

# Werrington Primary School



# Headteacher Recruitment Pack

## CEO Welcome Letter



Dear Candidate



Thank you for your interest in the position of Head Teacher at Werrington Primary School, a member of the Soke Education Trust. Our trust has six primary schools, each with different contexts but who work closely together.

This is an exciting opportunity to join us, with Werrington Primary receiving a 'Good' Ofsted judgement for all areas in July 2024 but looking to continue to improve even further.

We are looking for a strong leader who is influential in supporting pupils, can further develop and embed a curriculum balanced with skills and knowledge and develop the staff team. Werrington is a large school which is well-resourced. It provides an inviting environment with lovely grounds, which can be even further enhanced by a creative thinker. We are looking for a leader who has a therapeutic but clear approach to improving behaviour in addition to experience of developing and implementing a curriculum which builds on children's prior knowledge, to support their understanding of the 'big ideas' they need to be successful across all subject areas.

We are looking for an experienced Head Teacher who may be ready for a new challenge or an exceptionally strong and experienced Deputy Head Teacher looking to progress their career. Whichever you are, Werrington Primary School is looking for a leader who has the drive, enthusiasm and vision to work closely with myself, the local governance committee and school staff to make an impact on the whole community.

At the Soke Education Trust, partnership working with myself as Chief Executive Officer, the Director of Education and the other headteachers in the group is a core element of our vision. Sharing evidence-based practice, our expertise and resources, whilst maintaining the identity and autonomy of each school are part of our approach.

We warmly encourage you to visit the school to see our pupils involved in their learning and meet the team. If you are inspired by the thought of the opportunity to make a big difference to the children and families in our community, we would welcome an application from you.

Yours sincerely

Cathy Carlisle

## Letter from our Local Committee



Dear Candidate

Thank you for your interest in the Head Teacher position at Werrington Primary School. On behalf of the Local Governance Committee, I am delighted to introduce you to our school. This is a fantastic opportunity to take on leadership of a school that is at the heart of the local community in Werrington.

Werrington Primary School is a warm, inclusive, and vibrant community where every child is encouraged to thrive academically, socially, and emotionally. Our dedicated team of staff work tirelessly to inspire a love of learning and to ensure that each pupil feels valued, supported, and challenged to reach their full potential.

We are incredibly proud of the high standards, rich curriculum, and nurturing ethos that defines our school. As Head Teacher, you will have the opportunity to build on this strong foundation, leading our school into its next chapter with vision, innovation, and determination.

The Local Governance Committee is committed to supporting you in this journey. We are seeking a leader who shares our values and has the ambition, creativity, and resilience to lead Werrington Primary School with energy and purpose. In return, you will be joining a school with engaged pupils, a strong sense of community, and an enthusiastic team of staff and governors dedicated to achieving the very best for our children.

Thank you again for your interest in this opportunity to make a difference in the lives of our children. We look forward to receiving your application and learning more about how your leadership can help shape the future of Werrington Primary School.

Yours sincerely

Hannah Benn  
Chair of the Local Governance Committee

## Our Trust Values

### Collaborative

Together, we find the best way to be more efficient, support our objectives and reduce workload. Our Partnership Contribution and Pooled Reserves support equity across our schools, regardless of size or context.

### Honest

We are committed to open, regular and honest communication so that everyone can feel part of our organisation. Our approach to monitoring is transparent and supportive, focused on helping individual to improve and grow.

### Nurturing

Our shared curriculum approach ensures children develop important skills, knowledge and understanding of different concepts. We nurture our people by providing high quality, enjoyable and relevant professional development and consider wellbeing and workload.

