



**PATHWAY PRIMARY FEDERATION  
HEAD OF SCHOOL – WHITTINGTON CE PRIMARY SCHOOL  
RECRUITMENT PACK**

**Pay Range: Leadership 8 (£61,836) – Leadership 14 (£71,682)**

## **Welcome from the Executive Headteacher**

Thank you for your interest in the role of Head of School at Whittington CE Primary School, part of the Pathway Primary Federation.

This is a unique opportunity to lead a school at the heart of its community, within a Federation that is ambitious, values-driven and deeply committed to enabling all to flourish.

We are looking for a leader who combines warmth and clarity, high standards and humility, and who understands that leadership is both relational and relentlessly focused on improvement.

I warmly encourage you to visit to discuss the role and see our wonderful school in action.

*Mr Carl Rogers*

### **Executive Headteacher**

## **Our Federation**

Pathway Primary Schools enable all to flourish. Guided by our Christian faith, we nurture and challenge every child and adult to grow in wisdom, character and hope.

Our core values at Whittington are: **Courage, Community, Honesty, Quality, and Love.**

## **About Whittington CE Primary School**

Whittington is a Church of England primary school where children are known, valued and supported. Learning is joyful, purposeful and ambitious, and the whole child is nurtured. We are a popular and growing village primary school that has recently expanded to a 1.5 form entry.

## **The Role**

The Head of School is responsible for the day-to-day leadership and management of the school, ensuring high-quality teaching, strong safeguarding and continuous improvement.

## **Key Responsibilities**

- Lead high-quality teaching and learning
- Build a strong, values-driven culture
- Implement strategic priorities
- Ensure safeguarding and inclusion
- Develop staff and leadership capacity
- Build strong community relationships

## **What We Offer**

- A values-driven Federation
- Collaborative leadership structure
- Professional development opportunities
- Strong commitment to staff wellbeing

## **Safeguarding**

Pathway Primary Federation is committed to safeguarding and promoting the welfare of children. All appointments are subject to an enhanced DBS check.

Visits are encouraged at the following times:

Tuesday 5 May @ 1:30pm

Friday 8 May @ 9am

Tuesday 12 May @ 1:30pm

**Closing Date:** Thursday 14 May (midday)

**Shortlisting:** Friday 15 May

**Interview date:** Wednesday 20 May and Thursday 21 May

If unable to make these dates, please contact the school office to see if an alternative can be arranged.

## Job Description

- The Executive Headteacher has the responsibilities of a headteacher  
The Head of School has the responsibilities of a deputy headteacher (as they have headteacher responsibilities delegated to them by the executive head)
- under the direction of the Executive Headteacher, to take full responsibility for the school in terms of leadership and management and child protection issues as appropriate
- provide leadership and management of teaching and learning across the school which enables the school to give every child a high-quality education which promotes the highest possible standards of achievement
- provide an exemplary model of classroom practice
- to make strategic evaluations of teaching and learning matters
- to ensure effective education for all pupils/students
- to ensure the continuous improvement in teaching and learning

*to promote exemplary behaviour and professional people management*

- to work within the framework of national legislation, Federation and Local Authority policies and guidelines
- to develop and maintain high morale and confidence amongst staff, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism and publicly supporting all decisions of the Executive Headteacher and Governing Body.

## Statutory Responsibilities

Head of School is subject to the provision in the School Teachers' Pay and Condition document (STPCD).

A person appointed as Head of School, in addition to carrying out the professional duties of a teacher, including those duties particularly assigned by the Executive Headteacher, must play a major role under the direction of the Executive Headteacher in:

- a) Formulating the aim and objectives of the school;
- b) Establishing the policies through which they are to be achieved
- c) Managing staff and resources to that end;
- d) Monitoring progress towards their achievement;

and undertake any professional duties reasonably delegated by Executive Headteacher.

If the Executive Headteacher is absent from school, the Head of School must undertake their professional duties to the extent required by the Governing Body.

The main statutory teaching duties as outlined in the School Teachers' Pay and Conditions Document (STPCD):

- plan and teach lessons to the classes to which you are assigned to teach within the context of the school's plans, curriculum and schemes of work
- assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- participate in arrangements for preparing pupils for external examinations
- contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- supervise and so far, as practicable teach any pupils where the person timetabled to take the class is not available to do so
- promote the safety and well-being of pupils
- maintain good order and discipline among pupils

- direct and supervise support staff assigned to you and, where appropriate, other teachers.
- contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- deploy resources delegated to you.
- participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff
- participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- communicate with pupils, parents and carers
- collaborate and work with colleagues and other relevant professionals within and beyond the school.

