



# Tendring Primary School

## Headteacher Recruitment Pack



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## Letter from the Chair of Governors

Thank you for your interest in applying for the position of Headteacher at Tendring Primary School. Please find attached information that I hope is of interest and do visit our website to pick up more details about our school.

Tendring Primary is unique in its location, being a village school surrounded by farmed fields, offering a beautiful environment in which to educate children. The school is very popular and over-subscribed, centrally located on the Tendring Peninsula, and has grown over the past five years to have 210 on roll. It has benefitted from a recent new build to accommodate this growth.

The vacancy arises as our current Headteacher will be leaving us to pursue other interests within education after a successful 9 years leading us through many positive changes and improvements. As a result, we are looking for an inspirational leader with strong interpersonal skills, clear strategic vision and drive, who will join our committed team of staff and governors to build on solid foundations and continue to move our vibrant school forward.

The school has a non-statutory Affiliation to Learning Pathways Academy Trust. This offers the school a range of benefits including regular opportunities to meet with the CEO, staff training, recruitment and financial savings through joint purchasing. The relationship is designed to evolve, support the needs of the school and share best practice both ways.

We have a highly effective and committed Governing Body who are keen to appoint a Headteacher willing to build on the successes and ethos of our school. If this opportunity appeals to you then we would be delighted to meet you.

We warmly encourage applicants to visit our school, and I would be delighted to show you around. Please contact Tracy Baker on 07534 406864 to arrange a visit.

Yours faithfully,

**Steve Ling**  
Chair of Governors



**Tendring Primary School**  
School Road  
Tendring (nr. Clacton-on-Sea)  
Essex CO16 0BP  
Tel. 01255 830307

email: [admin@tendring-pri.essex.sch.uk](mailto:admin@tendring-pri.essex.sch.uk)





## Key Information

School	Tendring Primary School
Telephone	01255 830307
Website	<a href="https://www.tendring-pri.essex.sch.uk/">https://www.tendring-pri.essex.sch.uk/</a>
School Group Size	Group 2 NOR: 210
Salary Range	£65,286 - £77,552 (L12 – L19)
Start Date	April 2025

To arrange a school visit please contact Tracy Baker  
Mobile : 07534 406864  
Email : t.baker@tendring-pri.essex.sch.uk

**Applications will close on Monday 4th November at midday**

**Interviews will take place in the week beginning 18th November.**

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

# Our School

Located in the small rural village of Tendring in North-East Essex drawing pupils from across the Tendring area, the school is set in a three-acre site with original buildings dating back to 1896. The school has extended over the years to include new buildings and extensive outdoor learning facilities.

Our vibrant school is a very special place with a kind and caring outlook, where every child is encouraged and supported to achieve their full potential. We aim to do this through excellence in the classroom, provision of a broad and varied curriculum supported by well-resourced delivery, and by offering experiences and opportunities that develop every child in both breadth and depth.

We know that pupils who have a positive attitude towards their learning will make good progress and be successful. Consequently, instilling all our pupils with 'growth mindsets' has become a key priority for our school and beyond. We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.

Our Forest School runs throughout the year, visiting our woods in all weathers (except for high winds). Pupils use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated.



# Our Vision and Values

Our vision is for all children to leave us having become passionate about learning, considerate and capable individuals.

- Passionate: Tendring children have a love of learning and want to succeed.
- Considerate: Tendring children play a positive role in society and look after their environment.
- Capable: Tendring children have the skills and knowledge to thrive in our changing world.

**Applicants are encouraged to view the school's website and the short film for an insight of life at Tendring Primary School.**

**Tendring Primary School Website : [Please click here](#)**

**Tendring Primary School Film : [Please click here](#)**



# School Partnerships

## Essex County Council (ECC)

As a Community School, the Local Authority will support a newly appointed Headteacher during their first year and the following outlines the work and support going forward.

It supports its Community Schools through the North East Essex Quadrant Team, which includes SEND Operations, Inclusion Partners, Educational Psychologists, SEND Engagement Facilitators and the School Attendance teams.

The school has an allocated improvement partner from the School Effectiveness Team who makes bespoke visits to the school depending on the level of support needed.

ECC also holds regular Headteacher meetings, Ofsted briefings, new Headteacher induction to ECC as appropriate, as well as statutory assessment and moderation meetings

## Learning Pathways Multi Academy Trust Affiliation

For the past 9 years, Tendring Primary has worked closely with Learning Pathways, and particularly with Lyons Hall Braintree. The aim was to develop Tendring as a renowned example of best practice for a small school and to maintain its integrity as an oversubscribed Primary.

