

Weaverham Forest



Children First

WEAVERHAM FOREST PRIMARY SCHOOL & NURSERY

HEAD TEACHER RECRUITMENT PACK

FEBRUARY 2026

Letter from Chair of Governors.....	2
About the School.....	3
Letter from the School Council	4
Headteacher Key Qualities – Current Staff View	5
The Role	6
Person Specification	8
Application Process	10

Letter from Chair of Governors

Dear Applicant

On behalf of the Governing Board, thank you for taking an interest in the position of Headteacher at Weaverham Forest Primary School and Nursery

Weaverham Forest Primary School and Nursery is a one form entry school, with its own onsite nursery. We are a caring and inclusive school, where pupils are encouraged to be confident learners and where staff work collaboratively to ensure that every child reaches their full potential. Staff strive to provide high educational standards, a challenging and varied curriculum and a nurturing environment to allow every child to flourish. We are extremely proud of our school and are looking for an aspirational Headteacher who will maintain and expand on our many existing strengths.

Our school values are to be kind, respectful and honest, and these values sit at the heart of our school. We are keen to appoint a Headteacher who can lead with these values as well as integrity, warmth and ambition.

Like many schools the financial position is tight, and we have a higher than average number of children with SEND. It is important that our new Headteacher has a robust plan to address the financial position as well as continuing to support our children and their families.

The Governing Body is proud of what has been achieved at Weaverham Forest Primary School and Nursery to date and are ambitious for its future. We offer our new Headteacher our full support from a dedicated and committed governing body.

As we look to the future, we are seeking a Headteacher who can build on our current strengths, is inspirational and strategic and can continue to drive improvement while maintaining the values at the heart of our school.

We hope that having read the information contained within this pack, as well as visiting our School's website you will be inspired to apply. We encourage you to visit our school and see firsthand our passionate staff and the enthusiasm our children have for learning.

Kind regards

Clare Parkin

Chair of Governors

About the School

School Context Overall	
Current Year 2025-2026 Autumn Term	
Number on roll	223
% Boys/Girls	45%/55%
% Disadvantaged (Pupil Premium)	22%
% Child in need, TAF, Child Protection	2 CiN & 4 TAF (4 families)
% Cared for children	2 children
% from Minority Ethnic Groups	1.4%
% EAL	1 child
% of pupils DSEN (Disabled and those who have special educational needs)	22.3% (14.8% national) 6% EHCP (3.5% nationally)
Other contextual information: <i>Deprivation indicators are average</i>	

Weaverham Forest Primary School and Nursery, is located on the outskirts of Northwich. Weaverham benefits from three local primary schools and the local High School is in close proximity. As such there are close links between the school and the High School, through music festivals and sporting events. The majority of pupil's live within the village and come from a variety of social backgrounds.

In November 2019, the school established its own Nursery provision, which is run inhouse by qualified staff. In addition, the school manages its own in house before and after school clubs.

The school itself benefits from two playgrounds, for KS1 and KS2, a large playing field ideal for sporting events and a small woodland area with play equipment. The buildings are a mix of Victorian and newer construction.

Leaders have high expectations of pupils. They have designed a curriculum that pupils value. Pupils are motivated by the projects that they complete. They enjoy their lessons and achieve well. Pupils are keen to talk about their learning.

OFSTED 2022

Letter from the School Council

Dear Future Headteacher,

We are Weaverham Forest Primary School.

We believe in our school values of Respect, Honesty and Kindness, and are looking for someone who shares these qualities. We are a listening school and one that cares for others and our local community. We are an inclusive school and believe in sharing and being there for others when they need us. Our teachers are supportive, kind and create amazing learning opportunities. We love our beautiful surroundings and regularly use these spaces to promote our sense of belonging. We enjoy celebrating each other's achievements and are searching for that unique and special individual to find their new home working with us.

Do you think you can meet the challenge of joining our school and making what is good even better?

We would love a person who listens, understands our differences, is fair and cares for all in our school. We hope you will have the confidence to embrace our curriculum and have fun, working with us to see how we learn and develop. We would like to see someone who lives by our school values of respect, honesty and kindness and also wants to join us in celebrating success and achievement. Our new head teacher will be firm when needed but constantly have a positive attitude towards learning and life. It might just help if you love your sports and have a passion for animals!

Sound just like you?

At Weaverham Forest, we want everyone to feel safe, supported and happy. That's why we are hoping for a headteacher just like you who understands what makes our school special and who will celebrate our efforts and encourage us every day. If this is you, we can't wait to meet you.

See you soon!

