

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 2025



The Priory CE VA Primary School

Wick Lane · Christchurch · Dorset · BH23 1HX

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Website: www.prioryschool.dorset.sch.uk

Friday February 14th 2025

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.

As with most schools, funding is tight, however we have enjoyed a stable financial position for a number of years.

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 (please note "Open Days" listed on page 14) 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 2025
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 installed new fencing and gates around the site, and updated our common area to cater for multiple uses, and all classes are fully equipped with interactive promethean screens.



Forgiveness



Aspiration



Respect



Love



The Priory CofE Primary School

Made to Flourish

Vision Statement

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

Team Priory

Learn Priory

Heart Priory

Respect

Love

Aspiration

Forgiveness

Learning Behaviours 6Rs

Wellbeing

Spirituality

Church School

Coastal School

Eco School

Inclusive School

Healthy School

Global School

Curriculum

NC progression pathways
Year group Curriculum Maps

Wider Curriculum

Visits/visitors
Global Neighbours
A bucketful of experiences

Clubs
All together Award
Cultural Hub

High Academic Success

Positive Mental Health and Wellbeing

Everyone Flourishes





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**



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 15 children with EHC plans in September 2025.

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

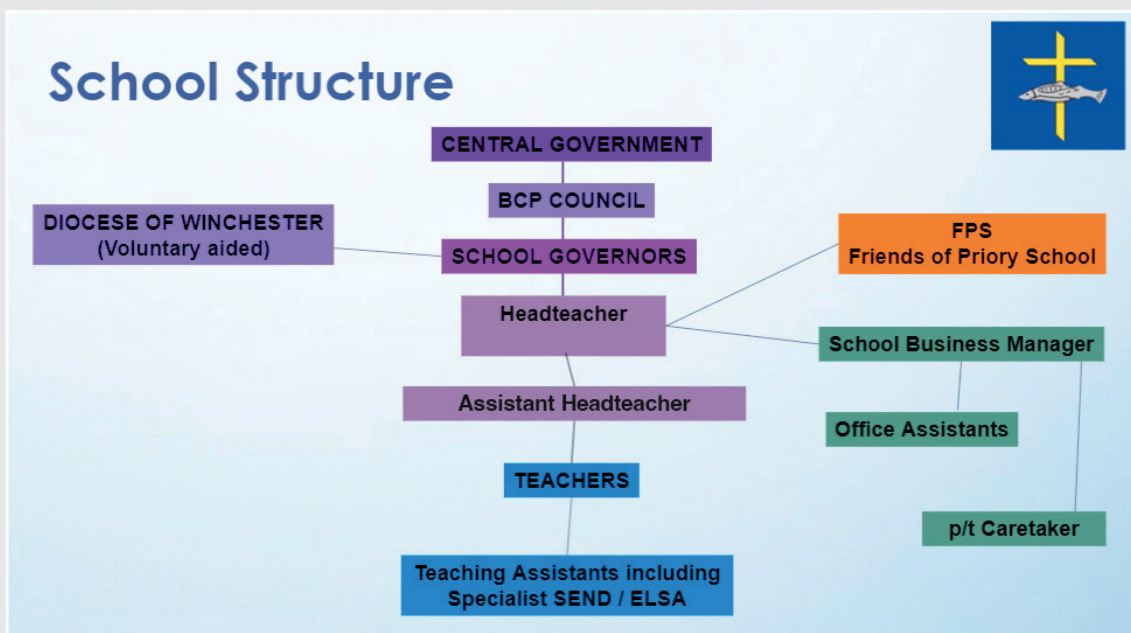
We have an incredibly motivated and committed team of staff who all work collaboratively to ensure that all children achieve. There is a real team spirit and staff at all levels are supportive of each other, whilst also positively challenging each other.

We currently have 8 FTE teachers plus a non-class based Assistant Headteacher and a full time SENCO leader.

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 one committee which meets monthly, although there are smaller committees to support with Finance and Performance Management 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.

Church SIAMS inspection – We were judged to be a Good church school and are expecting a re-inspection in 2025-26.

Learning and our Curriculum

We have focused on developing our curriculum.

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)
- The Write Stuff
- Charanga in Music
- Complete PE
- Project Evolve (Internet/online Safety)

In English we have adopted The Write Stuff which builds pupils' confidence with sentence structure through scaffolds and ensures that they have a complete set of tools that can be applied to their own writing in all contexts. We also use '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 alongside our mental health and wellbeing scheme TrickBox. We are working towards the bronze Global Neighbour accreditation.

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 is the school's Designated Safeguarding Lead. The Assistant HT and SENCO are Deputy Designated Safeguarding Leads - which also includes anti-bullying, online safety, Prevent 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 have had a profound impact on the school's budget.

