



# Headteacher – The Holme C of E Primary School

The Good Shepherd Trust



Candidate Information Pack  
December 2024



## HEADTEACHER

Dear Applicant,

Thank you for your interest in the post of Headteacher at The Holme C of E Primary School. The Holme is a Church of England school within the Good Shepherd Trust, a multi academy trust consisting of 24 schools in the Diocese of Guildford, across Surrey and Hampshire.

All staff have high expectations and children are challenged and supported to achieve their potential in all areas of the curriculum. Whilst giving high priority to the basic, essential skills of literacy and numeracy, we look for talent and value achievement in sport, music, art and drama. We aim to develop children's natural curiosity and eagerness to learn, by encouraging them to think originally and ask searching questions. We promote a good work ethic, perseverance, teamwork, friendship and a sense of community.

At The Holme we seek to make every opportunity a learning experience and harness the value out of every moment, of every day. As a Church of England school, The Holme has very clear Christian values and a strong ethos which permeates every aspect of our school and is built around enjoyment in learning. As a school community, we are proud to provide a happy, positive environment where the children have the aspiration and self-belief to achieve their goals, whatever they may be. You will be supported by a strong school improvement team in the Trust and will immediately recognise the collegiality amongst Headteachers in GST.

Applicants must have exemplary leadership and management skills. They must have experience as a middle or senior leader on a successful team. They must be an inspirational classroom practitioner and have the interpersonal skills to drive the school forward on the next part of its exciting journey.

The Trust's vision is for all schools to be highly ambitious, successful and inspirational places to learn, which enhance the life opportunities for every child that they serve. Our schools are safe places, where pupils reach their full potential, where positive memories are made and where children, parents, staff and the community take pride in their school. This means that we are fully committed to establishing academies, which educate the whole child for life in all its fullness, within the heart of their local community.

We believe in creating an effective climate for learning by enabling children to know that they are uniquely valued. We strive to provide a secure environment in which they can learn, and have created a framework of values that will support them through their education. We offer children, whatever their faith or background, the opportunity to grapple with life's 'big questions' whilst modelling a Christian community life where *all* have a place and are encouraged to contribute.

We acknowledge that high expectations raise aspirations of pupils and their communities and believe that the professional development of staff and school leaders is central to this. Each school offers a bespoke, rich curriculum and an inspiring learning environment, which is relevant to our learners. This is alongside unique learning experiences that stimulate, challenge and inspire.

We strive to build strong and effective partnerships with parents and the local and wider community because the engagement of parents/carers is vital to children's educational achievements. The Trust values that children's personal development grows through membership of a community and enables them to become contributing citizens.



We are working hard to become a more diverse organisation – which is key to our commitment “to be better, together”. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole. We always appoint on merit.

We are very excited about the opportunities this role will create to drive our Trust forward.

We look forward to hearing from you and receiving your application.

A handwritten signature in blue ink that reads "Paul Kennedy". The signature is fluid and cursive, with a large loop at the end of the last name.

Paul Kennedy  
**Chief Executive Officer**

## THE ROLE

### Headteacher – The Holme C of E Primary School

**Reporting to:** Chief Education Officer

**Salary:** £60,540 - £69,964 (L8 - L14, Fringe) + TPS

We are seeking a Headteacher who has the passion, drive and enthusiasm to build and develop the school's existing strengths and values. To lead, motivate, develop and inspire a school community that is committed to giving the children in their care a bespoke curriculum that promotes children's values, a range of life skills and a love of learning. We are searching a dynamic and experienced individual to assume the pivotal role of Headteacher. Recognising the critical nature of this position, we are eager to find a candidate who can infuse the role with not only stability, leadership, and commitment but also a vibrant energy that propels our school forward.

As the leader of the school community, you will model and promote positive attitudes and relationships amongst staff, children, local committee members and parents in keeping with the Trust's vision and values. You will be an outstanding practitioner with strong leadership skills and a proven track record for raising progress and attainment.

The successful candidate will work with the Chief Executive Officer, the Chief Education Officer and the other schools in the hub to improve outcomes for children within The Holme and across the Trust.

#### **Main Purpose of the job:**

To carry out the duties of a Headteacher recognising the unique features of our school. This is in accordance with the Headteachers' Standards (2020).

#### **Strategic direction and development of the school**

- Work with the Local Committee to review and develop the strategic vision for the school in its community, and analyse and plan for the future needs and further development of the school
- Provide vision and direction to secure effective teaching, successful learning and achievement by pupils and sustained improvement in their social, moral, cultural, spiritual, and physical development to prepare them for the opportunities, responsibilities and experiences of later life
- Ensure that a School Development Plan, based on robust self-evaluation, is in place and is delivered and impacts on school improvement
- Enable the Local Committee to challenge and support the school effectively to enable it to meet its responsibilities, by attending meetings and providing timely and relevant information on:
  - Progress against School Development Plan
  - Pupil attainment, progress and achievement and quality of teaching and learning
  - Action arising from any recent audits
  - Child safeguarding, bullying, exclusions, and attendance
  - Such other matters as the Local Committee needs to be informed about in order to be effective
- Working with your SBM, propose to the Trust a balanced budget that meets the needs and addresses the priorities within the School Development Plan across the planning period.
- Ensure creativity, continuous improvement and the use of appropriate technologies to achieve excellence and a broad curriculum, equipping pupils well for their next stage of education
- Promote the vision and values of the school and demonstrate them in everyday work and practice to allow both children and adults to flourish
- Promote an inclusive environment and positive and respectful relationships across the school community

