



Swavesey Primary School

Headteacher Recruitment Pack

Location: Swavesey, Cambridgeshire

Position start date: September 2025

Application deadline: 12.00pm, Friday 17th January 2025

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Welcome

Dear Applicant

On behalf of the Governors at the Swavesey Primary School, I would like to thank you for considering applying to join and lead our committed team.

We are looking to appoint an exceptional and inspirational leader to build upon what is already excellent at our school and continue to lead the school to meet the needs and future demands of our children and school families.

The vacancy has arisen as a result of the current Headteacher retiring at the end of the 24/25 academic year after 11 years in the role.

This is a great opportunity for a leader who has previous headship experience, or an ambitious deputy ready to embark on their first headship within a supportive and outward facing school. We have a strong, stable and supportive existing leadership team consisting of a deputy headteacher, dedicated SENDCo, experienced School Business Manager, phase leaders and EY&P Manager.

We are proud of our broad, balanced and challenging curriculum delivered in our warm, stimulating and imaginative environment, which enables our children to enjoy their learning, as well as develop the skills, attitudes and knowledge to become lifelong learners and achieve their full potential. Our ideal candidate will be passionate about our school values and aims to develop our children holistically. As Headteacher, you will have demonstrable leadership skills, an enthusiasm for teaching and learning and proven experience across the primary age range.

We are looking for a leader with the passion and energy to ensure the school is a happy and stimulating place, where successes in all aspects of achievement are celebrated but above all we want a Headteacher who puts our pupils and staff at the forefront of all decisions.

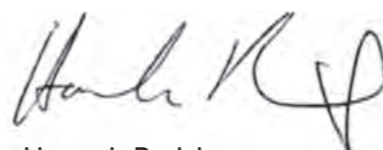
Our website contains a wealth of information about the school, but we strongly encourage you to visit us to meet our staff, pupils and Governors and experience for yourself. Please contact the school office directly to arrange a convenient time. Informal enquiries can also be made to the Chair of Governors by email hparish@swavesey.cambs.sch.uk.

The closing date for applications is midday on Friday 17th January 2025 with shortlisting taking place the following week. Interviews will be held on Tuesday 4th and Wednesday 5th February with the successful candidate taking up the post in September 2025.

We hope you find the information contained in this pack useful and that it will help you to decide whether you might be the right person to lead our school.

We look forward to receiving your application.

Best Regards



Hannah Parish
Chair of Governors (for and on behalf of the Governing Body)



About our School

Swavesey Primary School serves a rural catchment area, including the villages of Swavesey and Lolworth, and due to its popularity also attracts pupils from outside the area. Housing development in the village has led over a number of years to a pattern of mid-year admissions taking place. We also currently have 51 children in our preschool, which will rise as the year progresses and children become eligible by age.

The school has an 'Early Years and Play Work Centre' (EY&P) which houses our 'Kids Club' (breakfast and after school provision) and our Preschool. Many pupils have had preschool experience at our own preschool. Our Kids Club ensures optimum, wrap around care from 7.30am and until 6pm in a known, safe environment. We provide the full core offer on site.

We are proud of our broad, balanced and challenging curriculum that enables our children to enjoy their learning, as well as develop the skills, attitudes and knowledge to become lifelong learners and achieve their full potential. We take pride in ensuring every child feels welcomed, supported and included. A recent review of our curriculum offer ensures it truly reflects our school community of 'today' and assures coverage of all national, and additional curriculum areas. This review includes a continuous and progressive early years skills and knowledge-based curriculum from age 2-5 years. Our curriculum maps can be accessed on the website [here](#).

As part of the curriculum review, we also considered the cultural capital entitlement/ opportunities for all children. All stakeholders were invited to support this work, with staff, governors and children through formal group meetings and our parents and carers through a survey. In considering what we offer we highlighted where we need to provide additional experiences and created an action plan to support the implementation of these. This can be accessed on our school website [here](#).

