



Head Teacher Recruitment Information Pack



Dear Applicant,

On behalf of the governors, I would like to thank you for your interest in the post of headteacher at Wootton Bassett Infants' School. Due to the retirement of our current headteacher, we are looking for someone to lead our small and friendly team.

We are a Local Authority Community school in Wiltshire with a capacity of 90 pupils and our current NOR is 68.

We are looking for a leader who:

- Genuinely relishes the opportunity to lead a small community infant school
- Is committed to maintaining the school's welcoming and nurturing character

Our last Ofsted was in 2023, and this is what they said;

Wootton Bassett Infants' School is a "kind and friendly school.....where everyone is welcome' (OFSTED JANUARY 2023).

If you are a leader who can inspire confidence, communicate effectively and continue to build good relationships built on trust within our school community, we would be delighted to receive your application.

We warmly encourage visits so that you can experience our ethos and community for yourself. Please give us a call at school on 01793 852254 or email admin@woottonbassett-inf.wilts.sch.uk

You can find out lots more about us from our school website [www. https://woottonbassett-inf.wilts.sch.uk](https://woottonbassett-inf.wilts.sch.uk). We look forward to hearing from you and receiving your application by 9am on Monday 5th October with shortlisting on Thursday 8th October. Interviews of shortlisted candidates will take place on Thursday 15th and Friday 16th October.

With best wishes,

Amy Fedrick and Christine Hodkinson

Co-Chairs of Governors

Headteacher Appointment - Wootton Bassett Infants' School

Key stage	EYFS/reception, Key stage 1
Working pattern	Full time Job share candidates will be considered. Candidates wishing to apply on a job-sharing basis should ideally have identified a job-share partner in advance.
Contract type	Permanent
Pay scale	Salary Grade: L6-12 or commensurate with experience
Location	Royal Wootton Bassett (5 minutes from junction 16 of the M4)
Closing Date	5th October 2026 with shortlisting on 8th October
Interviews	15th and 16th October 2026
Start	1st January 2027

About Our School

Royal Wootton Bassett is situated five minutes from junction 16 of the M4.



Our site is on the High Street in Royal Wootton Bassett which consists of an original Victorian building and a modern two storey building (completed in 2019) which replaced the old, prefabricated classrooms.

We enjoy a spacious outdoor area with room for an outdoor classroom, playground and our famous big slide and tree-house library.

We are an eco-school, have the Music Mark accreditation and have achieved Healthy school and Affordable school awards from the LA.

“Children enjoy learning a wide range of subjects and take part in a range of exciting experiences that make learning memorable. There is a calm and orderly atmosphere in lessons and around the school and pupils have positive attitudes and are keen to learn. The school has been relentless in their drive to improve the quality of education and leaders are aspirational for all pupils, including those with SEND”. Ofsted 2023

The Governing Body is seeking to appoint a Headteacher who shares our values and brings evidence of successful strategic leadership and a proven record of school improvement.

Skills and experience required

- An experienced teacher and leader with a positive collaborative outlook.
- Strong understanding of safeguarding, SEND, inclusion and the statutory responsibilities of a maintained school.
- Genuinely relishes the opportunity to lead a small community infant school.
- Is committed to maintaining the school's welcoming and nurturing character while being ambitious about its future.

What We Will Offer

- A warm, welcoming, and inclusive school community.
- Dedicated, talented and caring staff.
- Dedicated support from an experienced governing body.
- A caring and welcoming school with heart and a commitment to continuous improvement.
- A role where your leadership will make a profound and lasting difference.

We are proud of our reputation as a warm, friendly, and nurturing school, where children are supported to reach their full potential. Attendance and outcomes for children are at or above the national average. We have an experienced and supportive Governing body who are optimistic about the school's future.

We have a mutually supportive relationship with Noremars Junior School and our local Hub of schools as well as the pre-schools and nurseries in the area. Our pro-active PTA who raise funds for the school throughout the year are currently organising our annual Scarecrow trail which is great fun for the local community.

We collaborate with other local organisations such as Open the Book, Vale View gardens, the Community library, churches and others to provide our children with a range of stimulating experiences and create links with our community.

If you are considering taking your first step into Headship, we strongly recommend that you come and visit. Contact Beckie Lynne in the school office on 01793 852254 or email admin@woottonbassett-inf.wilts.sch.uk.

We are sure that you will be enchanted by our confident and caring children and our friendly and welcoming staff team.

Our Commitment to Safeguarding



Safeguarding is our number one priority.

Wootton Bassett Infants' School is committed to safer recruitment practice.

Pre-employment checks will be undertaken before any appointment is confirmed. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

The successful applicant will be required to undertake an Enhanced DBS check, provide three satisfactory references and must be eligible to work in the UK.