## **Leading teaching and learning**

- Work with staff and the Local Committee and sustain effective learning throughout the school
- Monitor and evaluate the quality of teaching and standards of pupils' achievement across the school, using benchmarks and rigorous analysis of data to identify priorities for school development and setting targets for improvement
- Establish creative, responsive and effective approaches to learning and teaching
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Implement strategies which secure high standards of behaviour and attendance
- Ensure a diverse, creative, flexible curriculum
- Implement an effective assessment framework
- Embody excellent leadership together with confident, clear and sensitive oral and written communication skills
- Work in partnership with staff, the wider community and other service providers to maintain and extend the curriculum and sustain a variety of after school provision.

## **Managing the school**

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Create an organisational structure which reflects the school's vision and values and enables the management systems, structures and processes to work effectively in line with legal requirements
- Recruit, retain, develop and deploy staff effectively in order to maintain the highest quality of education and to achieve the vision and goals of the school
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the Trust, parents and carers, to ensure that they are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets.

## **Leading and Managing Staff**

- Plan, allocate, support and evaluate the work undertaken by all staff, ensuring clear and appropriate delegation of tasks and devolution of responsibilities
- Work closely with the administrative staff to ensure the smooth running of the school
- Put in place effective means of communication with staff that provides them with support, and the information needed to help them in carrying out their duties effectively
- Implement and sustain effective strategies and processes for staff induction and the performance management of staff, including the appraisal process, ensuring it is balanced and robust
- Support subject leaders in the development of core and foundation subjects
- Ensure that staff have access to appropriate, high-standard professional development opportunities
- Ensure that trainees and early career teachers are appropriately trained, monitored, supported and assessed in relation to all relevant standards
- Manage staff with due attention to workload and broader wellbeing
- Maintain a culture of high staff professionalism, ensuring staff understand their professional responsibilities and are held to account
- Sustain a culture of trust and mutual support from the SLT through to all staff
- Demonstrate strong commitment to their own professional development.



## **Safeguarding**

- Promote and uphold a strong safeguarding culture across the school community, ensuring current good practice is sustained and continues to evolve to remain up to date
- Ensure the policies and procedures relating to safeguarding and safer recruitment are adopted by the Local Committee and are fully implemented and followed by all staff
- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Ensure all staff and volunteers feel able to raise concerns about poor and unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.

Prospective applicants are welcomed and encouraged to visit the school by appointment. To arrange a visit, please contact Sarah Stevenson, Headteacher ([sarah.stevenson@holme.goodshepherdtrust.org.uk](mailto:sarah.stevenson@holme.goodshepherdtrust.org.uk)).

Closing date: Friday 17<sup>th</sup> January 2025

Interview dates: 6<sup>th</sup> & 7<sup>th</sup> February 2025

Tenable: 22<sup>nd</sup> April 2025

This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed. The post holder's responsibility for promoting and safeguarding the welfare of children and young people with whom they come into contact will be to adhere to and always ensure compliance with the Trust's safeguarding policies.

## **Equality**

Equality, diversity, and inclusion (EDI) are critical components of a healthy organisational culture. The postholder will support us to create a welcoming, supportive environment where every student and staff member can thrive.

## **Safeguarding**

The Good Shepherd Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment. All appointments are made subject to an enhanced DBS clearance (Disclosure and Barring Service), satisfactory references and qualification checks. The postholder will be required to safeguard and promote the welfare of children and young people and follow Trust policies and the staff code of conduct.

## Person Specification

Please ensure that you demonstrate that you meet the criteria below within your application, clearly showing impact (where applicable) for criteria marked 'A'.

