

Symondsbury CE VA Primary School

Headteacher Application Pack



‘You, me, us, everyone –
We are a school that
believe we have the
power to change the
world!’

‘The human body has
many parts, but the
many parts make up one
whole body.
So it is with the body of
Christ.’

(1 Corinthians 12:12)

Thank you for requesting details about the position of Headteacher at Symondsbury School, a Church of England Voluntary Aided Primary School.

We hope that through reading the information in this application pack you feel encouraged and excited about applying to join us.

The School’s Strategic Aims are:

1. To have a dynamic, outward-facing role in local and wider partnerships; leading, and learning from, best practice.
2. To establish a first class curriculum which enables all pupils to learn and enjoy.
3. To ensure that all pupils achieve and develop so they are prepared for the next stage of their education and beyond.
4. To provide outstanding leadership at all levels, enabling the workforce to flourish and thrive where safeguarding is paramount.
5. To manage the budget with success to secure expansion and the best outcomes possible for all pupils.



Because we value RELATIONSHIPS
Our vision is always
to include EVERYONE in our
Symondsbury family.

‘The human body has many parts, but the many parts
make up one whole body. So it is with the body of Christ.’
(1 Corinthians 12:12)

Harmony Principle: INTERDEPENDENCE

Because we value REACHING
Our vision is always
to try our best in all we do
and reach out to others

‘You are the light of the world. A city
set on a hill cannot be hidden. Nor do
people light a lamp and put it under a
basket, but on a stand, and it gives
light to all in the house. In the same
way, let your light shine before others,
so that they may see your good works
and give glory to your Father who is in
heaven.’

(Matthew 5:14-16,)

Harmony Principle: THE CYCLE

Because we value REFLECTION

Our vision is always
to be able to learn from our
mistakes and grow from them.

‘For I know the plans I have for you said the Lord. Plans to
prosper you, plans to give you hope and a future.’
(Jeremiah 29:11)

Harmony Principle: HEALTH

Because we value REJOICING

Our vision is always
to celebrate all achievements—large or small.

‘Encourage one another and build each other up’.
(Thessalonians 5:11)

Harmony Principle: ONENESS

Our Symondsbury Values

Because we value RESPECT
Our vision is always
to respect and support each other.

‘Love each other warmly as Christians and
be eager to show respect for one another.’
(Romans 12:10)

Harmony Principle: DIVERSITY

Because we value RESPONSIBILITY
Our vision is always
to understand that because we have a RIGHT, we
have a
RESPONSIBILITY.

‘Be the doers of the word and not the hearers
only’
(James 1:22)

Harmony Principle: ADAPTATION



Dear Applicant,

On behalf of the governors, I would like to thank you for your interest in the post of Headteacher at Symondsbury 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.

I hope that through reading the information in this application pack you feel encouraged and excited about applying to join us. As Chair of Governors, I am hugely proud of our school, our continual progress toward excellence and our ambition for the future. Putting one's finger on just what is special about our school is quite a challenge. However, I am delighted that this has been done better than I could ever do by the children themselves when they were asked to write an open letter to their new Headteacher. Please have a good read of it enjoy – it is by the children, about the children and potentially about you. This role provides an exciting opportunity for an individual who is passionate about an inclusive, rich and vibrant education to build young people's foundation for life and who will embrace and live out our Christian vision and values.

Letter from our Chair of Governors

George Streatfeild MBE DL

You, Me, Us, Everyone - We are a School that Believe we Have the Power to Change the World

We are ambitious for our children and are seeking a leader who will develop our ethos founded upon “You, me, us, everyone – we are a school that believes we have the power to change the world.” We believe that all children should experience the feeling of accomplishment in a wide range of areas. Our curriculum therefore gives pupils an excellent mix of academic and personal development. It gives equal importance to core and foundation subjects; physical and mental wellbeing are both valued, understood and prioritised by our careful consideration of curriculum design.

