Christ the King Catholic Primary School
Lulworth Road, Reading RG2 8LX
Tel: (0118) 901 5434
www.christthekingreading.co.uk

Information Pack

Required for	**September 2026**
Application closing date	**30th January 2026 (Noon)**
Interviews	**11th and 12th February 2026**
Salary	**£78,702 - £91,158 (range 18-24)**

Dear Applicant,

Thank you for your interest in the post of Headteacher of **Christ the King** Catholic Primary School.

Christ the King is moving to a 1 form entry school. It is a very welcoming, friendly, and inclusive school, where children and parents engage positively with its caring ethos. In 2011 at the request of Reading Borough Council, an 18-place unit called the 'Ark' was opened to provide for primary aged children with autistic spectrum conditions.

As governors, we are very supportive and proud of our school. The Catholic life of the school is strong; children are encouraged to engage with local and global concerns reflecting Catholic social teaching.

We welcome a headteacher who will bring new ideas, whilst building on our current successes; who can champion our core values and can lead our community with the vision and compassion it deserves.

I very much look forward to receiving your application and warmly invite you to visit our vibrant and exciting school, to meet the children and the staff. Please get in touch with the office to arrange a visit!

Yours faithfully,

Victoria Hummell

Chair of Governors

School Vision

Our Mission Statement ***- Loving, Learning, Growing together as Christ's family*** – is at the heart of Christ the King school.

Loving: God's greatest commandment is to 'love one another as I have loved you'. Our aim is to teach this value every day by the way we treat each other, so that our children leave Christ the King knowing how to love themselves and how to treat others.

Learning: Christ the King is a learning environment where everyone has the opportunity to learn and develop their God-given gifts to reach their potential, and be ready for the next stage of their journey.

Growing together as Christ's family: We teach our children that they are not only part of Christ the King school community, but they are also part of their local area and beyond. We aim for our children to see their role as part of this community and gain an understanding of what they can do to give service to others.

These values help nurture and develop the Catholic ethos, and our desire for every child to be supported to achieve their best.

Our Town

Reading is the principal regional and commercial centre of the Thames Valley, a major retail and leisure destination, and has some of the finest high-tech business parks in the Southeast, with many international companies such as Microsoft and Oracle choosing Reading as their home.

The town is a major transport interchange, continuing to benefit from its strategic location on the M4 corridor and proximity to Heathrow Airport and London. Reading is also home to the University of Reading and Reading College, with a large percentage of the local working population highly skilled.

Our School

The school is looking forward to celebrating its 60th anniversary in 2027. We are located in Whitley on the south side of the town, very close to Junction 11 of the M4 and a fifteen-minute bus ride from Reading town centre.

There are 297 pupils currently, organised over Nursery, Reception and 9 other classes along with the Ark. Our popular breakfast club starts at 7.30 in the morning and using Funtastic Kids, we offer afterschool club facilities at an adjacent school.

We have happy, polite, and engaged children who like to attend school and are enthusiastic to learn. Our staff team are energetic and work collaboratively to ensure the best possible outcomes for all our pupils. Inclusion is a strength of the school. PP and pupils with SEND

are well above national averages. Teaching staff and the strong team of TAs and HLTAs tailor learning to ensure all pupils make good progress from their start points.

The teaching staff are well supported by a strong team of teaching assistants and higher-level teaching assistants. The school employs a full-time family support worker who helps parents/carers and children. More information is on the website.

In short, Christ the King is a tremendously warm, nurturing school in which to work, and one where every member of staff knows that they can make a real difference to children's lives.

The Diocese of Portsmouth

The Diocese of Portsmouth stretches from Oxford in the north to the south coast and includes the Isle of Wight and the Channel Islands. There are approximately 31,000 children and young people in the seventy Catholic schools of the Diocese.
https://portsmouthdiocese.org.uk/caso/

The **Catholic Academies and Schools Office** supports Catholic schools in implementing their mission, in delivering an education which is religious in both its context and content within a community founded on the values of the Gospel. CASO provides a programme of development opportunities for teachers at all levels in Catholic schools from first appointments through to headteachers. There are induction courses for newly qualified teachers, courses for teachers of religious education and preparation for aspiring deputy heads and headteachers. There is also an induction and mentoring programme for recently appointed headteachers and headteachers new to the diocese.

Further information on the work of the Catholic Academies and Schools Office can be found at www.casoportsmouth.org.uk

Reading Catholic Cluster

Christ the King is an active partner in the Greater Reading Catholic Cluster. This is a group of 9 primary schools, 1 secondary, and an all-through independent school, in Reading, West Berkshire and South Oxfordshire, who work closely together. Headteachers have termly meetings to work collaboratively on things such as joint INSET, sporting competitions, and organising joint concerts and worship.

