



Steeple Claydon School & Pre-School

Headteacher application pack

Steeple Claydon School and Pre-School, Meadoway,
Steeple Claydon, Buckinghamshire, MK18 2PA

www.steepleclaydonschool.com



Application process

The position

The Governors of Steeple Claydon School and Preschool are seeking to appoint an inspirational and dedicated Head Teacher from February 2026, due to our current Head Teacher relocating with their family.

Starting in March 2026, this permanent full-time position will be in the salary range of L8-L20 (Headteacher Group 2), dependent upon the skills and experience of the successful candidate.

Timetable

Closing date for applications: 30 September 2025, 3pm.

Shortlisting begins 01 October 2025

Interviews: Friday 10 October 2025

The candidates selected for interview will be informed immediately after shortlisting. Full details of the interview programme will be provided.

Application

You are invited to submit an application aligning to the requirements as set out in the person specification. Visits to the school are encouraged. Please contact the school office on 01296 738132.

Completed application forms should be sent to the Chair of Governors, Rachael Johns, at rjohns@steepleclaydon.bucks.sch.uk

An online search will be completed for all shortlisted candidates.

The successful candidate will have to meet the requirements of the person specification in order to be offered the post and appointment will be conditional subject to clearance by the Disclosure and Barring Service.

We welcome applications from all sections of the community, regardless of age, gender, ethnicity, religion, disability or sexuality. Steeple Claydon School and Preschool is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.





Welcome from the Governing Body

Dear Applicant,

On behalf of the children, staff and governors, we would like to thank you for your interest in the Headteacher position at our school.

This is an exciting opportunity for a dynamic and passionate school leader who is committed to excellence in primary education. We are looking for an experienced individual who has the vision to build on the progress we've made so far and help accelerate our school improvement journey towards even greater success.

As our new Headteacher, you will be forward thinking, innovative and dedicated to ensuring an outstanding education for all our pupils. You will have the adaptability and vision to navigate the evolving educational landscape while always keeping the needs and well-being of our children at the heart of your decisions.

We are seeking a strong, decisive leader who can inspire, motivate and collaborate with all members of the school community to drive improvements in teaching and learning. You will bring clarity and strategic direction, supported by a committed leadership team and a proactive governing body.

The village of Steeple Claydon has grown significantly in recent years due to a number of new housing developments. As a result, the school population has diversified and the number of disadvantaged and SEND pupils has increased. We are looking for a leader with a proven track record in supporting and raising outcomes for these cohorts, ensuring every child is given the opportunities they need to succeed.

If you have not already done so, we would encourage you to come and visit our beautiful surroundings and see our wonderful children and staff hard at work.

To make an appointment please contact the school office on 01296 738132.

Steeple Claydon School and Pre-school
Governing Body





About us

Steeple Claydon School is located in a semi-rural setting at the heart of the Claydons, within easy reach of Buckingham and the surrounding villages. We have approximately 200 pupils ranging from 4 to 11 years old on roll. We also have a thriving pre-school on site, for children from 2 to 4 years old

The school has grown in size over the last few years and the number of children in catchment is steadily increasing. As leaders and learners, we recognise the need for appropriate change and strive for continual improvement.

The school was rated 'good' by OFSTED in May 2022 and has been working with a range of external organisations to drive improvement across all areas.

We offer

- The opportunity for the right candidate to drive the school towards its improvement goals
- A strong and supportive team of teachers and support staff
- Regular engagement with local sporting events
- Wrap around care from 7.30am to 6pm
- 30 hours pre-school provision a week
- A playing field and large grounds including 'forest school'
- Spacious, newly refurbished library
- A peer-elected Junior Leadership Team (school council) involved in the development and progression of the school
- Freshly cooked lunches on site
- An active Parents Association



Governors

We benefit from an experienced and supportive Governing Body with a wide range of professional expertise. Governors are fully involved in the life of the school. Governors are allocated responsibility for priority aspects of the School Development Plan. Our committees are Teaching & Learning and Resources. They meet at least once per term ahead of the Full Governing Body meeting.

