



Living, Laughing & Learning Together

Application Pack for Prospective Headteachers

Dear Prospective Headteacher,

Thank you for considering a Headship role with us at William Penn School. I am delighted to introduce you to our vibrant and welcoming school community. This pack provides an overview of our school's context, distinctive characteristics, and what makes us unique. It should be read in conjunction with both the school website and prospectus to gain a full picture of our school. We hope this will inspire you to join us in shaping the future of our school.

The Governing Body wishes to appoint a new Headteacher, with experience of senior leadership, to lead the school into its next phase of growth and success. We are ambitious for our pupils learning and school experience. We want the new Headteacher to share our ambition in wanting to grow pupil numbers and become recognised as an exceptional community for children to be part of. As a Quaker school, we require a commitment from the new Headteacher to understand and follow the Quaker values in their leadership. We welcome applications from all faiths and none.

The school has a strong vision and core values (reflection, equality, friendship, peace, simplicity and integrity), which guide all our key initiatives. At its heart, the school focuses on the development of individuals, fostering diversity, inclusivity, and a commitment to the wellbeing and success of all pupils. Our school community prides itself on its supportive and collaborative culture, where talented staff, enthusiastic parents, and motivated pupils come together to create a dynamic learning environment.

William Penn School offers an exceptional opportunity for professional growth. Our facilities include modern classrooms, a thriving Forest School, and spaces designed to enhance outdoor learning. These, combined with our proactive Parent Teacher Association make William Penn a truly unique and inspiring place to lead. In our understanding, William Penn School is unique in its status as a primary school with a Quaker foundation.

The best way to experience the unique ethos of William Penn School is to visit us. We warmly invite you to arrange an individual tour of the school to meet our staff and pupils and see our community in action. These are available on:

- Thursday 16th January 09:00
- Thursday 23rd January 09:00
- Thursday 30th January 09:00
- Thursday 6th February 09:00
- Thursday 13th February 09:00

If you are unable to make these dates or times, we will endeavour to arrange a mutually convenient time. To book a visit, please email office@williampenn.co.uk or call 01403 741274. We look forward to welcoming you. In the meantime, thank you for your interest, and I wish you the very best of luck in your application.

Yours faithfully,

Matt Kerry
Chair of Governors,
William Penn School



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About Our School

- **Location:** William Penn School is nestled in a picturesque rural setting in the village of Coolham.
- **Pupil Numbers:** We currently have 78 pupils aged 4 to 11.
- **Staffing:** Our dedicated team includes 5 teaching staff, supported by 5 teaching assistants, a Business Manager and Caretaker.
- **Class Organisation:**
 - Cadbury - Year R (Reception) and Year 1(part)*
 - Fox - Year 1(part)* and Year 2
 - Fry - Year 3 and Year 4
 - Jocelyn Bell Burnell - Year 5 and Year 6

*Year 1 classes are determined with reference to pupils' ages, abilities, gender and social needs. Year 1 children are taught as a cohort for mathematics and English in the mornings.

Our School Context

William Penn School is steeped in history and tradition, yet forward-looking in its approach to education. We pride ourselves on:

- Being a **one-form entry primary school**, fostering a close-knit community where every child is known and valued.
 - Emphasising **inclusive education**, catering to children with a wide range of abilities and needs.
 - Our **commitment to sustainability**, reflected in our eco-friendly policies and outdoor learning initiatives.
 - **Progressive and ambitious curriculum:** We offer a broad and balanced curriculum enriched by art, music, sports, and STEM activities.
 - **Heritage:** The school is proud of its Quaker origins, which influence our values of reflection, equality, friendship, peace, simplicity and integrity
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Our Parent Teacher Association

The Parent Teacher Association is an integral part of William Penn School. The PTA:

- Organises regular fundraising events, including our fantastic Summer Fair.
- Supports classroom activities, purchasing resources such as books, ICT equipment, and playground enhancements.
- Organises events for the pupils such as the Christmas Disco.

Their dedication and enthusiasm make a tangible difference to the school's life, ensuring that staff, pupils, and parents feel supported and valued.

What Makes William Penn School Unique

- **Leadership Opportunities:** You will have the opportunity to shape our strategic direction, fostering innovation while respecting our rich heritage.
 - **Outstanding Facilities:** The school boasts modern classrooms, a large outdoor play area, a forest school, and a well-equipped library.
 - **Community Engagement:** We have strong ties with local organisations, enhancing learning opportunities for pupils.
 - **Pupil Voice:** Our student council actively contributes to decision-making, ensuring that children feel heard and empowered.
 - **Supportive Governance:** Our governing body is proactive and approachable, committed to supporting the Headteacher and staff in achieving excellence.
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Our Facilities

At William Penn School, we have 4 classrooms arranged around or near to a central hall. The school offices are at the front of the building. We also have a library which can be accessed from the school hall as well as from Cadbury and Fox class. We have a Group Room which is used to teach children in cohorts in the mornings and for break out activities and meetings in the afternoons. Each of our classrooms is carpeted with cloakroom and toilet facilities.

