



Headteacher Recruitment Pack

Vision statement

Together we build a community in which EVERYONE is:

- safe, included and respected (We Love)
- inspired, equipped and achieving (We Learn)
- celebrated, confident and thriving (We Laugh)

Our Central Christian Value:

Love

demonstrated daily through

kindness → compassion gentleness → humility
patience → forgiveness

Tel: 01929 552949

Email: office@sandfordprimary.dorset.sch.uk

Web: www.sandfordprimary.dorset.sch.uk

Sandford St Martin's CE VA
Primary School
Sandford Road
Wareham, Dorset
BH20 7BN

Letter from our Chair of Governors

Welcome to Sandford St Martin's CE VA Primary School

Dear Applicant,

On behalf of the governors, I would like to thank you for your interest in the post of Headteacher at Sandford St Martin's CE VA Primary School. We welcome applications from experienced and aspiring Headteachers with a proven track record of delivering excellence across EYFS, Key Stage 1 and Key Stage 2.

This role provides an exciting opportunity for an individual who is passionate about an inclusive and rich education and who will embrace and live out our Christian vision and values. We are looking for a 'broad and ambitious' curriculum to take us from good to great in all areas and who will respect, nurture and develop our dedicated, experienced staff and hard-working pupils.



Our children enjoy and actively engage in their learning in a supportive environment. Sandford St. Martin's is popular with parents and enjoys close links with the Church and the wider community, our Christian values imbue all areas and decisions of school life. Governors and families are extremely supportive and play a proactive part in the life of the school.

Our 1.5 form entry school has an excellent reputation within the wider community. The successful candidate will need to lead our school through a continuing phase of accelerated development in teaching and learning, to ensure pupils are getting the best possible education that they deserve within an inclusive, calm environment. The Church is part of our school building and plays an integral role in school life. Our extensive grounds include a dedicated Forest School, a range of hard-standing and grass sports areas and we will be fully opening a new CCN Specialist Resource Provision base in September 2026.

Our active Governing Body is made up of a mixture of experienced professionals, parents and staff, with the primary objective of providing support and challenge that is focused on the achievement of the best possible outcomes for all pupils. We seek dynamic candidates with the passion and resilience to lead and empower our talented staff team to secure these ambitious goals.

The governors are keen to select the right person to lead our vibrant, Christian school community.

Visits can be arranged for Wednesday 26th November and Wednesday 3rd December, between 10am and 12:00pm or 1pm and 3pm, by calling or emailing the school office.

We warmly invite you to visit our school, meet our pupils and staff, and see if we would be the right fit for you.

Please contact the school office on office@sandfordprimary.dorset.sch.uk or 01929 552949 for an appointment.

Applications should be made through the Dorset LA Website - <https://www.jobs.dorsetcouncil.gov.uk/>

I look forward to receiving your application.

Mrs Melanie Bolt,
Chair of Governors

Our School

We have a large, modern, well-designed building with spacious grounds, but still have the ethos of a village school. More importantly, we are a caring school with a real community feel.

We implement the full National Curriculum and Expectations for Early Years. Classes are currently arranged mixed-age classes in Year 1/2, increasing to Year 3 and 4 in September 2026.

Forest School at Sandford St Martin's

At Sandford St. Martin's, we take learning outside the classroom with our beautiful Forest School, situated within the school grounds. This nature-based initiative, with FSA qualified staff, fosters a deep connection to the environment, encourages children to develop valuable skills, build resilience, and enjoy outdoor exploration.

We offer trained, expert staff (Level 2 and Level 3 qualified by the Forest School Association, via Dorset Forest School) to ensure risk is well managed and that children benefit from their sessions which run once a week for about 6 weeks.

So, in essence, our Forest School provision is an 'identical twin' to our wider school mission, vision and values.

Why join us

Exceptional Staff: We take pride in our wonderful team of dedicated educators who go the extra mile to nurture and support every child's unique needs. Our staff are passionate about creating a warm, inclusive environment where children can thrive both academically and emotionally.

Outstanding Behaviour: We believe in cultivating a positive and respectful school environment. Good behaviour is at the core of our values, promoting discipline, responsibility, and empathy among our children. We are thrilled that this was recognised by Ofsted, who have rated Sandford St. Martin's as OUTSTANDING for Behaviour and Attitudes.

Wrap around care: Sandmartin's Activity Club (who hold an outstanding Ofsted rating) share our site and offer excellent wrap around care for children before and after school.