Friends of Steeple Claydon School (FOSCS)

Our strong and active Parents Association is an integral element of our school community. Over the years, FOSCS has raised thousands of pounds which have been spent improving the equipment and resources (including new books for the library) available to our children.

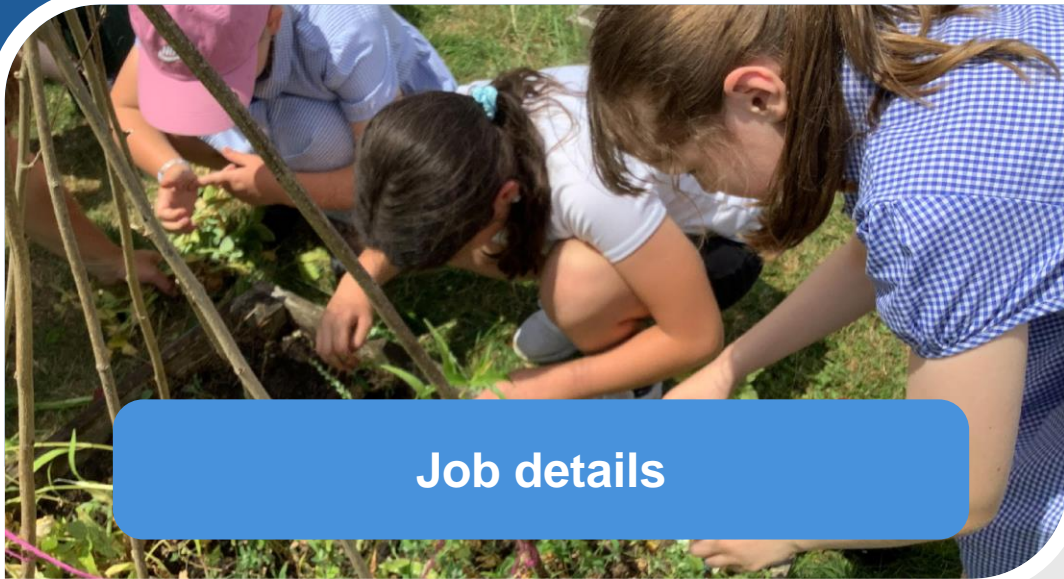
Curriculum

Our school delivers a knowledge rich curriculum for children to build strong foundations across different subjects.

Key skills are developed alongside this, such as problem solving, critical thinking and communication to promote independent learning.

We use a text based English curriculum to immerse the pupils in high quality literature to support the development of reading and writing proficiency across a range of genres.

In Maths, we have adopted a mastery approach enabling all children to develop a deep, secure and adaptable understanding of mathematical concepts through carefully structured teaching and learning.



Job details

Main purpose

The headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives and provide regular reports to the Governing Body on pupil progress, staff performance and financial status
- Allocate financial resources appropriately, efficiently and effectively and actively seek ways to improve the financial health of the school

Qualities

The headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships with pupils, parents, staff, governors and the wider community
- Serve in the best interests of the school's pupils
- Be a motivated and engaging leader with determination and resilience, along with a proven track record of strong leadership

Contract type:

Full time, permanent

Reporting to:

Governing Body



Duties and responsibilities

School culture and behaviour

The headteacher will:

- Create a culture of high expectations for all pupils and ensure that pupils experience a positive and enriching school life through the provision of exceptional educational opportunities
- Promote an inclusive and supportive school environment where diversity, emotional wellbeing, and mental health are valued, fostering an atmosphere in which all pupils feel safe, respected, and able to succeed.
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on the existing rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

The headteacher will:

- Drive excellence in teaching and learning
- Demonstrate the ability to highlight areas of improvement in teaching and learning and confidently engage in constructive, solution focused discussions to support improvement in teaching practice
- Ensure teaching is underpinned by subject expertise
- Effectively use assessment tools to inform strategy and decisions
- Ensure delivery of an exciting, broad and engaging curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read



Duties and responsibilities

Additional and special educational needs (SEN) and disabilities

The headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Managing the school

The headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care
- Demonstrate effective management of staff with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

Professional development

The headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Ensure training and continuing professional development is effectively planned, delivered and evaluated
- Make sure professional development opportunities draw on experts both within, and beyond the school
- Support the professional growth of staff through coaching, mentoring, and providing access to targeted professional development opportunities.



