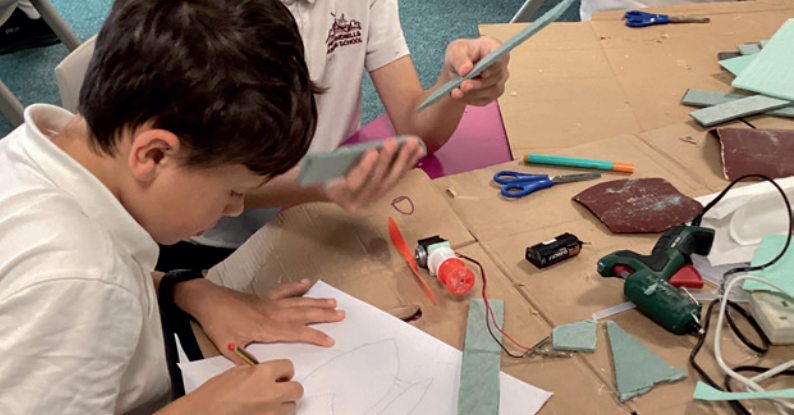


Headteacher Recruitment Pack



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Welcome from the Chair of Governors



Thank you for your interest in becoming the new headteacher of The Windmills Junior School.

This is an exciting opportunity to lead a vibrant, inclusive, and well-resourced school at the heart of the Hassocks community.

We have a talented team who enable children to thrive in a rich, inclusive and brilliant learning environment. We ensure all children are valued and are enabled to grow and achieve academically, socially and emotionally – preparing them for successful future lives in a rapidly changing society.

Over the last decade, The Windmills Junior School has improved significantly under the leadership of our outgoing headteacher and the dedication of an exceptional team.

So, might you be our next headteacher?

The successful candidate will be an experienced senior leader and educator. You might already be a headteacher or be aspiring to headship - what matters most is your mindset. We are looking for someone who puts the needs of children first and is driven to achieve excellence and equality for all.

You will believe in empowering leadership and see your role as creating the conditions in which teachers and support staff can flourish so that children can succeed.

You believe in the limitless potential of every child and know the importance of building deep relationships with parents, carers, governors and the wider community. Above all, you are driven by a love of learning and a passionate enthusiasm for primary education.

If this description resonates, we want to hear from you.

This pack will give you a feel for our school, but nothing compares to seeing and experiencing it for yourself. To arrange a visit, please contact Paula Greenfield on pgreenfield@windmillsjunior.org.uk or 01273 842421.

Yours sincerely,



Kat Crisp
Chair of Governors

Our school in its community



The Windmills is a three-form entry Junior School situated in the heart of Hassocks, West Sussex. It is a purpose-built school, offering excellent facilities.

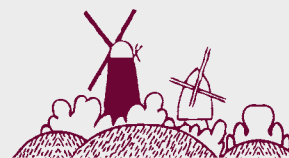
In addition to the 12 classrooms, we have a number of spaces to enrich the children's learning experience, including a well-stocked, modern, library, a dedicated music room, a learning café where children have cooking classes, and a learning resource room with multiple computers that can be set up for green screen projects. In our *Treehouse* space, children from across the school have the opportunity to learn in an alternative environment to their classroom. This provides a calm space for our SEND children to do focused learning on their targets at planned points during the day.

Outside, there is a large field, a freshly laid area of artificial grass, two playgrounds, an adventure playground and a recently developed well-being area, which allows the provision of regular forest school activities.

The Windmills has a highly experienced team of teachers, learning support workers, and support staff, all of whom are committed to providing the very best opportunities for our children through a fun and engaging curriculum. Children thrive in this stimulating, rich, open, environment. We value the relationship we have with parents and carers and enjoy providing regular opportunities for them to get involved in school life with regular celebration assemblies, open mornings when parents can look at their children's work, *Chance to Chat* meetings for parents with children with special needs, and the annual sports day. We also benefit from a committed Governing Body, with a broad range of skills and professional backgrounds. The governors are well acquainted with the school and work closely with the Headteacher to build strong strategic goals to achieve excellent outcomes for all our children.



