

### **LEADERSHIP AND MANAGEMENT**

The headteacher will provide effective organisation, leadership and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The headteacher will ensure that the school and the people and resources within it are organised, led and managed to provide an efficient, effective and safe learning environment. These leadership responsibilities are to include the monitoring of the roles and responsibilities of those adults working in the school ensuring a happy workforce where roles are clearly identified and are mutually beneficial. The headteacher will ensure that resources are deployed to achieve value for money and should also seek to build successful organisations through effective collaborations with others.

- Create and maintain an organisational structure which reflects the school's values and enables the leadership systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of the Diocesan, national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and initiatives, receiving training where necessary to ensure a sound understanding of educational budgets and rigorous financial management.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the visions and goals of the school.
- Establish rigorous, fair and transparent systems and measures for managing performance of all staff, addressing any underperformance, supporting staff to improve and valuing and sharing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.



- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

## **AREAS OF RESPONSIBILITY**

### **THE QUALITY OF EDUCATION**

To hold central responsibility for raising the quality of learning and teaching, and for pupil achievement. This includes monitoring and evaluating the effectiveness of learning outcomes as well as setting high expectations. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning. The headteacher will do this by:

- Ensuring a consistent and continuous school-wide focus on pupil achievement, using data and benchmarks to monitor progress of every child's learning.
- Ensuring a culture and ethos that challenges and supports, so that all pupils can make good progress, achieve success and take ownership of their own learning.
- Demonstrating ambitious standards for all pupils.
- Ensuring all learners receive appropriate challenge and support appropriate to their needs.
- Challenging underperformance at all levels and ensure effective appropriate action and follow-up.
- Establish creative, responsive and effective approaches to learning and teaching.
- Determining, organising and implementing a diverse and flexible curriculum and ensuring a continuous effective assessment framework.
- Ensuring that learning is at the centre of strategic planning and resource management.
- Implementing strategies which secure high standards of behaviour and attendance within the ethos of a Church school.
- Monitoring, evaluating and reviewing classroom practice and promote improvement strategies where necessary.
- Leading by example, and teaching when and where required to do so.
- Taking a strategic role incorporating new and emerging technologies (which have proven benefit) to enhance and extend the learning experience of pupils.

## **AREAS OF RESPONSIBILITY**

### **PERSONAL DEVELOPMENT AND DEVELOPING OTHERS**

Effective headteachers manage themselves and their relationships with others well; building and supporting a professional learning community that helps others to achieve. Through performance management and continuing professional development (CPD), the headteacher will support staff to achieve high standards. To manage the complexity of a school

environment, be committed to their own continuing professional development, including distinctive training and development as appropriate for Church school leadership.

- Always treat people fairly, equitably and with dignity and respect, to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow appropriate work/life balance.
- Continue to build on the development of Courageous Advocacy.

## **AREAS OF RESPONSIBILITY**

### **VISION, ETHOS AND COMMUNITY**

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. The headteacher is committed to engaging with the internal and external school community to secure equity and entitlement. They will collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for 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.

- To continue and develop the school ethos, culture and curriculum which takes account of the richness and diversity of the school's communities, whilst maintaining the distinctive nature of the school.
- Ensure learning experiences for pupils are linked into and integrated with the wider community, including the Church community.
- Ensure a range of community-based learning experiences, building on links with the Church and the Diocese of Worcester.



- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its values within the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Co-operate and work with relevant agencies to protect children.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.

