

Wellfield Infant and Nursery School
Headteacher Application Pack
January 2025



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Cover letter from the joint chairs of WINS governing body.

January 2025

Dear Applicant

Thank you for your show of interest in this exciting post of Headteacher at Wellfield Infant and Nursery School (WINS). We hope that the related application pack will provide you with the information that you need to make a full and informed application.

The vacancy has arisen due to the upcoming retirement of our current Headteacher, Ms Cathy Graham. This post will offer the right candidate a rewarding and stimulating senior leadership position leading all aspects of a successful and dynamic infant and nursery school. At WINS we recognise that representation is extremely important in creating a sense of belonging and promoting an inclusive school community and we are cognisant of what diversity of people, identities and culture bring to our school. As such we welcome applications from individuals from all backgrounds.

The governing board are looking to appoint a candidate who can demonstrate strong leadership skills while having a keen understanding of both Early Years Foundation Stage (EYFS) and the Key Stage 1 curriculum. The successful candidate should have knowledge of working with young children with Special Educational Needs and Disabilities (SEND). The school has a small specialist class for children with Autistic Spectrum Disorder (ASD) and/ or Social Communication Disorder (SCD) so having relevant experience to support the team will be important.

The information pack will offer you an insight into our school values and our approach to the care and education of our pupils and has links to the school's website www.wellfieldinfants.com and other platforms which will offer you further information about our delightful school. Further specific information about the post will be further detailed in the job description and person specification.

We would like to encourage those interested in the post to take the opportunity to visit the school in advance of making their application on one of the following days, Wednesday 22nd January at either 1.30pm or 4.15pm or on Thursday 23rd January at 10.45am where interested applicants will be offered a guided tour of the school. Please contact the school on either 0161 962 1828 or email our school business manager, Mrs Laura Julian Ljulian@wellfieldinfants.com

To conclude, the school is committed to following the safer recruitment process and all measures will be taken to ensure safeguarding protocol is adhered to including social media checks. The closing date for the application to be received will be Monday 24th February at 9am. All applications should be sent to Jane Bryan, Trafford LA School Improvement Advisor- jane.bryan@trafford.gov.uk

We wish you all the best.

Yours faithfully



Dr Nicky Martins
Joint Chair of Governors



Mrs Clare Gosling
Joint Chair of Governors

Wellfield Infant and Nursery School

Information Pack



Winter play on the school playing field.

Our school context

Our lovely school was established just over 50 years ago in the heart of Ashton on Mersey Village in Sale, Trafford. Outcomes for pupils at Wellfield Infants are strong compared to their starting points and the school has been graded as Outstanding in all areas by Ofsted in the school's last two inspections, the most recent of which was in March 2023. We currently have 214 pupils in the school.

For more information about our results and to access our Ofsted report please use this link:

<https://www.wellfieldinfants.com/ofsted-and-performance-data/>

Originally set in a small schoolhouse nearby, the school now sits at one end of the site that is shared with our partner school, Wellfield Junior School. The infant and junior schools run as two separate schools with their own leadership and staff teams. Together they enjoy a large site which includes space for several football pitches, a shared allotment and a grassy area with fruit trees used as our Forest School area for the infant school. The main building at the infant school has access to two playgrounds, (one of which doubles up as the Reception outdoor provision), and a sheltered play area known as Charlie's Place. The two classroom Nursery is in a separate building with its own enclosed outdoor area.



Playing in the Forest School area.



Charlie's Place.



'Fire circle' in the Forest School area.



Tunnel in the Forest School area.

The infant and junior schools enjoy a positive partnership with one another and the Headteachers and Deputy Headteachers meet on a regular basis. The Subject Leads from both schools worked together when last developing their curriculum documents so they could ensure curriculum alignment. Further opportunities are planned for this collaboration to continue. Senior leaders and subject leads also look for opportunities to plan for shared activities across both schools for the pupils, such as for Science Week and on World Book Day. The ECO Warrior teams from both schools have also shared some joint activities including local litter picks and a trip to a recycling plant.



Learning in science.



Eco warriors out and about in Ashton Park.



World book day.