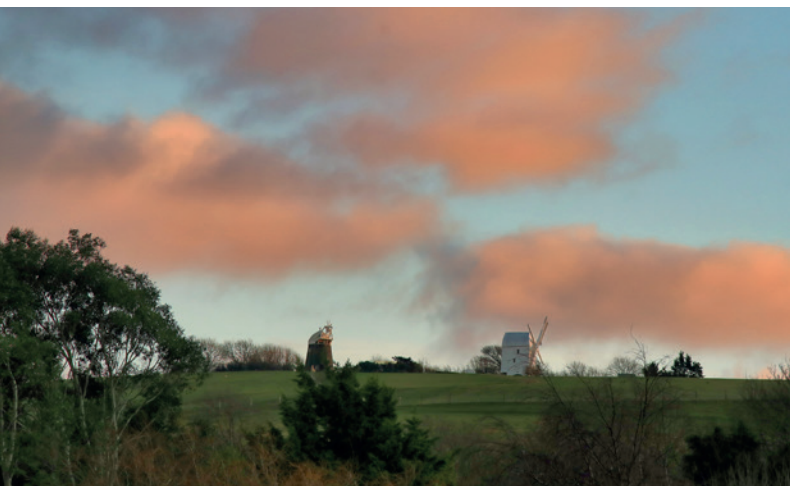
Our school in its community



Hassocks is an appealing place to live and work, and continues to expand.

Surrounded by the South Downs, just 8 miles north of the vibrant city of Brighton and the beautiful South Coast. It has direct road and rail links to Brighton and London, with many families choosing to move here due to the outstanding amenities. The excellent schools are an important part of the village's appeal. In addition to The Windmills, there is also Hassocks Infant School and Downlands Community (Secondary) School, all of which work together closely to serve our local families.

Type of school	Community school
Age range	7 to 11 years old (Year 3 to 6)
Arrangement of year groups	Three form entry
Number on roll	358
	PP 27 (8%)
	SEN (incl EHCP) 57 (16%)
	EHCP 13 (4%)
	EAL 10 (3%)
	FSM 26 (7%)
Management structure	Headteacher Deputy Headteacher Assistant Headteacher / Inclusion Manager School Business Manager
Staffing	17 Teachers 18 Learning Support Staff 5 Non-Teaching Staff
Attendance	96% (2023-24)
Ofsted grade	Good, November 2021



Our vision and values



At The Windmills Junior School, we seek to inspire all children to achieve academic success and gain skills for lifelong learning.