## Key Accountabilities

### 1. Vision for the School and Federation:

Working with the Executive Headteacher and Governing Body to:

- ensure the strategic development is in line with Federation and school vision and values
- motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals
- lead by example providing inspiration and motivation, and embodying for the pupils, staff and governors and parents the vision, purpose and leadership of this Church school
- create and inspire the Christian ethos of this Church school securing its mission statement and an environment for teaching and learning that empowers both staff and pupils/ students to achieve their highest potential.

### 2. Teaching and Learning:

- ensure the monitoring of the quality of teaching and learning and tracking pupils'/ students' achievements including the analysis of performance data in line with the school policy
- ensure every individual child has access to high quality teaching and learning
- play an active role in planning, evaluating and reflecting on school self-evaluation
- ensure a consistent and continuous approach to pupils'/ students' achievement in terms of monitoring, evaluating, benchmarking pupil attainment and tackling underperformance
- create and maintain a Christian environment and code of behaviour that promotes and secures outstanding teaching, effective learning and high standards of achievement, good behaviour and discipline and which enables teachers to meet the standards set out in the professional development framework
- develop a classroom environment and teaching practice which secures effective learning across the breadth of the National Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display and high standards of achievement, behaviour and discipline
- lead by example as a teacher and as a member of the SLT high standards of pupil/student attainment, behaviour and motivation through effective teaching
- share the aims of the school and Federation with staff in promoting a high quality of learning in the classroom
- have an overview of the whole school curriculum, continuing to implement the National Curriculum review

- develop and lead curriculum projects across the school
- take responsibility for the development and monitoring of a curriculum area (s) or whole school curriculum aspect(s) as agreed with the Executive Headteacher
- review long term planning to ensure coverage, progression and a range of learning experiences throughout the school
- take responsibility for the pastoral care of pupils/students, including involvement in when necessary.
- co-ordinate and oversee the organisation of out of school learning activities
- liaise closely with all staff to ensure continuity and progression across the age and ability range
- monitor the standards of behaviour and achievement within their year group and across the key stage
- set appropriate expectations for staff and pupils in relation to standards of pupil's' achievements and the quality of teaching, establishing clear targets for improving and sustaining pupils' achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines
- planning, teaching, assessing subject areas taught, reporting and taking part in the writing of annual reports to parents
- liaise with and between pupil, families, staff and outside agencies as appropriate to support learning and personal wellbeing.

### **3. Managing and Leading:**

- assume responsibility for the management of the school in the absence of the Executive Headteacher
- contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan
- attend SLT meetings as required, and report back to staff when necessary
- establish good relationships, encourage good working practices and support and lead teachers
- plan, organise and chair team and staff meetings as appropriate
- provide timetables for Key Stage(s) @ and support staff as well as rotas for duties and use of resources
- liaise with SLT in planning the School Calendar
- monitor and review related policies, prospectus entries and pupil records with staff and Governors
- in liaison with SENCO, motivate and include support staff in all school initiatives
- liaise with teaching assistants and outside agencies
- liaise with the Governors when appropriate, to facilitate their overview of school management
- attend and participate in open/parent evenings.
- uphold and promote the school's behaviour code and uniform regulations
- maintain effective and efficient management and organisation of the accommodation and resources of the school
- establish and maintain Handbooks for staff, supply teachers, student teachers, work experience students, parents and volunteers
- consult as appropriate with staff, pupil/students and parents/carers
- lead groups of staff in development activities, delegate appropriately and evaluate outcomes

Working with the Executive Headteacher to:

- translate the agreed strategic vision into agreed objectives and operational plans
- use the school and Federation structure to maximise and deploy resources and expertise to raise achievement across the school/ academy trust/ federation
- provide a clear direction for the development of the school
- establish core values of the leadership team and their practical expression
- support on a day to day basis the management and control of the school in carrying out their duties
- encourage and motivate all stakeholders in their commitment to the school's Christian ethos and aims, ensuring long, medium and short-term objectives and targets which secure the educational success of the school
- oversee all aspects of the school organisation and management, including preparing agendas and chairing meetings to ensure that school policies and practices are being delivered

