

The Priory Church of England Primary School



*Inspiring a generation to learn, flourish and achieve
in a caring, Christian community*

HEADTEACHER APPLICATION PACK

Required for September 2023



The Priory CE VA Primary School

Wick Lane · Christchurch · Dorset · BH23 1HX

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Website: www.prioryschool.dorset.sch.uk

Wednesday 29th February 2023

Dear Applicant,

Thank you for your interest in the Headteacher post at The Priory Church of England Primary School. I am delighted that you are considering applying to be part of our wonderful school.

We want to appoint a Headteacher who can offer inspirational leadership and vision in sustaining our high standards and will continue to maintain and develop our values and Christian ethos, that allows us to provide the best opportunities for our children. If you are motivational, strategically creative and deep thinking with the interpersonal skills needed to build relationships and lead others, then this is a fantastic opportunity.

The Priory CE VA Primary School has a very caring ethos and we pride ourselves on the 'family feel' of our school. We are a 'good' school (Ofsted, February 2022) and everyone is committed to the development of the whole child. It is an exciting time for us as we implement our new fully sequenced and compelling curriculum to enable all children to flourish regardless of their starting point or background.

The Priory CE VA Primary School is part of the Diocese of Winchester and is a one form entry school. We are dedicated to serving our local community and the strategic objectives are set by a locally appointed Governing body. We are a maintained school in BCP (Bournemouth, Christchurch and Poole) Local Authority and enjoy a number of informal partnerships with local schools.

I hope that the accompanying information will excite and inspire you to apply for the post and I wish you every success with your application. You are warmly encouraged to visit our school or, alternatively do visit our school website at <https://prioryschool.dorset.sch.uk/>. Please call the office to make an appointment.

This post is offered on a permanent contract with a start date of 1 September 2023
Salary: Leadership Scale, Points 11 – 17 (Group 2)

Mr Geoff Tabor
Chair of Governors



About our School

The Priory Primary School is a voluntary-aided Church of England School catering for children from four to eleven years old, and is maintained by Bournemouth, Christchurch and Poole Local Authority. We are not part of a multi-academy trust but work with a range of partners across the area.

The Priory School has close links with the Priory Church and our core values of love, forgiveness, respect and aspiration underpin all our decision-making.

The Priory School is a one-form entry school, and so we pride ourselves on knowing each child and developing their unique gifts. Although on an historic site, we are developing and improving our facilities. We have recently built a traversing wall, sensory hub classroom and installed an eco-garden. We have a library and computer suite built at the start of the millennium and all classes are fully equipped with interactive promethean screens.





MISSION

Our mission is to inspire a generation to learn, flourish and achieve in a caring, Christian community.

Why did we choose the word 'inspiring'?

Each child, uniquely made in the image of God, has a spark of greatness. We want to be a school that breathes life into children, so that they achieve their dreams and God-given potential.

VISION

Our school will breathe life into every child, educate the heart as well as the head, encouraging them to achieve their God-given potential.

Every child will have the opportunity for spiritual development and to become a good neighbour by living sustainably, serving locally and caring globally.





Learn

We want our school community to develop a deep and life-long love of learning. We aspire to share the very best of what has been thought and said, across continents and cultures.



In the classroom:

- High quality teaching
- Outstanding subject knowledge
- Carefully planned and sequenced
- Engaging, first hand experiences

For the children:

- We can reflect on and explain our learning.
- We love reading.
- We are responsible and active participants in lessons.

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things. **Philippians 4 v9**

Flourish

We want to deliver a rounded education, educating the heart as well as the head. We want to celebrate those who excel at sport and the arts and friendship, as well as our authors and scientists and mathematicians. A foundation for life.



In the classroom:

- Wellbeing of all is central
- Time and value given to the full range of subjects
- Daily worship to reflect values

For the children:

- We understand our core values.
- We look after and respect one another.
- Kindness matters.
- We are creative

I have come that they may have life and have it to the full. **John 10 v10**

Achieve

We want all the children, no matter their starting points, to feel confident and ready for the next stage in their education. As a fully inclusive school, we are passionate about wanting all children to achieve their full potential and be proud of who they are.