The Pupils of Weaverham Forest Primary School Council

Headteacher Key Qualities – Current Staff View

1. Teaching, Learning & Curriculum Leadership

- Strong knowledge of high-quality teaching and adaptive strategies.
- Ability to monitor, evaluate, and improve teaching standards.
- Clear vision for curriculum development and improvement.

2. Inclusive Practice & SEND Expertise

- Deep understanding of SEND legislation, pedagogy, and social care.
- Ability to ensure inclusion, high expectations and appropriate support for all.

3. Behaviour Leadership & School Culture

- Strong, consistent, firm but fair approach to behaviour.
- Knowledge of trauma informed and attachment aware practice.
- Values manners, respect, and positive behaviour systems.
- Promotes emotional literacy, wellbeing, equity, and diversity.
- Ensures all staff and pupils feel safe, heard and supported.

4. Staff Leadership, Support & Development

- Approachable, visible, hands on leadership style.
- Prioritises staff wellbeing and workload.
- Supports staff dealing with challenging behaviour or parental pressure.
- Encourages professional growth, CPD and subject leadership roles.

5. Communication & Relationships

- Excellent communicator with staff, pupils, families, governors and partners.
- Keeps staff informed and involved in decisions (e.g., briefings, calendars).
- Warm, present around school, greets pupils, open door policy.
- Able to explain decisions clearly and assertively when needed.

6. Community, Agency & Partnership Engagement

- Builds positive relationships with parents and carers.
- Works closely with multi agency professionals.
- Engages proactively with external partners (LA, health, charities).
- Strengthens the school's role in the community.

7. Operational, Resource & Budget Management

- Strategic resource planning, especially under tight budgets.
- Effective allocation of SEND and high needs funding.
- Willingness to step in and “muck in” when staffing is stretched.



The Role

Job Description: Headteacher Weaverham Forest Primary School and Nursery

Reporting to: Chair of Governors and Governing Board

Start date Tuesday 1st September 2026

Contract Type: Full Time, Permanent

Salary: ISR 13 – 18

Statement of Purpose

Provide professional and strategic leadership for the school to ensure high quality education, strong pupil outcomes and a safe, inclusive environment. Lead school improvements, manage resources and the financial budget effectively, and represent the school to parents, the local community and external partners. Empower staff and pupils to achieve their highest potential.

The Headteacher will:

- Be the strategic lead professional
- Lead by example by creating an environment of ambition, leadership and direction with the aim of creating an outstanding school provision
- Set and implement the aims and objectives of the school, ensuring policies and best practice allow these aims and objectives to be met
- Provide continuous monitoring and evaluation of the aims and objectives, and be willing to act if these are not being met
- Manage and develop staff, through various means including continuous professional development and ensuring staff wellbeing
- Be highly visible to the school and wider community by attending events and promoting the school within the community

Qualities and Knowledge

- Build positive and respectful relationships across the school community.
- Serve in the best interest of all pupils within the school.
- Lead by example, with professionalism, integrity and compassion.
- Uphold public trust in school leadership, maintaining high standards of ethics, behaviour and professional conduct. At all times observing proper boundaries appropriate to their profession.
- Demonstrate the school's values and communicate the school's vision and direction clearly and concisely.
- Exhibit continuous professional development, by keeping up to date with changes in education, locally and nationally.

Safeguarding

- Be accountable for promoting an open and positive safeguarding culture that puts pupil interests first.
- Co-operate and work with safeguarding partners and other relevant agencies to help and protect pupils.
- Create an organisational culture which prioritises and monitors the safeguarding of pupils.

- Ensure all systems and paperwork are maintained, kept up to date and secure.

Inclusion

- Embed a culture in which early and accurate assessment of pupils' needs are prioritised.
- Sets high expectations for all pupils and uses information from assessments to implement a continuous cycle of planning, action and review.
- Develop approaches to reduce barriers to pupils' learning and/or wellbeing.
- Foster an inclusive school identity that celebrates diversity in all its forms, ensuring the school environment is welcoming and accessible to families of all backgrounds.

Curriculum and Teaching

- Continue to develop and maintain high quality teaching across all subjects
- Ensure teaching is underpinned by high levels of subject expertise
- Promote an exciting and ambitious curriculum that inspires pupils, including those with SEND or who are disadvantaged, to make comparable progress and development
- Create an environment that enables all pupils to become effective, enthusiastic and independent learners

Achievement

- Ensure effective use is made of formative and summative assessment.
- Ensure that pupils continue to make progress across all areas of the curriculum and their attainment is in line with or better than national results.
- Acknowledge and celebrate the achievements of staff and pupils through academic and extra curricular activities

Attendance and Behaviour

- Provide a respectful, supportive and positive environment in which pupils can thrive.
- Continue to drive the importance of high attendance and develop approaches to support pupils in achieving this.