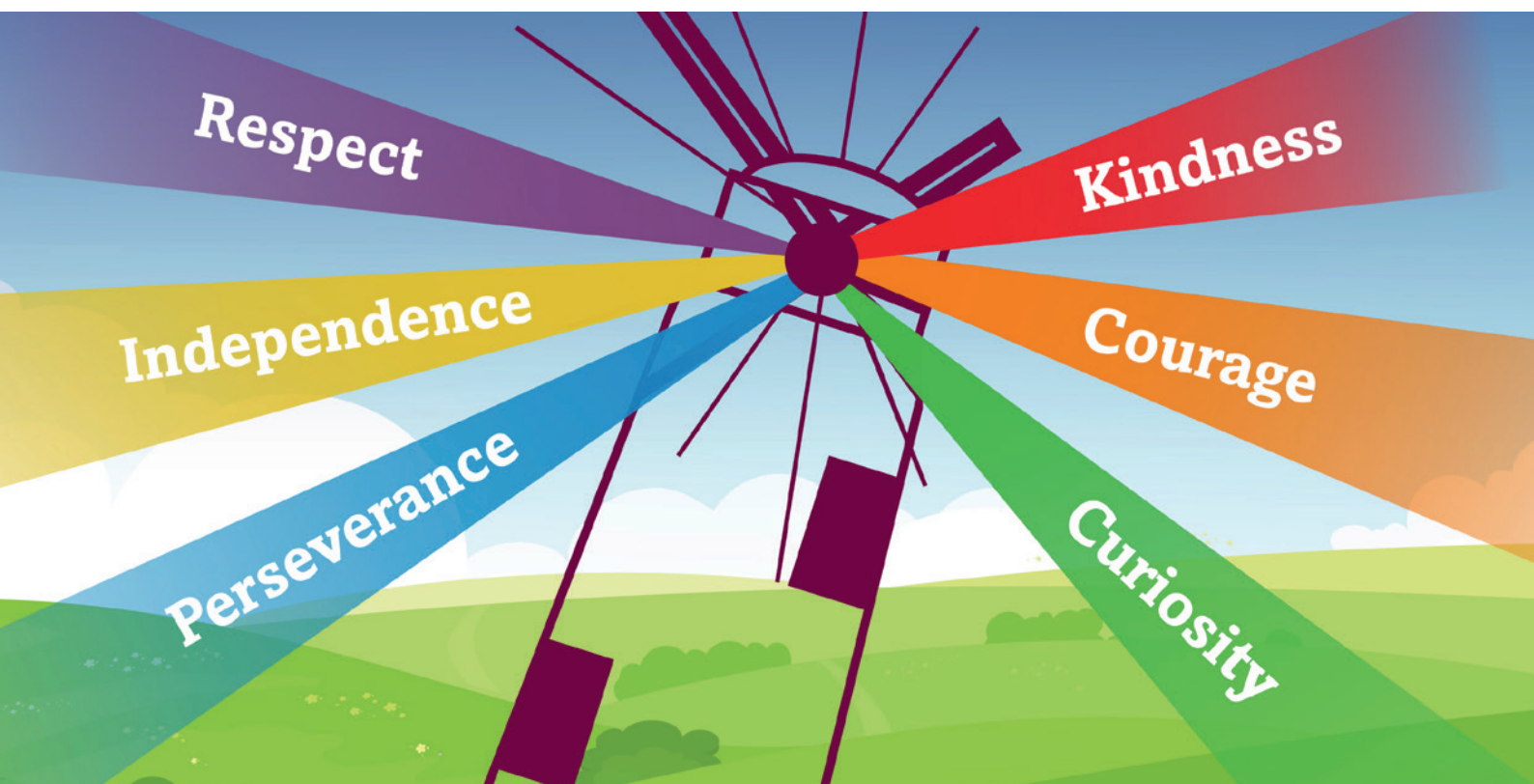
We aim to broaden all our children's horizons to become global citizens, embodying tolerance, personal responsibility, democracy and equality.

We do this by offering a broad and balanced curriculum intentionally designed with these objectives in mind and enhanced through a range of enrichment activities to ensure the children have a wealth of experiences as they learn and grow.

In addition, the school is proud to offer exposure to a diverse range of sports, the arts and music, and other creative opportunities, both during and outside of the school day, to encourage the children to lead active and rounded lifestyles.

The Windmills places a special emphasis on being an inclusive school and has a full range of provisions to support all children to achieve their potential.

Our recent collaboration with The Autism Project has helped us rethink our approach to working with SEND children and we have made important changes to the school environment and to our teaching to promote an inclusive approach where all our children thrive.



What do our children love about school?



What I love about The Windmills:

I love forest school because it teaches us good survival skills.

I love learning and creative things.

I love class games. All the teachers make your day better.

Funny teachers and playing with all my friends.

DT is fun and we have lots of materials.

I love that we have clubs, All About Me and extra curricular activities.

I would like our new headteacher to be:

Ready to listen

Kind, understanding and respectful

Brave

Imaginative

Adventurous, sporty, joyful, enthusiastic

Makes lessons as fun as possible

Kind, funny but good in control

Child-friendly

Kind, cheerful, fun and gives rewards

Make good rules

Able to listen to kids' and adults' opinions

"Pupils are happy at school. The school's values of kindness, respect, courage, curiosity, independence and perseverance underpin pupils' daily school experience."

Ofsted, 2021



Job description



Job Title: Headteacher, The Windmills Junior School

Pay Range: L17 to L23, £73,819 to £85,529

Start date: 1st September 2025

Responsible to: The Governing Body

Job summary

The Headteacher is the educational leader of The Windmills Junior School, who has overarching responsibility for providing strategic leadership, vision, and direction to ensure high standards of teaching and learning. This role involves overseeing the school's curriculum, leading the staff team, managing the school's operations and resources and supporting the well-being of pupils and staff. The Headteacher will lead and inspire a dedicated team of staff, foster strong relationships with parents and carers, and engage with governors and external stakeholders to deliver the best outcomes for all pupils.