## **AREAS OF RESPONSIBILITY**

### **SAFEGUARDING CHILDREN AND SAFER RECRUITMENT**

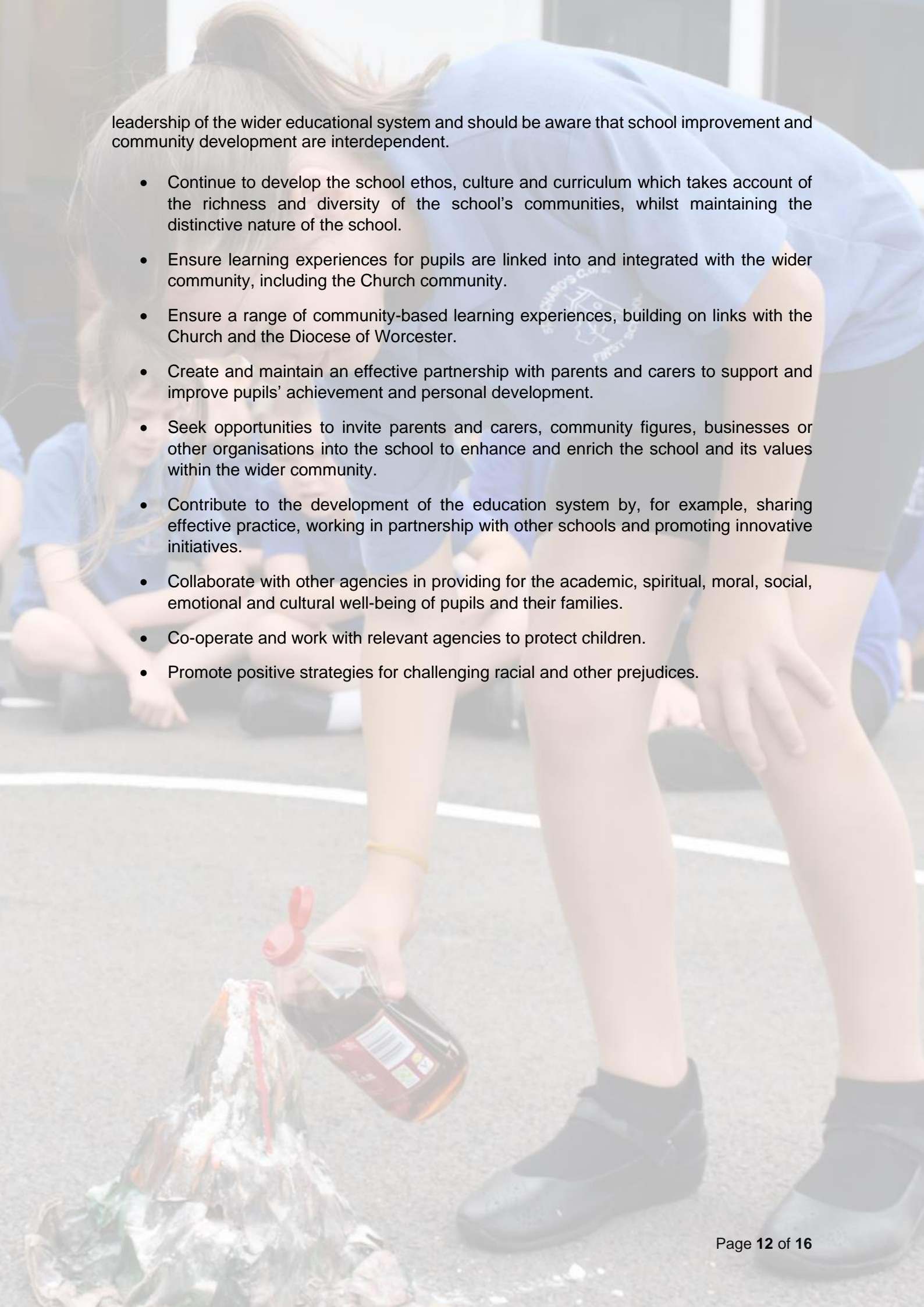
St Richard's C.E. First School is committed to safeguarding and promoting the welfare of children and young people. The headteacher will be the Designated Safeguarding Lead. They are expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people. They will be expected to hold all staff, volunteers and governors accountable for their contribution to safeguarding regulations. Specifically:

- To ensure any policies and procedures adopted by the Governing Body are fully implemented and followed by all staff. Sufficient resources and time are allocated to enable a designated person, deputies and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- Ensure compliance with statutory "Keeping Children Safe in Education" requirements.
- Ensure compliance with Prevent duty guidance.
- Ensure staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing practices.

## **AREAS OF RESPONSIBILITY**

### **WORKING WITH GOVERNORS AND WIDER STAKEHOLDERS**

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. The headteacher is committed to engaging with the Governors and wider school community to secure equity and entitlement. They will collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for 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.

- Continue to develop the school ethos, culture and curriculum which takes account of the richness and diversity of the school's communities, whilst maintaining the distinctive nature of the school.
- Ensure learning experiences for pupils are linked into and integrated with the wider community, including the Church community.
- Ensure a range of community-based learning experiences, building on links with the Church and the Diocese of Worcester.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its values within the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Co-operate and work with relevant agencies to protect children.
- Promote positive strategies for challenging racial and other prejudices.



