

Wildridings Primary School

Headteacher Information Pack



‘Nurturing the potential in everyone’

Respect Safety Honest Responsible Listen



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Letter from the Chair of Governors

Dear applicant,

Thank you very much for your interest in responding to our advertisement for the position of headteacher at Wildridings Primary School.

Wildridings Primary School is a warm, welcoming and friendly school that values the contribution of all children, whatever their skills and interests with our vision of 'nurturing the potential in everyone' at the heart of the school. Our children are wonderful, demonstrate excellent learning behaviours and are keen to learn.

We have an experienced teaching team who are fully committed and determined to provide our children with every opportunity so that our children strive for academic excellence, experience a range of enrichment opportunities, and leave Wildridings with the life skills so they can fully participate within their community and beyond.

The school building is bright, well-resourced and our staff say it's a pleasure to work in. We have large, attractive grounds which are used to enhance the curriculum.

Our current improvement priorities are

- developing and implementing strategies to improve reading and writing outcomes,
- developing and embedding the wider primary curriculum,
- improving outcomes for disadvantaged pupils,
- improving and sustaining EYFS outcomes.

Please read our School Development Plan 2025-2026 for more in-depth information, though we recognise these priorities may change once our new head is in post.

The governors, a small but dedicated body, are excited about this opportunity and look forward to working with the successful candidate to continue building on the school's current priorities and identifying our next steps. We will be ever-focused on the candidate's well-being, work-life balance, and professional development and are committed to supporting the successful candidate along their journey.

We want our new headteacher to have highly developed emotional intelligence and the ability to build effective relationships with all stakeholders. They need to be reflective, able to challenge positively, lead change effectively, and manage difficult conversations sensitively.

If you are interested in this vacancy, make an appointment for an informal visit to the school by emailing secretary@wildridingsprimary.co.uk.

Thank you again for your interest in the post and I look forward to receiving your application.

Yours sincerely,

Mr. Oliver Rock

Chair of Governors

Welcome to Wildridings Primary School

We are a two-form entry school with a very popular nursery where we can offer 30 hours for children aged 3 plus. Many of our children start their educational journey here. We also provide full and comprehensive wrap-around care including a breakfast club and after-school club.



Ethos and Values

"Nurturing the potential in everyone"

Respect

SafetyHonest

Responsible Listen

Wildridings is a friendly, professional, caring, and safe community where everyone's potential is nurtured.

We are dedicated to ensuring everybody is appreciated as an individual and provided with an education that encourages academic endeavour, offers enrichment opportunities and develops life skills and as such, a continuous provision approach is used throughout EYFS and KS1. Nurture is important to the school and we value the benefits it brings our children.

At Wildridings, we encourage all our children to grow as independent individuals, to be safe, to keep others safe, to be self-disciplined, and to develop a desire to learn and improve. We also encourage our children to be tolerant and respectful of others. Their high standards of behaviour and good manners are essential and always encouraged. In conjunction with parents and carers, we strive to ensure that every individual can flourish and develop into a positive, happy, and well-rounded citizen, able to fully participate within their community and beyond.

School Information

Wildridings Primary School,
Netherton,
Bracknell,
Berkshire,
RG12 7DX

Location: [Wildridings Map](#)

Telephone: 01344 425483

Fax: 01344 360988

Email: secretary@wildridingsprimary.co.uk

Website: wildridingsprimary.co.uk

Ofsted Report: [Wildridings Latest Ofsted Report](#)

Headteacher: Mr Paul Chandler

Chair of Governors: Mr Oliver Rock

Number of Pupils: 402

Our Classes:

Nursery - Bellamy and Packham

Reception - Attenborough and Darwin

Year 1 - Matisse and Van Gogh

Year 2 - Nightingale and Winston

Year 3 - Einstein and Hawking

Year 4 - Charlton and Macarthur

Year 5 - Drake and Fiennes

Year 6 - Rowling and Shakespeare



SEND: At Wildridings Primary School, we are proud of our inclusive and nurturing approach. We work in partnership with children, parents, and other agencies to provide a secure, caring, and happy environment that ensures we meet the needs of children with Special Educational Needs and Disabilities.

Nurture group: Our Nurture group provides a structured timetable, allowing children to learn in a small group within a safe and nurturing environment. It is run by trained staff who encourage the children to build their confidence and improve relationships with their peers.

Are you our next headteacher?

What our children are seeking...