In the classroom:

- Standards matter
- Personal best in work and conduct
- Staff model what excellence looks like

For the children:

- We always try our best.
- We can identify what we are doing well and what we need to improve.
- We are confident.

I can do all things through Christ who strengthens me. **Philippians 4 v13**

"Everybody can be great because everybody can serve. You only need a heart full of grace. A soul generated by love." **Martin Luther King**



School Organisation

The admission number for entry into the Reception year is 30 and the Governors have currently capped all classes at this number. Pupils are currently taught in seven classes from Reception to Year 6.

We have a heart for inclusion, and so many parents trust the school to support their child who might be facing difficulties. Historically, this has meant higher than national numbers of children with SEND. We forecast 8 children with EHC plans in September 2023.

The school does not run its own pre-school or after school club, but has longstanding ties with Poppets, based at Christchurch Priory Church.

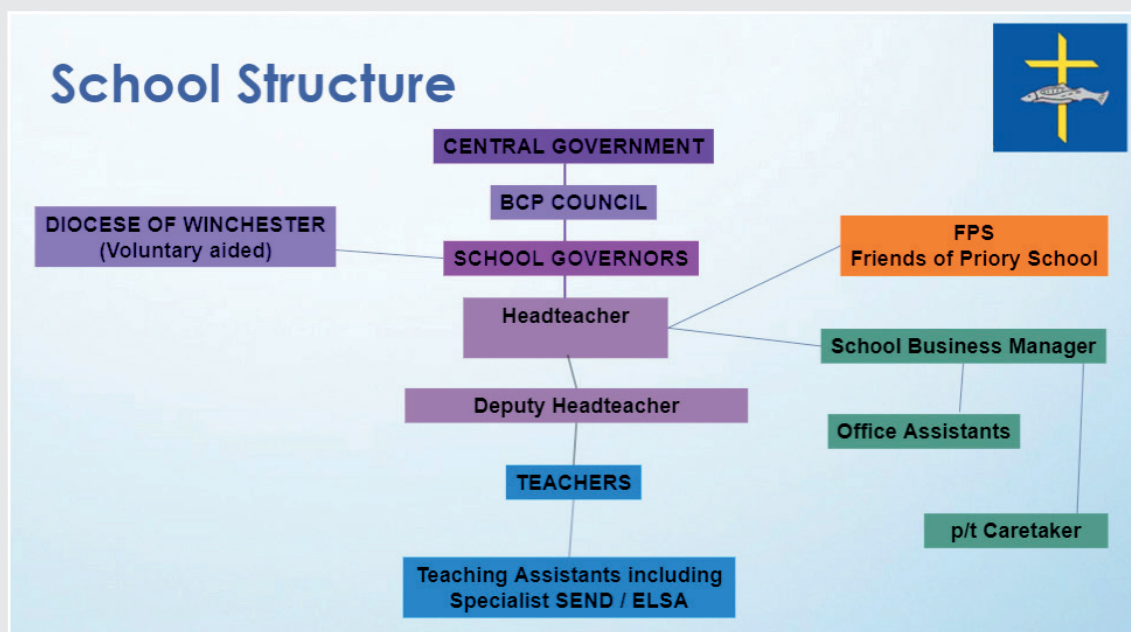
Staffing

We have an incredibly motivated and committed team of staff who all work collaboratively to ensure that all children achieve. There is a real team spirit and staff at all levels are supportive of each other, whilst also positively challenging each other.

We currently have 8 FTE teachers plus a non-class based Deputy Headteacher and a 2 day a week SENCO leader, currently completing her accreditation course. In addition to teaching staff, teaching assistant support is also provided for pupils according to need. We also have 3 office staff and a part-time caretaker who all ensure the smooth running of the school.

Hot meals, cooked fresh onsite, are provided by Hampshire Council Catering and we enjoy a close relationship with the catering team who also support lunchtime setup.