Selection Criteria/Person Specification for Headteacher at Wootton Bassett Infants' School

The applicant will be required to safeguard and promote the welfare of children and young people

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form (A), supporting statement (S), information gathered during the interview process (I) and references (R).

Qualifications	Essential	Desirable	Source
Qualified teacher status	Yes		A
Degree	Yes		A

Professional development	Essential	Desirable	Source
Evidence of recent and appropriate professional development relevant to the role of Headteacher	Yes		AI
Evidence of recent leadership and management professional development	Yes		AI

School leadership and management experience	Essential	Desirable	Source
Successful leadership in the Primary phase	Yes		AIRS
Evidence of successfully leading school improvement	Yes		AIRS
Evidence of the application of strategies to review, evaluate and improve teaching and learning	Yes		AIRS
Experience of working constructively with parents and carers	Yes		AIRS
Experience of monitoring and managing staff performance	Yes		AIRS
An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement	Yes		AIRS

Experience and knowledge of teaching	Essential	Desirable	Source
An excellent classroom practitioner who is willing and enthusiastic about continuing to teach as part of the role		Yes	AI
Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan	Yes		AI
A sound understanding of how children learn, how	Yes		AI

teachers can best teach and how to raise achievement for all pupils			
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Professional Attributes	Essential	Desirable	Source
An ability to communicate effectively, both orally and in writing with a range of audiences	Yes		AIS
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	Yes		AIS
A commitment to the professional development of all staff and self.	Yes		AIS
To have good judgement; able to assess and balance risks and opportunities	Yes		AIS
Ability to understand budgets, identify savings, prioritise resources and work with governors on financial stability	Yes		AIS

Personal qualities	Essential	Desirable	Source
A passion for achieving the very best outcomes for all children	Yes		AI
A clear vision for an innovative, progressive and forward-thinking school that can be clearly communicated to the community	Yes		AIS
An openness to innovation and sustainability including environmental and other projects linked to improving the school's financial resilience	Yes		AI
Think analytically and creatively, demonstrating initiative in solving problems	Yes		AI
A commitment to maintaining the school's welcoming and nurturing character while being ambitious about its future	Yes		AI

Safeguarding	Essential	Desirable	Source
Displays commitment to the protection and safeguarding of children and young people	Yes		
Has led safeguarding as DSL or DDSL		Yes	AI
Demonstrates good practice in safeguarding, SEND, inclusion and the relevant statutory responsibilities	Yes		AI

Confidential references and reports	Essential	Desirable	Source
Positive recommendations from all referees including current employer	Yes		AI
Up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	Yes		AI

Each candidate will be expected to have knowledge and understanding of the National Standards of Excellence for Headteachers 2020 which also form the basis of the job description. Candidates will be expected to show that they can apply this knowledge and understanding.

The application form must be fully completed and legible. The supporting statement should be clear, concise and related to the selection criteria, in font 12 and no longer than three sides.

Visits to the school are warmly encouraged. We would love to show you around. Please contact Beckie Lynne at school either by phone on 01793 852254 or by email to admin@woottonbassett-inf.wilts.sch.uk to arrange an appointment.

JOB DESCRIPTION

HEADTEACHER

The Headteacher is expected to comply with the “School teachers’ pay and conditions 2025 and guidance on schoolteachers’ pay and conditions dated 16 July 2025, valid from 1 September 2025 and with the guidance in the “Model head teachers’ standards 2020” and Teachers’ standards 2011 from the DfE. Extracts from these are included as annexes to the job description.

Strategic leadership

To work alongside the governing body to develop and communicate a vision and strategic plan for the school. The strategic direction of the school and the School Development Plan will be underpinned by the school’s Vision and Values.

- To provide inspiring and purposeful leadership for the staff and pupils. Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- To work in partnership with the governing body to establish and sustain the school’s ethos and strategic direction and in formulating the educational aims, objectives and targets of the school and the policies for improvement.
- To create and implement a School Development Plan which upholds ambitious educational standards to prepare pupils from all backgrounds for their next phase of education and life and will secure continuous school improvement.
- To monitor and evaluate the performance of the school and respond and report to the governing body as required.
- To ensure that the management, finances, organisation and administration of the school support its vision and aims.
- To ensure that school policies and practices take account of national, local and school requirements.
- To motivate staff and pupils through recognition and encouragement of their individual value by creating a culture where pupils experience a positive and enriching school life and culture of high staff professionalism.
- To ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short-term objectives and targets which secure the educational success of the school.

Leading teaching and learning

The Headteacher, supported by the governing body, has the central responsibility for raising the quality of teaching and learning and through this pupil progress and achievement.

- To lead by example in delivering highly effective teaching e.g. for covering teacher absence or PPA.