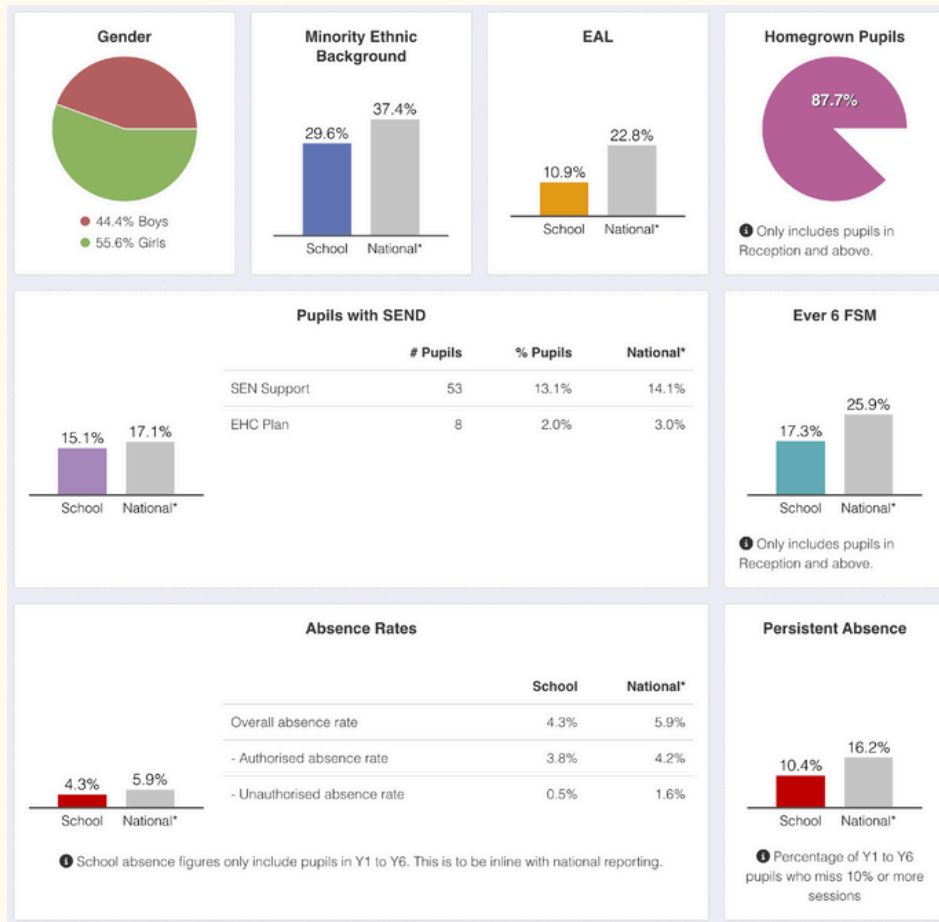
### Inspiring

We are creative and look for opportunities such as new initiatives and projects, professional development, internal promotion for our people and aspirational opportunities for children and employees.

### Professional

We set high standards and our values are shared and modelled throughout SET. We avoid negative competition and celebrate each school's strengths.

# School Context



The overall outcome of the inspection on 25 June 2024 was:

**Good**

Quality of education:	<b>Good</b>
Behaviour and attitudes:	<b>Good</b>
Personal development:	<b>Good</b>
Leadership and management:	<b>Good</b>
Early years provision:	<b>Good</b>

## Key Results - 2023-2024

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	60	65%	● At or above	61%	61st
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	60	5%	■ Below	8%	46th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	59	37%	● At or above	34%	63rd
Phonics Screening Check	% of pupils passing in Year 1	59	88%	● At or above	~ 80%	74th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	58	66%	■ Below	68%	37th

# Headteacher Job Description

Position: Head Teacher

Salary: Leadership Scale L19-24

Responsible to: Chief Executive Officer

Core Purpose:

To meet the Trust's aim to:

“Sustain high expectations, explore the world we live in and transform life opportunities to enable children to learn important knowledge, skills and concepts so they make meaning of the world and thrive within it.”