The Headteacher will:

- Provide outstanding professional leadership of the school in pursuit of excellence
- Create a culture where all pupils are valued and enabled to grow and achieve academically, socially and emotionally, developing the skills required for successful future lives
- Be responsible for the leadership, internal organisation, management and control of the school, consulting appropriately with stakeholders
- Be responsible for the school's development, continuously striving to improve, whilst keeping pupils at the centre of all decision making
- Have astute financial management to be able to monitor and allocate the school budget efficiently and effectively
- Promote and safeguard the welfare of all staff and pupils within the school community

Duties and responsibilities

1. Strategic leadership:

- Provide strategic vision and leadership in shaping the overall direction of the school
- Lead, motivate, and manage the school's staff, ensuring high standards of performance and professional development
- Develop and implement policies, practices, and systems to maintain and improve teaching, learning, and pupil outcomes
- Promote an environment of continuous improvement and innovation
- Model ethical leadership and demonstrate exemplary professional behaviour towards pupils, staff, parents, carers, governors, and others in the school community
- Build a collaborative learning culture within the school and actively engage with other schools, including our partner infant school and neighbouring secondary school, to build effective learning communities

2. School culture and behaviour:

- Create a safe, nurturing and positive environment that reflects the school values and enables all pupils to access the curriculum and achieve their potential
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by all and clearly demonstrated

Job description



- Ensure a consistent and continuous school-wide focus on developing an aspirational learning culture where high standards are evident across the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities and work effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate

3. Teaching, curriculum and assessment:

- Ensure the teaching of a broad, progressive, ambitious, and coherent curriculum, including the use of evidence-informed approaches to learning
- Monitor and evaluate the quality of teaching and learning, setting high expectations for pupil achievement that are linked to teachers' professional development and are embedded within the school improvement plan
- Maintain the highest quality of teaching standards across all subjects and phases, informed by research and evidence of current best practice
- Implement effective assessment, tracking, and reporting systems to monitor pupil progress, using this data to inform school improvement
- Benchmark the school's performance against other schools, both locally and nationally, and be aspirational for outcomes of pupils
- Ensure the school fulfils statutory duties regarding the SEND Code of Practice
- Ensure the school is compliant with all relevant curriculum standards and government regulations

4. Human resources & staff development:

- Deploy and manage staff effectively, considering HR policies, workload, equality of opportunity and talents of staff
- Provide leadership, mentoring, and coaching to staff to enhance their professional growth
- Manage recruitment, induction, and retention of teaching and support staff
- Promote a culture of professional learning and reflection through quality CPD opportunities
- Conduct performance appraisals and ensure staff have the necessary support to achieve their full potential and enhance the opportunities of pupils

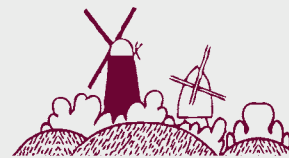
5. Parent, carer and community engagement:

- Develop and promote partnerships between home and school, engaging parents and carers effectively in the education and development of their children
- Build and maintain strong relationships and open communication with parents, carers, and the wider community through regular meetings, newsletters, and events
- Work with local agencies and organisations to enhance the educational experience and opportunities for pupils
- Represent the school in local, regional, and national educational forums

6. Financial management:

- Manage the school's budget and resources efficiently, ensuring financial resources are allocated appropriately to deliver the best educational value for money
- Work alongside the School Business Manager to prepare and monitor budgets, prioritise spending, and ensure efficient use of resources
- Oversee the distribution of resources such as staff, teaching materials, and facilities to ensure they are used effectively to enhance teaching and learning

Job description



7. School governance and accountability:

- Work closely with the Governing Body to set strategic priorities and ensure the effective implementation of the School Improvement Plan
- Ensure that key policies are current, accessible and understood by relevant staff and governors, taking action to address any oversights or weaknesses where these occur
- Provide regular reports to the Governing Body on school performance, pupil progress, staffing, and other key metrics
- Ensure the school runs effectively and efficiently, meets all statutory duties and is compliant with local and national educational policies, legislation, and standards