Someone who is
really kind

Someone who is
passionate
about learning

Someone who
is supportive

Someone fun,
who enjoys being
with children and
has a sense of
humour

Someone who
can join in with
the lessons

Someone who
knows when to
be fun and when
to be serious

Someone who
encourages others
to be passionate

Someone who
celebrates special
times in the year
and organises
events for the

Someone who
interacts with
pupils in a variety
of ways



What our parents are seeking...

A headteacher who is passionate

A headteacher who interacts kindly with pupils

A headteacher who values wellbeing

A headteacher who supports staff workload and development

A headteacher who communicates and engages with the parents

A headteacher who communicates and engages with parents

A headteacher who is enthusiastic

A headteacher who promotes the values of respect, kindness and confidence.

A headteacher who will embrace the Wildridings community

A headteacher who will celebrates the children's achievements

A headteacher who knows the children by name and shows a personal interest in them

From the Ofsted (2022) parent survey:

97% of parents agree that their children feel safe at our school

98% of parents agree that their child is happy at Wildridings Primary School

95% of parents would recommend Wildridings Primary School to another parent

What our staff say...

"We work hard to meet the diverse needs of children in our school. We are looking forward to welcoming a headteacher who will understand and work with us to develop the whole child to be the best they can be."



"Wildridings Primary staff are proud and happy to work at this school. Staff say that leaders and governors help them to manage their workload and well-being effectively" (Ofsted, 2022).

How to apply

Visits to the school are welcomed and encouraged. To arrange a suitable date and time please contact the school office on 01344 425483 or email: secretary@wildridingsprimary.co.uk.

All applications must be submitted by the closing date to Bracknell Forest's HR department via email to: Sarah.Hunter@bracknell-forest.gov.uk

Complete the application form in full, please; a standalone CV will not be considered.

You should refer to this application pack, including the Job Description and Person Specification, when applying. It is essential that you provide a succinct personal statement that clearly demonstrates how you meet the required skills and attributes outlined in the Job Description and Person Specification. Please use concise examples where possible, to evidence your skill set, as your personal statement will be the primary tool used to shortlist. You may wish to organise your statement under the headings within the person specification, if you wish.

We very much look forward to hearing from you.

Salary Group 3: L14 to L24 £69,964 - £88,150

Application closing date: **Monday 17th March 2025 (9 a.m.)**

Shortlisting date: **Week commencing Monday 17th March**, successful candidates will be notified by **Friday 21st March 2025**

Interview days: **Week commencing Monday 24th March**

Start date: **1st September 2025**

FLEXIBLE WORKING:

The governing body at Wildridings Primary School recognises the benefits of flexible working and is keen to support opportunities for this. Applicants wishing to apply on a job-share basis for the role of headteacher should find a partner before applying, so they can apply together. Applicants should complete separate application forms making it clear they are applying on a job-share basis and confirm who the proposed job-share partner would be. If job share applicants are shortlisted, further information about the interview process will be confirmed in the invite to interview confirmation.

SAFER RECRUITMENT IN EDUCATION:

Wildridings Primary School and Bracknell Forest are committed to safeguarding and promoting the welfare of children and young people. Our school has an equal opportunities policy for selection and recruitment in accordance with its safeguarding policy. The successful candidate will be required to have an enhanced DBS check along with a check against the DBS children's barred list (formerly known as list 99 check).

If you are shortlisted for interview, you will also be asked to complete a confidential self-disclosure form asking you to provide relevant information that might make you unsuitable to work with children.

Job description

The job description is based on the Headteachers' Standards, 2020. The successful candidate will work with the governing body to promote the school's aims and objectives.

AIMS AND OBJECTIVES OF THE POST:

The Headteacher will provide professional leadership for Wildridings Primary School within the Bracknell Forest local authority, ensuring high-quality education for all its pupils and improved standards of learning and achievement by:

- Establishing and sustaining the school's ethos and strategic direction, together with the governing body, and through consultation with the school community.
- Establishing and overseeing systems, processes and policies so the school can operate effectively.
- Identifying problems and barriers to school effectiveness and developing strategies for school improvement that are challenging but realistic, timely and suited to the school's context.
- Making sure these school improvement strategies are effectively implemented.
- Monitoring progress towards achieving the school's aims and objectives.
- Allocating financial resources appropriately, efficiently and effectively.

1. School culture Headteachers:

- establish and sustain the school's 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 Headteachers:

- 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 domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- 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

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- 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

Headteachers:

- 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^[footnote 9] and special educational needs and disabilities^[footnote 10] 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

Headteachers:

- 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

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding[footnote 11], as part of the duty of care[footnote 1]
- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Person specification

Evidence for the criteria may be assessed during the written application (A) or interview process (I).

