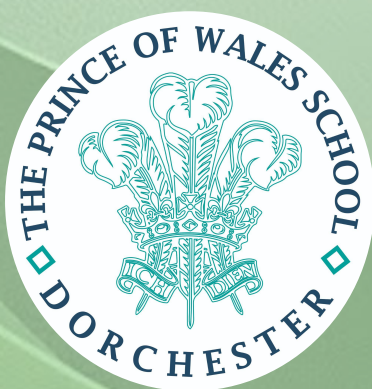


CANDIDATE INFORMATION PACK



Headteacher

The Prince of Wales School

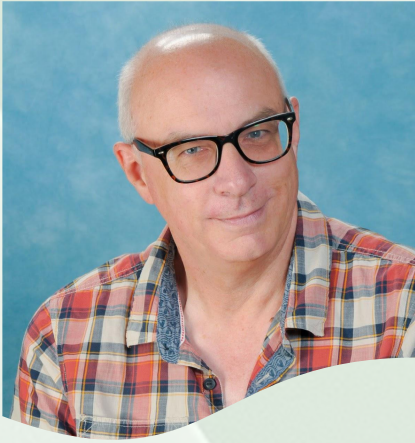
“Where we are all inspired to learn”

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1. MESSAGE FROM THE CHAIR OF GOVERNORS



Dear Prospective Applicant,

Thank you for showing an interest in applying for the role of Headteacher at The Prince of Wales School.

We are immensely proud of our vibrant learning community. We operate as an inclusive, LA-maintained First School, featuring both a Governor-Led Pre-School and a specially resourced Physical Disability Base. Our vision is simple yet profound: "Where we are all inspired to learn." We seek to be an exceptional school where children grow into confident, enthusiastic and happy learners who develop their abilities to the full.

Our leadership is characterised by a strong moral purpose. We are looking for an ambitious, creative leader who can build upon our 'Outstanding' grading in Early Years and Personal Development and who possesses the strategic vision to address our key development priorities, specifically around narrowing the disadvantage gap and driving up whole-school achievement.

You will be joining a school that acts as a Teacher Training Partner and Training Centre, supported by a highly engaged Governing Body and a closely-knit local community. If you are an inspiring communicator, a strategic thinker and a leader who places children at the heart of every decision, we would be delighted to hear from you.

I would be happy to arrange an informal discussion or a visit to the school. Good luck with your application and I hope to meet you soon.

Mr Simon Pearce

Chair of Governors, The Prince of Wales School

2. OUR SCHOOL AT A GLANCE



The Prince of Wales School is an innovative and highly inclusive LA Maintained First School catering to children from the very beginning of their educational journey.

- **Age Range:** 2 to 9 years old (Pre-School to Year 4).
- **Number on Roll:** 156 pupils (Reception to Year 4)
- **Specialist Provision:** We host a Physical Disability Base with 8 specially resourced places.
- **Childcare Provision:** We offer a Pre-School, Breakfast Club and After School Club.
- **System Leadership:** The school actively acts as a Teacher Training Partner and Training Centre, supporting other settings across the region.
- **Latest Inspection:** June 2025

3. THE LOCAL & SURROUNDING AREA



The County of Dorset

Located in the heart of beautiful Dorset, The Prince of Wales School offers an unparalleled quality of life. Dorset stretches from Lyme Regis in the west to Christchurch in the east, characterised by its rolling rural landscapes, picturesque villages and vibrant coastal towns.

The Community

The school is deeply embedded in the local community. We leverage the support of local families, businesses and organisations to offer a wide range of high-quality learning experiences. Our community takes immense pride in the school's inclusive culture and the exceptional personal development of our young people.

4. CURRICULUM, EARLY YEARS & PERSONAL DEVELOPMENT



Early Years

Our Early Years provision is self-evaluated as 'Exceptional'. Starting from our governor-led pre-school, we provide an outstanding foundation for our youngest learners, ensuring they are perfectly primed for their transition into the main school.

Curriculum and Teaching

Leaders have developed a dynamic, ambitious and well-sequenced curriculum that is underpinned 'Building Learning Powers' characters and carefully shaped by the school's unique context. We encourage ambitious, creative learners who adapt to and embrace challenges, equipping them for lifelong learning.

