



HEADTEACHER RECRUITMENT PACK

Growing Together – Preparing for Life

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Application Process

Greenford 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. Applicants to this post will be required to complete an Enhanced Disclosure and Barring Service check and Children's Barring List check, in line with the Government's safer recruitment guidelines.

Greenford Primary School values the diversity of our workforce and welcomes applications from all sectors of the community.

Application Forms

If you are interested in joining our team, please submit an online application via our Eploy process through the Dorset Council website, within jobs and careers - <https://www.jobs.dorsetcouncil.gov.uk/>

Closing Date

Please upload a completed application to the Dorset Council website by **Friday 6th March 2026**. *Applications received after this time cannot be considered.*

Shortlisted candidates will be notified if they are being invited for interview by Tuesday 10th March. References will be taken up and proof of identity and qualifications will be required.

Interviews

Interviews will take place on Monday 16th March and we will give further details to those applicants that are shortlisted.

School Visits

We are keen to organise school visits for prospective candidates. Please contact the school office to arrange a visit: on 01300 320644 or via e-mail to: office@greenford.dorset.sch.uk

Why Greenford?

Greenford Primary School is a vibrant and welcoming Church of England (Voluntary Controlled) school at the heart of Maiden Newton, a village that serves as a hub for several rural communities in West Dorset. We are proud of our warm and inclusive environment, where children are known as individuals and encouraged to flourish academically, personally and spiritually. Set amid beautiful countryside, Greenford offers a distinctive blend of rural charm and easy access to the wider region.

The school enjoys the support of a highly engaged governing body, a committed parent community and a deeply rooted partnership with St Mary's Church. Our children thrive through a rich and balanced curriculum that includes a strong Forest School tradition, vibrant creative arts and a wide range of sporting experiences. The staff team is dedicated, experienced and passionate about delivering high-quality teaching in an environment where every child is encouraged to do their best.

Greenford is ready for its next chapter. With stable foundations in place and a clear commitment to continuous improvement, this is a school with both deep heritage and exciting potential. We are seeking a Headteacher who shares our values, our aspirations and our desire to build on the strong legacy already established.



Letter from the Chair of Governors

Dear Applicant

Thank you very much for your enquiry about the post of Headteacher at Greenford Primary School. I hope this pack gives you a range of information which will help you to decide whether to apply for the post. Please also look at our website and we would encourage you to visit the school if you can. I would be very happy to show you round the school and village (the latter provides an important context for the school). Please contact the school directly to arrange this. If a visit is impractical then please do get in touch with me for a talk on the phone: 01300 748675.

Greenford School plays an important part of the local community, both in Maiden Newton and further afield. Some have expressed to me that the school brings life to the village. This may overstate the point, but it is certainly true that families move to the village or nearby villages because of the school. Our aim then as a school is to serve the local area, by providing an excellent education for the children who attend the school. We also aim to work with parents in the challenging task of equipping our children for life in an increasingly complicated world. There is something special about a village school, but it is not cut off from the modern world. There are many challenges and so we aspire to advance both learning goals and to provide the children with the life skills and building blocks which will help them in the future.

I believe these aims sit well with the church school ethos and so the partnership between school and church is a vital one. St Mary's Church is another focal point in the village; and is part of the wider Melbury Team. I and my colleagues value the opportunity to work with our local schools in providing collective worship and supporting the RE Curriculum. The Christian faith still has much to offer each member of the school community.

It has been a pleasure to work with the outgoing Headteacher both as Chair of Governors and as the local vicar. I look forward to working with her successor so that Greenford School can develop and grow in the future. I hope that the information provided helps you to see what the school is like and the sort of person we are looking for. I look forward to meeting you and would be delighted to receive an application.