Qualifications	
Essential:	Desirable:
<ul style="list-style-type: none"> Qualified teacher status (QTS) (A) 	<ul style="list-style-type: none"> Completion of NPQH or equivalent further education/development

Experience	
Essential:	Desirable:
<ul style="list-style-type: none"> Experience of headship or extensive experience of senior leadership within a larger school (A) Successful experience of leading more than one key stage (A) Knowledge across the phases of primary school, including the EYFS curriculum (A) / (I) 	<ul style="list-style-type: none"> Experience of teaching across phases Experience of teaching in more than one school Experience of continuous provision, including within KS2

School culture:	
Essential:	Desirable:
<ul style="list-style-type: none"> Experience of working effectively with all stakeholders to build a strong school community (A)/(I) Effective communication skills with stakeholders to sustain school improvement (A)/(I) A willingness to sustain the school's ethos, vision, and values (A)/(I) 	<ul style="list-style-type: none"> Experience building a culture across the primary phases

Organisational management:	
Essential:	Desirable:
<ul style="list-style-type: none"> Knowledge of effective safeguarding processes (A)/(I) Experience of line-managing staff with attention to workload (A)/(I) Experience of systems, processes and policies enabling effective and efficient operation of the school (A)/(I) Experience of managing and mitigating risk (A)/(I) Experience of managing financial resources (A)/(I) 	<ul style="list-style-type: none"> Experience as a designated safeguarding lead Experience and understanding of the role of effective governance Experience of holding staff to account

Curriculum and assessment:	
Essential:	Desirable:
<ul style="list-style-type: none"> • Experience of using data to improve standards (A) / (I) • Experience of developing, monitoring, and evaluating a school's curriculum (A)/(I) 	<ul style="list-style-type: none"> • Experience of designing an innovative and creative curriculum design

Managing behaviour:	
Essential:	Desirable:
<ul style="list-style-type: none"> • High expectations of behaviour for all (A)/(I) • Experience of managing challenging behaviour (A)/(I) 	

Additional and special educational needs and disabilities:	
Essential:	Desirable:
<ul style="list-style-type: none"> • Ambitious expectations for all children with SEND, ensuring the potential in everyone is nurtured (A)/(I) • Understanding that all children access the school's curriculum (A)/(I) 	<ul style="list-style-type: none"> • Experience in leading educational outcomes for children with SEND • Experience of working effectively with parents, carers, and professionals, including leading difficult conversations

Personal skills and attributes:	
Essential:	Desirable:
<ul style="list-style-type: none"> • Strong interpersonal skills towards children, staff, parents, governors, and members of the local community (A)/(I) • Lead by example through our core values – respect, safety, honesty, responsibility, listening (I) • Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff and parents (I) • Demonstrated ability to foster an environment of mutual trust, respect and collaboration (A)/(I) 	

Professional development:	
Essential:	Desirable:
<ul style="list-style-type: none"> • Experience of contributing to planning, and delivering evidence-informed staff development (A)/(I) • Commitment to continue own professional development(A)/(I) 	<ul style="list-style-type: none"> • Experience of effective succession planning

Continuous school improvement:	
Essential:	
<ul style="list-style-type: none"> • Experience of identifying barriers which limit school effectiveness (A)/(I) • Experience of prioritising areas for improvement e.g. curriculum (A)/(I) • Enthusiasm and desire to build on the school's recent Ofsted success and continue the path of improvement (I) 	

The interview panel will select the headteacher post based on documentation, observation, and professional discussion.

About Bracknell Forest

About Bracknell Forest

Why come to Bracknell Forest

Moving to work in a new place can be hard. This is why we think Bracknell Forest is a great place to live and work.



Bracknell town centre has been regenerated and The Lexicon has an exciting range of retailers and restaurants.



Bracknell house prices are reasonable and there are any many nice areas to live.



Bracknell is really easy to commute to as it's right next to the M3 and M4 junctions.



Bracknell train station is a 5 minute walk from the Time Square offices. It is on the main Reading to London Waterloo rail line.



Our schools are good no matter which area you choose to live in.



Crime and antisocial behaviour is very low. Bracknell is a safe place to walk around, no matter what time of day.



There are many leisure opportunities and open spaces to enjoy in the area. We have great parks and Swinley Forest surrounds Bracknell and is used for walking, off-road biking and has a fantastic outdoor play area.

Click on the link below for more information on:

[Working in Bracknell Forest](#)