They have provided an Executive Head to work alongside our Leadership team, helping the school grow and flourish. The affiliation offered wide ranging support including with recruitment, resourcing and training. The school sits firmly as a partner with the Learning Pathways Academy Trust.

The affiliation has always been designed to be flexible, changing to meet the needs of the school. Our new Headteacher will have the opportunity to evolve this relationship going forward and utilise the partnership in whatever way they wish

## Colne, Stour and Mid-Tendring Group (CSMT)

CSMT is a group of primary schools that meet and work together supporting each other in a variety of ways. Initiatives include:

- Peer support by Headteachers

- School reviews

- Professional Development and Networking including training and signposting to opportunities.



# Selection Arrangements

## Application Form

Please apply for this post on-line via Essex School Jobs.

You can access the website from any device, complete and save your application in full confidence that it cannot be seen or accessed until you finish your application form and press the 'Apply' button.

When you apply on-line the school's Recruitment Team will be sent an email automatically and you will receive an email via the system confirming that your application has been received.

Applying on-line is straightforward:

- Click here to register and create a profile
- When you have created your profile, please click the 'Apply' button at the foot of the online advertisement and complete your details.

## Referees

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- Existing Headteachers or Acting Headteachers currently employed in a community or voluntary controlled school are required to provide :
  - One reference from the Chair of Governors of their current school
  - One reference from the Local Authority
  - One reference from their previous employer if employed by them within the last 5 years





## Selection Arrangements (continued)

- Existing Headteachers or Acting Headteachers currently employed in an academy, foundation, or voluntary aided school are required to provide:
  - One reference from the Chair of Governors/Chair of Trustees of their current school
  - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional
  
- Existing Deputy Headteachers and others currently employed in any school or academy, are required to provide:
  - One reference from their current Headteacher
  - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional

Prior to appointment, the successful candidate will need Occupational Health medical clearance which will be arranged by the school.

A childcare disqualification form and a SD2 criminal convictions will need to be completed and returned to us at the shortlisting stage and these forms will be provided.



# Headteacher Job Description

## Core Purpose

The headteacher will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the school (including its annual budget) and the instrument and articles of governance of the school.

The headteacher, working with the governing body, senior leadership team and school staff, will provide overall strategic leadership for the school. The headteacher will:

- lead, develop and support the direction, vision, values and priorities of the School
- develop, implement and evaluate the schools policies, practices and procedures
- lead and manage teaching and learning throughout the school
- ensure accurate school self-evaluation to inform school improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school

*The job description should be read in conjunction with the contractual requirements and responsibilities of headteachers set out in the School Teachers' Pay and Conditions Document.*

## Principle accountabilities:

### Safeguarding

The designated safeguarding lead in school takes lead responsibility and promoting the welfare of pupils within the school, managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

1. Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;

2. Operating clear whistleblowing procedures,
3. Sharing information, with other professionals
4. Take responsibility as the designated professional lead for Safeguarding and child protection within the school
5. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care are made in accordance with current SET procedures. They work with the local authority and other agencies as required.
6. Operating safe recruitment practices
7. Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
8. Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

### Designated Safeguarding Lead Responsibilities:

1. To take lead responsibility for safeguarding and child protection within the school.
2. Raise awareness of the school's child protection policies, ensuring that they are understood and used appropriately
3. Ensure the school's Child Protection Policy is reviewed (at least annually) and known, understood and use appropriately.
4. Refer cases (or support staff making referrals) of suspected abuse to the local authority children's social care where there is a radicalisation concern to the Channel programme.
5. Refer case to Disclosure and Barring Service or Police as required.
6. Liaise with the Headteacher (if not the DSL), local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns
7. Ensure child protection files are transferred as appropriate in line with Keeping Children Safe in Education as amended from time to time.
8. Be available for staff during school hours to discuss any safeguarding concerns in line with the school's safeguarding arrangements.
9. In conjunction with the Deputy Headteacher, make adequate and appropriate cover arrangements for safeguarding where concerns/issues occur out of hours/out of term.

## Job Description (continued)

10. Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained.
11. Keep up to date with developments relevant to the role in line with Keeping Children Safe in Education (Appendix B) as amended from time to time.

### Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

### Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity, complying with all statutory requirements.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, complying with legislation, focused on safeguarding pupils, and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with the governing body, staff, pupils, parents and carers.

## Job Description (continued)

### The Self-Improving School System

1. Create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.



# Headteacher Person Specification

The table below outlines the key skills and experience required for this position. There is also an expectation that the Headteacher will aspire to the new

The panel will use the following assessment tools: the application form; interview/assessment activities; references and other employment checks.

