



Headteacher Recruitment Pack

Spring 2023

Headteacher pay range: L15-21



📍 **Studley Green Primary School, Trowbridge BA14 9JQ**

🌐 **www.studleygreenprimary.co.uk**

🐦 **@studleygreenps**



An introduction from the Governors

Dear Applicant,

Thank you very much for your interest in the Headteacher post at Studley Green Primary School.

We are looking to recruit a Headteacher to lead and work with our experienced, committed and enthusiastic team to build and further develop our successful school.

We hope that this information pack will be useful. We would really encourage you to come and visit us personally to allow you to experience our wonderful School first hand. Please feel free to call in at any time and we will be very happy to show you around.

As a governing body we are extremely proud of our children and staff, who together with the parents, carers and the wider community come together to make our School a fabulous and rewarding place to work.

We very much look forward to hearing from you,

Stephen Uncles

Chair of Governors



School context

We are a one form entry primary school and, in addition to the seven mainstream classes, we have three specialist resource base classes for pupils with speech, language and communication difficulties and complex needs.

The school has high numbers of children from more disadvantaged families with 50% of children eligible for free school meals. This is significantly above the national average of 23% and the Wiltshire average of 13%.

Located in the Studley Green area of Trowbridge, the school is surrounded by large grounds and has its own woodland.

Our most recent OFSTED inspection was carried out in September 2021, and the school was rated as Good in all of the key judgements. The inspection acknowledged many of the school's strengths:

- Pupils are at the heart of this inclusive school.
- Pupils enjoy coming to school and they feel safe.
- Parents appreciate the care and nurture provided for their children.
- High-quality pastoral support and positive engagement with parents have enabled pupils to see everyone as equal.
- Leaders prioritise reading.
- Leaders have worked diligently on planning for subjects within the wider curriculum.
- Staff value the teamwork approach that exists in the school.
- Pupils are polite and considerate towards others.



Our school

Our school is a unique, happy and special place. Within the heart of the community, it is where children feel safe, loved and supported as they grow and develop into confident and successful individuals. Fully inclusive, we promote acceptance and understanding of each individual's strengths and needs. We believe in the importance of nurturing each child, encouraging them to take ownership and responsibility for themselves and each other. Our school values of respect, kindness, positivity, resilience, responsibility and honesty are regularly explained, promoted and modelled. Providing a challenging and experience-rich education ensures our children thrive to reach 'beyond expectation'.

We can offer you:

- Children who love coming to school.
- An inclusive setting in the heart of the community.
- A collaborative staff team who are passionate about getting children ready to learn and achieving their best.
- A culture of high expectations, nurture and care.
- A thoughtfully planned and aspirational curriculum that has been carefully designed for our children.



Job description

We are looking to recruit an outstanding Headteacher to fulfil the following job description:

Ethics and professional conduct

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

The Headteacher will:

- Demonstrate a clear vision in maintaining and developing our school in partnership with the staff, governors, parents and the local authority
- Lead, manage and motivate staff and pupils
- Understand and be able to model exceptional teaching practice, inspiring and supporting others to improve
- Maintain and develop a collaborative partnership with local school and networks
- Raise standards of attainment and achievement for all pupils
- Demonstrate excellent interpersonal skills
- Understand the importance of our school being at the heart of the community
- Be committed to supporting a culture of inclusivity throughout the school
- Ensure the efficient and effective management of the budget and all resources within the school

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- Demonstrate a proven track record in school leadership, management and school improvement

Key Areas of Responsibility

1. Safeguarding and Safer Recruitment

The Headteacher establishes and ensures a safe and secure environment for learning. They will demonstrate a commitment to safeguarding and promoting the welfare of children and young people and are expected to hold all staff, volunteers and governors accountable for their contribution to safeguarding regulations.

The Headteacher will:

- Take on the role of Designated Safeguarding Lead within the school ensuring that the welfare of children and young people is the priority at all times.
- Ensure that all child protection cases are dealt with swiftly and effectively following the correct processes and procedures internally and externally.
- Ensure that a safeguarding culture of vigilance is embedded in every aspect of school life. Ensure that all policies and processes relating to safeguarding are implemented across the whole workforce.
- Ensure that all staff's knowledge and understanding of safeguarding and their responsibilities are updated at least annually and on induction.
- Implement new systems and processes in response to any updated school legislative guidance/statutory information that is released.

2. School Culture

Working with the Governing Body, the Local Authority and the wider community, the Headteacher will review and develop the vision and strategic plan, which inspires and motivates children, staff and all other members of the school community.

In addition to the vision and values, the strategic planning process is critical to sustaining school improvement and ensuring that the School moves forward for the benefit of its children, providing an excellent education for all the children it serves.

The Headteacher will:

- Review, develop and sustain the school's values, ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where children experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe and inclusive environment.
- Ensure a highly professional culture amongst staff.

3. Teaching and Learning

The Headteacher has 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 children to become effective, enthusiastic, independent learners, committed to life-long learning.

The Headteacher will:

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children 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.

4. Curriculum and Assessment

The Headteacher will:

- Ensure a consistent and continuous school-wide focus on children's achievement, using data and benchmarks to monitor progress in learning and using a robust system of assessment of pupil achievement to set ambitious but realistic targets for all children.