The school has a very simple structure:





Our Governing Body

The school has a very supportive and involved team of governors. As the school is voluntary aided, the Governing Body are the employers of staff. The main work of the Governing Body is carried out by 2 committees – the Standards Committee and the Finance and Resources Committee, although currently these are merged on a trial basis. There is also a small Performance Management Committee which focuses on reviewing the performance of the school leaders.

Our Chair of Governors is Geoff Tabor.

External Reports

Ofsted Inspection (February 2022) – We were delighted to be judged 'Good' after our previous judgement of 'Requiring Improvement' in March 2018.

The last 5 years has been a rapid time of growth and improvement, and all systems and policies have been reviewed. We are looking for a new Headteacher to build on this legacy. We will be due a section 8 re-inspection from Spring 2024.

Church SIAMS inspection (June 2018) – We were judged to be a Good church school and are expecting a re-inspection in 2023-24.

Learning and our Curriculum

Recently, we have enjoyed developing our curriculum, without the pressure of an imminent Ofsted visit. We follow the National Curriculum, placing an emphasis on the development of knowledge, skills, key vocabulary and key concepts. A huge amount of work has been done on this and our long-term plans are complete. All subject areas are carefully sequenced with clear overviews to support medium term planning.

We use a number of schemes to ensure consistency and reduce workload in a one-form entry school. We want to focus on delivery as well as content. We currently use:

- Maths No Problem!
- Little Wandle (phonics and early reading scheme)
- No Nonsense Spelling in KS2
- Charanga in Music
- Complete PE
- Google Internet Legends for online safety

In English we have adopted **talk4writing** so younger pupils orally rehearse their own writing and are supported by a model text. We have loved introducing 'Let's think' in whole class reading to encourage oracy and reasoning.

We recognise our responsibilities to educate the heart as well as the mind and so we have a full PSHE programme, using Jigsaw material and HeartSmart. We are working towards the bronze Global Neighbour accreditation.

We are developing child friendly **assessment toolkits** in Writing and **journaling** in reading, Maths and spellings. Pupils are able to identify their strengths and where they need to target their own efforts to improve.

Safeguarding

A key responsibility of the new Headteacher will be to oversee the safeguarding of all children and staff at the school. The school uses CPOMS to log incidents of concern and track key communications with families.

The Headteacher and Deputy Headteacher are the school's designated safeguarding leads which also includes anti-bullying, online safety, Prevent lead and safer recruitment.



Financial Information

The school has been managing a balanced budget for a number of years, with a small reserve. Like many state schools, the impact of unfunded staff pay awards and increases in energy and food prices in 2022-23 has had a profound impact on the school's budget. After initially forecasting a small carry forward at the end of this financial year, the school is now forecasting a small cumulative deficit.

Measures are already in place to address this, but managing a tight control over the budget will be a priority for the new postholder.

Year	2022-23 budget	2022-23 forecast
FTE teacher	9.4	9.6
Total Income	1,043,540	1,044,422
Staff Costs	837,374	853,314
Total Expenditure	1,075,721	1,105,950
In year surplus / (deficit)	(32,181)	(61,528)
Surplus brought forward (2021-22)	48,975	48,975
Cumulative surplus / (deficit)	16,794	(12,553)

Community links

During the pandemic, we grew closer as a school community and we still benefit from an excellent relationship of mutual trust with our parents. An overwhelming number responded positively to ParentView during our Ofsted inspection. A group of dedicated volunteers regularly help in school with activities such as reading, swimming and gardening.

The school has a thriving fundraising group of parents called the 'Friends of Priory School'. Funds raised through a variety of events (such as Summer Fairs) have gone towards improving the outdoor space around school and providing lockers for the children.

The majority of our pupils (over 90%) currently proceed on to Twynham Secondary School, but a number each year also go to the Bournemouth Grammar schools, St. Peter's, The Grange and Highcliffe School.

Pupil, parents and staff views on the school, can be found in Appendix 1.