- 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.
- To demand ambitious standards for all pupils, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' progress and outcomes in an environment that promotes and secures effective teaching and learning, high standards of achievement and good behaviour.
- To determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met and follow current national guidance and inspection standards.
- 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.
- To ensure that pupils develop the necessary skills to learn more effectively and with increasing independence.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- To ensure the effective delivery of the school's pastoral care, promoting pupils' respect for others.
- To ensure that there is a daily assembly and other events and activities which support the spiritual life of the school.
- To determine, organise and implement a policy for the personal, social and moral development of pupils.
- Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils in the school through appropriate methods including the effective use of formative assessment.
- To develop and maintain effective links with the community to enrich the curriculum and enhance teaching and learning.
- To develop and maintain an effective partnership with parents and the wider community, to support and improve pupils' achievement.
- To promote extracurricular activities in accordance with the educational aims of the school.

Diversity

- To determine and implement policies which promote diversity across the school to improve learning, build empathy and prepare pupils for the real world.
- Determine and implement positive strategies for developing equality and equity of access.

Behaviour

- Determine and implement positive strategies and programmes which ensure good pupil behaviour and discipline and give support and clear guidance.
- Establishing and sustaining high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensuring high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy that implements consistent, fair and respectful approaches to managing behaviour.
- Ensuring that adults within the school model and teach the behaviour of a good citizen.

Special Educational Needs and Disabilities

- 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.

Management of the school

The Headteacher has responsibility to provide effective organisation and management of the school, its staff and environment. The school must be organised and managed in a way that provides an efficient, effective and safe learning environment. This includes building capacity within the school and ensuring resources are deployed in a way which achieves value for money. The Headteacher will also be effective in his/her collaboration with other partners including the Local Authority.

- To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment and are deployed and managed well with due attention paid to competence, workload and staff wellbeing.

- To work with governors and senior colleagues to recruit, induct and retain staff of the highest quality.
- To implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting, effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- To promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers by ensuring staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- 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.
- To ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of teachers, including those of headteacher.
- To participate in the arrangements made in accordance with the regulations for performance management and threshold assessment, and to participate in the identification of areas in which the Headteacher would benefit from further training and undergoing such training.
- To ensure that suitable persons assume responsibility for teaching and learning, and for safeguarding, at any time when the headteacher is absent from school.
- To develop and maintain good working relationships with governors, staff, pupils, parents/carers, the community, and local authority.
- To set appropriate priorities for expenditure, allocation of funds and effective administration and control which prioritises and allocates financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.

To ensure continuous school improvement by:

- Making 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.
- Developing 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.
- Ensuring careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.
- To establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.

- To ensure rigorous approaches to identifying, managing and mitigating risk.
- To ensure a safe, secure, clean and well-maintained environment which stimulates learning and expresses the identity of the school, as well as safeguarding pupils.
- To manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- To manage, monitor and review the range, quality and use of all available resources to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

Accountability and Governance

The Headteacher is accountable to the Governing Body and the local authority for the effective management of the school.

- To understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- To establish and sustain professional working relationship with those responsible for governance.
- To develop an organisation in which all the staff understand their professional responsibilities and recognise that they are accountable for the success of the school and will be held to account.
- To present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, the LA, the local community, OFSTED and others to enable them to play their part effectively.
- To ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- To provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- To carry out any such duties as may be reasonably required by the Governing Body.

Safeguarding Children & Safer Recruitment

This school is committed to ensuring the protection and safety of pupils and staff through effective approaches to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. The Headteacher is responsible:

- To provide a safe, calm and well-ordered environment for all pupils and staff focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

- To commit to putting in place rigorous procedures, protocols and policies in respect of safeguarding; promote the continued welfare of children and young people as required under statute and local regulations and an expectation of all staff and volunteers to share this commitment.
- To liaise with and build relationships with local community support teams, agencies, recognised bodies, local authorities, parents, carers and the community to ensure the welfare of every pupil is safeguarded.
- To ensure that at least one member of any interviewing panel has in date training in safer recruitment as laid out in the current guidance in “Keeping Children Safe in Education”.

Collaboration

Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.

Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support including working with the Local Authority hub of primary schools.

Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future'. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions as they relate to Headteachers' Job Description.

Extract from Head Teachers' Standards 2020 from DfE

Ethics and professional conduct

To demonstrate consistently high standards of principled and professional conduct that meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

To uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

To uphold public trust in the school leadership and maintain high standards of ethics and behaviour. Both within and outside school to:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to your professional position.
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways which exploit your position, pupils' vulnerability or might lead pupils to break the law.

As leaders of our school community and profession, you will:

- serve in the best interests of the school's pupils.
- conduct yourself in a manner compatible with your influential position in society by behaving ethically, fulfilling your professional responsibilities and modelling the behaviour of a good citizen.
- uphold your obligation to give account and accept responsibility.
- know, understand, and act within the statutory frameworks which set out your professional duties and responsibilities.

- take responsibility for your own continued professional development, engaging critically with educational research.
- make a positive contribution to the wider education system.