



# Headteacher Application Information

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# Welcome from the Chair of Governors

## **A Welcome from the Chair of Governors**

Thank you for your interest in Swaythling Primary School.

We're proud to be an inclusive community school serving a wonderfully diverse part of Southampton. At Swaythling, we know every child by name and every family by heart. Our motto "*Be Thoughtful*" runs through all aspects of school life — not just in the way we support and care for our children, but in how we treat one another as colleagues and partners.

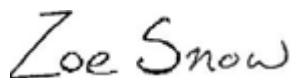
We are seeking a Headteacher who will lead with kindness and clarity, who will build on our successes while bringing fresh thinking and ambition for the next phase of our journey.

The governing body is deeply committed and fully involved in the life of the school. We work closely with the leadership team and staff, offering support and challenge in equal measure. Our new Headteacher will find us to be approachable, invested and keen to collaborate.

Swaythling has strong foundations: excellent staff, a caring and ambitious culture, and good academic outcomes. But what really sets us apart is the spirit of the school — a sense of warmth, hope and community that visitors always comment on. We want a leader who feels at home in that environment and is excited by the chance to shape the school's future.

If that sounds like you, we would love to hear from you, and to welcome you for a visit to see Swaythling in action.

Warm wishes,

A handwritten signature in black ink that reads "Zoe Snow". The script is cursive and fluid, with the first letters of each name being capitalized and prominent.

*Chair of Governors, Swaythling Primary School*

[governor.zoe@swaythlingprimary.org](mailto:governor.zoe@swaythlingprimary.org)



# Aspire Community Trust

Swaythling Primary School is a member of the Aspire Community Trust. It enables us to collaborate and share good practice with a number of other schools, whilst retaining our own identity and autonomy.

Dear potential colleague Headteacher,

## **Aspire Community Trust**

The Aspire Community Trust was set up in 2017. It is a co-operative trust which means that our family of schools all have their own ethos, governing body and Headteacher. We choose to work together because we are all stronger when we share resources, expertise and ideas.

We are a diverse family!

- Swaythling Primary Primary School
- Bevois Town Primary School
- Cantell Secondary School
- Highfield Church of England School
- Mansbridge Primary School
- Mount Pleasant Infant and Nursery School
- Mount Pleasant Junior School
- Bassett Green Primary School
- Vermont Special School

Working together has enabled us to set up curriculum network groups to map progression from EYFS to GCSE in all subjects of the National Curriculum. We have a SENCo group who work together to share good practice, a Business Managers group to look at joint procurement and secure best value in these challenging financial times. We have a DSL group who meet to ensure we are meeting all these challenges that the rapidly evolving safeguarding remit presents us with.

We recognise that we have to look after our Headteachers. Aspire Community Trust is proud to have been the driving force behind the Southampton 'Caversham Covenant' – a set of agreements and understandings that seek to enable Headteachers and other key partners to look after each other during times when headship can feel like a lonely job. Because it's still the best job in the world, and schools flourish when their leaders thrive. We look after our Headteachers – the Swaythling Primary post is a rare opportunity to come and join our vibrant family of school and secure a better future for all our children.

H Kutty, J Draper co-chairs, Aspire Community Trust

# Our School

Ofsted (Feb 2025) - Pupils learn in a happy, safe and secure school, reflecting the exceptionally high levels of care shown by staff. The school puts pupils at the centre of all that it does. One parent's comments are a reflection of many, 'Staff are always extremely caring.'

Ofsted (Feb 2025) - One pupil summed up the feelings of many, 'In this school, all are welcome, all are different.'

