



HEAD OF SCHOOL



Welcome

Dear Applicant,

Thank you for expressing an interest in the post of Head of School at Motcombe Primary School. We are all very proud of Motcombe Primary School and care deeply about who takes on the important role of Head of School. Accompanying this letter is information about the school which we hope will provide you with a brief insight into the culture and workings of our school.

This is a permanent post commencing on 1st January 2027 or as soon as possible after this.

We are excited to be part of SAST. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. We believe in preserving schools in their local community. This means that there will be considerable local expertise to support the school and staff with the chance to make a contribution to wider developments.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

We are looking for someone with high expectations, a love of learning, able to inspire and laugh and enjoy the challenges of this role. You need to be a team player; you will go the extra mile to support children and want to continually develop and pick up the best ideas from around the world in education. In return, you will join a school and Trust that is full of activity, opportunity, and optimism.

There is further information about the school on our website www.motcombeprimary.co.uk and the trust at www.sast.org.uk

You are very welcome to visit us in advance of an application or please contact the school office for any further information.

On behalf of the staff, children, and academy committee we look forward to meeting you.

Very Best Wishes,



Paul Lavis
Interim CEO, SAST



Motcombe Primary School is part of SAST, a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with sixth form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury.

Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

The SAST mission:

Flourishing children
Flourishing schools
Flourishing communities

This mission captures SAST's core purpose of creating an educational environment where students, colleagues, and the wider community can thrive together.

Our Values



Partnership

Our family of schools believe that partnership is key to success. By working together with students, parents, staff, and the wider community, we foster an environment where all voices are valued. Through shared goals and mutual respect, we create opportunities for growth and achievement, ensuring that together, we can build a brighter future for everyone.

Equity

We are committed to providing every student with the resources, opportunities, and support they need to succeed, regardless of their background or circumstances. For us, equity means more than fairness; it is about creating an inclusive environment where all individuals can flourish. We strive to remove barriers to learning, ensuring that every student is empowered to reach their full potential.

Aspiration

We encourage every student to dream big and aim high, nurturing their ambitions and helping them to realise their goals. Through high-quality education and a supportive environment, we promote a culture where every individual is encouraged to grow and flourish. We equip our students with the skills and confidence to explore new possibilities and make a meaningful impact in the world.

Kaizen

Inspired by the philosophy of continuous improvement; kaizen reflects our commitment to always striving for better. At SAST, we believe that growth is a constant journey. We encourage students, staff, and the wider community to embrace challenges, reflect on experiences, and seek out opportunities for learning and improvement. Through innovation and perseverance, we create a dynamic environment where progress is celebrated, and excellence is a daily pursuit.

How we work:

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

SAST Benefits:

As part of SAST, we can offer you a range of benefits including:

- High-quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders for support and collaboration
- Access to the Teacher Pension Scheme
- Talking Heads Supervision support for senior leadership
- On-site nursery provision at some of our schools
- Cycle to work scheme and Lifestyle benefits platform





Advert & Application Process

We look forward to receiving your application by **9am, Friday 9th October 2026**

If invited for interview, these will be held **on Friday 16th October 2026**

Salary: Leadership Pay Scale: L7 - L11, £60,145 - £66,368 (starting point negotiable subject to skills, experience etc. Salary is quoted prior to any pay award in 2026)

Contract: Full-Time, Permanent

We are looking to appoint an exceptional Head of School with energy and enthusiasm to lead the day-to-day management of the school from January 2027. Working closely with the Primary Strategic Lead, the successful candidate will embody and inspire the ethos and culture of the school. You will also establish and ensure a safe and secure environment for learning and teaching that empowers both staff and children to achieve their highest individual potential, whilst giving due regard to teaching, leadership, and management needs of the school. The role will also involve some classroom teaching alongside the leadership and management responsibilities.

Core Purpose of Role

Working closely with the Primary Strategic Lead, the Head of School embodies and inspires the ethos and culture of the school. The Head of School establishes and ensures a safe and secure environment for learning and teaching that empowers both staff and children to achieve their highest individual potential, whilst giving due regard to teaching, leadership and management needs of the school.

Key priorities

The Head of School will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Under the leadership of the Primary Strategic Lead, develop the quality of teaching & learning, curriculum and behaviour in the school
- Ensure that pupils achieve their potential and make strong progress
- Ensure that all pupils' needs are met
- Build positive and respectful relationships across the school community
- Serve in the best interests of the pupils
- Take responsibility for their own continued professional development, engaging critically with educational research

We can provide you with:

- Supportive, experienced school team of staff
- The chance to make a difference and contribute to the school's future development
- High quality CPD and networking opportunities
- The opportunity to work within SAST, a forward-thinking and growing multi-academy trust who support the school with central services teams including School Improvement, HR, IT, Estates, Finance and Marketing.
- Support and collaboration with other schools across the Trust.

Should you wish to arrange a visit to view the school, please do not hesitate to contact Amanda Brown, School Administrator by emailing office@motcombeprimary.co.uk

If you would like to discuss the role in more detail, please contact Matt Barge, Primary Strategic Lead, based at St Mary the Virgin CE Primary School on matt.barge@sast.org.uk or 01747 824446.

How to apply:

To apply for this vacancy, please complete and submit the online application form via MyNewTerm.

SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Safeguarding responsibilities associated with this role will include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.

This role is UK- based and your right to work will need to be established as part of the appointment process.