Main purpose

- Establish and sustain the Trust's ethos and strategic direction together with the Chief Executive Officer, the governing board and through consultation with the School's community.
- Represent the Trust and act as an advocate for its values and mission forming and developing partnerships within and beyond the Trust.
- Establish and oversee systems, processes and policies so the School can operate effectively
- Identify problems and barriers to the School's effectiveness and report back to the Chief Executive Officer.
- 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
- Work with the CEO and the CFO to allocate the School's financial resources appropriately, efficiently and effectively

Qualities

- Uphold public trust in the School's leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the School's community
- Serve in the best interests of the School's pupils

Duties and responsibilities

School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life

- Ensure a culture of staff professionalism within the School and across the Trust
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in the School
- Use consistent and fair approaches to managing behaviour, in line with the School's behaviour policy.
- Work in collaboration with other Schools in the Trust to develop leadership opportunities and arrangements

#### Teaching, curriculum and assessment

- Implement the Trust's policies related to teaching, curriculum and assessment
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise and provide appropriate CPD
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities within the Trust and with other partners
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read effectively

#### Additional and special educational needs (SEN) and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the School works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the School fulfils statutory duties regarding the SEND Code of Practice and appoint a suitable qualified SENCO

#### Managing the School

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload and wellbeing
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure compliance with statutory, regulatory and Health & Safety guidance
- Work with the central team to develop an annual budget for the school so that it operates efficiently and effectively, in line with agreed KPIs

#### Professional development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own needs


## Governance, accountability and working in partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account. Implement action plans, as required, when this is not the case.
- Ensure the School effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties maintaining a compliant website
- Work successfully with other Schools and organisations
- Maintain working relationships with fellow professionals and colleagues within the Trust and beyond to improve educational outcomes for all pupils

## Work context

- To work at the appointed school, in the school building and on the playground
- To work with children who may have complex needs and display difficult and occasionally dangerous behaviours
- To make occasional home visits
- Attend residentials and school trips
- Attend meetings outside the appointed school, make visits to other
- schools in the Trust - locally, regionally and nationally as required.

## Safeguarding

- To act as the Designated Safeguarding Lead
  - To ensure an environment that safeguards all pupils
  - Encourage good practice by promoting and championing the child protection policy and procedures
  - Respond appropriately to disclosures or concerns which relate to the well-being of a child, following School policies at all times.
  - Attend and participate in relevant training, sharing the knowledge and ideas gained with colleagues
  - To read and keep up to date with changes to the Trust's policies and DfE guidance
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## Headteacher Person Specification

Criteria	Qualities	Evidence
Qualifications and Training	<b>Essential:</b> <ul style="list-style-type: none"> <li>● Qualified teacher status</li> <li>● Honours Degree</li> </ul>	Application form
	<b>Desirable:</b> <ul style="list-style-type: none"> <li>● Postgraduate level qualification</li> <li>● NPQH</li> <li>● Designated Safeguarding Lead</li> <li>● SLE/LLE</li> </ul>	
Experience	<b>Essential:</b> <ul style="list-style-type: none"> <li>● Successful teaching experience in at least two primary schools or a significant variety of roles in the same school.</li> <li>● Experience leading a team of people including appraisal &amp; development</li> <li>● Experience of leading curriculum development training for staff</li> <li>● Has a clear vision and the communication skills to include others in embedding it.</li> <li>● Experience of school monitoring strategies</li> <li>● Involvement in school self-evaluation and development planning</li> <li>● Ability to be positive and enthusiastic</li> </ul>	Letter of Application Interview Activity
	<b>Desirable:</b> <ul style="list-style-type: none"> <li>● Effective working with stakeholders such as Governors/Trustees</li> <li>● Acting as the Designated Safeguarding Leader</li> <li>● teaching and leading in a school with higher-than-average levels of Pupil Premium funding and disadvantage</li> </ul>	
Skills & knowledge	<b>Essential:</b> <ul style="list-style-type: none"> <li>● Understanding of what makes Quality First Teaching</li> <li>● Understanding of current trends, policies and strategies in Education</li> <li>● Knowledge of how to mentor and coach staff</li> <li>● Effective communication skills</li> <li>● Ability to build effective working relationships</li> <li>● Ability to manage change and empower others</li> <li>● Understanding of therapeutic behaviour practice and strategies</li> <li>● Knowledge of a wide range of successful behaviour strategies</li> </ul>	Letter of Application Interview Activity