Personal Development

Personal development and wellbeing are at the absolute heart of our work:

- The POW Passport: This provides a structured, cumulative framework for cultural, social, and character development from age two onwards.
- Rich Experiences: Pupils participate in a well-planned range of meaningful experiences, including residential visits, theatre performances, faith visits and enterprise projects.
- Global Citizenship: Pupils develop respect for difference and a secure understanding of British values through global partnerships, including our active links with schools in Kenya and Ukraine.

5. EXCEPTIONAL INCLUSION & THE PHYSICAL DISABILITY BASE



Inclusion is a defining feature of The Prince of Wales School. It is not an add-on; it is the fabric of who we are.

Positive Culture & Wellbeing

The strong culture of belonging and care is reflected in our pupils' improving attendance and positive behaviour. Staff are highly attuned to the emotional needs of pupils, providing responsive, timely support through therapeutic approaches, regular check-ins and targeted interventions such as ELSA. Pupils are taught the strategies and language needed to regulate their emotions, supporting them to feel calm, safe and ready to learn.

The Physical Disability Base

We are incredibly proud to host a specially resourced Physical Disability Base, providing eight dedicated places. This provision ensures that children with significant physical disabilities are fully integrated into mainstream school life, receiving bespoke therapeutic and educational support while enriching the diversity and empathy of our entire school community.

6. ATTAINMENT PROFILE & STRATEGIC PRIORITIES



While our pupils generally achieve well, we are a school that refuses to stand still. Our leadership is driven by a relentless ambition to raise standards across the board. Our School Development Plan (SDP) highlights a core, non-negotiable priority for the incoming Headteacher: Narrowing the Disadvantage Gap through Targeted Support and Enrichment.

Our SMART targets include:

- Attainment: Reduce the attainment gap between disadvantaged pupils and their peers by at least 15% in reading, writing, and maths.
- Attendance: Increase disadvantaged pupil attendance to above 95%.
- Enrichment: Ensure 100% of disadvantaged pupils access at least three enrichment experiences from the POW Passport.

The successful candidate will be expected to lead robustly on these targets, utilising data, innovative teaching strategies and community engagement to drive measurable impact.

7. JOB DESCRIPTION



Role: Headteacher at The Prince of Wales School

Salary Banding: L15-L21

Start date: 1 September 2026 (or at next available opportunity)

General duties and responsibilities:

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

The primary purpose of the job of Headteacher:

The Headteacher embodies and inspires the school's core ethos: "Where we are all inspired to learn." The Headteacher secures this vision with all members of the school community, establishing a safe, highly inclusive and secure environment for learning and teaching that enables staff and children (from Pre-School to Year 4) to achieve their highest individual potential.

Qualities

The Headteacher will:

Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.

Build positive, deeply inclusive relationships across the school community.

Serve the best interests of the pupils, championing diversity and equal opportunity.

Take responsibility for their own professional development and engage with current educational developments.

Duties and responsibilities

In all these areas, the Headteacher will work collaboratively with Dorset Council (the Local Authority), the Governing Body, and the staff team to create a shared vision and a strategic plan. This plan will be undergirded by a strong moral purpose that inspires and motivates the whole school community.

1. School culture

The Headteacher will:

Create a culture where pupils experience a positive, deeply inclusive, and enriching school life; in which every child feels they belong.

Establish and sustain the school's ethos and strategic direction in partnership with the Governing Body and in consultation with the school community.

Uphold ambitious educational standards in order to prepare pupils from all backgrounds for the next phase of their education and global citizenship.

Ensure a high standard of staff professionalism, promoting positive and respectful relationships across the school community and a safe, orderly environment.

2. Teaching and learning

The Headteacher will:

Establish and sustain high-quality, expert teaching across all phases (from the Governor-Led Pre-School through to Year 4), built on an evidence-informed understanding of effective teaching and how young pupils learn.

Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of early and primary education.

3. Curriculum and Assessment

The Headteacher will:

Ensure the teaching of a broad, structured, and dynamic curriculum that is carefully shaped by the school's unique context.

Champion personal development and enrichment by ensuring the successful implementation of the POW Passport to build character, social, and cultural capital.

Establish effective curriculum leadership and develop confident subject leaders.

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 the use of valid, reliable, and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.

Ensure excellent provision of IT skills and digital learning for pupils.

4. Behaviour and Wellbeing

The Headteacher will:

Establish and sustain high standards of behaviour for all pupils, built upon relationships, rules and routines that are understood clearly by all staff, pupils and parents.

Implement consistent, fair, and respectful approaches to managing behaviour, ensuring adults model emotional regulation and utilize therapeutic approaches (such as ELSA) where appropriate.