The successful candidate will need to respect, nurture and develop our committed, experienced staff. To that end, we believe in Continuous Professional Development which is helped and supported by our membership of the West Dorset Schools Collaboration. Our children enjoy and actively engage in their learning in a supportive environment as seen by our ‘Outstanding’ report last year in this area from OFSTED. Symondsbury is well respected by parents and enjoys close links with the Church and the wider community as witnessed by the fact we are almost at pupil capacity and have a full Governing Body.



At Symondsbury, the children in our care are at the heart of everything we do. Every pupil should leave knowing God's love and being able to show God's love. Each day we encourage our children to work hard, have a positive mind-set, have the confidence to make mistakes, persevere, and not give up and to feel good about themselves.

The Church is next to our school building and plays an integral role in school life with religious education and worship central to everything we do. Enrichment is a vital part of school life including our dedicated Forest School on a local farm. 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 take our school to further horizons. A good sense of humour and an open door to colleagues, parents and children who expect a transparent, common-sense approach at all times, are essential. There is so much to juggle in a small school such as ours – the right candidate must have the self-confidence to trust peers, seek opinions, work flexibly and provide focused leadership to achieve challenging yet realistic goals.

This role includes a minimum teaching commitment of two days per week.

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@symondsbury.dorset.sch.uk or 01308 423502 for an appointment.

Applications should be made through the Dorset LA Website - jobs.dorsetcouncil.gov.uk/

I look forward to receiving your application.

Our School

We are delighted to share what makes Symondsbury Church of England VA Primary School such a vibrant, nurturing and inspiring place to learn and work. At Symondsbury, we believe that every child is a “superstar,” and our collective mission is to ensure they develop the confidence, character and skills they need to flourish far beyond their primary years.

Our Ethos and Values

As a Church of England school, our ethos is shaped by six core values—Responsibility, Reaching, Respect, Reflection, Rejoicing and Relationships. These values guide our practice, relationships and decision-making, creating a caring and inclusive environment in which all members of our community can thrive.

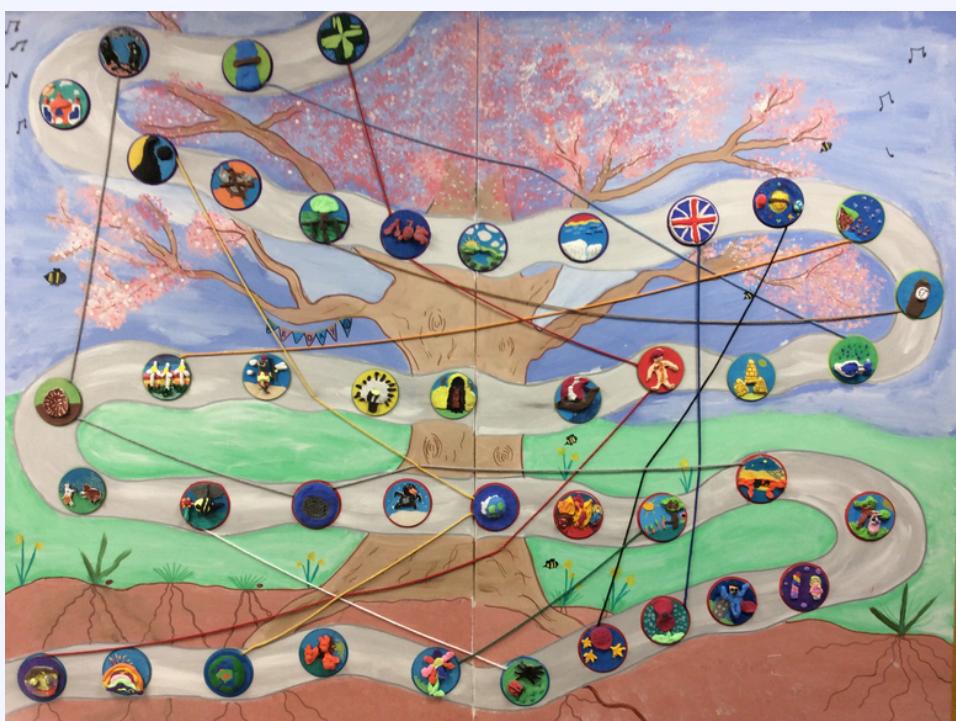
Our curriculum intent is built around four key drivers: Initiative, Possibilities, Environment and Creativity. These drivers inspire our children to become independent learners, widen their aspirations, engage meaningfully with their local surroundings and express themselves through dynamic and creative learning experiences.