Whitley Excellence Cluster

For 25 years the schools of South Reading have formed the Whitley Excellence Cluster (WEC) Our children come together in sporting competitions and for concerts. We hold a public speaking event in the autumn as well as a competitive poetry slam during the summer term. WEC has a special relationship with the outdoor activity centre at Ufton Court and in Year 4 all the children have the opportunity of a residential experience at Ufton, making use of all the centre's facilities at no cost. Many of our children go back to Ufton repeatedly, including most of Year 5 who enjoy three residential visits during the year.

Teachers work together and help each other across all the WEC schools. We have joint training. We support and promote Aspire2, the charity for the children of Whitley which, together with the University of Reading, helps to fund the WEC activities.

Job Description

Salary Range (range 18-24). **£78,702 - £91,158** (nor 297)

The core responsibility of the Headteacher is to provide professional leadership and management for Christ the King Catholic Primary School. In our Catholic school, that professional leadership is provided in the context of a community rooted in the Catholic Faith. It is therefore an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing Catholic education as a vibrant part of the mission of the Church in education

The Headteacher is an employee of the Governing Body and is required to carry out all duties professionally as detailed in the current School Teacher's Pay and Conditions document. The Headteacher will work in partnership with the staff, Governing Body, Diocese of Portsmouth, Local Authority, and any other stakeholders invested in the school and children.

The Headteacher is accountable to the Governing Body for achieving the national Headteachers' standards 2020 at an appropriate level based on previous experience, induction, and on-going professional development.

Head Teacher Standards

1. School Culture

- Establish and sustain the school's Catholic ethos and its strategic direction with those responsible for governance 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 educational 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

- 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

- Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills, and values that will be taught.
- Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- 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.

4. Behaviour

- 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**

- 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

- 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

- 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

- 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 welltargeted 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

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

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships 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

	Essential	Desirable
Faith commitment		
A practising and committed Catholic	✓	
A secure understanding of the distinctive nature of a Catholic school	✓	
Ability to lead acts of worship in a Catholic school		✓
Involvement in the parish community		✓
Qualifications and Experience		
Qualified teacher status or DfE recognised teaching qualification	✓	
Hold the Catholic Certificate in Religious Studies or equivalent, or be willing to undertake study to attain		✓
NPQH		✓
Senior leadership experience	✓	
Evidence of recent and relevant CPD relating to school leadership and management.	✓	
Have experience of children with specific learning difficulties	✓	
Leadership and management		
Show leadership and the ability to inspire, motivate and manage our school community. Lead by example - with integrity, creativity, resilience, and clarity	✓	
Hold and articulate clear Catholic values and moral purpose that will fulfil our Mission Statement	✓	
Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff	✓	
Knowledge and experience of a range of teaching, learning and assessment strategies that meet the needs of all pupils	✓	

The use of self-evaluation evidence, including data to establish priorities for school improvement	✓	
Be approachable and enthusiastic with a positive caring attitude and enjoy being highly visible to children and parents.	✓	
Understanding of and commitment to promoting safeguarding and welfare of pupils	✓	
Self-motivated with good organisational skills and the ability to prioritise and delegate workload effectively	✓	
Able to think creatively, solve problems and make decisions based on sound judgement	✓	
Values diversity, the unique place every individual has and the contribution they make to our learning community	✓	
Relationships with Pupils and Staff		
Based on knowledge and experience as a practitioner be able to develop the practice of others	✓	
Having high standards and expectations for all children irrespective of any disadvantage, by understanding how to use effective monitoring and evaluation to develop the teaching and learning	✓	
Able to build and develop effective working relationships by encouraging a culture of openness, challenge, and accountability	✓	
Experience of working in collaboration with other schools, sharing best practice, moderating the outcomes of children's work to ensure effective assessment and recording		✓

KS2 SATS Results 2024 – 2025

Please see here

The children say:

We would like a headteacher who is

"Kind"

"Makes learning exciting and

"Someone who listens and makes sure you're OK."

"Provides plenty of sporting activities"

"Caring"

"Has a sense of humour"

The staff say:

we would like a headteacher who:

"Has concerns for staff welfare."

"Is firm, calm and nurturing."

"Promotes high standards in teaching and learning."

"Has an open door to all."

"Understands special needs and vulnerable children and

Application Procedure

Application closing date:

Candidates should complete the application form and return it by: **30th January 2026 (noon)**

- Interviews: **11th & 12th February 2026**
- Salary: **£78,702 – 91,158** (range 18-24)

It should be returned to: E-mail address: Bursar@christtheking.reading.sch.uk

Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not.

Failure to send your application form to the above email address may invalidate your application.

Equality Monitoring

All applications will be required to complete an Equality Monitoring form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.

Safer Recruitment

Christ the King Catholic Primary School 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 Disclosure & Barring checks along with other relevant employment checks.

Privacy Notice

The school collects information about you to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the school.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering a contract and is necessary for the Reading Borough Council to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

You have some legal rights in respect of the personal information we collect from you. Please see the school's website for further details on their privacy notice and data protection policy.

You can contact the School's Data Protection Officer if you have a concern about the way they collect or use your data.