| Criteria   | Assessment<br>A-application<br>I-interview | Essential | Desirable |
|--|--|-----------|-----------|
| <b>Qualifications and experience</b>   |  |           |           |
| Qualified Teacher Status   | A  | ✓         |           |
| National Professional Qualification for Head Teachers (NPQH) or equivalent   | A  |           | ✓         |
| Postgraduate degree or equivalent  | A  |           | ✓         |
| Able to provide evidence of continual professional development   | A  | ✓         |           |
| Senior Leadership experience as Head, Assistant Head Teacher or Deputy Head Teacher at EYFS, KS1 and/or KS2  | A, I                                       | ✓         |           |
| Able to provide evidence of the ability to acquire and apply new skills successfully and knowledge in a professional context   | I  | ✓         |           |
| <b>Safeguarding</b>  |  |           |           |
| In addition to candidates' ability to perform the duties of the post, the recruitment process will also explore issues relating to safeguarding and promoting the welfare of children including: <ul style="list-style-type: none"> <li>Motivation to work with children and young people.</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.</li> </ul> | A, I                                       | ✓         |           |
| Able to demonstrate commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment  | I  | ✓         |           |
| <b>Shaping the future &amp; managing change</b>  |  |           |           |
| Proven ability to understand and discuss local, national and global trends in Primary Education  | I  | ✓         |           |
| Able to communicate and model vision and values both within and beyond the school  | A  | ✓         |           |
| Experience of successfully initiating, implementing and evaluating change and development  | I  | ✓         |           |
| Understand and practice inclusion so that all have the opportunity to be the best they can be  | I  | ✓         |           |
| Lead change and innovation so that others carry the vision forward. Experience of setting and achieving ambitious, challenging goals and targets   | I  | ✓         |           |
| <b>Leading teaching and learning</b>   |  |           |           |
| Able to demonstrate ability to implement strategies for raising achievement and achieving excellence for pupils, staff and self  | A, I                                       | ✓         |           |
| Experience in using effective models and principles of learning and assessment for learning, informed by research  | I  | ✓         |           |
| Demonstrates understanding of the management of behaviour and attendance   | A, I                                       | ✓         |           |
| Proven ability to lead curriculum design and management  | I  | ✓         |           |
| Able to implement strategies for developing effective teachers to ensure the entitlement of <b>all</b> pupils to effective teaching and learning   | I  | ✓         |           |
| Able to use data (in a variety of forms), benchmarking and feedback to monitor progress in pupils' learning and development to inform personalisation and identify key objectives for the school   | I  | ✓         |           |
| <b>Developing self and working with others</b>   |  |           |           |
| Able to develop interpersonal relationships and models of continuing professional development  | I  | ✓         |           |

|  |      |   |   |
|--|------|---|---|
| Experience of managing and leading change, managing conflict and empowering all stakeholders in the school   | A, I | ✓ |   |
| Able to demonstrate ability to collaborate and network with others with and beyond the school (including the Trust)  | A    | ✓ |   |
| Experience of giving and receiving effective feedback and acting to improve personal performance   | I    | ✓ |   |
| <b>Managing the school</b>   |      |   |   |
| Able to demonstrate working knowledge of the principles and strategies of school improvement and the principals and practice of distributed leadership and accountability    | A, I | ✓ |   |
| Experience of planning and managing projects for implementing change   | A, I | ✓ |   |
| Ability to create policies, though informed decision making, consultation and informed judgements  | A    | ✓ |   |
| Knowledge of strategic financial planning, budgetary management and application of the principles of best value  | I    | ✓ |   |
| Ability to manage a school on a day-to-day basis including delegating management of tasks and monitoring their implementation  | A, I | ✓ |   |
| <b>Securing accountability</b>   |      |   |   |
| Committed to abiding by education frameworks (including governance) and accountability frameworks with particular attention of self-evaluation and multi-agency working      | I    | ✓ |   |
| Experience of working with a range of evidence including performance data and external evaluations to improve aspects of school life, including challenging poor performance | A    | ✓ |   |
| <b>Community</b>   |      |   |   |
| Able to demonstrate political insight and anticipate trends that impact on the whole school community  | A    | ✓ |   |
| Experience of engaging and utilising of the rich and diverse resources within a local community  | A    | ✓ |   |
| Knowledge of the wider community beyond the school and the opportunities it provides for pupils and the school community   | I    |   | ✓ |





## About The Good Shepherd Trust

### Our Vision

**“To be better, together, to ensure an ambitious education for every child in every school every day”**

[The Good Shepherd Trust](#) is a multi-academy Trust within the Diocese of Guildford. We currently have 22 schools, 21 in the primary phases and 1 secondary school. The Trust has implemented school hubs for the purpose of collaboration to improve outcomes for children and is seeking to further streamline and centralise services in order to better support all the schools within the Trust.

Each Trust school is unique. The Trust is committed to celebrating the local context of each school and capitalising upon their strengths to the benefit of the wider Trust. The quality and commitment of our people is at the heart of all we achieve. The Trust values them, develops them, and is an employer of choice.

We are guided by our principles and it is these, along with our vision and values that create the culture of how we work together:



### **Transforming Schools - Transforming Lives In the name of Jesus, the Good Shepherd**

Jesus the Good Shepherd embodies values, which guide our work and relationships, including: **Trust, Love, Courage, Respect, and Integrity**

Our values are lived out by all our people in every aspect of our work, including our behaviours, policies and decision-making.

Educationally our consolidated outcomes (for schools that meet the 3-year criteria for inclusion) across the Trust are in line with national average for MATs and within the Trust community are demonstrated in outstanding, good and improving schools.

The Trustees are ultimately accountable for the performance of the Trust and have a key role in setting the strategic direction and managing risk. The Trustees delegate some responsibilities to Local Committees (LC's).

The Trust has an active central team, based in Guildford, who provide support for school improvement and educational outcomes, safeguarding, governance, admissions, human resource management, finance and much more. There are exciting developments in the pipeline to further develop the central function, which will bring benefit to all our schools.

### **How to Apply:**

Please complete your application form on [MyNewTerm](#)