Our Community: Staff, Children and Families

We are proud of our dedicated, skilled and nurturing staff team. Together, we work to ensure that every child feels safe, valued and excited about learning. This includes a strong commitment to safeguarding, promoting wellbeing and meeting the needs of all learners, including those with SEND.

We celebrate each child’s unique gifts and talents while encouraging resilience, perseverance and a positive mindset in all aspects of school life.

Families are central to the strength of our community. We build close partnerships based on open communication, mutual trust and shared aspirations to ensure every child is supported both in school and at home.



A Broad, Creative and Balanced Curriculum

Our curriculum provides a rich range of experiences that give equal priority to academic achievement, personal development and wellbeing. We believe that all children should feel a sense of accomplishment across diverse areas of learning, and we carefully design our provision to support spiritual, moral, social and cultural development alongside core subjects.

The Arts, Music and Performance

Creativity is at the heart of the Symondsbury experience. In art, we encourage pupils to explore ideas, experiment with media, collaborate and develop their own artistic voice, while gaining insight into different viewpoints, traditions and cultures.

Music and performing arts are particular strengths of our school. Throughout the year, our pupils participate in a wide range of concerts, productions and creative projects that help them build confidence, develop expression and enjoy the excitement of performing. Our programme includes annual nativities, school productions and themed creative events such as Yanamamo giving children the opportunity to shine on stage and behind the scenes. Such events reflect our commitment to high-quality creative enrichment and our belief that performance empowers children to grow as confident communicators and expressive artists.



Forest School

Our Forest School programme is a much-loved part of our curriculum. Through regular sessions in a woodland setting, pupils engage in hands-on learning that promotes independence, communication, teamwork, motor skill development and creativity. They build resilience, learn to assess risks safely and develop a deep appreciation for the natural environment around them, whatever the weather. These experiences contribute significantly to pupils' holistic development and their sense of belonging in the natural world.

Symondsbury CE VA Primary School is a joyful, ambitious and creative community. We take pride in nurturing compassionate, confident and capable young people who feel empowered to make a difference in the world. Our values, our curriculum and our commitment to enrichment shape a learning environment where every child—and every adult—can truly flourish.



We are looking to recruit someone who has:

A recent proven track record of outstanding leadership experience as part of a successful leadership team;
Drive, enthusiasm and imagination to move the school forward to even greater success;
A love of teaching;
An insistence of high standards in learning and teaching for all children to inspire educational excellence;
Excellent monitoring, evaluation, communication and mentoring skills;
An understanding and ability to maintain continued school improvement throughout the school;
A passion for learning and the care and wellbeing of young people;
The commitment to sustain the school's Christian character;
Experience of working successfully in partnership with parents, Governors and the wider community, including other local schools in order to develop and share best practice;
Proven experience in school finance, including budgeting, strategic resource management and ensuring best value for our pupils and community; and
the ability to promote and sustain positive behaviour across the school, fostering a culture of respect, responsibility and high expectations.

We can offer:

A thriving school with supportive parents, dedicated governors and school community;
A commitment to the professional development of staff;
A good school with high expectations and clear vision for improvement;
Enthusiastic and respectful children who are eager to learn;
A talented, dedicated and hardworking staff team committed to raising standards;
A purposeful, supportive and happy work environment;
An inclusive and caring culture;
Caring, polite and well-behaved children with a love of learning and a sense of community;
Supportive and engaged parent community; and
an active, enthusiastic Friends PTA who work in partnership with the school to enrich opportunities, and strengthen our sense of belonging.