Ofsted Rating of Good: We are very proud that Ofsted has recognised the many amazing qualities of our school. We were inspected by Ofsted in November 2022 with an overall rating of GOOD with OUTSTANDING features. This reflects our commitment to maintaining high educational standards and support for every child.

Fresh on-site school meals: At Sandford we are very lucky to have our own kitchen and catering staff. The 4 options of hot school meals and puddings are cooked from scratch every day.



Learn Love Laugh

Job Advertisement

Job Title	Headteacher
School	Sandford St Martin's CE VA Primary School
Location	Sandford Road, Wareham, Dorset, BH20 7BN
Contract Type	Permanent
Salary	L17-L24 £76,772 - £91,158
Pension	Teachers' Pension Scheme
Contact	To visit the school and/or talk to our Chair of Governors, e-mail the school office on office@sandfordprimary.dorset.sch.uk or call the school office on 01929 552949
Closing Date	Friday 12th December 2025 at midday
Shortlisting	Wednesday 17 th December with successful candidates informed by Friday 19 th December.
Interview Dates	Tuesday 13th and Wednesday 14th January 2026
Start Date	13th April 2026

This is a fantastic opportunity for a school leader who has integrity, is inspirational, approachable and resilient.

We are looking for someone who:

- Has a clear, ambitious and strategic vision for the education of all children in a church school context.
- Has evidence of successful school leadership and experience in bringing about school improvement.
- Has excellent interpersonal skills and who wishes to build positive working relationships within our school, church and local community.
- Places safeguarding at the heart of the school.
- Values Relational Practice, Therapeutic Thinking and inclusivity in all aspects of school life.
- Will lead children and staff by example and with compassion and integrity.

We can offer:

- Happy, hard-working children who love to learn.
- A team of dedicated, experienced staff who work collaboratively for the good of the children.
- A school community who all contribute to outstanding personal development for the children.
- A strong Christian ethos and values that are interwoven into all aspects of school life.
- A governing body who are both supportive and knowledgeable.
- A very supportive parent body.
- Opportunities for continuing professional development.

How to Apply:

Please follow the instructions on the website. If you have any questions please e-mail the school on office@sandfordprimary.dorset.sch.uk and we will be happy to help you. We warmly encourage you to visit our school and this can be arranged by e-mailing the chair of governors via the above address or by contacting the school office on 01929 552949.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interview. Further details about the interview process will be emailed to the candidates in good time.

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

All applicants will be subject to a Disclosure and Barring Service check before appointment is confirmed

HEADTEACHER JOB DESCRIPTION

Post Title: HEADTEACHER (full time)

Responsible to: The Governing Body of Sandford St Martin's CE VA Primary School,

Responsible for: All staff, volunteers and children within the school

Main Purpose: To carry out the duties of Headteacher in accordance with the [Teachers' Pay and Conditions](#) Act and are built upon [The Headteachers' Standards](#) (2020) and the [Teachers' Standards](#) (2011).

Ethics and professional conduct

The Headteacher will demonstrate consistently high standards of principles and professional conduct. The Headteacher will meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. The Head teacher will uphold and demonstrate the seven Nolan principles of public life.

The Head teacher will:

- Demonstrate the school's vision and Christian values in everyday work and practice
- 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

Key Areas of Responsibility

1. School Culture:

Working with the Governing Body, the Local Authority, the Diocese of Salisbury and other leaders, the Headteacher will create a shared Christian vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community.

This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that this Church School moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

The Headteacher will:

- Establish and sustain the school's Christian values, 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 and Learning

The Headteacher has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

The Headteacher will:

- Ensure high-quality, expert teaching across all subjects and phases reflects the distinctively Christian vision and values of the school in order that pupils flourish as learners and the highest possible standards are achieved.

- 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 domain
- Ensure effective use is made of formative assessment

3. Curriculum and assessment

The Headteacher will:

- Ensure teaching and learning reflects the distinctively Christian vision and values of the school in order that pupils flourish as learners and the highest possible standards are achieved
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in learning and using a robust system of assessment of pupil achievement in order to set ambitious but realistic targets for all children.
- 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

Create and maintain an environment and implement a Behaviour Policy that reflects the school's ethos and promotes development and learning and secures safety and discipline. Provide a safe and calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society.

The Headteacher will:

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which 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 promoting positive 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 takes responsibility for a professional community which enables all children to flourish. The Headteacher ensures that the curriculum is accessible and relevant to all children.

The Headteacher 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
- Oversee the effective management and running of the on-site Specialist Resourced Provision (SRP) hub for children with Communication and Interaction needs

6. Professional Development

Effective communication and relationships are key to effective Headship. The Headteacher needs to build professional learning community which enables all to flourish. They need to manage the complexity of a school team and be committed to their own continuing professional and spiritual development, including attending distinct training and development as appropriate for Church school leadership.