The Priory School's Key Performance Summary 2021-22

	EYFS (Good Level Development)	Y1 Phonics Screening
Priory School	64%	90%
National	65%	76%

KS1 (year 2)	Reading		Writing		Maths		RWM combined	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD
Priory School	73%	23%	70%	13%	73%	23%	57%	13%
National	67%	18%	58%	8%	68%	15%	53%	6%

KS2 (year 6)	Reading		Writing		Maths		Spelling & Grammar		RWM combined	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD	ARE	GD
Priory School	77%	37%	80%	30%	73%	27%	80%	30%	67%	20%
National	75%	28%	70%	13%	71%	22%	72%	28%	59%	7%

Progress scores Y6	National	2018	2019	2022
Reading	0.0	+1	+2.6	+0.45
Writing	0.0	-0.5	+1.1	+2.70
Maths	0.0	-0.6	-0.6	-0.6



The Priory School Key Strategic Objectives 22-23

1. Learn and achieve (academic excellence and progress)

Key Strategic Objective	Measurable Outcomes
1.1 Maintain high standards in core subjects.	<ul style="list-style-type: none">Above local & national attainment data in core subjects / GLD / Phonics / MTCSEND pupils completing units of study
1.2 Deliver a compelling, sequenced and relevant curriculum from Reception to Year 6.	<ul style="list-style-type: none">Revised EYFS Curriculum fully integratedSubject overviews deliveredEffective assessment & tracking in all subjects
1.3 Ensure high quality teaching, based on excellent teacher subject knowledge and the latest pedagogical research.	<ul style="list-style-type: none">Maintain good quality of education (Ofsted grading)Effective appraisal and staff continuous professional development (CPD)
1.4 Provide a sustainable and safe learning environment.	<ul style="list-style-type: none">Pass 3yr Health and Safety AuditRevamped EYFS, library and IT space

2. Flourish (social intelligence, creativity and wellbeing)

2.1 Improve whole school attendance	<ul style="list-style-type: none">Attendance data in line with nationalAll classes full, with waiting lists
2.2 Actively develop and deliver positive staff & pupil wellbeing through policy and practice	<ul style="list-style-type: none">Positive responses through regular pupil, parent and staff surveys
2.3 Ensure high standards of pastoral care and safeguarding	<ul style="list-style-type: none">Pass annual safeguarding audit
2.4 Embed high standards of behaviour, including learning behaviours	<ul style="list-style-type: none">CPOMs trackingAnti-bullying Gold Award

3. Caring, Christian community

3.1 Ensure pupils have rich and varied opportunities for physical and spiritual development.	<ul style="list-style-type: none">Gold Active Dorset Sports AwardEffective church school (SIAMS inspection)
3.2 Prepare our pupils to become good neighbours by living sustainably, serving locally and caring globally	<ul style="list-style-type: none">Silver Global Neighbours AwardSilver Eco AwardReduced numbers travelling to school by car



Job Description

The Job Description document is contained within Appendix 2.

Key Focus Areas

The Governing Board has identified the following focus areas for our Headteacher during the next part of our journey.

These focus areas will be subject to a review, after appointment, with the governing body and Local Authority Leadership and Learning Partner to ensure that they remain the priorities for action. The application statement should refer to the candidate's consideration of these key focus areas and their relevant experiences, achievements, and skill against identified elements of the person specification.

Key Focus 1

We have worked hard to tailor a curriculum that meets the needs of our children, including carefully constructed programmes that have been put in place for our identified SEND children.

How will you continue to offer a rich and diverse curriculum that will demand ambitious standards for all pupil groups which balances the provision for high attaining children and also children with SEND?

Key Focus 2

We value trusting and effective relationships throughout our whole school community, and we want a headteacher who works collaboratively with key stakeholders.

How will you ensure the effectiveness of our communication systems with our stakeholders including families, governors, church and community?

Key Focus 3

We have developed a strong model of distributed leadership across the school that we believe delivers high standards in teaching, pupil outcomes and the curriculum.

What strategies will you employ to empower staff at all levels to engage in evidence-based research and high-quality professional development to future-proof our curriculum for the children in our school?

Key Focus 4

Our Christian ethos and values are a distinct and cherished part of our culture, highly valued by our school and local community.

How will you ensure this ethos permeates every aspect of school life and continues to build and thrive?

Key Focus 5

Like most schools, there are financial challenges as costs continue to rise, whereas income rises, but not at the same pace. As a single form entry school, this is under the spotlight even more.

