

Recruitment Pack

Headteacher

Long Ditton Infant & Nursery School
Long Ditton St Mary's Junior School

Prepared by The Long Ditton Federation

LONG DITTON
INFANT AND NURSERY SCHOOL
THE HEART OF LONG DITTON SINCE 1911

Long Ditton St. Mary's
Church of England (Aided) Junior School

Vision & Values

LONG DITTON
INFANT AND NURSERY SCHOOL

VISION STATEMENT

We work together to create a **happy, safe** environment that provides the opportunity for everyone to be the best they can be.

Our mission is to develop **confidence, resilience, creativity** and a **life-long love of learning** for all of **our** community.

LONG DITTON *St. Mary's*
CHURCH OF ENGLAND (AIDED) JUNIOR SCHOOL

VISION STATEMENT

To inspire children and adults in the school community to be **confident, courageous** and **compassionate** within a community that enables them to flourish academically, socially and spiritually.



Letter from Co-chairs of Governors

Dear Applicant

Thank you for your interest in the position of Headteacher of the Long Ditton Federation.

This is a wonderful opportunity for an inspirational and driven Headteacher to build on the considerable strengths of both our schools, sustain their excellent reputations and help shape an exciting future for them.

Long Ditton Infant and Nursery School (LDI) and Long Ditton St. Mary's Church of England (Aided) Junior School (LDSM) are just a short walk from each other in the village of Long Ditton, near Surbiton. Following a successful period of working in partnership, the two schools federated in September 2024.

Long Ditton Infant and Nursery School is a foundation school, and Long Ditton St. Mary's is a voluntary aided Church of England junior school. Each is proud of its distinctive ethos and foundation, and together they work in federation under a shared headteacher and senior leadership team. Long Ditton Infant and Nursery School is a member of a cooperative learning trust, the Ember Learning Trust, of which Long Ditton St. Mary's is also a partner.

This is an exciting time for our schools. We are fortunate to have excellent, dedicated staff and wonderful pupils, and we are supported by an enthusiastic and committed parent body and positive relationships with our other stakeholders. Long Ditton Infant and Nursery School's most recent Ofsted report rated Early Years, Attitudes and Behaviours, and Personal Development as Outstanding, and Long Ditton St. Mary's Junior School is rated Outstanding across the board.

Both schools have a PAN of 60, with two classes in each year group and waiting lists in many years. We are also lucky to have exciting outdoor spaces, including a purpose-built outdoor classroom at Long Ditton St. Mary's that all our children enjoy. The grounds there make a wonderful Sports Day area, and both schools have special areas dedicated to forest school.

We firmly believe that our greatest assets are our excellent staff and wonderful pupils, and we would warmly encourage you to visit our schools to meet them before applying. During your visit, you will have the opportunity to meet current staff, pupils and a governor, and we will be happy to answer any questions you may have. To book a visit, please contact our School Business Manager, Kellie Nolan, at knolan@longditton.surrey.sch.uk.

We are very proud of both our schools, the brilliant pupils who learn there and the staff who teach them, and we very much look forward to working alongside the successful candidate to continue the Long Ditton Federation's positive journey.

We look forward to hearing from you and meeting you in person.

Yours sincerely



Rachel Cook **Kirsty Francis**

Co-chairs of governors

November 2026

Dear Prospective Applicant

Headteacher – The Long Ditton Federation

On behalf of the Diocese of Guildford, I warmly welcome your enquiry about the position of Headteacher for the Long Ditton Federation. I hope that you find this application pack useful in deciding to apply for the role.

I would encourage you to make an application for the role of Headteacher of Long Ditton St Mary's CE Junior school and Long Ditton Infant and Nursery school which are very much at the centre of the local community they serve.

This is a unique opportunity to gain experience of Headship across two schools where staff, pupils, parents and governors work closely together to ensure that every child achieves the very best that they can be.

Every Church of England school within the Diocese is part of the wider family of 81 diocesan schools and enjoys a close relationship with the Diocese.

The Diocesan Education Team are available to provide support and advice to our Heads and Governing bodies and we offer training and professional development opportunities to all our school leaders as you develop your career.

You can find details of our support here: https://gdbe-elevate.org/

Colleagues that are new to Church school Headship, are invited to take part in our Diocesan Induction programme which is specifically designed to meet the needs of Church school Headteachers.