Yours sincerely

Tim Greenslade

Chair of Governors and Team Rector, Melbury Team

School Location

The school is in Maiden Newton which is the largest village in the Upper Frome Valley. It is about eight miles northwest of Dorchester and has a railway station on the Weymouth to Bristol line. It has good road links to Dorchester, Yeovil and Crewkerne. With its primary school, surgery, fire station, garage and several retail outlets, the village acts as the community hub for the area.

The school was built by Dorset County Council to replace the three Victorian village school buildings at Cattistock, Maiden Newton and Toller Porcorum, on a site already owned by the County. Greenford School is the amalgamated school, which opened in September 1980. Our catchment area is still that of the three former schools and covers a wide area of small villages and hamlets.

Greenford School is a Church School (Voluntary Controlled) in the Salisbury Diocese. There are good links with the parish church in Maiden Newton. Local clergy lead collective worship and the school visits St Mary's Church for special services at Easter, Harvest and Christmas.



Greenford Church of England VC Primary

Chilfrome Lane, Maiden Newton

Dorchester, Dorset, DT2 0AX



Our School at a glance

Greenford Primary School serves 137 pupils from Reception to Year 6, drawing from a wide catchment of villages and hamlets. Our class structure allows us to deliver a personalised educational experience where staff know each child well and can nurture their development with care and precision.



The school benefits from specialist spaces including a library, dedicated music and IT areas, and a well-equipped school hall. Outdoor learning is a hallmark of life at Greenford, with a wooded area on site, extensive hard-play surfaces and shared use of the adjacent parish playing fields and Multi-use Games Area.

Also on our site is The Children's Centre used jointly by the Sure Start Team and Maiden Newton Childcare Provision, a CIO Charity, which organises Pre-School, After School and Holiday Care for ages 2-11 years.

We are proud of our strong track record: Ofsted judged the school to be Good in March 2024, and the same outcome was achieved in our most recent SIAMS inspection in October 2025. Attendance is consistently high, reflecting the strong sense of belonging and safety our pupils experience here. We hold high expectations for all children, including those with additional needs. Our proportion of pupils with SEND and those eligible for Pupil Premium is high and reflects our commitment to being a school for the whole community.

The Christian foundation of our school is at the heart of all that we do. Rooted in the values of Community, Peace, Justice, Endurance, Wisdom, Humility, Hope and Thankfulness.

We revisit these values from time to time and adjust them as appropriate. However, these values never stray from the foundational ethos of the school which derives from the Church School instrument of government:

"The school aims to develop self-motivated, self-controlled and responsible individuals. Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level."

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils."

Our vision, Growing Together – Preparing for Life, captures our belief that education should nurture resilience, curiosity and compassion as well as academic achievement. We strive to create a learning environment where children feel secure, valued and inspired.

Children at Greenford benefit from a curriculum built around breadth and balance. Alongside strong teaching in core subjects, they enjoy rich opportunities in music, art, outdoor learning and physical education. Our Forest School provision is particularly cherished, giving pupils the chance to explore, collaborate and develop confidence in natural spaces. These experiences contribute to the calm, purposeful and joyful atmosphere that so many visitors comment upon.

Our relationship with St Mary's Church enriches the spiritual life of the school, creating moments of reflection, celebration and shared community identity. Collective worship, seasonal services and regular interactions with clergy all contribute to a sense of continuity between the school and the wider village community.



School Profile

No. of Children on Roll	137
Current Class Sizes	Magnolia (Reception) – 12 Maple (Year 1) – 22 Willow (Year 2 / 3) – 23 Elm (Year 3 / 4) – 25 Oak (Year 4 / 5) – 26 Elder (Year 5 / 6) – 29
% of Children on SEN Register	32.85% (45 children)
% of Children eligible for Pupil Premium	19.71% (27 children)
Attendance	Average 95.6%
Last Ofsted Inspection:	Good – March 2024
Last SIAMS Inspection:	Good – October 2025



Opportunities and Challenges

Greenford stands at a promising moment in its development. The new Headteacher will inherit a school with strong foundations, a stable staff, and a clear sense of purpose. They will have the opportunity to lead the next stage of strategic development, refining the curriculum, strengthening our mastery approach in mathematics, and enhancing provision in creative, outdoor and digital learning. The collaborative culture within the staff team provides fertile ground for thoughtful innovation and shared professional growth.