The following figures exclude our Nursery pupils:

- The % of pupils with SEND support is 15.4%
- The % of pupils with an EHCP is 9.7%, this is above the national average of 4.8%
- The % of FSM pupils is 8.5%
- The % of EAL pupils is 7.4%

Our school values

At WINS we aim for our whole school community to embrace our four core values. These are Care, Respect, Learn and Succeed. We share our four core values with Wellfield Junior School. Throughout the year these values are shared with the children in assemblies and PSHE lessons as well as being referred to and celebrated by our staff team throughout the day. We maximise opportunities to demonstrate to the children how these values can look in practice, how they can be worked on together as well as individually and how they are linked to one another. The chart below gives an overview of the key elements we cover with the children in relation to our school values.

 CARE	 RESPECT	 LEARN	 SUCCEED
Keep yourself and others safe Ask for help Be kind Make the right choices Be responsible for your actions - Make things better when things go wrong Consider other people's views and feelings Care about the world around us	Show respect to everyone Celebrate our differences Stand up for what is right Be a good role model Include others Use kind words Use good manners Respect others' ideas and opinions	Always work hard Be confident to share ideas and opinions Be independent Be interested and curious Be willing to share your ideas Be an active listener Get involved Play your part and support other people Embrace every opportunity to learn	Believe in yourself Aim high Be willing to have a go at new things Know that you can learn from mistakes Keep going when things get tricky – don't give up Be willing to take risks Celebrate your achievements and other people's

All members of our community, including staff and governors are committed to celebrating diversity and creating an inclusive environment that promotes equality and respect for others and provides the best outcomes for all. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils in school, ensuring there is equality of access and making sure we are celebrating and valuing the heritage and strengths of the school community. We believe that equality at our school should permeate all aspects of school life, and it is the responsibility of every member of the school and wider community. We strive to ensure that every member of the school community feels safe, secure, valued and of equal worth.

To find out more about our school vision and values and to access our Diversity, Equality and Inclusion statement please use this link to the relevant page of our school website:

<https://www.wellfieldinfants.com/our-vision-and-values/>

Supporting children's safety, well-being and social development

The school has robust safeguarding policies and procedures in place and the senior leadership team are extremely well supported by our Safeguarding Governor, Mrs Tracy London, who previously worked for Greater Manchester Police in their Child Protection Unit. All staff, including our casual staff, receive regular training around safeguarding and we also provide positive handling training for staff which is delivered by the team from Delamere Special School.

As educators of very young children, we recognise our role in teaching them to manage their feelings and behaviour and develop empathy towards others. Our Relationships and Behaviour Policy outlines our approach to supporting our pupils' social and emotional development, such as our use of restorative practice and teaching of the Zones of Regulation.

To access our policies please use the link below:

<https://www.wellfieldinfants.com/policies/>

For more information about what support and advice we offer for children and their families in relation to their well being please use this link:

<https://www.wellfieldinfants.com/supporting-childrens-families-emotional-wellbeing/>

Our staff team

At WINS we are very lucky to have a well-established, highly knowledgeable and experienced team of staff. Many of our teachers and teaching assistants have worked at the school for more than 10 years. We are extremely proud to also have several teaching assistants who started here as parent helpers. We have helped to encourage them to sign up for NPQ courses and mentored them through their career journey to the point where they have gained their qualifications with flying colours and come back to join our team.

Our school's Senior Leadership Team is made up of the Headteacher, Deputy Headteacher (also our Key Stage One Lead), our EYFS Lead, our SENDCo and the School Business Manager. We also have a part time Site Manager who is responsible for overseeing the maintenance, safety and security of the site.

Our middle leaders include our English Lead who teaches in Key Stage 1 and two HLTAs – one of whom is our Assistant SENDCo covering the EYFS and the other who has extra responsibility for supervising our midday assistants, mentors our students, and supports the out of school club management team.

To find out more about our school team please use the link below:

<https://www.wellfieldinfants.com/whos-who/>

For the last few years, the school has run its own out of school provision, known as Wishing Well. The club team has a manager and two deputy managers.