Criteria	Qualities	Evidence
	<ul style="list-style-type: none"> <li>● Considers the wellbeing and workload of staff when implementing policy and practice</li> <li>● Use CPD as a school improvement strategy</li> </ul>	
	Desirable: <ul style="list-style-type: none"> <li>● Effective working with stakeholders such as Governors/Trustees</li> <li>● Acting as the Designated Safeguarding Leader</li> <li>● teaching and leading in a school with higher-than-average levels of Pupil Premium funding and disadvantage</li> </ul>	
Personal Qualities	Essential: <ul style="list-style-type: none"> <li>● Stay calm under pressure</li> <li>● Visible and approachable</li> <li>● Supportive</li> <li>● Prioritise own workload</li> </ul>	References Interview Activity
	Desirable: <ul style="list-style-type: none"> <li>● Confident to represent the School and Trust at local and regional events</li> </ul>	



## Qualities staff would like in the new Headteacher

- An approachable and calm leader who embodies a child-focused ethos.
- A leader committed to nurturing the welfare of both staff and pupils, ideally by appointing a dedicated mental health first aider and well-being lead to champion this initiative throughout the school.
- A forward-thinking mindset.
- A clear and adaptable communicator.
- A leader who promotes an atmosphere where staff feel encouraged to take risks, receive constructive feedback, and thrive in their professional roles.
- An ability to motivate pupils, staff, and the wider school community.
- A person who is visible in the classrooms, playgrounds, and corridors.
- A Headteacher who will recognise and appreciate the hard work of all staff members, fostering a sense of unity and collaboration.
- A leader who is decisive in decision-making while supporting initiatives led by others

## Qualities children would like in the new Headteacher

- A headteacher who shows kindness and respect.
- A headteacher who is polite and approachable and creates a positive school atmosphere.
- Nice rather than bossy.
- Makes sure children feel comfortable and valued.
- Engages with children in a playful manner during break times and who is willing to join in on games and activities.
- Promotes a sense of community and belonging by following our 4R (Respect, Responsibility, Resourcefulness, Resilience) and 4B (Be responsible, Be respectful, Be kind, Be your best) rules.
- Cheerful with a sense of humour.
- Is patient

## Benefits



We offer a perks and rewards scheme with exclusive discounts & special offers from shopping to entertainment to make your money go further. The Blue Light scheme is available to our employees.



We follow the National pay scales, the criteria set out in the burgundy/green book and we offer enhanced maternity and paid paternity leave.



Free tea, coffee and milk are provided at every school site. Food is supplied on training days and twilights.



Our mental health first aiders are here to support you. Connect with colleagues who understand and promote wellbeing through our organisation.



Everyone at Soke Education Trust has access to our Employee Assistance Programme. A confidential 24/7 helpline is available for wellbeing, legal, counselling or financial advice.



We are open to discussions about flexible working arrangements to help ensure you achieve a good work/life balance. We have dedicated leadership & PPA time.



We reimburse work-related expenses and travel costs. Focus on your job without worrying about out-of-pocket expenses.



Opportunities for high quality training and networks related to your role are frequent and we are keen to support your personal and professional development. You will have access to platforms including National College, Welbee, The Key, Teaching Walkthrus



Communication is valued. We run an annual perception survey and provide an employee forum to gather your views. We have half-termly Coffee & Catch-ups to hear your ideas and regular updates through trust newsletters & social media.

The logo for SOKE EDUCATION TRUST is displayed in a bold, white, sans-serif font. The text is arranged in three lines: 'SOKE' on the top line, 'EDUCATION' on the middle line, and 'TRUST' on the bottom line. The word 'TRUST' is underlined with two orange horizontal strokes. The logo is decorated with several hand-drawn style elements: a blue arrow pointing up and to the right above the 'S', a blue arrow pointing left above the 'E', a blue circle around the 'N' in 'EDUCATION', a purple asterisk to the right of 'TRUST', and orange scribbles to the left of 'EDUCATION' and below 'TRUST'.

# SOKE EDUCATION TRUST

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