The leadership role also comes with challenges that require creativity, resilience and clear decision-making. Like many rural schools, Greenford operates within tight financial constraints and must continue to allocate resources with care. Ensuring consistent progress across all year groups, remains a priority. The school also seeks to develop stronger digital learning practices and maintain momentum in key areas of improvement identified through self-evaluation and external review.

These opportunities and challenges combine to create a role that is both rewarding and significant. The new Headteacher will have a real chance to shape the future of the school and the lives of the children and families it serves.

We want every child to achieve their very best and so Greenford school is an ideal opportunity for a headteacher who wants to lead meaningful improvement. The successful candidate would lead a team, with the support of a dedicated Governing board, who care deeply about the school and are ready to move forward together. This role offers the chance to leave a lasting mark on a school and community and to be recognised for that impact.

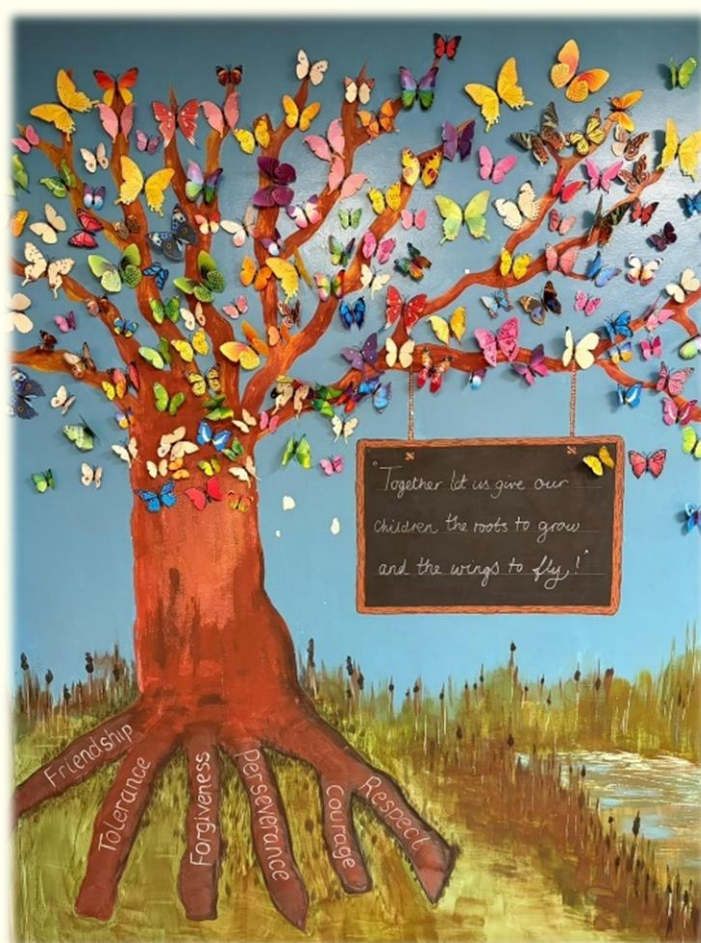


Pupils' Voice – What our children want

Our new Headteacher: what the children say...we would like a Headteacher who is

- Kind, caring and fair
- Joyful and happy
- Listens to us
- Greets us and remembers our names
- Not too strict/a little bit strict
- Visits us in class and takes assemblies
- Values our opinions and respects us
- Runs the school smoothly
- Plays football
- Let us have a lie in!

Their simple yet profound insights capture the character of the school: a place where relationships matter, where joy and learning sit side by side, and where a Headteacher can make a significant difference to young lives.