The diocese is working closely with the governing body to ensure that we find the right person to lead the Long Ditton Federation. Could that special person be you?

We look forward to hearing from you.

Yours sincerely,

Alex Tear

Canon (Mr) Alex Tear FCCT

Diocesan Director of Education

The Long Ditton Federation Information

Long Ditton Infant and Nursery School and Long Ditton St. Mary's (Church of England) Junior School are **located 0.2 miles (five minutes' walk) away from each other in the village of Long Ditton, near Surbiton**. The schools federated in September 2024 under one headteacher after a period of working in partnership together.

Both schools are sustainable and are nearly at or over PAN, with **176 on roll at the infant school (204 including nursery), and 237 at the junior school**.

Long Ditton Infant and Nursery School attracts children from the local area (this year's reception cohort lived within 0.803 km from the school), many of whom will first attend the school's popular nursery with its excellent wrap-around and lunchtime provision.

Children who attend Long Ditton Infant and Nursery School transition to Long Ditton St. Mary's Junior School, the only Church of England school in the immediate area**. The school falls within the Diocese of Guildford and welcomes all in the community**. It is one of four designated feeder schools to the popular Hinchley Wood School, an 11-18 comprehensive less than a mile away and the majority of our pupils go on to attend that school, although each year some children attend other schools, including selective schools, in the area.

Long Ditton St Mary's Junior School has a large sports field and we are lucky to have Forest School provision on site at both schools, with qualified staff. Specialist PE coaches teach PE at both schools as well as providing after-school sports clubs. LDSM also has a specialist music teacher.

Both schools **have thriving parent and carer networks** (the Friends of Long Ditton Infant and Nursery School and of Long Ditton St Mary's Junior School respectively) who work closely together to fund-raise and hold regular events to support the schools.



The Ember Learning Trust (ELT)

The Ember Learning Trust is not a multi-academy trust; it is a **group of local maintained schools who converted to foundation status in July 2016 to form a co-operative learning trust**. Long Ditton Infant and Nursery School is a member.

LDSM has been involved in the ELT since its formation, but as a voluntary aided school is a partner rather than a full member for governance reasons. This makes no difference to the way we work with the other schools in practice: **all schools in the ELT are equal, and can participate as much or as little as they wish**.