If you can demonstrate the qualities we are looking for we would welcome your application. Application forms and further details are available from the Dorset for You website.



An Open Letter from the Children of Symondsbury CE VA Primary School

Hello! Our teachers asked us what we wanted from our new headteacher at Symondsbury School. This is what we said.

The children in Seedlings and Acorn Class said that they want a headteacher who is all of these things: Headteacher needs to be bossy. Headteacher should be kind, helpful and looking after us. Friendly! Amazing! Beautiful! Funny! Serious. Arty!!! Fun!! Exciting! Joyful! Playful! Interesting! A bit bossy. It's hard to explain, but when you are talking to the headteacher, they understand - I cannot quite explain it. Adventurous! I don't know... Thoughtful! Kind! Be kind! Loveable. Not bossy! Joyful in a celebration assembly.

Oak Class would like our new headteacher to be; kind-hearted, caring, funny, fun and friendly. They must be creative, cool and very happy. They need to be strict but fair and be visible so they are not allowed to sit in their office all day! We would like them to love maths and sport and be good at cartwheels and handstands. We want them to respect our school traditions (Christmas Countdown, Celebration Assembly, Daily Dance, Symfest, to name a few). Although, we would like them to introduce new exciting fun ones too. We want them to be involved with us and ask for our ideas. We want them to learn our 6R's and our golden rule. Lastly, we just want them to make us smile and feel safe.

Sycamore class are looking for someone who will feel safe and happy at our school and will make us feel safe too. It is important that they care for our planet and like nature and bees. It is important our new head loves the ARTS and wants to carry on encouraging our music and acting and celebrations. We would like someone who is active in two ways, one that they like things like the daily dance but also that they are actively involved in school life. Someone who has time for us, wants to talk to us about what we like and get to know us, isn't afraid to change their footwear and challenge us to a race or demonstrate a handstand!! Someone who is not too quiet and not too loud, is brave enough to bring their new ideas but also willing to listen and ask for help if they need it. They MUST have a sense of adventure and a sense of humour, and want to allow our school to continue to be creative and imaginative – different from other schools. Someone who is kind and fun and is supportive so that all children leave our school with a smile. We are looking for a Headteacher who likes children! Not like Mrs Trunchball, and understands us and our school. It is important not to be shouty, to nurture us and allow us to be children and not to have favourites. A Christian background is important at this school, being able to make learning fun and not wanting to change too much. Overall someone who is kind and fun and makes sure we stay as a family.



Our Staff are our Superpower! This is what they think makes Symondsbury Special.

Symondsbury is a vibrant, joyful and truly distinctive school, enriched by the many experiences we offer beyond the classroom—singing and musical performances, forest school, outdoor learning, sports, swimming, drama productions, our Christmas countdown, daily dance, Church services, and so much more. These are not optional extras; they are the heartbeat of who we are. Every child and every adult joins in, creating a school community full of life, creativity and shared purpose.

Our greatest strength is the unity and dedication of our staff team. We support one another through good times and challenges, celebrating each other's passions and talents. Thoughtful recruitment has brought together a diverse team who are encouraged to embrace their unique strengths. This creates a professional culture that is more than the sum of its parts: high expectations are matched with inspiration, creativity and a genuine love of teaching and learning.

At Symondsbury, our vision of changing the world is ever-present. We believe in nurturing the whole child, allowing every pupil to shine—whether in music, art, sport, performance, or academic study. Our curriculum, built collaboratively by our talented teachers, is engaging, ambitious and filled with creative flair. Pupils develop a deep love of learning and a strong sense of confidence through the rich, hands-on opportunities we provide.