- evidence-based improvement plans and policies are in place and that continuous school improvement is promoted
- review, implement, develop and monitor whole school policies which promote the school's values, aims and objectives
- review communication and implementation of school policies and procedures to support excellent student behaviour and positive relationships within school; provide direct assistance to staff in sustaining these
- prepare the SEF prioritising key action points for the school development plan
- support the creation and implementation of the school development plan within the national and local context and to take responsibility for appropriately delegated aspects of it
- use a range of data sources to set realistic yet challenging targets for pupils/students, analysing outcomes for individuals and groups; using this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan
- demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact on pupils'/ students' outcomes
- manage and organise relevant groupings of pupils/ students to ensure effective teaching and learning takes place and that pupils' /students' personal development needs are met
- ensure that parents are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement
- make the best use of technologies to support the run of the school and the effectiveness of staff and pupil priorities
- ensure the school's human, financial and physical resources are effectively managed
- establish priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money
- support the establishment of priorities for expenditure across the whole school and within areas
- manage the security and effective supervision of the school buildings, their contents and the school grounds
- ensure the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure all staff have a clear understanding of their roles and responsibilities and who are able and willing to contribute to the Christian ethos of the school
- ensure the leadership of the school by recognising the unique contribution of all staff as individuals, valued and loved by God
- ensure staff are recruited, retained and staff are appropriately deployed
- maximise the contribution of staff to improve the quality of education provided and standards achieved and ensuring that constructive working relationships are formed between staff and children
- develop positive working relationships with and between all staff and provide and sustain motivation
- implement the school's appraisal policies.

#### **4. Development of Others and Self-development:**

- ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development
- ensure the spiritual, moral, social and cultural development of pupils/ students and their personal and health education within a Christian context
- support curriculum co-ordinators within the context of school policies in relation to working practices and relationships to be fostered with pupils/ students, including those relating to behaviour, discipline and attitude
- sustain effective, positive relationships with all staff, pupils, parents and governors and the local community.
- manage and develop effective working relationships with Executive Headteacher and senior managers in the school
- guide, support and evaluate the work of staff who are line managed by helping them to be at their best
- develop and coach middle leadership skills

- ensure that staff are consistently supported to be at their best by contributing to induction, to continuing professional development and appraisal
- to deal promptly and effectively with any poor performance of staff, teams or pupils
- promote and maintain a culture of high expectations for self and others
- undertake staff induction, professional development and performance review for @ teams of staff to meet personal and professional targets
- regularly review own practice, set personal targets and take responsibility for own development
- be proactive in participation in school- based INSET and meetings and externally provided CPD opportunities
- manage the school's CPD programme, including monitoring and reporting on the impact of CPD across the school
- participate positively in the review of own performance; accept guidance, identify how to contribute personally to raising achievement further, and act upon it
- participate in training as directed by the Executive Headteacher and/or governing body

Working with the Executive Headteacher and Governing Body to:

- ensure support and training during the induction of ECTs, student teachers, supply teachers including the provision of in-service training (INSET)
- shape the current and future quality of teaching profession through high quality training and sustained professional development for all staff
- lead the professional development of all staff through example, coaching peer support and target setting
- maintain the audit of staffs' development and training needs and the provision of effective INSET training
- ensure the development of, and maintain effective strategies and procedures for staff induction, professional development and performance review
- identify emerging talents, coaching current and inspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

## **5. Strengthening the School and Community:**

- create and promote positive changes for challenging prejudice
- ensure a range of community-based learning experiences
- collaborate with other agencies to secure pupil and community needs are met
- use the school and federation to promote extended service and work with other partners
- develop links with other schools, educational institutions and the wider community, including business and industry, to enhance teaching and learning and pupils' /students' personal development
- develop links with other Governors, LEAs and neighbouring schools
- maintain strong partnership with parents to support and improve pupils'/students' achievement and personal development
- develop close working relationships with partner schools and other educational partnership
- further strengthen links with partner primary and secondary schools and the Church.

## **6. Securing Accountability:**

Working with the Executive Headteacher to:

- ensure that statutory responsibilities are met; put systems and policies into action, monitor effectiveness and contribute to reports, especially in relation to external requirements such as for Ofsted
- develop procedures for self-evaluation, identify improvements, celebrate success, challenge underperformance and take responsibility for outcomes
- ensure staff accountabilities are defined recorded and understood

- ensure that all school policies, systems, organisation and processes including health & safety responsibilities, are well considered, meet legal and statutory requirements, secure best practice are fit for purpose
- enable the Governing Body to meet their statutory responsibilities.

## **7. Safeguarding:**

- act as a Designated Senior Leader (DSL) in issues in Child Protection and safeguarding, maintain up to date knowledge and acting in accordance with school/local authority and statutory legislation
- take responsibility for understanding and following school safe guarding policies and procedures
- take responsibility for keeping up to date about national safeguarding requirements
- manage child protection referrals in liaison with the Executive Headteacher and designated Governor
- lead related staff training and ensure documentation and procedures reflect current legislation and best practice
- maintain the register of Looked After Children in liaison with the Executive Headteacher and Designated Governor
- update staff on a 'need to know' basis
- ensure appropriate Child Protection Plans are developed and regularly reviewed the detail and monitor achievement
- in liaison with the Executive Headteacher monitor and report e-safety alerts to the Governing body as E-Safety Officer working with ICT Manager, parents and other agencies where appropriate.