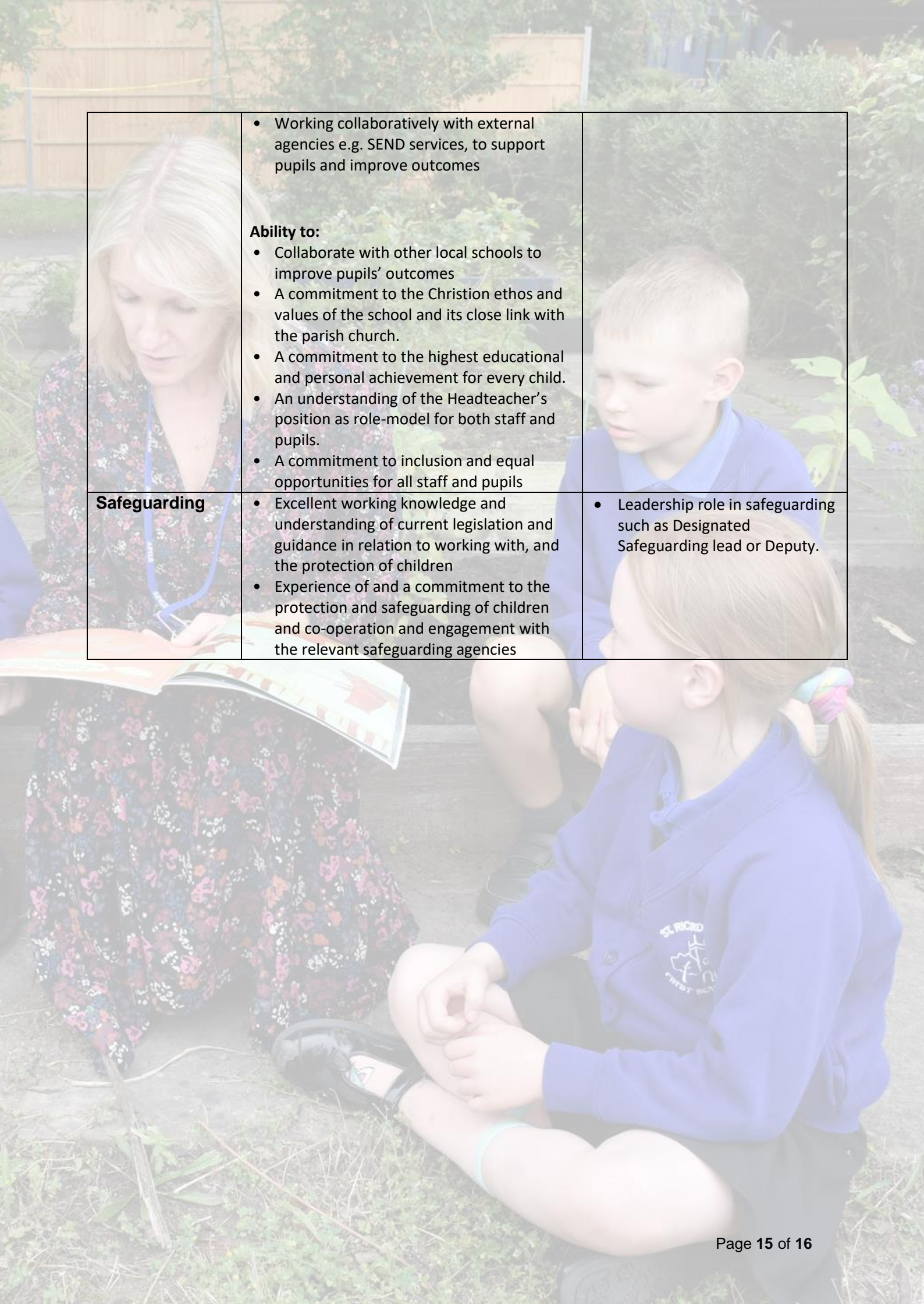
## HEADTEACHER PERSON SPECIFICATION

Please see below the qualities we are looking for in our new headteacher. Each is categorised as essential or desirable.