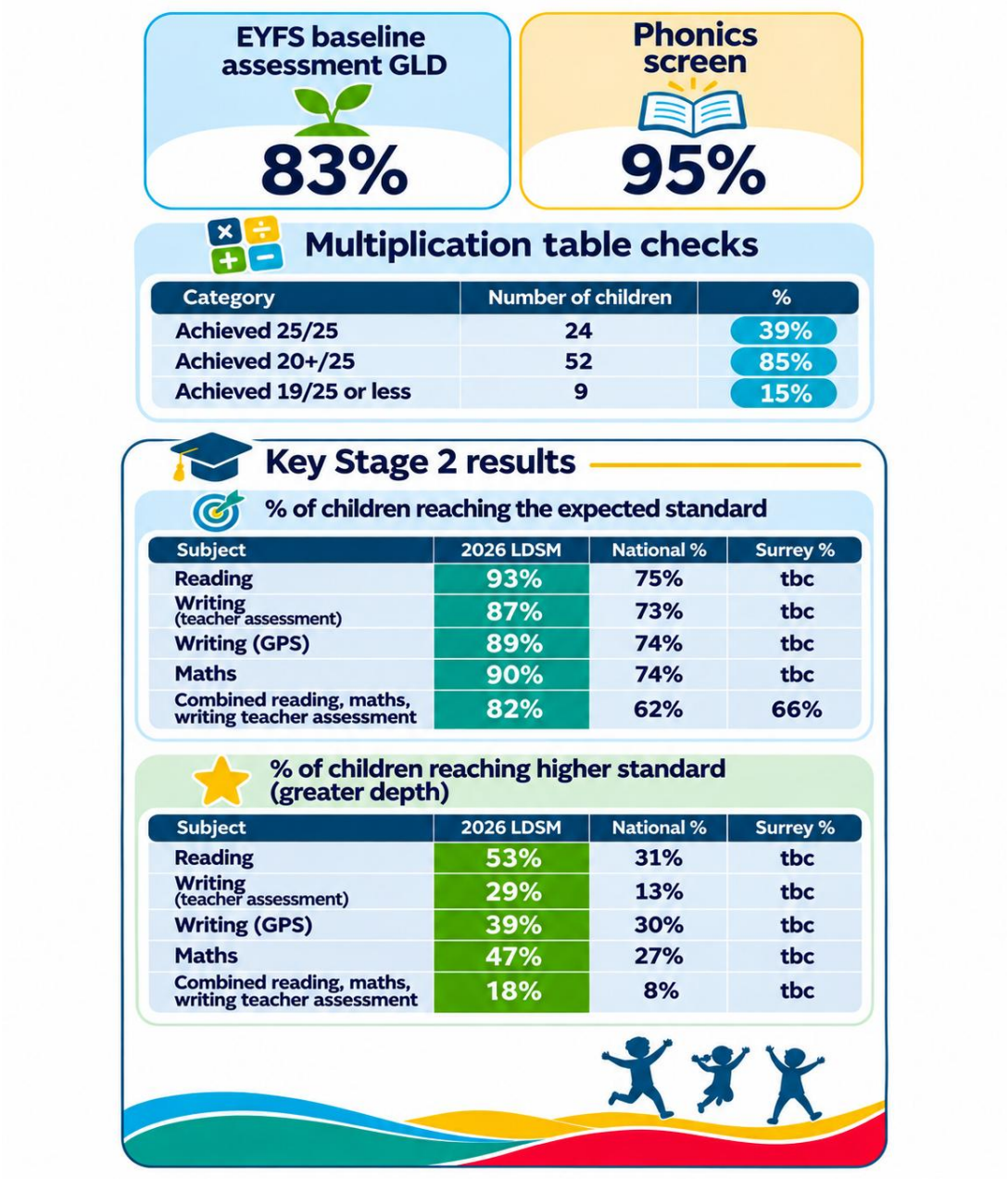
The heads of the ELT schools are welcoming and supportive and to date, work carried out has included sharing policies and practices between schools, joint staff training and professional development opportunities, cross-Key Stage moderation exercises and a series of peer reviews.



Academic Achievement

Both schools have high expectations for their pupils. We offer a creative academic environment that stretches children, whilst building their self-esteem. Our curriculum is challenging, exciting and fun. We promote a love of learning and encourage our children to do their best in everything they do.

Set out below is both schools' Summer 2026 attainment data.



Multiplication table checks

Category	Number of children	%
Achieved 25/25	24	39%
Achieved 20+/25	52	85%
Achieved 19/25 or less	9	15%

Key Stage 2 results

% of children reaching the expected standard

Subject	2026 LDSM	National %	Surrey %
Reading	93%	75%	tbc
Writing (teacher assessment)	87%	73%	tbc
Writing (GPS)	89%	74%	tbc
Maths	90%	74%	tbc
Combined reading, maths, writing teacher assessment	82%	62%	66%

% of children reaching higher standard (greater depth)

Subject	2026 LDSM	National %	Surrey %
Reading	53%	31%	tbc
Writing (teacher assessment)	29%	13%	tbc
Writing (GPS)	39%	30%	tbc
Maths	47%	27%	tbc
Combined reading, maths, writing teacher assessment	18%	8%	tbc

ST MARY'S LONG DITTON
Following Christ, serving you
THE CHURCH OF ENGLAND

Letter from the Rector of St Mary's Church

For over a thousand years, the people of St Mary's have been joyfully worshipping God and seeking to discern God's purpose in the parish of Long Ditton. We are a vibrant, living church, helping people of all ages seek God wherever they are in their lives and attempting to serve the needs of the whole community.

Our mission statement is ***Following Christ, serving you***. This means that we prioritise:

- Helping those around us discover faith in Jesus Christ
- Developing and strengthening our links in the community
- Engaging a new generation with the good news of the Gospel
- Deepening our discipleship and spirituality

There are good links between the parish and the infant and junior schools through me as Rector and parochial church council members who are foundation governors of the Federation. I lead collective worship once a week at LDSM and there is a service of Holy Communion once a term. Classes come up to the church for ad hoc visits throughout the year and end of term services for both schools are held at the church.

Together with the churchwardens and parochial church council I would welcome new and creative ideas for the links between the two St Mary's in Long Ditton to be strengthened and widened.