Personal Development and Wellbeing

- Provide a safe and inclusive environment for all pupils and staff
- Promote a culture of continuous professional development for all staff
- Monitor and evaluate staff workload and wellbeing
- Develop effective relationships with fellow professionals, to allow opportunities for best practice to be shared
- Seek opportunities for your own personal development and wellbeing

Leadership and Governance

- Work alongside the Governing Body by providing the information it needs to govern effectively
- Establish a culture for sharing and promoting best practice within the school and the wider community

Early Years

- Building on the established approaches, continue to develop the early years provision.

Any other duties commensurate with the professional standards for headteachers

Person Specification

Assessed by

A = Application

I = Interview / assessment day tasks

R = References

Criteria	Essential	Desirable	Assessed by
<i>Qualifications and Continuing Professional Development</i>			
Recognised degree or equivalent	✓		A
Qualified teacher status	✓		A
A recent and appropriate track record of professional development relating to school leadership	✓		A
To have completed the National Professional Qualification for Headship (NPQH) or equivalent		✓	A
Up to date level 3 safeguarding training (DSL, safer recruitment training)	✓		A
<i>Experience</i>			
Experience of being a member of a senior leadership team within a primary school	✓		A,I,R
Evidence of successfully leading school improvement	✓		A,I,R
Significant experience and knowledge of working with pupils with special educational needs	✓		A,I,R
Evidence of curriculum leadership and development	✓		A,I,R
Experience of monitoring staff performance and staff development	✓		A,I,R
The ability to support the Governing Body to enable it to meet its responsibilities	✓		A,I,R
Ability to build effective relationships with staff, pupils and parents/carers	✓		A,I,R
Understanding of the local context of the school and the local community		✓	A,I,R
<i>Knowledge and Skills</i>			
Successful teaching experience with a primary school setting	✓		A,I,R
Can effectively interpret and analyse school data to identify appropriate actions quickly and efficiently	✓		A,I,R

Criteria	Essential	Desirable	Assessed by
An understanding of what high-quality teaching and learning looks like, and the ability to support improvements	✓		
Be able to communicate a clear vision and inspire others through strong interpersonal skills	✓		A,I,R
Strong understanding of safeguarding, child protection and statutory responsibilities	✓		A,I,R
An understanding and knowledge of school financial management		✓	A,I,R
Experience of appraisal processes, to set targets and to hold staff accountable where necessary		✓	A,I,R
Professional Attributes			
An ability to communicate effectively, both orally and in writing to a range of audiences	✓		A,I,R
Secure knowledge of SEND, inclusion and equalities legislation	✓		A,I,R
The ability to manage your own workload and support staff so they achieve an appropriate work-life balance	✓		A,I,R
Child centred, inclusive and values driven approach	✓		A,I,R
Commitment to professional development of self and staff	✓		A,I,R
Personal Attributes			
A clear passion and enthusiasm for teaching and learning, engaging with pupils and having an active interest an involvement in learning and wider curricular activities	✓		A,I,R
Ability to remain calm and decisive under pressure	✓		A,I,R
The ability to inspire confidence and support staff effectively	✓		A,I,R
To be an ambassador for the school within the wider community	✓		A,I,R
Hard working, empathetic and fair-minded	✓		A,I,R

Application Process

We hope that what you have read inspires you and that you would like to apply for the role.

Visits to the school are warmly welcomed so that you too can 'feel' first hand the atmosphere that makes Weaverham Forest Primary School and Nursery the unique and special place that it is.

Visits to the school are available on

Monday 9 th February	4pm
Tuesday 10 th February	PM
Wednesday 11 th February	AM

To arrange a visit please contact Pauline Buckley, Business Manager on 01606 226444.

To apply, please complete the online application form, with a personal statement form not to exceed 1,200 words.

Key dates

Closing date and time	Monday 23 rd February 9am
Shortlisting	Monday 16 th March
Interview / assessment days	Monday 30 th and Tuesday 31 st March

You may provide a supporting letter with your application. This should not exceed two sides of A4 paper (font size 12). Please do not restate the factual details included elsewhere on the application form.

The successful applicant will be subject to the conditions of employment for Headteachers contained in the School Teachers Pay and Conditions document 2025 and other current education document legislation.

The school is committed to safeguarding and promoting welfare of children and young people and expects all staff, volunteers and external agencies to share this commitment.

The post is exempt from Rehabilitation of Offenders Act 1974. The successful applicant will require an enhanced DBS check. As the post will involve regulated activity with children, it is a criminal offence to apply for this post if you included on the children's barred list held by DBS. Other safer recruitment checks including online checks for shortlisted candidates will be undertaken.