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

Year	2024-25 budget	2024-25 forecast
FTE teacher	9.4	9.6
Total Income	1,161,436	1,182,437
Staff Costs	980,172	962,987
Total Expenditure	1,224,616	1,200,660
In year surplus / (deficit)	(63,180)	(18,223)
Surplus brought forward (2021-22)	74,209	74,209
Cumulative surplus / (deficit)	11,029	55,986

Community links

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 2023-24

	EYFS (GLD)	Y1 Phonics Screening	Y2 Phonics Screening	Y4 Multiplication test
Priory School 2023	67%	76%	97%	23.1 mean score
National 2024	68%	80%	92%	20.7 mean score

KS1 (year 2)	Reading		Writing		Maths		RWM combined	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD
Priory School	86%	38%	76%	10%	86%	17%	72%	3%
National 2024	71%	19%	62%	8%	71%	16%	58%	6%
















KS2 (year 6)	Reading		Writing		Maths		Spelling & Grammar		Science	RWM combined	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD	ARE	ARE	GD
Priory School	90%	40%	87%	13%	80%	40%	83%	40%	93%	73%	13%
National	74%	28%	72%	12%	73%	23%	72%	31%	82%	61%	7%

Progress scores Y6	National	2018	2019	2022	2023	2024
Reading	0.0	+1	+2.6	+0.5	-0.8	No data available
Writing	0.0	-0.5	+1.1	+2.7	-3	
Maths	0.0	-0.6	-0.6	-0.6	-1.2	



The Priory Church of England VA Primary School School Development Plan 2024-2025

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

<p>Team Priory</p>  <p>Love and Forgiveness Leadership and Community</p>	<p>Learn Priory</p>  <p>Aspiration Teaching and Learning</p>	<p>Heart Priory</p>  <p>Love and Respect Wellbeing & Personal Development</p>
 <p>Staff Leadership Ensure effective and distributed leadership within the staff team. <i>Measurable Impact:</i> leadership teams - NPQs - CPD - effective induction</p>	 <p>Writing Improve pupil attainment in writing across the school. <i>Measurable Impact:</i> The Write Stuff - Drawing Club - transcription automaticity - quality outcomes</p>	 <p>Christian Vision and Values Further establish a shared understanding of the school's vision and values. <i>Measurable Impact:</i> Christchurch Priory / diocese partnership - clarity in vision - Effective SIAMS</p>
 <p>Pupil Leadership Enable pupils to contribute effectively to the school community. <i>Measurable Impact:</i> Y6 roles contribute to life of school - ambassador roles - citizenship</p>	 <p>Early Reading Improve pupil attainment in early reading skills across the school. <i>Measurable Impact:</i> Above local and national attainment data, high-quality phonics - highly skilled staff</p>	 <p>Attendance and Safeguarding Ensure pupils attend school regularly and safeguarding issues are effectively responded to. <i>Measurable Impact:</i> attendance data and tracking systems - comprehensive safeguarding audit</p>
 <p>Global Neighbours Enhance pupil opportunities to engage effectively with their local, national and global communities. <i>Measurable Impact:</i> Global Neighbours award - courageous advocacy - Gamechangers</p>	 <p>Number Fluency Improve pupil attainment in mathematics through developed number fluency. <i>Measurable Impact:</i> Above local and national attainment data - Mastering Number - Maths Hub - Number fluency</p>	 <p>Wellbeing Develop awareness, strategies and opportunities for developing personally. <i>Measurable Impact:</i> Trickbox embedded - staff retention and wellbeing - Platinum School Games Award</p>
 <p>Premises and Equipment Ensure the school site and equipment effectively facilitates the core functions of the school. <i>Measurable Impact:</i> Effective IT - data management - H&S audit - site development of key areas (EYFS, outside)</p>	 <p>High-Quality Outcomes Ensure consistently high-quality outcomes across the curriculum. <i>Maintain good quality of education (Ofsted grading) - Effective assessment and tracking in all subjects - High levels of engagement</i></p>	 <p>Nurture and Forest Schools Enhance pupil opportunities for personal development through nurture and forest school programmes. <i>Measurable Impact:</i> Forest School - pastoral support - wide range of personal development opportunities</p>



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 experience in EYFS, KS1 and KS2 – Essential	A, R, I
3. 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
4. Evidence of relevant professional study and/or qualification e.g. NPQH – Desirable	A
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 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
7. Has experience of using a range of evidence, including performance data, to support, monitor and evaluate and improve aspects of school life, including challenging underperformance – Essential	A, R, I
8. Is able to demonstrate that he/she has led successful change in an education environment – Essential	A, R, I
9. Has knowledge and understanding of strategic financial planning, budgetary management and principles of best value – Desirable	A, R, I