As a 'Cambridgeshire Therapeutic Thinking' (CTT - previously STEPs) school our provision is underpinned by the CTT approach to behaviour which focuses on triggers and the development of pro-social behaviours in all. We understand that behaviour, just as with academic subjects, is developed through children's formative years and we put into place activities and specific support to ensure positive outcomes for all children.

Our curriculum enhancements support the personal development of all children. We offer a variety of lunchtime and after school clubs, some of which are run by pupils. Pupil voice is highly valued therefore pupils contribute to school development through a school council, eco committee, and right respecting committee that meet regularly and feedback to peers in class. Each of these are representative of our school community to ensure the voice of all our groups are part of the decision-making process beyond the class voice. Alongside the curriculum, we provide opportunities for our children to take part in local trips, visits, competitions and sporting events that are accessible to all pupils.

Partnerships with our parents, throughout the stages of their children's school life, and our local community in support of this journey, is really important to us. We believe working together will ensure our children have the best foundation for their future.

Our physical environment is also important to us. We have a playing field and sports pitches, a dedicated outdoor learning area for EYFS, school chickens, a gardening club and are continuing the development of a wildlife area for the whole school.

KEY FACTS

Number of Pupils (school)	309
Number of children (preschool)	51
Number of Staff	57
SEND	15.8%
EHCP	2.5%
Pupil premium	7.8%
Attendance	96.5%

Please find our latest Ofsted report (November 2024) [here](https://www.swavesey.cambs.sch.uk/page/?title=Ofsted+Report&pid=47):
<https://www.swavesey.cambs.sch.uk/page/?title=Ofsted+Report&pid=47>



Vision, Values and Ethos

Our school aims to develop children who are:

- happy, healthy and confident
- resilient, resourceful and reflective learners
- ready, independent, life long learners
- responsible, honest global citizens

Through:

- a safe, stimulating and healthy environment
- teaching which is inspiring, inclusive and active
- a broad, challenging curriculum
- encouraging creativity, individualism and teamwork
- celebration of successes in all aspects of achievement
- excellent partnerships with parents, governors and the community

Our values and aims were created by our whole school community and reflect the fundamental ethos of our school. We strongly believe that our role is to develop our children holistically and this belief forms the foundation of our provision.

SEND

As a school and community, we ensure that all children, including those identified as having a special educational need or disability, have a common entitlement. Our SEND provision is important to us and we are proud to have a dedicated non-timetabled SENDCo alongside the high quality of support provided by our Teaching Assistants. The SENDCo also works closely with the Preschool Manager to establish any early intervention needs prior to pupils starting school.

We have a dedicated room within the school, known as 'the Snug', which provides a valuable space for all our children to access dedicated SEND provision and pastoral support such as intervention groups, sensory circuits, therapy clubs and groups. One pupil recently commented that 'Without the Snug in the morning, I wouldn't have a good day at school'.

We also work closely with external professionals such as Speech and Language Therapists, Specialist Teacher Practitioners and the local Mental Health Support Team, to gain additional support and advice. Parent and Pupil involvement is important to us, especially in planning for and meeting the needs of children with SEND. As a result, these pupils are supported effectively and make good progress in their learning.



"100% of parents agree their children feel safe at our school"

Ofsted Parent View, November 2024



Achievement

As a 'Heritage England' School an understanding of the local area's history, geography and development are fundamental to our curriculum, and we strive to ensure that children not only learn about the village and surrounding areas, but experience them first hand. Outside of the school the children become involved in supporting school-initiated activities for the community.

We are a Healthy Eating school and actively promote physical and emotional wellbeing. The range of physical activities available to our children through the PE curriculum, extracurricular activities, including Kids Club, and our Golden Mile challenge provides all children with opportunities to become more active and fitter both physically and mentally. We actively take part in the wide range of opportunities made available locally and nationally through sports partnership and we hold the Schools' Games Platinum award.