Duties and responsibilities

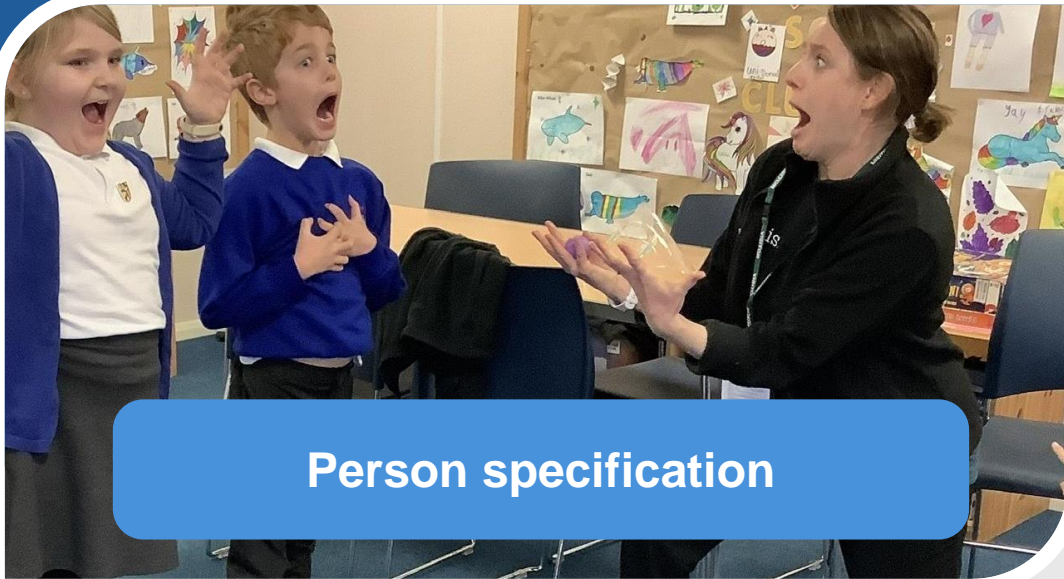
Governance, accountability and working in partnership

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff 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
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.





Person specification

Criteria	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Degree • Qualified Teacher Status • Up to date safeguarding training and knowledge of safeguarding legislation • Evidence of Continuing Professional Development relating to school leadership and curriculum development 	<ul style="list-style-type: none"> • NPQH/NPQSL/ NPQSENCO or evidence of further study • IOSH certification • DSL certification
Experience	<ul style="list-style-type: none"> • Evidence of sustained and successful senior leadership and management in a primary school setting • Evidence of successfully leading school improvement • Involvement in school self-evaluation and development planning • Experience of improving teaching and learning • Experience of leading curriculum development • Experience of successfully improving outcomes for disadvantaged pupils • Experience of leading and motivating teams • Strong behaviour management 	<ul style="list-style-type: none"> • Leadership and management experience in more than one school • Experience of teaching and learning across more than one key stage • Leading safeguarding • Ability to demonstrate a clear rationale for behaviour management strategies



Person specification

Criteria	Essential	Desirable
Skills and Knowledge	<ul style="list-style-type: none"> • Good data analysis skills and the ability to use data to set targets and identify areas for development • Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve • Ability to manage, monitor and review available resources, ensuring value for money • Strong written and verbal communication skills • Excellent interpersonal skills • Ability to plan, prioritise and organise self and others 	<ul style="list-style-type: none"> • Successful experience of managing school budgets and strategic financial planning • Evidence of managing change projects
Personal Qualities	<ul style="list-style-type: none"> • A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual. • High expectations of self and others • Commitment to the wellbeing and professional development of all staff • Ability to establish and maintain positive working relationships with staff, pupils, parents, governors, other professionals and the wider community • Ability to inspire and motivate all stakeholders • Strong commitment to raising standards for all pupils • Ability to think analytically and creatively and demonstrate initiative in solving problems • Show a good commitment to sustained attendance at work 	