"It is my child's last day at Swaythling will be this Friday. I would like to thank you for allowing her to thrive and have the best time while she has been navigating very challenging times in her life. Thank you for sharing your passion for musicals, they were all so brilliant!" (A Parent)

"There are many staff that work very hard to support my child.....they are members of staff that my child can trust and feel safe with". (A Parent)

"I also want to applaud the introduction of forest school and the extension of this provision - my child thrives in this environment" (A Parent)

"I learn something new everyday". (A Pupil)

Everyone is kind". (A Pupil)

"When I need help, I can always ask the teachers". (A Pupil)

# Key Information

|                               |                                                                                                         |
|-------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Current Number on Role</b> | 207                                                                                                     |
| <b>Funding</b>                | Maintained School                                                                                       |
| <b>Budget</b>                 | £1.271m                                                                                                 |
| <b>Classes</b>                | R, 1, 2, 3, 4, 5, 6                                                                                     |
| <b>Pay Range</b>              | L17-21                                                                                                  |
| <b>Attendance Average</b>     | 95%                                                                                                     |
| <b>R, W, M 2025</b>           | Combined 63%<br>R - 73%<br>W - 73%<br>M - 80%                                                           |
| <b>SEN</b>                    | 26%                                                                                                     |
| <b>FSM</b>                    | 39.6%                                                                                                   |
| <b>EAL</b>                    | 58%                                                                                                     |
| <b>PP</b>                     | 40.6%                                                                                                   |
| <b>Ofsted</b>                 | <a href="https://files.ofsted.gov.uk/v1/file/50270582">https://files.ofsted.gov.uk/v1/file/50270582</a> |

# Vision and Values

## A Message from Swaythling

At Swaythling, “*Be Thoughtful*” isn’t just our motto — it’s a mindset. You’ll feel it the moment you walk through the door. Whether it’s a child helping a friend, our FISO supporting a parent to complete a form, or a colleague offering support after a busy week, kindness runs through everything we do.

We’re a diverse, vibrant community school, at the heart of Southampton. Our families come from all over the world, and we see that as a strength to be celebrated. We’re proud of the inclusive, nurturing environment we’ve created — one where every child is seen, known and valued.

We want our next Headteacher to share that pride, and to believe — as we do — that children thrive when they are loved, challenged, and inspired.

## What We’re About

At Swaythling, we aim to give every child the best possible start, not just academically, but emotionally, socially and creatively. Our vision is to:

- Give children a real sense of belonging and purpose in school.
- Build strong foundations in reading, writing and maths — and teach them to love learning for its own sake.
- Offer a curriculum that is broad, rich, and filled with meaningful experiences, including outdoor learning, trips, and creative arts.
- Encourage independence, confidence and resilience so that pupils are ready for the next stage and beyond.
- Be relentlessly ambitious for all our children, especially those who face the greatest barriers.

# Our Core Values

Our school values were developed with input from pupils, staff, parents and governors. We come back to them regularly — in assemblies, in class, and in conversation — because they really do reflect who we are and what we stand for:

- **Teamwork** – We achieve more when we work together.
- **Honesty** – We speak and act with integrity.
- **Innovation** – We look for new ideas and better ways of doing things.
- **Never Give Up** – We show determination and bounce back from challenges.
- **Kindness** – We treat others with care, compassion and respect.

We're proud of our school — not just the academic progress (which is very strong), or the behaviour (which is calm and purposeful), or the curriculum (which is ambitious and ever-evolving) — but of the way it *feels* to be here. There is a warmth and generosity of spirit that visitors often comment on, and it's something we never take for granted.

If you're the kind of leader who values relationships, understands the power of community, and wants to make a meaningful difference every day — then we'd love to hear from you.

