

# **The Mayflower Primary School**



## **Appointment of Headteacher**

### **Information for Candidates**



**Essex County Council**



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## Appointment of Headteacher

<b>School</b>	<b>The Mayflower Primary School</b>
<b>Telephone</b>	<b>01255 502444</b>
<b>Website</b>	<b><a href="http://www.mayflower-pri.essex.sch.uk">www.mayflower-pri.essex.sch.uk</a></b>
<b>School Group Size</b>	<b>Group 3 NOR 370</b>
<b>Salary Range</b>	<b>L18 - L24 £77,924 - £90,255</b>
<b>Start Date</b>	<b>01 September 2026</b>

### Selection Arrangements - The Process

Thank you for your interest in the post of Headteacher at The Mayflower Primary School.

Please apply for this post on-line. 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.

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.

As part of the shortlisting process the school will be carrying out an online search using a simple search engine as part of their due diligence on the shortlisted candidates.

We look forward to receiving your application; please do not hesitate to contact Liz Whitelock on 03330130777 if you have any queries.

**Closing date:** **Monday 23<sup>rd</sup> February 2026**

**Shortlisting:** **Wednesday 25<sup>th</sup> February 2026**

**Interview date:** **Friday 6<sup>th</sup> March 2026**

**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.**

## 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 Authority
  - One reference from their previous employer if employed by them within the last 5 years.
- 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.





The Mayflower Primary School,  
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Harwich,  
Essex  
CO12 4AJ

Telephone: 01255 502444  
Email: [admin@mayflowerprimary.com](mailto:admin@mayflowerprimary.com)

Dear Candidate,

January 2026

Thank you for your interest in becoming the next Head Teacher of Mayflower Primary School. The governors and I hope the information enclosed and on the school's website are useful in learning about our school and the role of Headteacher.

With the planned retirement of our experienced, dedicated and well respected Headteacher, we are looking to appoint an enthusiastic, visible and approachable leader to join our dedicated team of staff and governors to continue to drive the school forward with positive change.

At Mayflower Primary School we take pride in our positive, friendly environment and sense of community amongst staff, pupils and their families. Due to the diverse social economic area the school is based within, we welcome children from a broad spectrum of backgrounds and cultures with some pupils speaking English as their second language. The school also has a large percentage of pupils requiring SEND input with a provision available for those with the most complex needs.

With this in mind we are passionate about providing a safe inclusive environment for all our pupils and recognising each child's individual needs so they can reach their full potential by the time they leave us. Mayflower Primary had an Inclusion review in March 2025, of which we were extremely delighted with the report that stated;

“ Leaders and governors demonstrate a passion for inclusion that is embedded across the school and well-understood by staff.... Staff are highly committed to understanding the unique contexts and needs of pupils and their families. Pupils feel safe at school and are proud to be members of the school community.”

Mayflower Primary School is a medium sized, band 3, school based in the historic seaside town of Harwich on the North Essex Coast. Our school has good links within the local community, and our pupils regularly proudly represent the school in community activities.

The school has a well-established relationship within the Harwich Education Partnership, where the schools work together with the aim of improving outcomes for the children and young people within the local schools and community.

At Mayflower Primary School, we are committed to providing a curriculum that not only fosters academic excellence but also promotes the holistic development of all our pupils. Through our curriculum, and with the vast resources available, we aim to build essential skills, depth of knowledge, and develop character virtues, ensuring our children flourish now and throughout their lives.

We feel this is an exciting opportunity for a new Headteacher to join our team of loyal and dedicated staff, where you will be supported by a strong Senior Leadership Team and an active and effective board of Governors.

We are aware that it is difficult to get the feel of a school from the information within this pack and on our website, so if you are interested in applying we strongly encourage you to arrange a visit to meet our wonderful staff and pupils. To arrange an appointment for your visit please contact our School Business Manager Tracey Cochrane on 01255 502 444 - Option 4.

Thank you again for your interest in this position and I look forward to receiving your application.

Yours Sincerely

*Helena Pitcher*

Chair of Governors



# **The Mayflower Primary School 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 governing body (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 school's 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.*

## **Principal Accountabilities:**

### **Safeguarding**

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:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services,
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Assigning a designated professional lead for safeguarding / take responsibility as the designated professional lead for Safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

## **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.

2. Provide a safe, calm and well-ordered environment for all pupils and staff, 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.
9. Lead and manage/be responsible for safeguarding and promoting the welfare of children.

### **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. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.

## The Mayflower Primary School Person Specification

Requirement	Essential	Desirable
Qualification	<ul style="list-style-type: none"> <li>• If NPQH is not held alternative suitable academic and professional qualifications</li> <li>• Evidence of continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH</li> <li>• Senior Leader for Mental Health</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience across the primary age range</li> <li>• Proven record of successful classroom teaching</li> <li>• Proven record of successful experience as a Headteacher or Deputy Headteacher</li> <li>• Competent ICT skills and knowledge</li> <li>• Involvement in school self-evaluation and development planning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as an AHT, DHT, Head of School</li> <li>• Involvement in managing safeguarding provision in a school</li> <li>• Involvement in managing and delivering SEND provision</li> <li>• Liaison with external agencies</li> <li>• Experience of maintaining strong working partnership links with local schools</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>• Recent successful leadership and management experience in a school</li> <li>• A clear vision of excellence in education</li> <li>• A proven ability to raise educational standards and a commitment to high standards of achievement</li> <li>• Understanding of school improvement planning and subsequent budget planning</li> <li>• Understanding of the strategic role of the Governing Body and ability to work effectively with Governors</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>• Experience of Performance Management of both teaching and support staff</li> <li>• Commitment to the continuing professional development of all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of project management and dealing with finance and premises issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrable experience of successful line management and staff development.</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</li> </ul>	
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> <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>• Commitment to inclusion and equality of access to educational provision for all children</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 of each child</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to lead by example and inspire others to achieve positive results</li> <li>• Understanding of high-quality teaching and the ability to model this for others and support others to improve</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative and creative approach to teaching and learning</li> <li>• An understanding of what good Early Years practice looks like</li> <li>• Recognition of the importance of learning outside the classroom</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>• A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines</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 and staff and a commitment to getting the best outcomes for all children and promoting the ethos and values of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to get involved in classes and learning, including outdoor play</li> </ul>
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## **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 or maternity, 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.
5. The following pre-employment checks will be required where applicable to the role and settling:
  - receipt of satisfactory references\*
  - verification of identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you are not on the DBS Children's barred list and therefore not barred from working with children
  - verification that you are not prohibited from teaching
  - verification of medical fitness
  - verification of qualifications
  - verification 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 any s128 directions 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 2009 or that you have provided a disqualification waiver from Ofsted

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

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

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 applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

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 consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

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 the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings 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 managed on a case-by-case basis considering 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 did the incident(s) occur?
- 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 on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

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.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of our Recruitment Procedure is available upon request.