What do you understand to be the key challenges and opportunities for single form entry schools? What can you bring to the school by means of financial experience?

Key Focus 6

Strong mental health is at the heart of what we do; with wellbeing already very well embedded across school life.

What does a strong wellbeing ethos look like in practice, and what would be important to you in continuing this commitment to wellbeing?



The Priory CE VA Primary School Headteacher – Person Specification

Core professional experiences, qualifications	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
1. Is a qualified teacher with Qualified Teacher Status (Statutory) - Essential	A
2. Has a proven track record of success as a senior leader across the primary phase (Deputy Head / Assistant Head / Head of School / Acting Head / Head) – Essential	A, R, I
3. Has experience of using a range of evidence, including performance data, to support, monitor and evaluate and improve aspects of school life, including challenging poor performance - Essential	A, R, I
4. Has implemented effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of the responsibilities - Essential	A, R, I
5. Is committed to the school's Christian ethos, is able to effectively communicate the school's distinctive vision and lead inspiring collective worship - Essential	A, R, I
6. Has extensive experience in EYFS, KS1 and/or KS2. Essential	A, R, I
7. Evidence of relevant professional study and/or qualification e.g. NPQH – Desirable	A
8. Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value – Desirable	A, R, I
9. Is able to demonstrate that he/she has led successful change in an education environment. Desirable	A, R, I



The Priory CE VA Primary School Headteacher – Person Specification

Leadership Qualities and Behaviours	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
10. Anticipate future possibilities; thinking is not constrained by the current agenda.	A, R, I
11. Have a genuine interest in other people; actively seek to understand and respond appropriately to them.	A, R, I
12. Have a passion for learning; recognise yourself as a learner who needs a team approach for success.	A, R, I
13. Exhibit a natural curiosity and eagerness to take on new challenges, demonstrated by a desire to work beyond the boundaries and be responsive to feedback from a range of sources.	A, R, I
14. Create a culture where pupils experience a positive and enriching school life.	A, R, I
15. Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.	A, R, I
16. Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.	A, R, I
17. Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.	A, R, I
18. Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate	A, R, I
19. Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.	A, R, I
20. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.	A, R, I



Application Procedure

For full details of the vacancy and an application form you can visit our website <http://www.prioryschool.dorset.sch.uk>

To discuss your application or arrange a tour of The Priory CE VA Primary School please contact the office on 01202 484105 or office@prioryceprimary.co.uk.

Applicants are provided the opportunity to be given a tour of The Priory School in advance of the selection procedure. **Prospective Headteacher tours** will take place on the follow dates:

- Date 1: 09/03/23 9.30-10.30am
- Date 2: 10/03/23 9.30-10.30am
- Date 3: 15/03/23 4.30-5.30pm

Applications are accepted via online applications only:

- DfE Teacher Vacancies website
- Dorset Council Vacancies website
- BCP Council Vacancies website

1. Applications will only be accepted from the sources listed above.
2. Please include a full statement in support of your application, which is not to exceed two sides of A4 paper / 1000 words.
3. Please provide the name, role, relationship to you, and email address of two people who can support your application with references. If you are shortlisted, we will contact them.
4. *Please do not restate the factual details already included elsewhere on the application form.*





Application timeline

26/03/23 (11:59pm)	Closing date for applications.
27/03/23	A shortlist will be drawn up and successful candidates will be notified as soon as possible after this date. References for shortlisted candidates will be requested.
18/04/23	Selection Day 1 Further details will be sent to shortlisted candidates.
19/04/23	Selection Day 2

Hard copy/emailed application forms are acknowledged within 2 working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately at: hbrown@prioryceprimary.co.uk

Please note: Keeping Children Safe

The school is committed to safeguarding and promoting the welfare of children, therefore the interview process will include an assessment of the person's suitability to work with children. Before the interview, references of short-listed candidates will be called for.