# Summary of Job Description

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Salary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | L15 - L21 (£73,105 to £84,699) |
| <b>Contract</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Full Time                      |
| <b>Reporting to</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Full Governing Body            |
| <b>Responsible for</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | All staff                      |
| <b>Main Purpose</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                |
| <ul style="list-style-type: none"> <li>• Ensure safety and safeguarding remain the highest priority for all and be the school safeguarding lead</li> <li>• Provide strong leadership. Coach and mentor staff to enable their continued professional growth</li> <li>• Manage the school staff to develop and maintain an ambitious, broad curriculum for all that inspires a love of active, joyful learning in pupils</li> <li>• Identify problems and barriers to school effectiveness, develop strategies for school improvements that are realistic, timely and suited to the school's context and effectively implement the same</li> <li>• Allocate financial resources appropriately, effectively and efficiently</li> <li>• Establish and oversee systems, processes and policies so the school can operate effectively and monitor progress towards achieving the school's aims and objectives</li> <li>• Communicate effectively with pupils, staff, governors, parents and the wider community</li> </ul> |                                |
| <b>Qualities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |
| <ul style="list-style-type: none"> <li>• Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct</li> <li>• Build positive and respectful relationships across the school community</li> <li>• Serve in the best interests of the school's pupils</li> <li>• Be an excellent leader with well-developed management skills and a strong coach and mentor who enables staff continuous professional growth; be resilient and persistent in holding to account for high standards of classroom practice</li> <li>• Be a completer finisher in driving change</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |                                |

# Summary of Job Description cont.

## Key Responsibilities

### **Strategic Leadership & Management:**

- Embed and articulate the school's vision and ethos.
- Continue to encourage the implementation of the core values and ethos of the school.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
- Ensure that the School Improvement Plan (SIP) is devised strategically in conjunction with Governors based on the needs of the school.
- Ensure the SIP is shared, understood and implemented by all staff.
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting.
- Evaluation of the standards of teaching and learning, ensuring that high standards of performance are established and maintained.
- Recruitment, selection, appointment and development of staff.
- Deliver a strategic programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management.
- Lead the annual appraisal process for all identified support and teaching staff.
- Provide effective leadership and support for the Senior Leadership Team.
- Facilitate opportunities for aspiring leaders to develop their leadership potential.
- Distribute leadership throughout the school, giving members of staff distinct roles and responsibilities.
- Write, review and edit policies in line with statutory requirements and our policy review cycle. Work in partnership with the Governing Body to manage the school environment effectively and efficiently to ensure the needs of the curriculum, educational standards and health and safety are met by informing, advising and ensuring they are fully briefed in a timely manner to enable them to meet their responsibilities.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Financial Management: Advising the Governing Body on the school's annual budget and the budget revision as appropriate, as well as being responsible for the day-to-day running of the budget.

**Safeguarding:**

- Responsible for ensuring that all school, local authority and national child protection policies are adhered to and that concerns are raised and swiftly addressed in accordance with these policies.
- Be one of the designated safeguarding leads (DSL).
- Responsible for promoting and safeguarding the welfare of children and young people within the school.
- Provide a safe and secure environment that safeguards the wellbeing and safety of the children and staff.

**Teaching and learning:**

- Promote excellence in teaching and learning to ensure academic progress and the creative, physical, spiritual and social development of pupils of all abilities.
- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all learners.
- Ensure the systematic teaching of basic skills and a high quality of education and care for pupils resulting in good progress and attainment for all pupil groups.
- Develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality is implemented across the school.
- Ensures inclusive teaching for all pupil groups to ensure all pupils make good or better progress.

**The Swaythling Primary family:**

- Act as a champion and ambassador for Swaythling Primary Primary School.
- Ensure good communication between the school and parents/carers of current and potential pupils as active partners in their education.
- Maintain and develop the partnership within the Aspire Trust and strengthen collaboration with partners and the wider community.
- Continue to develop the capacity of the school to work with other organisations to share good practice, develop staff and improve the quality of education for all pupils.
- Support and encourage the work of the Friends of Swaythling Primary - FOSS (PTA).
- The Headteacher will participate in an annual performance review with Governors and an external assessor to discuss objectives set, the extent to which they have been achieved and the Headteacher's own development and welfare.

# Person Specification

The application statement should refer to the candidate's consideration of these relevant experiences, achievements and skills and relate to the key focus areas described alongside the job description.