Job Description

Post: Head of School

Scale: Leadership Range: L7 - L11

Accountable to: Primary Strategic Lead

General Duties and Responsibilities

To carry out the duties of the Head of School as set out in the current School Teachers' Pay & Conditions Document and Headteacher Standards (2020)

Core Purpose of Role

Working closely with the Primary Strategic Lead, the Head of School embodies and inspires the ethos and culture of the school. The Head of School is responsible for the day-to-day operational running of the school, establishing and ensuring a safe and secure environment for learning and teaching that empowers both staff and children to achieve their highest individual potential, whilst giving due regard to teaching, leadership and management needs of the school.

Key priorities

The Head of School will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Under the leadership of the Primary Strategic Lead, develop the quality of teaching & learning, curriculum and behaviour in the school
- Ensure that pupils achieve their potential and make strong progress
- Ensure that all pupils' needs are met
- Build positive and respectful relationships across the school community
- Serve in the best interests of the pupils
- Take responsibility for their own continued professional development, engaging critically with educational research

Main duties and responsibilities

1. School culture

- Working with the Primary Strategic Lead to establish and sustain the school's ethos and strategic direction in partnership with trust leaders, other school leaders and local governors, as appropriate
- To be promote the Spiritual Leadership throughout the school community and to lead acts of Collective Worship
- Working with staff to create a culture where pupils experience a positive and enriching school life
- Upholding ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensuring a culture of high staff professionalism and support for staff wellbeing

2. Teaching

- Establishing and sustaining high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensuring effective use is made of formative and summative assessment

3. Curriculum and assessment

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

4. Behaviour

- Working with the Primary Strategic Lead to 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
- Ensuring high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implementing consistent, fair and respectful approaches to managing behaviour
- Ensuring that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- Working with the Primary Strategic Lead to ensure that the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Working with the Primary Strategic Lead to establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensuring 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
- Working with the Primary Strategic Lead to ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- Working with the Primary Strategic Lead to ensure staff have access to high-quality, sustained professional development opportunities, aligned with whole-school improvement, team and individual needs
- Working with the Primary Strategic Lead to 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
- Working with the Primary Strategic Lead to 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

- Ensuring the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Using financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensuring staff are deployed and managed well with due attention paid to workload
- Establishing and overseeing systems, processes and policies that enable the school to operate effectively and efficiently
- Working with the Primary Strategic Lead to identify, manage and mitigate day-to-day risks

8. Continuous school improvement

- Making 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
- Working with the Primary Strategic Lead to 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
- Ensuring careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- Working with the Primary Strategic Lead to forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Committing the school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establishing and maintaining working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- Supporting the Primary Strategic Lead in reporting to trust leaders and local governors, describing/explaining/evaluating school developments/initiatives, particularly in relation to teaching & learning, curriculum and behaviour
- Establishing and sustaining professional working relationships with trust leaders and those responsible for governance
- Working with the Primary Strategic Lead to ensure that staff know and understand their professional responsibilities and are held to account
- Working with the Primary Strategic Lead to ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

This list is not exhaustive but indicates main areas of responsibility and activity.



Person Specification

	Essential	Desirable
Qualifications and Professional Development	• Qualified Teacher Status supported by a degree or relevant qualification • Evidence of recent professional development (relevant to senior management activity)	• Other relevant professional qualifications e.g. NPQH
Knowledge and Experience	• Successful experience or potential of a senior leadership role in a primary school • Learning across the primary school age-range • Supporting and enhancing the Christian distinctiveness of a School (where appropriate) • Committed to the Christian faith with demonstrable ability to support the school's Foundation (where appropriate)	• Working within a Multi Academy Trust • Working in more than one school • A member of the Church of England or other mainstream Christian church
Qualities and Skills	• Personal optimism and positivity • Encourages and values creativity • An effective communicator at all levels • Able to build and maintain effective teams • Respects the views of all stakeholders • Emotionally resilient and literate • Experience of analysis of performance data • Promote the spiritual, social, moral and cultural development of pupils • Commitment to inclusive practice and equal opportunities	• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils and to challenge poor performance where appropriate • Demonstrable ICT skills along with an understanding of the use of new and emerging technologies to support learning and teaching

Leadership and Management	• A proven inspirational leader who can articulate a strategic vision of excellence • Evidence of successfully implementing strategies for planning, monitoring and evaluating school improvement • Leading performance management and development of staff • Knowledge of current legislation and developments in education • Ability to identify challenges and generate solutions • Commitment to a collaborative management style • Possess an attention to detail and quality provision
Learning and Teaching	• Outstanding teacher and coach • Committed to a broad and balanced curriculum with a diverse range of experiences and opportunities for children • Promotion of a love of learning • Experience of assessment strategies that enhance children's learning • Understand and support the Christian ethos and champion its role in delivery of the school curriculum • Confident application of school ICT systems to support learning and progress
Relationships	• Being outward looking, committed to sharing, partnership and collaboration • Evidence of promotion of the school to a wider community • Effective partnerships with local parish and the community • Maintaining an excellent working relationship with the governing body and wider parent body • Maintaining a positive working relationship with relevant authorities • Collaboration with other local schools to improve pupils' outcomes • Effective management of own workload and support for all staff so that they can achieve an appropriate work-life balance
Safeguarding	• Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of children and young people • Commitment to the protection and safeguarding of children and young people • Co-operation and engagement with the relevant safeguarding agencies