The Hall is used for a variety of functions through the day, ranging from assemblies and lunches to curriculum sessions where a larger space is needed. Our grounds are extensive, stimulating and beautiful. We have an exciting, zoned Early Years outdoors area. This is partly covered and allows our younger pupils to work outside every day. This has been fitted with an all-weather flooring surface.





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We are fortunate in having a large conservation area which is used as part of the curriculum for Forest School.

All ages of pupils enjoy the trim trail and outdoor gym which gives the children a further opportunity to enjoy the outdoors. We make as much use of our field area as we are able to, as a learning environment, place to hold whole school events such as May Day and Sports Day and as a place to picnic and play.

Next Steps

- Closing date for applications - Wednesday 19th February at 12pm
- Shortlisting by selection panel - Wednesday 26th February
- Interviews - 4th and 5th March 2025

All applicants will be informed as soon as possible after shortlisting via email and phone call if we would like to invite you to interview. Unsuccessful candidates will also be informed by email.

For the successful candidate, the job offer will be subject to two satisfactory references, and current DBS enhanced clearance. As part of our safer recruitment processes, shortlisted candidates are required to bring with them to interview original documents to confirm identity which are photographic such as passport or driving licence and evidence of relevant qualifications.

Please complete an application form and a supporting statement of no more than two sides of A4 paper and no smaller than font size 11. In your supporting statement, we would like you to address how your skills and experience, guided by the person specification, make you the right candidate to lead William Penn School. Please include the reference number 16436 in your email subject and send the completed application form and supporting statement to:

HrSchoolAdverts@westsussex.gov.uk





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Job description

Salary: L9 – L15 (£60,644 - £70,293)

Contract type: Full-time, permanent

Reporting to: Chair of Governors

Main purpose

The headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Monitor progress towards achieving the school's aims and objectives
- Make sure these school improvement strategies are effectively implemented through leadership of a robust quality assurance strategy
- Allocate financial resources appropriately, efficiently and effectively
- Effectively market the school to increase pupil numbers
- Foster a sense of belonging on togetherness with all stakeholders

Qualities

The headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

School culture and behaviour

The headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy



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Teaching, curriculum and assessment

The headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
- Teach classes within the school with a teaching load in proportion to the demand of the role

Additional and special educational needs (SEN) and disabilities

The headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice

Managing the school

The headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care
- Manage staff well with due attention to workload
- Maintain a whole school approach to well-being
- Ensure rigorous approaches to identifying, managing and mitigating risk

Professional development

The headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Ensure training and continuing professional development is effectively planned, delivered and evaluated
- Make sure professional development opportunities draw on experts both within, and beyond the school



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- Seek training and continuing professional development to meet the needs of all staff members

Governance, accountability and working in partnership

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff 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
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.



Person specification

Criteria	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree 	<ul style="list-style-type: none"> • NPQSL • NPQH • Master's Degree
Setting the strategic direction of the school	<ul style="list-style-type: none"> • Ability to communicate and implement clear and strategic educational vision and direction, in consultation with all stakeholders • An excellent practitioner, experienced across the primary phase, with a clear understanding of what being an outstanding practitioner entails • Experience of developing, implementing and evaluating strategies for raising standards and improving outcomes for all children • Experience of successful financial planning and budget and resource management 	<ul style="list-style-type: none"> • Proven experience of building mutually beneficial and supportive relationships with other schools, agencies and groups • Experience and understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles
Leadership & management experience	<ul style="list-style-type: none"> • Proven successful leadership at senior level in a primary school • Experience of developing a consistently high quality of teaching and learning through rigorous assessment, monitoring, evaluation and feedback • Experience of successful staff recruitment and selection and in conducting all aspects of staff performance management • Involvement in school self-evaluation and development planning • A track record of success in team work, distributed leadership, staff development, coaching • The ability to use performance management and line management to secure accountability and improve performance • Ability and willingness to challenge under performance thereby improving outcomes for pupils • Success in improving attendance and punctuality 	<ul style="list-style-type: none"> • Proven successful leadership as a Headteacher or Acting Headteacher with a strong track record of school improvement • Experience of having worked in a range of educational settings with children from diverse backgrounds



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Skills and knowledge	<ul style="list-style-type: none">• Data analysis skills, and the ability to use data to set targets and identify weaknesses• Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve• Understanding of school finances and financial management• Excellent ICT skills and an understanding of the role of ICT in effective administration, management and teaching and learning• Effective communication and interpersonal skills• Ability to build effective working relationships	
Personal qualities	<ul style="list-style-type: none">• Commitment to uphold the 7 principles of public life (the Nolan principles) at all times• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position• Effective personal management style, balancing clear leadership with, warmth and humility	

School and West Sussex County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an appropriate Disclosure and Barring Service check along with other relevant employment checks, including satisfactory references.