	Essential	Desirable
<b>Qualifications and Professional Development</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status supported by a degree or relevant qualification.</li> <li>• Evidence of continuous professional development (in part relevant to senior management activity)</li> <li>• Recent safeguarding training</li> <li>• An enhanced DBS and barred list check.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant professional qualifications e.g. NPQH</li> <li>• Substantial leadership experience possibly in more than one setting</li> <li>• A professional qualification in SEND.</li> </ul>
<b>Knowledge and Experience</b>	<p><b>Knowledge of:</b></p> <ul style="list-style-type: none"> <li>• Finances, budget setting</li> <li>• Large / medium primary school issues</li> <li>• Effective primary practice across EYFS/KS1, KS2 and transition.</li> </ul> <p><b>Experience of:</b></p> <ul style="list-style-type: none"> <li>• Having held the position of Headteacher in Primary Education.</li> <li>• Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of outcomes from learning and teaching for pupils.</li> <li>• Ability to challenge underperformance in teaching outcomes and support improvement.</li> <li>• Effectively use of ICT to support teaching and learning and school organization</li> <li>• Experience of the recruitment process within a school environment</li> <li>• Managing and making a substantial contribution to the effective management of change leading to improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of monitoring of effective practice and standards across the primary school age range</li> <li>• Significant experience of recruiting school staff/personnel at all levels</li> <li>• Experience of setting and managing school budget</li> <li>• Knowledge and experience of mixed age curriculum.</li> <li>• Experience of managing organizational change.</li> </ul>
<b>Qualities and skills</b>	<ul style="list-style-type: none"> <li>• Have high organisational skills appropriate to both the daily running and strategic development of the school</li> <li>• Be a highly effective teacher with proven good/outstanding teaching in the primary classroom</li> <li>• Have a clear enthusiasm for and love of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• Be passionate about ensuring each and every child reaches his or her individual potential</li> <li>• Effectively use ICT to support teaching and learning and school organisation</li> <li>• Have an excellent working knowledge of the current EYFS, KS1 &amp; KS2 curriculum</li> <li>• Have the ability to prioritise and manage time appropriately and work under pressure and to deadlines.</li> <li>• Have the ability to lead and uphold the Christian values of the school</li> </ul>	
<b>Leadership and Management</b>	<b>The ability to:</b> <ul style="list-style-type: none"> <li>• Experience of school self-evaluation, improvement and monitoring.</li> <li>• Ability to develop, communicate and implement a robust vision for the school in consultation with stakeholders.</li> <li>• Ability to guide, motivate, inspire and challenge others to achieve agreed aims.</li> <li>• Ability to work with the Governing Body and an understanding of its statutory duties.</li> <li>• Effective communication skills for a range of audiences.</li> <li>• Evidence of making a key contribution to school improvement.</li> <li>• Experience of leading effective staff CPD</li> <li>• Uphold and actively promote the Christian ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of managing and making innovative contributions to the effective management of change leading to improvement</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Commitment to a curriculum that is balanced, creative which motivates the interests of pupils.</li> <li>• Support the implementation of a curriculum that enables all children to succeed and monitor its effectiveness</li> <li>• Understand and support the Christian ethos and champion its role in the delivery of the school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent successful experience of curriculum innovation and development</li> </ul>
<b>Relationships</b>	<b>Experience of:</b> <ul style="list-style-type: none"> <li>• Promoting positive relationships with parents and strategies to engage parents in their child's learning</li> <li>• Maintaining positive working relationships with all stakeholders e.g. the Diocese, Local Authority and other relevant authorities</li> <li>• Evidence of promoting own setting/school to a wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working on a Governing Body</li> <li>• An understanding and sympathy with the Church of England and with those of other faiths and none.</li> </ul>





- Working collaboratively with external agencies e.g. SEND services, to support pupils and improve outcomes

**Ability to:**

- Collaborate with other local schools to improve pupils' outcomes
- A commitment to the Christian ethos and values of the school and its close link with the parish church.
- A commitment to the highest educational and personal achievement for every child.
- An understanding of the Headteacher's position as role-model for both staff and pupils.
- A commitment to inclusion and equal opportunities for all staff and pupils

**Safeguarding**

- Excellent working knowledge and understanding of current legislation and guidance in relation to working with, and the protection of children
  - Experience of and a commitment to the protection and safeguarding of children and co-operation and engagement with the relevant safeguarding agencies
- Leadership role in safeguarding such as Designated Safeguarding lead or Deputy.

## **SELECTION PROCESS:**

### **Safeguarding**

“St Richard’s First School is an equal opportunities employer and we are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.”

### **School Visits:**

School visits are strongly encouraged.

Please book a slot on one of the dates below:

Friday 11<sup>th</sup> July      1:30 – 3:30 pm

Tuesday 15<sup>th</sup> July    1:30 – 3:30 pm

Thursday 17<sup>th</sup> July   1:30 – 3:30 pm

Please book an appointment with the Chair of Governors, in advance, via the school office on: **01386 446 416** or email: [office@st-richards.worcs.sch.uk](mailto:office@st-richards.worcs.sch.uk)

### **Applications:**

All applications must be submitted using the Worcestershire agreed Application Form. A copy of the application pack and form can be found on our school website

### **Closing Date:**

12 noon on Friday 29<sup>th</sup> August 2025

Applications will not be accepted after this date/time.

Candidates who are short-listed will be contacted by email/ telephone on Friday 5<sup>th</sup> September 2025

Candidates who are not contacted can assume that they have been unsuccessful at this time.

### **Interviews:**

Interviews will take place on Thursday 18<sup>th</sup> and Friday 19<sup>th</sup> September 2025.

**St Richard’s CE First School | Four Pools Lane | Evesham | Worcestershire | WR11 1DU**  
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