## **8. Data Protection**

Working with the Executive Headteacher to:

- ensure compliance of the data protection legislation including the General Data Protection Regulations (GDPR) by ensuring policy and procedure is in place and this is enforced.
- ensure a Data Protection Officer (DPO) is appointed and suitably trained to support the school and Federation with data protection obligations
- ensure the monitoring and analysis of data systems and information including completion of data protection impact assessments.

## **9. Other duties**

Any other duties that the Executive Headteacher and Governing body feel are commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

This job description is subject to review by the Executive Headteacher and Governing Body in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

## **Person Specification**

*Head of School – Whittington CE Primary School*

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### **Qualifications and Professional Development**

#### **Essential:**

- Qualified Teacher Status (QTS)
- Significant leadership experience at Assistant/Deputy Head level or above
- Evidence of sustained professional development
- Evidence of impact through leadership development or training

#### **Desirable:**

- NPQH (or working towards)
  - NPQSL / NPQEL or equivalent
  - Higher degree in education, leadership or management
  - Experience of leading professional development across a school or partnership
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### **Leadership Experience and Impact**

#### **Essential:**

- Proven track record of improving outcomes for pupils
- Experience of contributing to or leading successful Ofsted outcomes
- Experience of leading and developing high-performing teams
- Ability to hold staff to account while maintaining positive relationships
- Experience of implementing school improvement priorities successfully

#### **Desirable:**

- Experience of leading improvement across more than one setting
- Experience of inspection at Good or Outstanding level
- Experience within a Federation or MAT structure
- Experience of leading whole-school change
- Experience of writing or leading SEF and School Development Plans

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## **Teaching, Learning and Curriculum**

### **Essential:**

- Strong understanding of high-quality teaching and learning in a primary context
- Proven ability to monitor, evaluate and improve teaching
- Secure understanding of assessment, tracking and pupil progress
- Ability to analyse data and use it to drive improvement
- Credibility as an excellent classroom practitioner

### **Desirable:**

- Experience of leading curriculum design
- Experience of leading subject or whole-school curriculum areas
- Experience of moderation, including EYFS
- Experience of improving outcomes for disadvantaged pupils
- Evidence of research-informed or innovative practice

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## **Safeguarding, Inclusion and Pastoral Care**

### **Essential:**

- Strong understanding of safeguarding requirements and statutory duties
- Proven commitment to inclusion and meeting the needs of all pupils
- Experience of supporting vulnerable pupils and families
- Ability to promote high standards of behaviour
- Commitment to a relational approach to behaviour and care

### **Desirable:**

- DSL or Deputy DSL experience
  - Experience of leading SEND provision
  - Experience of working with external agencies
  - Experience of embedding whole-school behaviour approaches
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## **Strategic Leadership and School Improvement**

### **Essential:**

- Ability to translate vision into clear operational plans
- Experience of contributing to school self-evaluation and improvement planning
- Strong organisational and prioritisation skills
- Ability to manage resources effectively to support improvement

### **Desirable:**

- Experience of leading strategic initiatives across a school
  - Experience of contributing to Federation-wide priorities
  - Experience of leading whole-school systems (assessment, behaviour, curriculum)
  - Financial awareness and budget oversight
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## **People Leadership and Professional Development**

### **Essential:**

- Ability to inspire, motivate and develop staff
- Experience of performance management and appraisal
- Ability to build strong, trusting relationships across a team
- Commitment to staff wellbeing and workload

### **Desirable:**

- Coaching or mentoring qualification
  - Experience of leading CPD programmes
  - Experience of talent development and succession planning
  - Experience of leading wellbeing initiatives
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## **Communication and Partnership**

### **Essential:**

- Excellent written and verbal communication skills
- Ability to build strong relationships with parents and the wider community

- Ability to work collaboratively across a Federation
- Professional credibility with a wide range of stakeholders

**Desirable:**

- Experience of working strategically with governors
  - Experience within a Church school context
  - Experience of community partnership development
  - Experience of managing challenging conversations effectively
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**Personal Qualities**

**Essential:**

- High expectations for all pupils and staff
- Integrity, professionalism and discretion
- Emotional intelligence and resilience
- Ability to remain calm and decisive under pressure
- Commitment to continuous improvement and reflection
- Alignment with the Federation's Christian vision and values
- Commitment to enabling all to flourish

**Desirable:**

- Experience of working within a Church of England school
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**Key Leadership Behaviours**

- Leads with clarity, warmth and consistency
- Demonstrates moral purpose and commitment to children
- Thinks strategically while delivering operationally
- Holds self and others to high standards
- Is visible, calm and confident in daily leadership