8. Health and safety:

- Hold ultimate responsibility for health and safety in the school, and accountability for the implementation and maintenance of effective health and safety policies
- Ensure that regular risk assessments are carried out for all school activities, environments, and facilities
- Ensure that all staff members receive relevant health and safety training, particularly in areas including, but not limited to, first aid, fire safety, safeguarding, and manual handling
- Ensure that staff are trained and competent to supervise pupils in various settings, whether in class, on trips, or during outdoor activities
- Ensure that the school complies with all relevant health and safety laws and regulations, including the Health and Safety at Work Act, COSHH (Control of Substances Hazardous to Health), and other relevant legislation
- Ensure proper documentation and reporting of accidents, incidents, and near-misses in accordance with legal requirements
- Ensure that pupils health needs are met, including medical conditions, mental health concerns, and special educational needs that may impact their health and safety
- Alongside the Premises Manager and School Business Manager, ensure that the school's physical infrastructure is well-maintained and conducive to learning

The Headteacher is also the Designated Safeguarding Lead. Key duties include:

- Ensure that safeguarding is a core priority within the school ethos, and promote a culture where pupils' safety and wellbeing are paramount
- Ensure the school has robust safeguarding policies in place, including child protection, online safety, safer recruitment procedures, and managing allegations against staff
- Oversee the effective implementation of safeguarding policies and regularly monitoring and review practices to ensure they remain current and compliant with statutory requirements
- Ensure compliance with national safeguarding legislation, such as the Children Act 1989 and 2004, Keeping Children Safe in Education (KCSIE), and other relevant laws
- Ensure that all staff members receive regular and appropriate safeguarding training, including recognizing signs of abuse and how to report concerns
- Participate in multi-agency meetings (e.g., child protection conferences) to ensure that the needs of at-risk pupils are met

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. It is expected that the Headteacher will establish and fulfil all elements within the Headteachers' standards that are published by the DFE. The postholder may be required to do other duties appropriate to the level of the role. This job description may be amended at any time in consultation with the postholder.

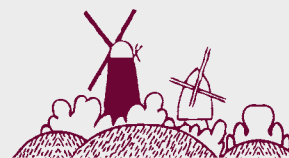
Person specification



The person specification is a picture of skills, knowledge and experience required to carry out the job. Candidates are asked to demonstrate their ability to meet, and evidence the criteria below in their application form, their supporting statement and at the interview stage, if they are selected.

1. Qualifications and personal development	E	D
Holds Qualified Teacher Status	yes	
Senior Leadership Development (e.g. National Professional Qualification for Headship (NPQH) or further professional qualification)		yes
A demonstrated commitment to personal professional development alongside an understanding of the importance of whole school professional development	yes	
2. Experience		
Successful experience at Deputy and/or Headship level in the primary age range with evidence of leading a diverse, successful team to create a positive learning environment for pupils. [If applicant is currently a Deputy Head, leadership experience across multiple schools would be desirable]	yes (Deputy Experience Essential)	yes (Head Experience Desirable)
Experience of building a positive, fair and effective working environment and culture for staff , including experience of recruitment, staff development, mentoring and induction and performance management	yes	
Proven track record of improving the quality of teaching and learning through an in depth understanding of high-quality evidence-based teaching and assessment, the ability to model this, and to analyse and enable others to improve their practice	yes	
Demonstrable experience of being able to communicate effectively with a wide range of stakeholders to build long term collaborative working relationships that put children first	yes	
Relevant experience of whole school management , including financial management, implementation and monitoring of policies, human resources, health and safety, and procedures and governance	yes	
A demonstrated commitment to the wider curriculum beyond school day and the opportunities it provides for pupils and the school community	yes	
3. Professional knowledge		
Understanding of research and evidence informed curriculum design that meets the needs of all learners and the ability to lead this, effectively deploying other leaders across the whole school	yes	
Up to date knowledge of Keeping Children Safe in Education and ability to implement a whole school culture and robust procedures around safeguarding	yes	
Experience of undertaking safeguarding responsibilities at DSL level and Safer Recruitment training		yes

