



Headteacher Recruitment Pack



Thank you for showing an interest in working with us in our wonderful school.

Contents

- Letter from Governors
- Our School
- Working with Others
- The children's comments
- The staff's comments
- Job Description
- Person Specification

Contract detail: A permanent contract commencing September 2025.

Salary Information: Leadership L7 - L14.

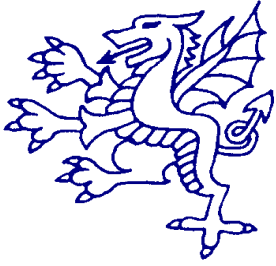
Applicants are welcome to visit the school which we would strongly recommend. Please contact Sara Elston, the Finance Officer, at admin@horningsham.wilts.sch.uk to arrange a visit. If you would like to discuss the role further or have any questions, please contact the Chair of Governors at s.storror@horningsham.wilts.sch.uk

Safeguarding Statement

Horningsham Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.

Safer Recruitment Statement

Horningsham Primary School is committed to safer recruitment and will follow all relevant safer recruitment processes for our school, including relevant sections in Part 3 of Keeping Children Safe in Education (2024).



Horningsham Primary School

Church Street, Horningsham, Nr WARMINSTER, Wiltshire, BA12
7LW

Tel: 01985 844342 email: admin@horningsham.wilts.sch.uk

January 2025

Dear Prospective Applicant

On behalf of our Governing Body, I would like to thank you for taking the time to consider applying for the role of Head Teacher at Horningsham Primary School.

We are a flourishing rural primary school on the Longleat Estate with an excellent record of academic achievement, enhanced by the availability of a wide range of educational experiences, many developed in partnership with Longleat.

Our children are always at the forefront of the decision-making process at Horningsham. We ensure that they can thrive, be happy and healthy, feel safe, and valued, as well as developing good attitudes to behaviour and learning. We have high expectations and ignite a passion for life-long learning, enabling our children to be confident, aspirational and creative.

We have a highly committed, hard-working and enthusiastic staff who have nurtured and developed a successful community school with a strong family feel.

We are looking for a Headteacher who can work with governors and the local community to build on our successes while inspiring us to improve further to ensure that we continue to provide the very best for our children and families.

Please arrange a visit and see for yourself what makes Horningsham such a special place.

We look forward to seeing you and receiving your application.

Stephanie Storrar

Stephanie Storrar
Chair of Governors

Horningsham Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our School

We are a successful, community school with a strong family feel. We nurture and inspire everyone in our community to be the best they can be. With strong traditional values and high expectations, we ignite a passion for life-long learning and enable our children to be confident, aspirational and creative learners.

The main building houses the hall (used for assemblies, lunchtime and PE sessions), classroom, small office, serving kitchen and toilets. Adjoining is the School House building that has a dedicated ELSA space and an additional small teaching area with offices upstairs. Two further classrooms, one with a covered outdoor Early Years area and toilets, are located down a short slope in a separate mobile building.

The grounds are very attractive and provide opportunities for both play and outdoor learning. There is a grassed area, hard surface playground, adventure playground, 'The Magic Wood', pond, 'Secret Garden' and orchard. The school also makes use of the village hall and playing field for performances, sports and other events. Horningsham Primary School is arranged over multiple levels.



Before and after school clubs

We offer a variety of after school clubs, bespoke clubs (Nessy and Year 6 Prep) and our PE external provider also runs a breakfast club each morning.

Class Structure

The school is divided into three mixed aged classes:

- Robins – Reception and Year 1
- Woodpeckers – Year 2 and Year 3
- Owls – Year 4, Year 5 and Year 6

As a small school we are proud to have achieved accreditation for a number of awards.



Artsmark
Platinum Award
Awarded by Arts
Council England



Working with others

Horningsham School was originally opened 180 years ago and had half the number of children it has now. Its build was instigated by the 3rd Marchioness of Bath. The school continues to have strong links with Longleat. We are fortunate to be able to take advantage of having a safari park and stately home on our doorstep and try to visit as much as possible. Longleat work closely with the school on projects and different opportunities for the school community. Most recently the children have partnered with the forestry team to grow acorns and plant trees to leave a lasting legacy, and at Christmas the children were involved with decorating some of the trees in Longleat House.

Compass Group

Our school works in partnership with five other local schools. Together we have formed the Compass Group to support and challenge each other to maximise outcomes for all. The schools have worked closely together to form their own core principles and priorities to develop opportunities and learning for our children, staff and communities.



'Leaders have very high expectations and pupils respect these. Pupils engage enthusiastically with their learning and there are no low-level disruptions.'

Ofsted November 2021

What would we like a headteacher to be?

The children said...

enthusiastic
and
trustworthy

organised,
sensible and
responsible

fond of
dressing up
and books

supportive, kind
and happy

committed to
our school for
a long time

a good listener,
able to chat
with children

someone who
understands
the importance
of knowing
children well

someone who
likes children
and who will
listen to them

adventurous
and willing to
take on
anything

caring and
funny with a
sense of
humour

strict enough
but not too
strict

someone who
is careful with
their words and
shows respect

someone who
cares, listens
and puts the
children first

someone who
listens to other
people and not
just themselves

The staff said...

approachable,
kind and
understanding

someone who
has great vision
and is forward
thinking

someone who
values
professional
development

someone who can
offer expertise that
would contribute to
the school

good at
communication

someone who
cares, listens
and puts the
children first

someone who
gives
constructive
feedback

kind, open, and
honest

someone who
values the well-
being of staff

someone who is
compassionate
and has a sense
of humour

someone who is
happy to pitch in

Job Description

The Headteacher will provide professional leadership for the school to secure its success and improvement. By working with the governing body, motivating, and supporting all staff and managing the day-to-day operation of the school, they will ensure that all our pupils benefit from high quality education and achieve high standards.