Ensure that adults within the school actively teach the behaviour of a good citizen, ensuring pupils feel calm, safe and ready to learn.

5. Exceptional Inclusion and Additional Educational Needs

The Headteacher will:

Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.

Champion and oversee the successful integration and bespoke support within the school's specially resourced Physical Disability Base.

Working in collaboration with the SENCO to establish and sustain a culture and practices that enable all pupils to access the curriculum and learn effectively.

Ensure the school works effectively in partnership with parents, carers, and professionals to identify additional needs, providing timely support and adaptation.

Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Staff management and Professional development

The Headteacher will:

Ensure the staff have access to high-quality and sustained professional development opportunities, leveraging the school's status as a Teacher Training Partner and Training Centre.

Prioritise the professional development of staff, ensuring effective planning, delivery, and evaluation which is consistent with the approaches laid out in the standards for teachers' professional development.``

Ensure that professional development draws on expert provision both from inside and outside the school to build capacity and support succession planning.

7. Organisational management

The Headteacher will:

Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the school's absolute duty of care.

Prioritise and allocate financial resources well, ensuring efficiency, effectiveness and probity in the use of public funds.

Ensure staff are deployed and managed well with due attention to wellbeing and a sustainable work-life balance.

Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.

Ensure rigorous systems are in place to identify, manage and mitigate risk.

8. Continuous school improvement

The Headteacher will:

Make good use of processes of evaluation to identify complex or persistent problems and implement solutions which bring improvement.

Drive the priorities of the School Development Plan, with a specific, relentless focus on narrowing the disadvantage gap in attainment and attendance through targeted support and enrichment.

Ensure careful and effective implementation of improvement strategies which lead to sustained improvement over time.

9. Working in partnership

The Headteacher will:

Build constructive relationships beyond the school, working in partnership with parents and carers so that the school remains deeply embedded in the local Dorset community.

Foster global citizenship and cultural understanding by maintaining and developing international links, such as the school's partnership in Kenya.

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 will:

Build a strong, transparent relationship with the Governing Body which upholds the obligation of governors to give account, monitor the SDP, and accept responsibility.

Ensure the staff know and understand their professional responsibilities and are held to account (e.g. through regular performance management).

Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

This document will be reviewed regularly through annual performance management reviews.



8. PERSON SPECIFICATION



Qualifications & Training:

- Qualified Teacher Status (Essential)
- NPQH (Desirable)
- Evidence of recent, relevant CPD, including Advanced Safeguarding (Essential)

Experience:

- Serving Headteacher, Head of School, or experienced Senior Leader (Essential)
- Proven ability to lead learning and curriculum implementation within Primary/First School education (Essential)
- Strong track record of leading Early Years Foundation Stage (Desirable)
- Experience of managing specialist SEND provisions or leading highly inclusive settings (Desirable)
- Demonstrable evidence of raising attainment and narrowing the disadvantage gap (Essential)

Leadership Skills:

- An inspirational leader with a passion for education and a strong moral purpose (Essential)
- Ability to analyse and interpret school data effectively, including financial data, to implement key actions for improvement (Essential)
- Confident in leading by example, motivating pupils, staff, parents, and governors (Essential)

Personal Attributes:

- Empathetic, resilient, and highly attuned to the emotional and wellbeing needs of children and staff (Essential)
- A demonstrable commitment to inclusion and celebrating diversity (Essential)



9. HOW TO APPLY



Salary Range: L15-L21

Contract Type: Full Time and Permanent

Closing Date: 5pm on Thursday 14th May 2026

Interview Dates: Wednesday 20th and Thursday 21st May 2026

Start Date: 1st September 2026

Application Process:

To apply, please visit - <https://www.jobs.dorsetcouncil.gov.uk/>

Visits:

Visits to the school are warmly welcomed and strongly encouraged. Please contact the school office at office@princeofwales.dorset.sch.uk to arrange a tour.

10. RECRUITMENT PRIVACY NOTICE



The Prince of Wales School is the data controller for the information you provide during the recruitment process. Information provided will only be used for the purpose of progressing your application or fulfilling legal requirements. We will not share your information with any third parties or store it outside the European Economic Area.

Any offer of employment is subject to receipt of satisfactory references, an enhanced DBS check, and positive responses to other pre-employment checks regarding your suitability to work with children. The Prince of Wales School is fiercely committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.