All of us at St Mary's are praying for a good appointment of a Headteacher who will not only be outstanding in leading the school but also seek to actively support St Mary's church and the community we serve.



Revd Dr Kuhan Satkunanayagam

Rector, St Mary's Long Ditton

Job Description



LONG DITTON
INFANT AND NURSERY SCHOOL
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Long Ditton St. Mary's
Church of England (Aided) Junior School

Job Description

Post Title: Headteacher

Salary Range: Surrey Leadership, Individual Scale Range L18- L24 (Group 3 Fringe)

Responsible to: The Long Ditton Federation Governing Body, Guildford Diocesan Board of Education and the Local Authority (Surrey County Council)

The Headteacher is responsible for setting the very highest of standards across the Long Ditton Federation, shaping the future of both school communities and ensuring that our pupils receive the very best education. They will lead on establishing, driving and sustaining the ethos, vision and values of each school.

The Headteacher will provide the leadership for the schools, creating, maintaining and developing the conditions which enable pupils and teachers to achieve highly effective learning so that the aims and objectives of each school are implemented in accordance with the policies of the Governing Body and national and local educational strategy.

The Headteacher will lead on establishing and driving the ethos, vision and values of each school and is expected to review performance, raise expectations and work closely with staff, parents, governors, the Diocese of Guildford and the Local Authority, to continue to lead the self evaluation of both schools and to review and implement the Long Ditton Federation School Development Plan.

Working with staff, the Governing Body, parents / carers, the Diocese of Guildford and the Local Authority, the Headteacher will build on the strong foundations that are in place at each school in order to maintain and further improve all aspects of standards and quality. They will identify barriers to school effectiveness and develop strategies for school improvement that are realistic, timely and suited to the context of each school.

The Headteacher will ensure equality, safety and respect and these will be reflected in all aspects of the Headteacher's work. The Headteacher will fully understand the current legal requirements, local and national policies and guidance on safeguarding and the wellbeing of children and will ensure that the requirements are met in full. The Headteacher will be the Designated Safeguarding Lead for the Long Ditton Federation.

The Headteacher will prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.

The Long Ditton Federation is committed to safeguarding and promoting the welfare of children and young people. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975 (2013 and 2020). As such, the successful candidate will be required to disclose all spent and unspent convictions and cautions [as well as any bind-overs]. An Enhanced Disclosure and Barring Service (DBS) check, including a check of the Children's Barred List, will be required.

Person Specification



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Core Purpose

The core purpose of this role is to provide professional leadership and management of the schools to promote a secure foundation from which high standards in all areas of the school's work can be achieved.

To achieve success, the Headteacher will need to uphold public trust in school leadership and maintain high standards of ethics and behaviour; demonstrate leadership qualities, behaviours, characteristics, and traits such as those given as examples in the tables below; as well as have the necessary experiences and qualifications, to effectively support the 10 National Headteacher Standards:

1. School culture
2. Teaching
3. Curriculum and assessment
4. Behaviour
5. Additional and special educational needs
6. Professional development
7. Organisational management
8. School improvement
9. Working in partnership
10. Governance and accountability

Qualifications and Experience

- QTS (Qualified Teacher Status)
- First degree or equivalent
- Successful experience as a Headteacher
- Holder of National Professional Qualification for Headship (NPQH) or other relevant higher-level qualification – desirable
- Recent professional development that prepares the applicant for this post
- In-depth understanding of safeguarding
- Significant state school experience
- Record of successful class teaching with substantial teaching experience
- In-depth understanding of the current National Curriculum
- A track record which shows a passion for children's learning and development and an understanding of the needs of individual children in education
- Management experience of human and financial resources at a senior level
- Successful strategic leadership and management experience as a Headteacher in at least one school with primary age children
- Experience of working in a range of social settings - desirable

Faith Commitment

- Evidence of active participation in the life of a faith community
- Able to articulate a philosophy and understanding of Church School education
- Able to provide a leadership role in spiritual development of pupils and staff
- Commitment to the provision of discrete religious education in the curriculum
- Experience in leading acts of collective worship
- Currently a practising Christian – desirable
- Active member of a Church belonging to Churches Together in England and Wales – desirable