Our RRS committee achieved the UNICEF Bronze award ('23) and have continued our Rights Respecting journey aspiring to achieve the Silver award by the summer 2025 through the implementation of their action plan. Other groups within the school such as the gardening club bring about developments through engaging with national bodies such as the RHS schools' programme.

We are also passionate about the environment and our Eco-committee support us in understanding our impact on this helping us to learn about what we can do to help. The committee are leading us in making changes to our systems to reduce our carbon footprint and lead more sustainable lives. Having achieved the Eco-Green Flag award in the July 2023, our Eco-committee progressed with their action plan, which has included work on reducing litter in the local environment and the development of our wildlife area, to gain reaccreditation in July 2024. As part of their community involvement, they have taken part in a recent village clean-up day and had a stall during two of the village 'Sustainability hub' activity days engaging the wider community in activities such as making bird feeders, creating sustainable Christmas cards and wrapping paper and sharing facts and information about how we can be more 'eco-friendly'.

Performance

Our Performance- All 2024 data is unvalidated at this time.

EYFS GLD % Achieved				
2020 & 21	2023	2024	Cambs 2023	National 2023
No National data	77.5	76 (*82)	66.2	67.2

Phonics screening % Achieved					
	2022	2023	2024	Cambs 2023	National 2023
Year 1	86 (91 no SEND)	82 (94 no SEND)	76 (*78/80/82)	78.1	78.9
Year 2	84	91 of cohort 42.9 (3/7 retakes)	90 of cohort 42.9 (3/7 retakes)	57.5 (retakes only)	58.7 (retakes only)

Year 4 MTC (data is not Nationally reportable). 'Threshold' guidance from LA is a score of 20+ (out of 25)			
Average test score	% of children who met Threshold	% of children scoring full marks	% of children scoring 24 or 25
21.136 (MTC national average 2023 was 20.4)	75 (33/44 chn) (77*)	25	43

*=data without child assessed at PK scale

Key Stage 2 - % Achieved										
Subject	TA data 2022	Test Data 2022%	TA data 2023	Test Data 2023	TA data 2024	Test Data 2024	Cambs 2023	National 2024 unvalidated	Average scaled Score 2023 (National/LA)	Average scaled Score 2024 (National)
Reading	85	80	77	75	80	78	73	74	105 (105/106)	104 (105)
Writing (TA)	76		75		73		67.5	72		
Maths	74	78	70	73	80	80	71	73	103 (104/104)	106 (104)
Combined	67	67	63	61	63	63	57	61		
GPS		78		63		76	70	72	104 (105/Not av.)	106 (105)
Science	84	84	86		86			81		

Depth data	GPS	Rdg	Maths	Wr	Comb
% Depth rounded	33	35	27	4	2
2023 National % figures	30	29	24	13	8



Community and Locality

Partnership with our parents, and local communities is really important to us. Some of our parents attended the school as children and the school is very much at the heart of the community it serves. Alongside this, a highly supportive PTA Committee and Governing Body are there to help the school, staff and children.

We are committed to ensuring inclusivity and diversity in local education provision, taking account of the unique demographic of Swavesey and its surrounding areas. Serving a population of 3,783* residents, the village and its immediate locality have seen a 10%* increase in population over the past decade due to extensive housebuilding in the area. The Swavesey community is consequently a mixed and vibrant one, making the area an exciting and welcoming one in which to live and/or work.



*data correct as of Census 2021, Swavesey ward.

The Role

We are looking for a leader who

- Is passionate and committed with excellent communication skills and the empathy to motivate and support our dedicated team in equal measure.
- Promotes and demonstrates our school values, aims and ethos in all aspects of school life.
- Is reflective and can recognise what is already going well and wants to build on what we have already achieved.
- Has high expectations of behaviour while fostering children's individual personality.
- Will promote and embody a culture of professional openness and transparency, building trust and confidence.
- Cares about the personal development of pupils and their progress not just academic achievement.
- Is a highly skilled classroom practitioner who will lead the team to deliver our curriculum to a consistently high standard across the school.
- Has a visible presence throughout the school and is an approachable, hands-on leader who is prepared to 'muck in' with the team.
- Is supportive of our staff, pupils and families and is mindful of wellbeing and work/life balance.
- Can work co-operatively with Governors to drive the strategic direction of the school and manage resources enabling the school to operate within budget.