To find out more about our out of school club team please use this link:

<https://www.wellfieldinfants.com/meet-the-team/>

The Governing Body and Leadership Team are strongly committed to providing effective, high quality ongoing professional development for the team at all levels. Where appropriate we join with other schools, including the junior school, to share the cost of INSET activities and training. We also look for training opportunities on offer through the local Teaching School Hub, Maths Hub, the EY Stronger Practice Hub and reputable training consultants as well as the Local Authority.

In addition to this, we recognise the benefits of sharing our ideas, experience and practice with others and engaging with peer-to-peer support across different schools and settings. Our staff are offered regular opportunities to visit other schools and settings, and we regularly invite people into our school to view the environment and share our practice. Several of our staff have also provided school-to-school advisory support and training. For more information about this work please go to the following link:

<https://www.wellfieldinfants.com/training-and-school-to-school-support/>

Our governing body

We are extremely lucky to have a highly committed Governing Body, all of whom are strong supporters of our inclusive, child-centred and aspirational approach to the curriculum. The governors come with a range of experience in different fields, and they provide effective support and challenge for the leadership team.

We currently have two governors sharing the Chair of Governors role. These are Dr Nicky Martins, who has a background in secondary education, and Ms Clare Gosling, who has a background in finance. Our Vice Chair of Governors, Mr David Moodie, has a background in business consultancy.



Like several of our governors, all three of these governors have children who have previously attended our school.

To find out more about our Governing Body please use the link to this page of our website:

<https://www.wellfieldinfants.com/meet-the-governors-1/>

Our school environment

WINS is a 2-form entry school infant school, (Reception to Year 2), with a small specialist class for pupils with ASD/SCD. All admissions for the mainstream classes are managed through the Trafford Local Authority admissions route. The small specialist class is for 8 pupils, and this is a mixed age provision for children from Reception, Year 1 and Year 2. This classroom is situated in the main school building. It has a sensory room that can be accessed by other children too and a small outdoor space directly outside. Each of the pupils in our SSC have individualised timetables that include opportunities for them to integrate with children from other classes. All admissions to this class are determined by a SEND panel at Trafford and all these pupils must have an EHCP in place.



'Pupils relish all the opportunities that each day brings.' Ofsted, March 2023

As well as being renowned for its specialist class, the school has a strong reputation locally in respect of its provision for children with SEND across the school in general. Our SENDCo and Assistant SENDCo have both worked in special schools previously and they offer a wealth of knowledge and experience which they share with the wider team. This helps us to ensure that all children with SEND have the right support and that they can access an appropriately adapted and ambitious curriculum.

The mainstream environment is made up of open plan bays for each year group. At WINS we recognise the benefits of offering a play based 'hands on' curriculum that goes beyond the EYFS. Our curriculum approach allows for a balance of child led and adult directed activities within a richly resourced environment. The Reception and Year 1 bays are organised into areas of provision which include continuous provision resources. Additional resources are added to the areas across the year to help us to address any knowledge or skills we need to target, and we also add resources to complement and enhance our topics.

In Reception and Year 1 we have separate spaces off the side of the classroom bays for whole class or small group work. As well as creating a rich learning environment indoors we try to make the best use of our extensive school grounds and local area to support our curriculum offer for all pupils.

The club has its own section on our school website. More information about the club team and the activities on offer can be found there.

<https://www.wellfieldinfants.com/topic/wishing-well-out-of-school-club>

Our PTA and community links

We are extremely lucky to have such supportive families around us and we have a dedicated PTA who have helped us to raise funds towards some large projects over the years. These have included generous donations towards our outdoor classroom, playground equipment, the veranda on the Reception playground and our sensory room.

We also have a long-standing link with 'Intergen', a charity that helps to place older people in schools as volunteers. The volunteers help with a variety of activities including hearing readers and supervising art sessions. <https://www.intergen-trafford.org.uk/>

Our school has had an international link for over 10 years with Nawa Asha Griha (the Home of New Hopes, NAG) in Kathmandu, Nepal. Our school sponsors Mukti, now a teenager, to help to pay for her care and education at the home. Ann Preston, a friend of the current Headteacher, has been visiting NAG for over 25 years to support the team and train their teachers. Ann visits our school from time to time to carry out assemblies and class visits to tell the children about Mukti and the other children and young people at NAG.