Candidates will be measured against the essential and desirable criteria below.

| Qualifications & Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>It is essential for the applicant to have:</b> <ul style="list-style-type: none"><li>● Qualified Teacher with Qualified Teacher Status (QTS)</li><li>● A proven track record of success; able to lead by example and bring a team with them as a senior leader; experience in a primary school context (Deputy Head/ Head of School, Acting Head/ headteacher)</li><li>● A commitment to upholding the ethos and values of Swaythling Primary</li><li>● A commitment to meeting the needs of all learners regardless of ability or background</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>It is desirable for the applicant to have:</b> <ul style="list-style-type: none"><li>● Evidence of further professional study and/ or qualification</li><li>● A National Professional Qualification for Head Teachers (NPQH)</li><li>● Experience in a range of primary schools</li><li>● Understanding and recognition of the challenges and issues associated with leading a large, urban, multi-cultural school</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Knowledge & Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>It is essential for the applicant to have:</b> <ul style="list-style-type: none"><li>● Strategic financial planning, budgetary management and principles of best value</li><li>● The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance</li><li>● Developing and sustaining high quality teaching and learning across all subjects and phases, built on evidence- informed understanding of effective teaching and how pupils learn.</li><li>● The primary curriculum and the knowledge and skills taught from Year R- 6 and how to continue to develop the curriculum to ensure children know and remember more (Ofsted target July 2021)</li><li>● Inclusive teaching strategies and a knowledge of SEND needs</li><li>● Developing and sustaining high behaviour for learning expectations for all pupils, built upon effective relationships and routines</li><li>● Analysing and interpreting performance data and planning key priorities accordingly</li></ul> |

### **Knowledge & Understanding continued**

- Have a proven track record of leading successfully a change in an educational environment
- Builds effective community relationships based on mutual and collective responsibility with diverse partners to create a high quality learning environment for all
- Works effectively in partnership with parents, carers and professionals, providing support
- Develops appropriate evidence-informed strategies for improvement as part of well targeted plans that are realistic, timely, appropriate and suited to the school's
- Understand and welcomes the role of effective governance

### **Leadership Qualities**

#### **It is essential for the applicant to show they:**

- Are a reflective practitioner
- Are passionate and desires the best education and experience for all children
- Have a collaborative approach and a strong commitment to continuous improvement
- Able to promote all aspects of staff wellbeing with an understanding of the significance of interpersonal relationships and strategies for promoting individual and team development
- Understand the principles of change and demonstrates the processes of managing change effectively
- Maintain a successful balance between operational and strategic activities
- Celebrate the achievements of all learners and establishes and maintains a culture of wellbeing and enjoyment
- Hold themselves and others to account for their responsibilities and performance
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, allowing every child to flourish
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of their duty of care.

# Selection Process

This vacancy will be subject to SCC Safer Recruitment procedures, including an enhanced DBS Check. We will also conduct online searches of shortlisted candidates, in line with our safeguarding checks and the updated guidance 'Keeping Children Safe in Education 2023'.

Please contact the School Business Manager, Anna Laycock , via email [recruitment@swaythlingprimary.org](mailto:recruitment@swaythlingprimary.org) if you would like to arrange a tour of the school.

## **Deadline for applications**

Candidates should complete the application form and return it via email so that it is received no later than Friday 9th January 2026 to this address: [recruitment@swaythlingprimary.org](mailto:recruitment@swaythlingprimary.org) Failure to send your application form to the above email address by the deadline stated may invalidate your application.

Please provide a full statement in support of your application, which should not exceed two sides of A4 paper.

## **Selection procedure**

The shortlisting process will take place on Monday 12<sup>th</sup> January 2026.

Further details will be sent to those candidates called for interview.

Interviews will be held on Tuesday 20<sup>th</sup> and Wednesday 21<sup>st</sup> January 2026. Candidates should make themselves available for both days.

## **Equality monitoring**

All applicants will be required to complete an Equality monitoring form.

# Location