The Headteacher will be responsible for:

A –Shaping the future

- Ensure the vision for the school is clearly articulated, shared, understood, and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement. Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation, and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning takes account of diversity, values and experience of the school and community at large.

B –Leading teaching and learning

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive, and effective approaches to learning and teaching.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies which ensure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

C –Developing self and working with others

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development, and performance review.
- Ensure effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.
- Maintain a culture of high expectation for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets, and take responsibility for own personal development.
- Manage own workload and that of others to achieve an appropriate work/life balance.

D –Managing the organisation

- Create an organisational structure which reflects the school's values and enables the management systems, structures, and processes to work effectively in line with legal requirements.
- Produce and implement clear evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies, and initiatives.
- Manage the school's financial and human resources effectively and efficiently.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
- Implement successful performance management processes with all staff.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality, and use of all available resources is monitored, evaluated and reviewed and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.
- Work with Governors to manage the implementation of the pay policy.

E –Securing accountability

- Fulfil commitment arising from contractual accountability to the governing body
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors and parents.
- Reflect on personal contributions to school achievement and take account of feedback from others.

F –Strengthening community

- Co-operate and work with relevant agencies to protect children.
- Further develop a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, members of the local community, businesses and other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other school and promoting innovative initiatives.



Horningsham Primary School Headteacher Person Specification

The Person Specification is developed in accordance with the Teachers' Pay and Conditions Act and are built upon The Headteachers' Standards (2020) and the Teachers' Standards (2011) and school specific expectations and responsibilities.

	Essential	Desirable
Qualifications	<p>Qualified teacher status. Educated to degree level or equivalent. Recent and relevant in-service professional development particularly relating to school leadership curriculum development and safeguarding in preparation for this post.</p>	<ol style="list-style-type: none"> i. Postgraduate qualification ii. NPQH or evidence of working towards this qualification
Experience <i>Recent and successful experience of:</i>	<ol style="list-style-type: none"> 1) Strategic leadership and management experience in a primary school, in a senior role, with knowledge of all key stages. 2) Whole school self-evaluation and development planning. 3) Identifying areas of concern, planning interventions and ensuring these actions have a positive impact on attainment and pupil progress and reflect the uniqueness of the individual. 4) Positive behaviour management to ensure an effective learning environment so that behaviour and attendance are outstanding. 5) Promoting inclusive practice to support all pupils including disadvantaged learners, vulnerable pupils, those with Special Educational Needs/Disabilities and potential High Achievers. 6) Working effectively as a member of a team (leader and player). 7) Working in partnership with parents. 8) Understanding of setting and managing a delegated budget to support school improvement. 	<ol style="list-style-type: none"> i. Current DSL (Designated Safeguarding Lead) or DDSL (Deputy). ii. Current safer recruitment training. iii. Working in partnership with other agencies for the well-being of all pupils and their families. iv. Leading the development of a school curriculum demonstrating progression of skills in each subject and clear intent implementation and impact. v. Experience of working in close collaboration with Governors and other internal and external stakeholders.
Understanding <i>Demonstrates:</i>	<ol style="list-style-type: none"> 1) Understanding of the Headteacher's responsibilities and accountability to pupils, parents, governors, the Local Authority, and the wider community. 2) Knowledge of current OFSTED framework and processes. 3) Understanding of the issues specific to small rural schools with mixed age classes. 4) Understanding, ability and commitment to develop the character of the school as expressed through its vision, values and ethos. 5) A clear understanding of quality first teaching, developing leadership in others; sustaining school improvement through coaching and motivating staff, who flourish under compassionate leadership. 	<ol style="list-style-type: none"> i. Has worked collaboratively with other schools, developing networks and partnerships for the benefit of all parties.

	6) An understanding of the range of data available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents /carers.	
Knowledge <i>Demonstrates</i>	<ol style="list-style-type: none"> 1) Confidence and ability to lead inspirational collective worship that reflects the identity of our school. 2) Commitment to support, maintain and develop the ethos, vision and values of the school and demonstrate them in everyday work and practice. 3) Effective use of data analysis and evaluation skills to set targets and identify weaknesses and strengths. 	
Skills <i>Ability:</i>	<ol style="list-style-type: none"> 1) To lead, inspiring confidence and enthusiasm in others and acting as a role model for learning. 2) To lead, motivate and enable all staff to carry out their roles to the highest standards through both performance management and continuing professional development. 3) To support the development of all subject leaders in developing curriculum content planning and assessment and monitoring delivery and pupil progress. 4) To be a good listener and use excellent communication skills, written and spoken and to build effective communication with members of the school and wider community. 5) To evaluate and improve learning through the delivery of an exciting, creative and inclusive curriculum, outstanding teaching, innovation and the use of appropriate technologies and initiatives to raise standards and achieve excellence. 6) To have good levels of IT skills and understanding of school IT systems. 	
Personal Attributes	<ol style="list-style-type: none"> 1) Inspirational-The ability to articulate their educational philosophy and inspire trust and commitment from the whole school and the wider community. 2) Ambitious-Has high and realistic expectations of teaching and learning and ensures that all children are able to thrive and succeed. 3) Passion and ability to motivate and work with others to create a shared culture and positive climate. 4) Caring - Strength in supporting well-being- mental and physical health. 5) Nurturing-Friendly, supportive, kind, compassionate, approachable, fun, fair and respectful. 	