To find out more about our school please go to our website:

www.wellfieldinfants.com

Also, take a look at our school Facebook page:

https://www.facebook.com/wellfieldinfants/?locale=en_GB

Wellfield Infant and Nursery School

Job Description



Wellfield Infant and Nursery School- Job Description

This job description reflects the Headteachers' Standards (2020). These standards are built upon the Teaching Standards (2011) which apply to all teachers, including Headteachers. The appointment is subject to the current conditions of employment of Headteachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher of Wellfield Infant and Nursery School shall consult, where appropriate, with Trafford Local Authority, the Governing Body, the staff of the school, its pupils and the parents and carers of its pupils.

A. The Core Purpose of the Headteacher

The Headteacher is the prime mover in creating and inspiring the ethos and core values of Wellfield Infant and Nursery School, securing its mission statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential. The core purpose of our Headteacher is to provide professional leadership and management for the school within the context of Trafford Local Authority. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success our Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils. The Headteacher is the leading professional in the school. Accountable to the Governing Body, our Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school. The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, our Headteacher plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally. Drawing on the support provided by members of the school community, our Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Three Domains of Headship

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of the Headteacher at Wellfield Infant and Nursery School. It consists of statements that define the behaviour and attitudes which should be expected of Headteachers. The

standards in section C cover interlinked domains of the Headteacher's role all underpinned by the governance and accountability domain.

Culture and ethos

- school culture
- behaviour
- professional development

Curriculum and teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Organisational effectiveness

- organisational management
- school improvement
- working in partnership

C. Ethics and Professional Conduct

The Headteacher of Wellfield Infant and Nursery School is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the Seven Principles of Public Life at all times.

Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, the Headteacher of Wellfield Infant and Nursery School will:

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- 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, pupils' vulnerability or might lead pupils to break the law

As leader of our school community and profession, our Headteacher will:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

D. Headteachers' Standards

1. School culture

The Headteacher of Wellfield Infant and Nursery School will:

- establish 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 pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils 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
- ensure a culture of high staff professionalism

2. Teaching

The Headteacher of Wellfield Infant and Nursery School will:

- 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 which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

The Headteacher of Wellfield Infant and Nursery School will:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence informed approaches to reading, particularly the use of systematic synthetic phonics
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

The Headteacher of Wellfield Infant and Nursery School will:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

The Headteacher of Wellfield Infant and Nursery School will:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils 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 special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

The Headteacher of Wellfield Infant and Nursery School will:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

The Headteacher of Wellfield Infant and Nursery School will:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

The Headteacher of Wellfield Infant and Nursery School will:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

The Headteacher of Wellfield Infant and Nursery School will:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community including Wellfield Junior School
- commit their school to work 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

10. Governance and accountability

The Headteacher of Wellfield Infant and Nursery School will:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers. The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

Wellfield Infant and Nursery School

Person Specification



Wellfield Infant and Nursery School- Person Specification

The applicant will be required to safeguard and promote the welfare of children and young people. Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the selection panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The selection panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form (A), supporting statement, information gathered during the interview process (I), certificate checking (CC) and references (R).

A. Qualifications

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	✓		A/CC
Degree	✓		A/CC
NPQH or equivalent		✓	A/CC

B. Professional Development

	Essential	Desirable	Source
Evidence of recent and appropriate professional development for the role of headteacher.	✓		A /CC
Evidence of recent leadership and management professional development	✓		A /CC
Up to date safeguarding training and knowledge of legislation for the protection of young people.	✓		A/CC/I

C. School Leadership and Management Knowledge and Experience

	Essential	Desirable	Source
Successful leadership as a Headteacher		✓	A/ R
Successful leadership as a Deputy Headteacher or Assistant Headteacher with significant experience within EYFS and/or KS1	✓		A/R
Evidence of successfully leading school improvement to improve outcomes for children	✓		A/I
Evidence of the application of strategies to review, evaluate and improve teaching and learning.	✓		A/I
Experience of curriculum leadership and development	✓		A/I
Experience of developing effective strategies to support children with a variety of SEND, including ASD/SCD	✓		A/I/R
Evidence of playing a leading role in the development of effective measures in your school to narrow the gap for disadvantaged pupils, such as those eligible for Free School Meals	✓		A/I/R
Experience of leading multi-agency meetings, such as Early Help and EHCP review meetings		✓	A/I
Experience of working constructively with parents/carers	✓		A/I/R
Experience of monitoring staff performance	✓		A/I/R
Experience of effective budget management and financial analysis	✓		A/I