Person specification



3. Professional knowledge(continued)	E	D
Knowledge of how to work effectively in partnership with parents, carers and professionals to meet the needs of all pupils, including those with SEND	yes	
Knowledge of social, emotional and mental health needs and understanding of effective strategies to promote positive learning behaviours and support pupils with both identified and potential needs	yes	
Good understanding of the principles of equality and diversity and their application into practice to create and maintain a fully inclusive school culture that enables all staff and pupils to thrive	yes	
Knowledge of statutory duties and regulatory frameworks and a determination to ensure that these are implemented effectively	yes	
Knowledge of effective governance and a willingness to engage constructively in accountability processes	yes	
4. Professional skills		
A skilled strategic planner who can formulate, communicate and secure commitment for a whole school plan and vision that puts children’s learning and wellbeing at its heart	YES	
Strong commitment to the professional development and well-being of staff , ensuring that they feel valued, supported, and empowered to deliver their best work	yes	
Ability to hold staff accountable for their performance through regular monitoring, feedback, and coaching. Addresses underperformance effectively, undertaking challenging conversations when needed.	yes	
Excellent people management skills to build and lead an effective team; managing issues in a sensitive, supportive but appropriate manner to ensure the effective operation of the school, promoting high aspirations and success for all	yes	
Skilled in working with children with a range of additional needs, including social, emotional and mental health needs and to be able to promote a whole school culture and commitment to inclusive education that responds to the needs of individual learners	yes	
Values and promotes creativity in all subject areas; ensuring that creativity and active learning are both core to the curriculum	yes	
A skilful communicator with strong interpersonal and presentation skills, both verbal and written which naturally adapt to a diverse audience e.g. pupils, staff, parents and carers, governors and the wider community	yes	
A firm understanding of how formative and summative assessments provide detailed information on pupils progress in learning and the ability to implement appropriate systems that track and monitor progress	yes	
Organisational, financial, budgetary and management skills relevant to the effective delivery of the duties of the post to achieve the school’s educational goals and priorities	yes	
Good computer literacy and administrative skills to enable effective implementation of tasks required of a Headteacher	yes	

Person specification



5. Core values The successful candidate will embody The Windmills Junior School core values throughout their practice	E	D
Kindness: Demonstrates empathy, warmth, compassion, and respect in interactions with all members of the school community	yes	
Courage: Leads with conviction, makes tough decisions with confidence, and takes bold steps for the benefit of the school community	yes	
Curiosity: Promotes a love of learning, for pupils, staff and parents & carers, fostering a culture where curiosity drives progress and innovation	yes	
Respect: Upholds and fosters a culture of mutual respect, fairness, and integrity in all school dealings	yes	
Independence: Empowers staff and pupils to think and act independently, while providing the guidance and support they need to succeed	yes	
Perseverance: Displays resilience and determination, particularly when facing challenges, and inspires others to stay committed to the school's mission	yes	
6. Other personal attributes		
Actively present in the school, engaging with children daily. Leads by example by being visible in classrooms, during extracurricular clubs, and in school activities. Known and approachable to all pupils, leading a warm, nurturing school atmosphere.	yes	

Essential (E) requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable (D) requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

References - References will be requested following shortlisting but prior to interview.

DBS - Our school is committed to safeguarding and promoting the welfare of all children and young people and expects all staff and volunteers to share this commitment. This post will be subject to undertaking an enhanced Disclosure and Barring Service check.

Information for applicants



Informal visits to the school

You are warmly invited to arrange an informal visit to the school. To arrange your visit please contact Paula Greenfield on pgreenfield@windmillsjunior.org.uk or 01273 842421.

The application process

Please fill in the application form, ensuring that all sections are completed. If there are any dates unaccounted for, you should detail the reasons in the relevant field on the application form.

You should submit a supporting statement with your application. This must be no more than two sides of A4 paper in length and should demonstrate how you meet the person specification and provide evidence of impact from your current or past experience by referring to the Headteachers' Standards where appropriate.

The application form and supporting statement should be submitted to Recruitment Services (RS) at:

h.schooladverts@westsussex.gov.uk

quoting **job reference 16434**
by 12 noon on **Wednesday 5th February 2025**

The selection procedure

Shortlisting will take place shortly after the closing date and successful candidates will be invited to a selection process which will be held over two days on

26th & 27th February 2025

We require two references, which will be sought for shortlisted candidates prior to the interview date. All applications will be treated in the strictest confidence.

Safeguarding

The Windmills Junior School and West Sussex County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an appropriate Disclosure and Barring Service check along with other relevant employment checks, including satisfactory references.

The Windmills Junior School

Dale Avenue, Hassocks, West Sussex, BN6 8LS
01273 842421

www.windmills.w-sussex.sch.uk



THE
Windmills
JUNIOR SCHOOL