The Priory CE VA Primary School Headteacher – Person Specification

Leadership Qualities and Behaviour Qualities. <i>Please tell us how, in your current practice, you:</i>	Evidence sought
10. Consider the effectiveness of various strategies and systems to identify those that are successful as well as those that are not. Utilize this information to influence future strategic actions and inform decision-making processes.	A, R, I
11. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them, being responsive to feedback from a range of sources.	A, R, I
12. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	A, R, I
13. Promote and sustain culture and practices that enables pupils to access the curriculum, working in partnership with parents, carers and professionals to identify the additional needs, special educational needs and disabilities, providing support and adaptation where appropriate.	A, R, I
14. Ensure all 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
15. Build community relationships based on a mutual and collective responsibility with diverse partners to create a collective culture where pupils experience a positive and enriching school life.	A, R, I
16. Establish and sustain the school's Christian ethos and strategic direction in partnership with those responsible for governance and through consultation with the wider school community.	A, R, I
17. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.	A, R, I
18. Establish and sustain high expectations of behaviour for all pupils, built upon strong relationships, rules and routines, which are understood clearly by all staff, pupils and the school community.	A, R, I
19. Demonstrate confidence and courage in challenging situations; maintain emotional resilience, and exhibit the ability to adapt and perform well under pressure.	A, R, I
20. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	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: Monday March 3rd 0900-1000
- Date 2: Friday March 7th 0900-1000
- Date 3: Wednesday March 12th 1630-1730

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

Sunday March 16th (11:59pm)	Closing date for applications.
Thursday March 20th	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.
Wednesday April 23rd	Selection Day 1 Further details will be sent to shortlisted candidates.
Thursday April 24th	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: sbm@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.*





Quotes from classes 2 – 6 on what qualities they would like to have in a new head teacher

“ Funny, kind and tells good jokes ”

“ To always be there for us, don't stay in the office all day ”

“ Good at listening ”

“ Celebrate things that we have done well ”

“ To understand that everyone is different ”

“ To be happy ”

“ Strict when you have to be but kind and calm too ”

“ To be fair ”

“ To make sure we are one big group at the Priory ”

“ To engage children in learning new things and have fun days but still learn of course ”

“ Organised ”

“ To be helpful ”

“ Creative ”

“ To be excited about our school ”

“ To be able to relate to kids, you don't always know what they are going through ”

“ To make sure we have an inclusive school with democracy ”

“ Motivated to help others ”

“ To be sporty and organise sports events ”



Appendix 1: Parent views

Why did you choose the Priory School for your child?

"Faith based school that keeps the Christian principles"

"Sense of community."

"The kind and nurturing environment we felt that it would provide for our children."

"Small family feel and fun approach to learning."

"Because of the values and ethos and I felt my child reach their full potential at the Priory."

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

"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?

"Communication is key with primary aged children. We want to feel informed about how our children are progress at school and find a solution if something isn't working."

"Faith, friendship, kindness"

"The love, kindness, community and distinctive Christian worship which the school upholds."

"Helping each child to flourish and continuing the current ethos that Miss Richardson has instilled."

"I like the way the priory offer the buddy scheme to support new intakes with a year 6 buddy."

"That it is an inclusive school that supports SEN children"

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

"Kindness, open-mindedness, warmth and approachability."

"Engaging - ability to inspire the children and connect with them."

"Christian principles, positivity, joyful, fun"

"Helping each child to recognise their worth, reach their potential and to flourish in their own way. "

"Strong leadership, effective communication, strategic thinking, emotional intelligence and empathy, curriculum and educational expertise"

"Communication is key, install strong values and beliefs within the school ethos and strong leadership."



Appendix 1: Staff views

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

"The school is small and offers a nurturing environment."

"It's a community feel filled with love and joy for the children."

"Close community values and community engagement"

"Because the children are at the heart of the school and the staff who work in the school are dedicated"

"School with a friendly, Christian ethos and community."

What is important to you about our school community?

"That everyone works together for the best for our children. Our caring Christian ethos which underpins everything we do."

"Close knit and caring community. Continue to flourish."

"A culture of trust and all people being valued."

"All staff are respected and listened to and are praised for what they do by strong leadership."

"Supportive and friendly"

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

"A leader who is strong and inspiring. Who will strive to get the best out of children and staff."

"A good understanding of SEND - we have above national levels of SEND in our school."

"Kind, supportive, understanding."

*"Qualities - kindness, open-mindedness, resourceful, understanding of the link between past, present and future of The Priory School.
Skills - Strong leader, continuing to drive change, where needed, across the school Experience - Strong background in managing school, and families.
Experience in managing budgets. To be resourceful & imaginative in increasing our income opportunities."*



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 the school community, 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 and summative 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 learn to read well

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 SEND
- 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 14.02.2025



The Priory CE VA Primary School

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