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- 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 children are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics.
 - Ensure valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum.
 - Ensure the provision of extra-curricular opportunities for all children.

5. Behaviour

The Headteacher is responsible for a Behaviour Policy that reflects the school's ethos. They will provide a safe and calm environment for all children and staff, focused on safeguarding children and developing their appropriate behaviour in school and wider society.

The Headteacher will:

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

6. Additional and Special 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 children with additional and special educational needs and disabilities.

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- Establish and sustain a culture and practices that enable children 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 children, providing support and adaptation where appropriate.
 - Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

7. Professional Development

Effective communication and relationships are key to effective Headship. The Headteacher needs to build a professional learning community which enables all to flourish. They need to manage the complexity of a school team and be committed to their continuing professional development as a school leader.

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.

8. 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 vision and values are 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.
- Prioritise the protection and safety of children and staff through effective approaches to safeguarding as set out in the latest legislation guidance including 'Keeping Children Safe in Education (2022)'.
- 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.

9. Continuous School Improvement

Working with the Governing Body, the Local Authority and other leaders the Headteacher will review and develop a vision and strategic plan which inspires and motivates children, staff and all other members of the school community. The strategic planning process is critical to sustaining school improvement and ensuring that the School moves forward for the benefit of all its children.

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.

10. Working in Partnership

The Headteacher should engage with the internal and external school community to 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 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.

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 children.

11. 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: children, parents, carers, Governors 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 relationships 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.
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- Welcome strong governance and provide information, advice and support to the Governing Body to enable it to meet its responsibilities.
 - Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
 - Support the governing body in fulfilling its functions to set school strategy and to hold the Headteacher to account for children, staff and financial performance.

Person specification



Please find below a copy of the person specification we will be using when shortlisting and interviewing candidates. The person specification shows the key qualities, abilities, skills and experience we require in our new Headteacher. We are expecting candidates to demonstrate knowledge and understanding of each area and to show evidence of having applied (or awareness of how to apply) this knowledge in the school context. This person specification reflects and references the DfE Headteachers Standards 2020.

Qualifications	Essential	Desirable
Qualified teacher status (QTS)	✓	
NPQH		✓
Evidence of commitment to further professional training	✓	
Current safer recruitment training		✓
Current Child Protection qualification		✓
Experience	Essential	Desirable
Extensive teaching and leadership and management experience within the primary stage of education with knowledge of all key stages, including foundation stage.	✓	
Experience of leading a primary school		✓

Experience	Essential	Desirable
Experience of communicating effectively, both orally and in writing, to a wide variety of audiences and in a variety of settings	✓	
Experience of developing a school curriculum demonstrating progression of skills in each subject and clear intent, implementation and impact	✓	
Experience of establishing and sustaining a high standard of behaviour for all children.	✓	
Knowledge, skills and understanding	Essential	Desirable
Commitment to inclusion, meeting the needs of all children, including the vulnerable, those with special needs/disabilities and potential high achievers.	✓	
Demonstrates the vital importance of children's mental health and personal development.	✓	
Ability to support, maintain and develop the ethos of the school.	✓	
Knowledge and experience of effective school evaluation and strategic planning to bring about sustained school development.	✓	
Skills to evaluate and improve learning through outstanding teaching and the support of children.	✓	
The ability to motivate and enable all staff to carry out their roles to the highest standard through both performance management and continuing professional development.	✓	
An up to date knowledge and understanding of current legislation and guidance in relation to safeguarding.	✓	
Effective management of own workload and support for all staff to achieve appropriate work-life balance.	✓	
Commitment to working transparently with the Governing Body.	✓	
Ability to manage financial and human resources effectively to achieve the school's priorities, improve the quality of education for all pupils and provide value for money.	✓	
Plans effectively, prioritises, sets targets and delivers in a timely manner.	✓	

Knowledge, skills and understanding	Essential	Desirable
Ability to motivate and encourage the children to achieve 'beyond expectations'.	✓	
The ability to build effective relationships with all members of the school community, leading by example and coaching others to bring about improvement.	✓	
Qualities	Essential	Desirable
The ability to inspire trust and commitment from the whole school community.	✓	
A commitment to continuing professional development.	✓	
Positive attitude towards your own wellbeing and that of the school community.	✓	
Is approachable and is a good listener.	✓	
Is able to remain calm in times of pressure and stress.	✓	



How to apply

Selection process

Please submit your application using the application form, with a supporting letter. Applications will be ranked against the person specification for the role.

Shortlisted candidates

Applicants who have been shortlisted for the post will be notified as soon as possible. Prior to the interview date referees will be contacted to request references for all shortlisted.

Applicants who require further information or would like to visit the school should contact:

recruitment@studleygreen.wilts.sch.uk

Appointment timescales

Our current Headteacher is leaving July 2023. Our intention is that the new Headteacher will take up the post in September 2023.

- Closing Date: 9th February 2023 at 9 am
- Shortlisting: 10th February 2023
- Interviews: 28th February and 1st March 2023

Our school is committed to equal opportunities and applications from individuals are encouraged regardless of gender, race, religion, disability, sexual orientation or age. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