Qualities and Knowledge

- Excellent written and verbal communication skills
- Adaptable to changing circumstances and new ideas
- Approachable and enjoys being highly visible to children and parents
- Energetic, enthusiastic and reliable with personal impact and presence
- Self-motivated with a high level of organisational skills and the ability to prioritise workload effectively
- Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement
- Passionate about delivering high-quality education to children and their families
- Values diversity and the unique place and contribution every individual makes to the learning community
- Demonstrates professionalism, loyalty and integrity

School Culture

The headteacher must be able to…

- Establish and sustain the schools' ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community and other stakeholders
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment with full regard to the schools' legal equalities duties
- Ensure a culture of high staff professionalism

Shaping the Future

- Demonstrate an ability to establish, review, and drive the vision for each school and the federation
- Demonstrate an ability to develop and encourage creative and innovative contributions including the appropriate use of new and emerging technologies in support of the strategic plans that underpin school improvement
- Demonstrate an ability to work with others to create a positive, inclusive climate and carry the vision of both schools forward, taking account of the diversity, values and experience of the school and its community

Teaching

The headteacher must be able to…

- 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
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment
- Use appropriate data to monitor pupils' progress, set stretching targets and identify areas for improvement to accelerate pupil progress
- Determine, organise and implement the curriculum and establish creative, responsive and effective approaches to learning and teaching (including the appropriate use of new and emerging technologies)
- Secure high standards of wellbeing, behaviour and attendance and ensure an ethos of challenge and support where pupils can achieve success whatever their starting point.
- Create a productive learning environment which is engaging and fulfilling for all pupils and is wholly inclusive

Curriculum and Assessment

The headteacher must be able to…

- Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum so that well-informed and ambitious targets are set for all pupils, with particular regard for vulnerable and under-performing pupil groups

Behaviour

The headteacher must be able to…

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by our staff, pupils and parents
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

Additional and Special Educational Needs

The headteacher must be able to…

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties regarding the SEND code of practice

Professional Development

The headteacher must be able to…

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development and in relation to the Early Career Framework for Early Career Teachers
- Be in tune with the needs and aspirations of our schools and community and recognise that they are a visible presence and ambassador
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Review regularly own practice, set personal targets and take responsibility for own personal development
- Manage own workload and the work of individuals and teams effectively, providing support when necessary and delegating where appropriate

- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning



Organisational Management

The headteacher must be able to…

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk



Continuous School Improvement

The headteacher must be able to…

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time including planning effective middle and senior leadership training and capacity development across the school



Working in Partnership

The headteacher must be able to…

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community and Church
- Work collaboratively with others to build an open, fair and equitable learning community and contribute to the provision of effective staff induction and professional development
- Commit their schools to work successfully with other schools and organisations in a climate of mutual challenge and support

- Develop skills of all staff
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Managing Premises and Financial Resources

The headteacher must be able to…

- Evidence a detailed understanding of budget allocation for premises maintenance, capital expenditure projects and resources
- Oversee the management of the premises of both schools
- Ensure health and safety policies are strictly implemented and oversee compliance
- Update risk assessments and emergency plans

Governance and Accountability

The headteacher must be able to…

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain a professional working relationship with those responsible for governance
- Ensure that staff accountabilities are clear and are regularly monitored, evaluated and reviewed
- Lead both schools' self review processes and use outcomes, alongside a range of evidence, to monitor, review and evaluate all aspects of school life
- Ensure that staff know and understand their professional responsibilities and are held to account monitor, review and evaluate aspects of school life
- Present information about the performance of both schools to a range of audiences including governors, parents and carers
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Emotional Intelligence Competencies

A Self-awareness

- Emotional self-awareness – Recognise how emotions affect performance
- Accurate self-assessment – Know one's own inner resources, abilities and limits

B Self-management

- Emotional self-control – Keep disruptive emotions and impulses in check
- Transparency – Maintain integrity, acting in line with one's own values
- Achievement orientation – Strive to improve or meet a standard of excellence
- Optimism – Show persistence in pursuing goals despite obstacles and setbacks

C Relationship management

- Developing others – recognise others' development needs and develop their abilities
- Inspirational leadership – inspire and guide individuals and groups
- Conflict management – negotiate and resolve conflict
- Team work and collaboration – work with others towards a shared goal

References

Two fully supportive references, one of which must be from your current local authority, employer or Board of Trustees

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Thank you













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