The Head teacher 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 provides effective management of the School and continuously seeks to improve organisational structures based on self-evaluation. The Headteacher leads by example, modelling the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for all staff.

The Headteacher will:

- Ensure that the school's ethos and commitment to Christian values is evidenced in how all work and learn.
- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- 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

Working with the Governing Body, the Local Authority, the Diocese of Salisbury and other leaders the Headteacher will create a shared Christian vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express the school's core Christian educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The strategic planning process is critical to sustaining school improvement and ensuring that this Church School moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

The Headteacher 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 should engage with the internal and external school community to secure engagement collaborate strategically and operationally with a wide range of partners to bring positive benefits. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies the well-being of all children.

The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

The Headteacher will:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- 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

With the school's values at the heart of leadership, the Headteacher has a responsibility to the whole school community and is accountable to a range of groups, in particular: pupils, parents, carers, Governors, the Diocese of Salisbury and the Local Authority.

The Headteacher 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
- Welcome strong governance and provide information, objective advice and support to actively support the governing body to enable it to meet its responsibilities. These include the securing of effective teaching and learning; the highest standards of attainment and for achieving efficiency and value for money.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
- The Headteacher will support the governing body in fulfilling its functions to set school strategy and to hold the Headteacher to account for pupil, staff and financial performance.

This job description outlines the key responsibilities for the role of Headteacher and it may be necessary to undertake additional duties as the governing body may require.

This job description will be reviewed at least annually as part of the Headteacher's Performance Management programme.

Dated: November 2025

Headteacher Person Specification

The *National Standards of Excellence for Headteachers 2015* are set out in four domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the headteacher. This document is available at www.gov.uk/government/organisations/department-for-education

Requirements	Essential	Desirable
Qualifications	▪ Qualified teacher status ▪ Degree (or equivalent) ▪ Recent evidence of relevant in-service professional development, including Safeguarding	▪ NPQH or equivalent
Knowledge and Experience	Knowledge about: • teaching in a primary school ▪ school finances ▪ SIAMS and OFSTED frameworks Experience of: ▪ senior leadership in school (as a Head Teacher, Head of School, Acting Head, Deputy Head) ▪ setting and monitoring a budget ▪ proven skills in the monitoring of performance of staff and experience of establishing strategies for developing effective teaching and deployment of support staff. ▪ working closely with the Governing Body ▪ SIAMS inspection	Experience of: • managing the implementation/curriculum of a growing number of mixed age classes, to ensure successful outcomes for all pupils ▪ experience of teaching across the EYFS and Key Stages 1 and 2 ▪ working with staff and Governors on the School Development Plan
Skills and Qualities	▪ is an exceptional teacher ▪ a dedicated face-to-face communicator with the strength of character to work with whole school community ▪ is able to inspire, challenge, motivate and empower others to implement the school vision over the short, medium and long term. Able to: ▪ promote the spiritual, social, moral and cultural development of pupils and lead Christian collective worship ▪ work with children to protect them and promote their welfare ▪ support and enhance the values and distinctiveness of the school, including its Christian ethos	▪ Experience of setting up and facilitating the management of a SRP base ▪ Training or experience of Relational Practice
Leadership and Management	▪ evidence of successfully leading school improvement ▪ a leader who can build high performing teams and can motivate staff to achieve excellent results ▪ knowledge of current legislation and developments in education (including inspection frameworks) to ensure that the school is in the best place to empower its children and staff to the highest of standards/outcomes ▪ aptitude to manage change and complexity ▪ ability to lead performance management and encourage staff development ▪ excellent communication skills both in writing and speech ▪ ability to lead strategic and financial planning to ensure the sustainability of the school	

Requirements	Essential	Desirable
Curriculum	▪ an innovative and creative approach to curriculum design and management ▪ ability to define and implement assessment systems ▪ ability to identify and inspire excellent learning and teaching ▪ understanding of effective inclusion strategies ▪ ability to place the requirements within a broad and balanced curriculum ▪ Ability to strategise for underperforming curriculum areas	
Relationships	▪ ability to promote the school within the community and to enthuse others to contribute to the development of the school ▪ willing to listen and communicate effectively with the whole school community ▪ leads by example whilst adopting a flexible management style that involves appropriate stakeholders in decision making. ▪ commitment to: (a) the involvement of parents (b) effective relationships with pupils, colleagues, the Governing Body and the Church (c) collaboration with other schools	