Our Vision for Greenford School

Our aims for the school are underpinned by our Christian foundation and worked out through our school values in every area of school life.

Our vision for the school is that:

- Greenford School will continue to be the place where all our children make good progress from their starting points and develop the skills and personal qualities, they will need for the future.
- The school will continue to be a vibrant part of the local community, where links will be developed on many levels, and especially with the local church.
- We seek excellence in teaching and learning, informed and challenged by the current School Development plan.
- We want to support and nurture children to enable them to reach their full potential within a broad and balanced curriculum.
- The mastery approach to the teaching of mathematics will be developed throughout the school, leading to improved teaching and learning.
- We celebrate and grow distinctive elements of our school life, for example, Forest School, sporting skills, and the creative arts.
- The school will continue its commitment to the West Dorset Schools' Collaboration; and play an active part in its development.
- Leadership will continue to be clear, well informed, wise and caring so that the school community can move forward with confidence.
- Leadership will continue to be clear, well informed, wise and caring, so that the school community can move forward with confidence; and embrace the structural changes that will be necessary in the next couple of years.

Greenford and West Dorset Schools

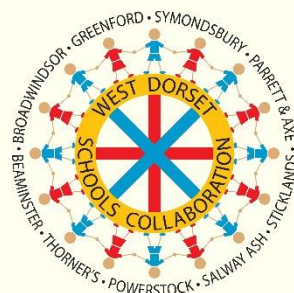
Dorset is divided into 6 localities. Greenford is one of 22 schools in West Dorset supported by a locality based multi-disciplinary team including Care and Protection, Education, Early Years, Early Help, SEND and Inclusion who provide a range of comprehensive services to meet the needs of the schools, pupils and families in West Dorset.

West Dorset Schools' Collaboration

Greenford School is an integral part of the West Dorset Schools' Collaboration: a partnership made up of 8 primary schools and 1 secondary school in West Dorset. The headteacher at Greenford School has played a leading role in the collaboration.

The collaboration secures high quality learning for all its members by:

- Promoting equality and well being
- Working in close partnership to provide high quality learning opportunities
- Providing excellent transition arrangements
- Providing high quality CPD and the sharing of good practice
- Continuously improving learning with the aim of consistently raising standards
- Improving teaching through mastery in mathematics, enabling teachers and support staff to engage in high quality CPD from a variety of providers
- Enabling teachers to meet regularly in phase and subject groups across schools
- Enabling teachers and support staff to have exchange visits
- Enabling support staff to have training in specific targeted areas in order to improve provision for the children
- Providing opportunities for staff to engage in Lesson Study based research projects on a range of subjects
- Sharing academic data in order to prioritise key improvement areas
- Providing school to school support
- Enabling young learners to take part in a variety of events
- Enabling supervision opportunities for headteachers and other staff
- Enabling governors to access locally based training
- Ensure best value for money through enabling Finance Officers to meet regularly and share best practice
- Providing locally based high quality training opportunities
- Collective procurement



Job Description

Role: Headteacher for Greenford School, Maiden Newton

Salary Banding: L12-18: £67,898 - £77,924 (2026)

Start date: 1 September 2026

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 ethos and culture of the school, securing this vision with all members of the school community. The headteacher establishes and ensures a safe and secure environment for learning and teaching that enables staff and children to achieve their highest individual potential.

Qualities

The headteacher will:

- Uphold public trust on school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive relationships across the school community
- Serve the best interests of the pupils
- Take responsibility for their own professional development and engage with current educational developments

Duties and responsibilities

In all these the Headteacher will work with the Local Authority, the Diocese of Salisbury, the Governing Body and staff team to create a shared vision and a strategic plan, undergirded by Christian values which inspires and motivates the whole school community.

The headteacher will:

1. School culture

- Create a culture where pupils experience a positive and enriching school life; in which each child feels included
- 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 education and life
- Ensure a high standard of staff professionalism, promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.