Requirement	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> <li>• If NPQH is not held alternative recognised academic and professional qualifications</li> <li>• Qualified Teacher Status</li> <li>• Evidence of continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience across the primary age range</li> <li>• Proven record of successful classroom teaching at a good or outstanding level</li> <li>• Proven record of successful experience as a Headteacher or Deputy Headteacher</li> <li>• Competent ICT skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in more than one key stage</li> <li>• Experience of outdoor learning and forest schools</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>• A positive commitment to understand and implement the School Vision</li> <li>• Ability to promote and ensure the Vision is understood and acted upon by staff</li> <li>• Proven leadership and management skills</li> <li>• A clear vision of excellence in primary education</li> <li>• A proven ability to raise and maintain educational standards and a commitment to high standards of achievement , both through attainment and progress</li> <li>• Understanding of school improvement planning and subsequent budget planning</li> <li>• Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes</li> <li>• Ability to enthusiastically lead the School</li> <li>• Understanding of the strategic role of the Governing Body and an ability to work effectively with Governors</li> <li>• Ability to create and maintain close working relationships with neighbouring schools</li> <li>• Ability to delegate, monitor and evaluate information</li> <li>• Evidence of good working relationships with parents and the wider school community</li> <li>• Commitment to the continuing professional development of all staff</li> <li>• Ability to lead by example and inspire others to achieve positive results</li> <li>• Ability to initiate and manage change sensitively in pursuit of strategic objectives</li> <li>• A commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures</li> <li>• Knowledge of current Health and Safety Regulations and Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of Performance Management of both teaching and support staff</li> <li>• Evidence of engaging with school parent associations and the wider community.</li> <li>• Experience of project management and dealing with finance and premises issues</li> </ul>

## Person Specification (continued)

Requirement	Essential	Desirable
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> <li>• Effective, innovative and creative approach to teaching and learning</li> <li>• Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation</li> <li>• Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these</li> <li>• Positive disposition to inclusion and equality of access to educational provision for all children with proven long lasting impact</li> <li>• An understanding of consistent approaches to behaviour management</li> <li>• Clear understanding of what is effective teaching and learning</li> <li>• A high regard for the personal achievement and development of each child</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative and creative approach to teaching and learning</li> <li>• Appreciation of the role of SENCo</li> <li>• Experience of working with other professional agencies, learning networks, partnerships and clusters</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Strong interpersonal and communication skills</li> <li>• Adaptable and flexible approach</li> <li>• Desire to promote respect between children, staff, parents and governors</li> <li>• Well organised and able to manage time effectively, to delegate, to prioritise and to meet deadlines</li> <li>• Able to develop genuine empathetic relationships with everyone</li> <li>• High standards of professionalism</li> <li>• Solution focussed disposition and a positive attitude especially to challenge and change</li> <li>• Ability to work as a team player and be supportive of team working</li> <li>• Ability to recognise and utilise staff strengths</li> <li>• Ability to build, support, motivate and work as part of a high performing team</li> <li>• Ability to inspire children to the best they can be</li> </ul>	





## Recruitment and Selection Policy Statement

1. The Governing Board is committed to:
  - safeguarding and promoting the welfare and safety, and the spiritual, moral, social, and cultural development, of children and young people.
  - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued.
  - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

and expects all staff, volunteers, and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Board recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.



## Recruitment and Selection Policy Statement (continued)

5. The following pre-employment checks will be required where applicable to the role and setting:
  - receipt of satisfactory references
  - verification of identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you are not barred from working with Children
  - verification that you are not prohibited from teaching
  - verification of medical fitness for the particular role
  - verification of qualifications and of professional status where required e.g. QTS status
  - the production of evidence of the right to work in the UK
  - verification of successful completion of/exemption from statutory induction period
  - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
  - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

**NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.**

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all shortlisted candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Policy) and any prohibitions prior to interview. When making a recruitment decision School will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.





## Recruitment and Selection Policy Statement (continued)

The Governing Board is committed to ensuring that people who have convictions/cautions/reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warning will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be discussed with candidates and decisions made on a case-by-case basis taking into account the nature, seriousness, and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty, and openness).

This Governing Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling, and security of Disclosure information.

8. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:
  - To identify issues which call into question the applicant's suitability to work with children
  - To verify employment history

Only information related to the purposes stated will be shared with the Panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.



## Recruitment and Selection Policy Statement (continued)

- The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.