The ability to provide support and advice to the Governing Body to enable it to meet its responsibilities	✓		A/I
An understanding and experience of strategic financial planning in relation to its contribution to school improvement and pupil achievement		✓	A/I
Experience of guiding, coaching, mentoring or training individuals or teams	✓		A/I/ R
Good awareness of current national education policy and strategy	✓		A/I
Experience of leadership during an OFSTED inspection		✓	A/I

D. Experience and Knowledge of Teaching

	Essential	Desirable	Source
Are successful and passionate about teaching pupils in the EYFS and KS1 phase	✓		A/ I /R
Have in-depth and current knowledge and understanding of the EYFS/KS1 phase with a working knowledge of KS2	✓		A/R
Have an in-depth and current knowledge of how to meet the teaching needs of students with SEND, including those with an EHCP	✓		A/I/R
Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan	✓		A/I
Commitment to ensuring inclusion and addressing diversity positively	✓		A/I
A sound understanding of how children learn, how teachers can better teach and how to raise achievement for all pupils	✓		A/I/R
Experience of teaching in more than one school		✓	A/I

E. Professional Attributes

	Essential	Desirable	Source
An ability to create a positive school environment where staff and pupils thrive	✓		A/R
An ability to communicate effectively, both orally and in writing, with a range of audiences	✓		A/I
To be an effective and inspirational leader of learning demonstrating, promoting and encouraging excellent classroom practice	✓		A/I/R
Have a good commitment to sustained attendance at work	✓		A/ R
To have strategies to ensure successful planning for transitional stages such as joining nursery and reception along with preparing students in their transition from the Infants to Wellfield Junior School	✓		A/I
Demonstrable ability to engage and work collaboratively with parents and carers	✓		A
The ability to effectively plan, prioritise and organise self and others	✓		A/R
The ability to develop and promote a distinctive curriculum that meets the needs of all learners	✓		A/I

F. Personal Qualities

	Essential	Desirable	Source
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The capacity to provide inspirational, enthusiastic and innovative educational leadership in an early years/infant setting	✓		A/I
A caring and considerate attitude towards children, with a passion for achieving the very best outcomes for all	✓		I/R
Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job	✓		A/I
An ability to establish effective working relationships with a wide and diverse range of people including pupils, colleagues, parents, governors, colleagues, other schools, local authority, MATS, professionals and wider community	✓		A/I/R
The ability to nurture and inspire confidence	✓		I
The ability to perform effectively under pressure	✓		I/R
The ability to build, create and then communicate a clear vision for the school	✓		I
Think analytically and creatively and demonstrate initiative in solving problems	✓		A/I/R
Be aware of their own strengths and areas for development	✓		A/I
Evidence of taking an active role in all aspects of school life	✓		A/I

G. Safeguarding

	Essential	Desirable	Source
Displays commitment to the protection and safeguarding of children and young people	✓		A/I/R
The ability to form and maintain appropriate relationships and personal boundaries with young people	✓		A/I/R
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	✓		A/I/R
Will co-operate and work with relevant agencies to protect young people	✓		A/I/R

H. Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers Standards 2020 which also form the basis of the Job Description for a Headteacher in a LA school.

Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Wellfield Infant and Nursery School. In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Culture and Ethos
- Curriculum and Teaching
- Organisational effectiveness including Governance and Accountability

Candidates are therefore asked to structure their supporting statement under the above headings.

I. Confidential References and Reports

Positive recommendation from current employer	Essential
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Positive recommendation from Local Authority or MAT (as appropriate)	Essential
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J. Application Form and Supporting Statement

The current relevant Wellfield Infant and Nursery School application form must be fully completed and legible. The supporting statement should not exceed 1300 words of continuous prose, be clear, concise and related to the post and setting applied for following the guidance outlined in section H above. Where typed Arial/ Calibri font, size 12 should be used.