JOB DESCRIPTION

Role	Headteacher, Swavesey Primary School
Location	Swavesey, Cambridgeshire
Contract type	Permanent
Working pattern	Full-time (5 days per week)
Pay range	L15 to L22 (£70,293 to £83,464)
Key stages	EYFS, KS1, KS2
Report to	Chair of Governors



Our children ask that you will

- "Make sure we continue to be happy, confident learners."
- "Treat us with equity."
- "Be brave, respectful, passionate, kind and optimistic."
- "Like and take care of the school and children."
- "Allow us the right to share our views."
- "Be calm, fun, know our names and smile."

What we can offer

- Happy, caring and well-behaved children who want to learn and are proud of their school.
- Having just undergone our most recent Ofsted in November 2024 we have validation of our successes and clarity around areas for future focus, with a recently reviewed and forward-looking curriculum.
- Great positive atmosphere with a fantastic, approachable, compassionate and motivated team and this is reflected in low staff turnover.
- Existing strong and stable leadership structure with a committed team of knowledgeable, experienced and reliable staff, all of whom are passionate, hard-working and prepared to go above and beyond to support the school when needed.
- Strong community working together with supportive parents and active PTA fundraising.
- Visible, proactive and supportive governing body who are committed to achieve the vision and values of the school.
- A strong focus to reduce everyone's workload and improve wellbeing, including offering every member of staff a 'wellbeing day'.
- Support from the local schools' cluster group plus a committed Schools Improvement Advisor and mentoring and coaching as required.

"99% of parents would recommend this school to another parent"

Ofsted Parent View, November 2024

Purpose of the Role

- Uphold and sustain the school's ethos and strategic direction, in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where children from preschool to year 6 experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare our children 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.
- Provide overall strategic leadership and, alongside others, lead, develop and support the strategic direction, vision, values and priorities of the whole school.
- Ensure a culture of high staff professionalism.
- Establish, oversee and evaluate systems, processes and policies that enable the whole school to operate effectively and efficiently.
- Make use of effective and proportional processes of evaluation to identify and analyse barriers which limit school effectiveness, and identify priority areas for development.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the whole school's context.
- Ensure careful and effective implementation of development strategies, which lead to sustained school improvement over time.



STATEMENT ON SAFEGUARDING AND EQUALITY

Swavesey Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, Governors and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS and other safeguarding checks.

Equality, diversity and inclusion are at the heart of everything we do, and we pride ourselves on being an equal opportunities employer. We welcome applications from all suitably qualified and experienced individuals and we welcome diversity in our school community.

Core Accountabilities

Ethics and professional conduct

- Uphold and demonstrate the Seven Principles of Public Life at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- Uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position.
- Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity.
- 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 their position or pupils' vulnerability.
- Serve in the best interests of the school's pupils and staff.
- Conduct themselves in a manner compatible with their influential position in society by acting ethically.
- Uphold their obligation to give account and accept responsibility.
- Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.
- Make a positive contribution to the wider education system.



Teaching

- 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.
- Ensure effective use is made of formative assessment.
- Lead and manage teaching and learning throughout the school, including ensuring that a teacher is assigned in the school timetable to every class or group of pupils.
- Teach, as required, to such an extent as may be appropriate having regard to other duties, in the teaching of pupils at the whole school, including the provision of cover for absent teachers.