Symondsbury is a family. Relationships between staff, children, parents, governors and the wider community lie at the heart of our work. We are a small school with big ideas—fair, inclusive, encouraging and proud. Staff are trusted, empowered and supported to follow their passions, undertake further training and contribute meaningfully to the school's growth. In turn, we empower children to believe in themselves, dream big and recognise their ability to make a difference in the world.

Outdoor learning is woven into our identity, with forest school and nature-based experiences helping our pupils develop curiosity, respect and care for the environment. Every child leaves Symondsbury with their own 'Symondsbury Story'—a set of experiences, memories and achievements that shape who they are and who they can become.

Symondsbury is, quite simply, a caring, creative and ambitious school family where both staff and pupils are encouraged to let their light shine.

What Our Parents Say About Symondsbury.

Parents at Symondsbury consistently describe the school as a joyful, vibrant, and nurturing place where children thrive. There is a warm, unmistakable buzz throughout the school, with pupils excited to come in each day. Classrooms are calm, purposeful and alive with a dynamic, well-organised curriculum that sparks imagination and creativity.

Families frequently comment on the strong sense of community that defines Symondsbury. Parents feel genuinely welcomed, supported, and encouraged to play an active role in school life. The calendar is filled with memorable and enriching experiences: engaging real-world learning opportunities, “Fab Finishes,” whole-school productions, exciting class trips and lively PTA/Friends events that bring everyone together. Joy and positivity resonate throughout the school, creating the ideal environment for young learners.

Parents repeatedly use words such as dedicated, community, encouraging, supportive, nurturing, friendly, organised, welcoming, creative, positive, fun, safe, and family feel to describe the school. Music and dance are seen as essential threads in the fabric of school life—bringing the community together, supporting wellbeing, and strengthening skills across the curriculum. Activities such as daily dance, school productions and Mrs Wakefield’s music are highly valued and seen as traditions worth protecting.

Leadership is another area parents highlight strongly. They emphasise the importance of a headteacher who fosters genuine school community while also connecting pupils to the wider world and helping them recognise that, even from a small school, they can make a real difference. Parents particularly value leadership that models and promotes presentation skills, public speaking and opportunities to perform—skills they believe equip children with confidence and real-life readiness. They note that the next headteacher should be someone who can present confidently themselves and inspire both staff and pupils to do the same.



Symondsbury CE VA Primary School
Head Teacher Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status Evidence of continuing professional development relating to school leadership and curriculum development 	<ul style="list-style-type: none"> Leadership in a Christian context NPQH
Experience Recent and successful experience of:	<ul style="list-style-type: none"> Leadership and management in a primary school Teaching at primary school (across the key stages) Tracking pupil progress highlighting areas of concern, planning interventions and ensuring these actions have a positive impact on attainment and progress and reflect the uniqueness of the individual Having a significant positive impact on standards and pupil progress Knowledge of small school context 	<ul style="list-style-type: none"> Working in a Church school Successful teaching in more than one key stage Working with other agencies for the well-being of all pupils and their families Managing a delegated budget in line with the school's ethos experience with mixed age classes
Wisdom Demonstrate wisdom through understanding of:	<ul style="list-style-type: none"> The distinctive Christian character of a CE school as expressed through its vision, values and ethos Issues relating to the leadership and management of a Church school that promotes human flourishing Principles for the development of effective teaching and learning that aims for life in all its fullness Strategies for raising standards of achievement that reflect the ultimate worth of each student Principles of school self-evaluation and strategies for planning school improvement Strategies to develop 'community and living well' through partnership with parents, and enhance Church and community links The range of data available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents/carers The Church of England Vision for Education 	<ul style="list-style-type: none"> The unique context of Symondsbury CE VA Primary School The legislative framework for a VA school, including governance, curriculum and inspection frameworks and the requirements for statutory assessment Personnel issues and strategic financial planning
Skills Ability to:	<p>Develop Hope and Aspiration:</p> <ul style="list-style-type: none"> Inspire motivate and challenge staff, pupils and others to carry the school's Christian vision forward by communicating a hopeful journey of improvement Develop the distinctive and effective Christian character of a Church school/continue to develop the school's Christian ethos Provide leadership in Collective Worship that reflects the Christian identity of the school Demonstrate exemplary teaching <p>Promote Community and Living Well Together:</p> <ul style="list-style-type: none"> Foster good teamwork through promoting a sense of community through a culture of 'living well.' Seeks to foster effective relationships with local churches. Monitor and evaluate the performance of people and policies in line with the ethos of the school Manage the school as a hospitable community that seeks to embody an ethos of living well together Evidence the Christian vision in action through enhancing links and maintaining positive relationships with the local community, the Governing Body, external agencies, the Diocese, the LA, other schools and parents/carers <p>Promote Dignity and Respect:</p> <ul style="list-style-type: none"> Create and maintain an effective learning environment and culture that positively recognizes individual strengths and needs Manage own workload and that of others to allow a work-life balance, in line with Christian principles and practices Ensure all children are kept safely from harm and educated in an environment where all God's children are valued and safeguarding is paramount. 	
Personal Attributes Evidence of:	<ul style="list-style-type: none"> Commitment to promoting a vision of a Church school witnessing to its Christian values in its local community Wisdom grounded in creative thinking and imagination, seeing the potential The capacity to communicate in a way which reflects a dedication to educating for life together. The ability to relate constructively to all, inspiring confidence in others, whilst supporting their personal flourishing Developing of networks and partnerships for what can be given rather than what can be received. 	<ul style="list-style-type: none"> Continuing professional development as a means of fulfilling own potential A personal - Christian commitment and involvement in a local parish, Church and community