If an applicant is short listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. *Please note that the school will follow up any declared periods of working abroad with your agreed references and international police checks, before any firm offer of employment can be issued. The Priory CE VA Primary School values the diversity of our workforce and welcomes applications from all sections of the community.*





Appendix 1: Pupil views

The new head needs to be:

“ Confident ”

“ Smart so that they can teach in all classes and be flexible ”

“ Kind/ nice/ Cheerful/ always has a smile on their face ”

“ Environmentally friendly. ”

“ Funny- doesn't tell bad jokes ”

“ Give their time for us (pupil) and do their best for our school ”

“ Always willing to help ”

“ Interactive with us (pupils) at play times and lunch times and will talk to us. ”

“ Sporty to help us improve and show us how to be healthy ”

“ Fashionable ”

“ Always up for a challenge ”

“ Always tried their best ”

“ Striving to improve the school ”



Appendix 1: Parent views

Why did you choose the Priory School for your child?

Values of the school. Christian values.
Proximity to our home. Small school.
Community school. Close links with Priory church. Good feedback from previous families.

Community / family feeling of every child valued as an individual

It is a small community and a church school which provides a friendly and welcoming atmosphere, where children are valued and encouraged to develop their full potential and where the Christian faith is embraced.

When we first visited it "felt right!". We were warmly welcomed and the school felt like a family community....nearly 4 years on and this feeling is stronger than ever.

What is important to you about our school community?

That it encourages children to be kind and to look after their own well being, and also that of their peers. It is nurturing and gives all the children the opportunity to thrive. I feel like we are part of a big family who are all working to help with our child's education and development.

The nurturing ethos, Children and teachers all knowing each other well, senior leadership welcome conversations with parents and consider their perspective, and take action from it

A fun learning environment, anti bullying, school worship and the schools values and the nurturing

The Priory School community is inclusive of all children and parents. Children are well behaved and are happy. The school has close ties with Christchurch Priory which we would like to see continue - it is always a highlight to have school services in the Priory Church.

Communication throughout all years, bringing the children and parents together to celebrate the children and the school.

What qualities/skills/experience should our future Headteacher bring?

To understand the importance of building the school community, they empower teachers and cultivate leadership, they have a vision and a plan, they create collaborative learning environments, they are passionate about their work, they encourage risk taking, they lead by example, they persevere and stay for at least five years and to be life long learners.

Someone the children can laugh with and aren't afraid of because they are the head teacher. Someone with Christian values. Skills to help our school to get additional funding and resources would be an added bonus.

Very child-centred and emotionally literate. I would like this in a future head teacher: the recognition that children learn if they are happy, NOT by pushing academic standards, testing and punitive sanctions

Warmth and a deep care for the wellbeing of the children and how as a school this can be nurtured. Experience of leading a school which thrives in many areas alongside academic. Positive approach to boundaries and behaviour.

Approachable, kind, trustworthy.

Puts the children at the heart of the decisions they make. Has a good presence and drop off / pick up. Keen to continue to develop the connection with the church.

Is there anything else you would like us to consider in our search?

I think it is crucial that the school maintains its strong links with the church and the diocese.

Someone who has experience of building/sustaining the type of community we've seen at The Priory and not to lose this!! 'Don't fix what's not broken'. Someone who will take time to get to know the school, not come in with a big agenda.

An approachable, kind and gentle person. Someone who is willing to get to know each child and family. A passionate person with a love of bringing people together and making connections.

This school is special and the Head Teacher plays a big part in that. It's considered special by all the families whose children attend, and the community spirit is something I didn't expect to experience but it is just fantastic to be part of. The children also stand out to me as being exemplary examples of a what safe, nurturing environment can bring.

How we can keep education fun and playful.



Appendix 1: Staff views

Why do you think people choose the Priory School for their children?

The size of the school, everybody knows each other, links to the church/central location and history of the school. The teachers and staff care. Children are successfully prepared for learning at the next stage eg Twynham. Many children go far!

It is an inclusive family school with high standards.

What is important to you about our school community?

I believe that the strong, shared ethos of the school encourages children to be kind and resilient learners who think about each other. I know that the staffing team work incredibly hard to uphold the values shared with the children - this is something that is modelled from members of SLT. The reason why so many people stay at The Priory at members of staff and why they would want to send their children's here is because we are like a family - we love, support and respect each other.