Safeguarding and behaviour

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Promote the wellbeing of all children and staff.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure good order and discipline amongst pupils and staff through the Positive Behaviour policy and underpinning CTT (Cambridgeshire Therapeutic Thinking) approaches.
- Establish and sustain high expectations of behaviour for all children and staff, built upon relationships, rules and routines, which are understood clearly.
- Ensure that adults within the school model and teach the behaviour of an 'honest global' citizen.

Curriculum and assessment

- Ensure a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership and continue to support and develop subject leaders with relevant expertise with access to professional networks and communities.
- Ensure all pupils are taught to read through the provision of evidence-informed approaches to reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

SEND and additional needs

- Ensure the school holds ambitious expectations for all pupils with SEND and additional needs.
- Establish and sustain culture and practices that enable pupils with SEND and additional needs 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 SEND of pupils, and ensure support and adaptation are provided where appropriate.
- Ensure the school fulfils its statutory duties with regards to the SEND code of practice.

Communication and working with others

- Consult and communicate with the governing board, staff, pupils and parents/carers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school, including relevant external agencies and bodies.
- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit to ensuring the school works successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.



Professional development

- Promote the participation of staff in relevant CPD.
- Ensure staff have access to high-quality, sustained professional development opportunities from expert provision from beyond, as well as within the school, which balances the priorities of whole-school development, team and individual needs.
- Ensure professional development opportunities include nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Participate in arrangements for the appraisal and review of their own performance and other staff members, as appropriate.
- Participate in arrangements for their own further training and professional development engaging critically with Education research.

Management of staff and resources

- Lead, manage and develop staff members, including appraising and managing their performance.
- Promote harmonious working relationships within the school.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Manage the organisation and deployment of resources within the school.
- With the support of the School Business Manager, prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.

Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the whole school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Promote and embody a culture of professional openness and transparency, building trust and confidence.



"99% of parents agree pupils are well behaved"

Ofsted Parent View, November 2024

Headteacher Person Specification

Qualifications and training

Essential

- Qualified teacher status (QTS).
- A degree level qualification or equivalent.
- Further relevant professional and/or academic study and evidence of CPD.

Desirable

- Knowledge of current issues in Education.
- A relevant leadership qualification.



Personal qualities

- Able to demonstrate optimistic personal and professional behaviour.
- Articulate, creative, supportive and confident.
- Committed, with stamina and energy to fulfil the role leading by example.
- Able to build positive relationships rooted in mutual respect.
- Committed to ensuring that our children are at the heart of all decision making.
- Committed to valuing, supporting and encouraging the professional development of all staff.
- Able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement.

- Committed to building and maintaining effective and positive relationships with parents, governors, and the wider school community.
- Able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
- Able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.
- Tolerant and respectful of the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.
- Able to ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law.

Essential skills and experience

- At least three years of proven strong, successful leadership and management experience in a school.
- Evidence of demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity.
- Experience of implementing, managing and evaluating change in a collaborative way.
- Experience of successful teaching across the primary age range.
- Experience of raising standards that have impacted positively on pupils and teaching and learning.
- Significant experience of evaluating and using data from a range of sources to plan and improve pupil outcomes.
- Experience of successful line management undertaking performance management for staff.
- Experience of making effective use of funding and other resources.
- Strong financial planning and management skills.
- Excellent communication skills and proven ability to listen to, understand and work effectively with the school community.



Essential knowledge

- A clear understanding of and commitment to promoting safeguarding pupils.
- An understanding of how to empower pupils and staff to excel.
- A depth of knowledge of the Foundation Stage and National Curriculums to support curriculum development, delivery, monitoring and assessment.
- A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.
- An understanding of how to create whole-community accountability systems and implement them with the support of the SLT to combine data from a range of sources to maximise the achievement of pupils.
- Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities.

Desirable skills, experience and knowledge

- Experience of working with preschool age settings and/or wrap around provision.
- Experience of working with and supporting a governing body in the development of the school.
- Experience of undertaking broader HR tasks such as sickness absence management.