SYMONDSBURY CE VA PRIMARY SCHOOL

HEADTEACHER JOB DESCRIPTION

Post Title: HEADTEACHER (full time)

Responsible to: The Governing Body of Symondsbury 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
- Promote, monitor and improve pupil attendance, working closely with families and staff to ensure that every child attends regularly and is supported to thrive.

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.

This role includes a minimum teaching commitment of two days per week.

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 in schools that teach early reading
- 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 managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

The headteacher 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

6. Professional Development

· Effective communication and relationships are key to effective Headship. The Headteacher needs to build a 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 Headteacher 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.

Job Advertisement

Job Title: Headteacher

School: Symondsbury CE VA Primary School

Location: Symondsbury, Bridport, Dorset, DT6 6HD

NOR: 107

Contract Type: Permanent

Salary: L8 - L14 £61,534 - £71,330

Pension: Teachers' Pension Scheme

Contact: George Streatfeild (Chair of Governors)

office@symondsbury.dorset.sch.uk

01308 423502

Closing Date: 10th March 2026

Shortlisting: 12th March 2026 with successful candidates informed by 14th March 2026

Interview Dates: Tuesday 24th and Wednesday 25th March 2026

Start Date: 1st September 2026

The school is a 4-11 voluntary aided school in the village of Symondsbury near Bridport, West Dorset, in an area of outstanding natural beauty and near the Jurassic Coast World Heritage site.

Due to the career progression of our Headteacher, the Governing Body is seeking to appoint a committed, inspirational and proactive leader to build on the school's current strengths and achievements to ensure that Symondsbury successfully continues on its journey and is in an excellent position to meet any new challenges ahead.

Visits to the school are strongly encouraged and warmly welcomed.

Tours available: Friday 6th February 2026

Thursday 12th February 2026

Monday 23rd February 2026

Please contact the School Office 01308 423502 to arrange a visit.

The school is committed to safeguarding and promoting the welfare of children and young people; this is a commitment which we expect all staff and volunteers to share.

The successful candidate will be required to have a Disclosure and Barring Service check in line with the Government's safer recruitment guidelines.

We value the diversity of our workforce and welcome applications from all sections of the community.

This school will conduct online searches of shortlisted candidates. This check will be part of a safeguarding check, 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 is not on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Thank you for considering the role of Headteacher at our school.
We look forward to hearing from you.