2. Teaching and learning

- 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 specialisms

3. Curriculum and Assessment

- Ensure the teaching of a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught
- 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
- Ensure that the curriculum reflects Christian teaching and values

4. Behaviour

- 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.
- 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 and ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional Educational Needs

- 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 all pupils access to the curriculum and learn effectively

- Ensure the school works effectively on partnership with parents, carers and professionals to identify the additional needs and special educational needs and disabilities, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Staff management and Professional development

- Ensure the staff have access to high quality and 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 standards for teachers' professional development
- Ensure that professional development opportunities draw on expert provision both from inside and outside the school. This will include nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the school's 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 workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous systems to identify, manage and mitigate risk

8. Continuous school improvement

- Make good use of processes of evaluation to identify complex or persistent problems and barriers which limit school effectiveness, and implement solutions which bring improvement
- Develop appropriate evidence-based strategies which will feed the school improvement plan; and create well targeted plans which are realistic, timely and appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies which lead to sustained improvement over time

9. Working in partnership

- Build constructive relationships beyond the school, working in partnership with parents and carers, so that the school is increasingly embedded in the local community. In the church school context, the relationship with the local church should be valued and nurtured
- Commit to working fully with the West Dorset Collaboration as well as other schools 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

- Build a strong relationship with the governing body which upholds the obligation of governors to give account 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 statutory duties

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

Person Specification

	Essential	Desirable
1. Qualifications and Experience	<ul style="list-style-type: none"> • QTS with degree or equivalent • Recent successful leadership as a HT, Deputy HT or in a senior leadership position • Has current training for Child Protection and Designated Safeguarding Lead 	<ul style="list-style-type: none"> • Understanding of teaching across the key stages in a Primary school • NPQH Status
2. Leadership Skills	<ul style="list-style-type: none"> • Ability to articulate a clear vision for the school and ambitious in helping children develop and attain achievements • And in particular recognises and is fully supportive of the school's Christian distinctiveness, its values and ethos in all areas of the school's life • Deep understanding of high-quality teaching and the ability to lead and model this for others in order to support their improvement • Excellent data analysis skills and the ability to use data to set targets and identify weaknesses to get the best outcomes for all pupils • Proven record of inspiring, enabling and motivating others to succeed • Able to delegate well, and provide development opportunities for staff • Excellent communication skills that enable good relationships with staff, parents and governors: a good listener. • Able to manage effectively by establishing priorities; having excellent organisational and decision-making skills 	
3. Whole School Leadership and Management Experience	<ul style="list-style-type: none"> • Ability to lead school improvement, using effective school self-evaluation and development planning • Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact • Ability to initiate and manage change • Knowledge and understanding of strategic financial planning, including management of a budget and the skill to manage to resource strategically 	<ul style="list-style-type: none"> • Recent experience of Ofsted / SIAMS

	<ul style="list-style-type: none"> • Experience of working with governors, school improvement partners and external agencies • Absolute commitment to safeguarding • Evidence of clear commitment to promoting the well-being of everyone in the school community • Embraces equality and diversity throughout the school • Foster links with the local church and Diocese 	
4. Professional Development	<ul style="list-style-type: none"> • Evidence of appropriate and recent professional career development for the role of head teacher, including school improvement 	<ul style="list-style-type: none"> • Recent training in safeguarding including safer recruitment
5. Personal Qualities	<ul style="list-style-type: none"> • Establish and sustain the Christian ethos and values • A leader who inspires trust, commitment, and mutual respect in all members of the school community; • And who is thoughtful and considered in their actions • A leader who is approachable; visible around the school and gives time to all members of the school community • Demonstrates resilience whilst also showing compassion in dealing with difficult issues • A genuine passion for educating young children and who motivates enthusiastic learning in children • coupled with the ability to see every child fulfil their potential • Someone who is ambitious about the growth and well-being of all pupils at Greenford School 	