It's inclusive. It has a family feel and is supportive. It is respectful and safe.

That all pupils look out for each other across the years and are generally very kind and caring. A sense of belonging. That pupils feel safe, comfortable and happy.

I think it's important that the school community is built on respect and the understanding of what school is for. To enrich the lives of pupils for them to have every opportunity and prepare to live a full life of curiosity and questioning.

We work as a team with a family feel. An understanding of each other and how we could all have issues we are dealing with privately as well as known about. Ultimately we want the best for our children in a safe and caring environment.

Several things but the current leadership, the staff team and close-knit feel of both the staff team and wider school community.

What qualities/skills/experience should our future Headteacher bring?

Compassion, clear decision maker, broad shoulders, multitasker and able to make changes that are evidence led and staged. An excellent communicator.

Kind, open door policy, inspiring, shows acknowledgement, empowering, motivating, friendly, intelligent, supportive, funny, emotional intelligence, open to ideas, has an interest in your interests, reflective, organised, communication, passion, honest.

To continue the fantastic work done by Mr Ruffle. Someone who has the children at the heart of everything. Somebody who can adapt to the limitations of Priory in terms of size, funding, premises, needs of the children and think outside of the box to accommodate that and help the children thrive. A sense of fun and positivity. Somebody who will genuinely love working here.

Caring, committed, compassionate, and knowledgeable of all primary phases. Good understanding of SEND and how to tackle barriers to learning. Personable, fun-loving, and professional. Someone who is a Christian or who will actively support the Christian ethos of the school.

Organised, compassionate, hardworking, approachable and able to make tough decisions for the wellbeing of the children.

A clear vision of how we can move forward but will retain the core values of our school. Supportive towards staff but giving strong leadership. Approachable to all. Understands the needs of our individual children and strive to do the best for them. Able to retain the special ethos of our school. Proven experience of successful leadership over time. Fair and honest.

Is there anything else you would like us to consider in our search?

Somebody who is fully aware of the needs of children with SEND in order that we may continue to improve our provision for them within the mainstream setting.

I would like a head who is committed to staying with our school for several years and build on the amazing job that has done been since Paul's appointment. In previous school's have seen heads come for a couple of years, destroy the staff team and the caring ethos of the school then move on.

The school has been through a lot of change over the years and is in a very good place. Changes under new leadership should be fully considered, discussed and not led by ego.

A headteacher who can work with what we have all worked really hard to achieve.



Appendix 2: Headteacher Job Description

Vision Statement for Staff

Our school will support and encourage our staff to:

- Develop professional excellence through outstanding subject knowledge and pedagogical understanding
- Grow their gifts by inspiring each other, championing each other and learning from each other
- Act with wisdom and compassion

All staff are expected to:

- work in accordance with school policies, providing excellent moral, social, spiritual and cultural role models;
- put the needs of the school's pupils first and actively promote an enthusiasm to learn.
- be responsible for promoting and safeguarding the welfare of children and young people that they are responsible for / come into contact with, in accordance with the school's safeguarding and child protection policy.
- continue to maintain and develop our values and Christian ethos.

All teachers & Headteachers are expected to:

- have attained the National Standards for Qualified Teacher Status;
- enhance and update their teaching & leadership skills through continuing professional development.

All staff are entitled to regular reviews of their performance in accordance with the school's Appraisal policy. This will highlight priorities for further professional development, which The Priory Primary School is committed to facilitating.

Teachers (including those on the leadership scale) will work in accordance with the current **DfE Teachers' Pay and Conditions of Service document**.

Job details

Salary: L11 – L17

Contract type: full time / permanent

Reporting to: Board of governors

Responsible for: the leadership and management of the school

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
- Allocate financial resources appropriately, efficiently and effectively

Qualities

The headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct, in keeping with the Church Of England's Vision for Education
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Duties and responsibilities

School culture and behaviour

The headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on 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:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent 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

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
- Manage staff well 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
- Seek training and continuing professional development to meet the needs of all staff members

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.

Governing Body 25.02.2023



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