



St Matthew's

CE (Aided) Primary School and Nursery

Church Road,
Donnington Wood,
Telford,
Shropshire,
TF2 7PZ



'I can do all things because Christ gives me strength' Philippians 4:13

Tel: 01952 386 260

Email: a3358@taw.org.uk.

Web: www.stmatthewscofe.com

Headteacher Candidate Pack

Our Vision

We are, "Individuals working together to potential with God."

"I can do all things because Christ (Jesus) gives me strength." Philippians 4:13

At St Matthew's, we support each child to flourish as the person that God created them to be. Our school family recognises that we all have different abilities, strengths and gifts, and everyone is valued equally. Our hope is that these strong foundations will enable our children to live contented, fruitful lives and let their light shine.

Our Values

Rooted in our Christian Values and TEAM spirit we aspire to be an innovative and inspiring community where every individual is provided with the opportunity to flourish spiritually, morally, emotionally, physically and intellectually. Our curriculum drivers are underpinned by our 3 R's – Respect, Resilience and Responsibility.

	Thankfulness Respect We have R espect for other's beliefs, belongings and points of view.
	Enjoyment We enjoy learning, engaging in a range of lessons across a broad curriculum.
	Ambition Resilience We develop R esilience and high aspirations that supports us to succeed
	Mission Responsibility We are R esponsible members of the community, understanding the world around us and how we can make a difference.

Our Mission

Our Christian vision and values are expressed through our school's mission statement.

We will:

- Encourage everyone, of all backgrounds and abilities, to flourish spiritually, morally, emotionally, physically and intellectually thereby fulfilling their God-given
- Have collective worship as a central part of our community, encompassing the spiritual development of both children and adults.
- Provide high-quality religious education that encourages children to persevere in developing religious literacy.
- Provide a framework of both core and foundation subjects which enables and enhances purposeful learning across the curriculum, giving depth, breadth, balance and progression.
- Help children to develop the resilience to persevere in their learning. To investigate, reason and reflect within a Christian community that encourages taking risks and making decisions.
- Ensure the safety of our children and staff within our Christian community is a priority.
- Provide support for good mental health and wellbeing of our children and staff so that all feel respected and valued.
- Help our children to develop lifelong values so that they can contribute successfully to their local community and navigate an increasing complex national and global community.
- Promote a respect for difference and diversity that exist in our modern world.
- Provide a Christian community where there are strong caring relationships based on mutual respect, demonstrated through courtesy, forgiveness and reconciliation.
- Promote the practice of the school's TEAM (Thankfulness, Enjoyment, Ambition and Mission) core values with all who work in our school.

Welcome from the Chair of Governors

Dear Candidate,

Thank you for your interest in joining our wonderful school. This is a very exciting opportunity for the right person to lead our children, staff and wider community into the next chapter of St Matthew's journey.

St Matthew's is a warm, welcoming and nurturing Church of England primary school and nursery, where children are encouraged to flourish both academically and personally. We are proud of our strong Christian vision and values, which shape everything we do and helps create an environment where every child can flourish.

We are seeking a leader who will embrace our ethos, bring fresh ideas and inspiration, and continue to strengthen the partnerships between school, church and community. If you share our passion for enabling children and adults to flourish, and are ready to lead with vision, courage and compassion, we would be delighted to receive your application.

We look forward to welcoming you to St Matthew's and to sharing in the exciting opportunities ahead.

Warm regards,

Mark Austin
Chair of Governors

About St Matthew's CE (Aided) Primary School and Nursery

St Matthew's is a primary school with a nursery at the heart of Donnington Wood. We are proud that our values are rooted in our Christian vision, which guides every aspect of school life. We are ambitious for our pupils, committed to high standards of education and inclusive pastoral care, and deeply connected with our church, families and local community.

St Matthew's is proactively preparing for its next Ofsted inspection and the school achieved a strong and positive report in its most recent SIAMS inspection. We continue to build on strengths in attendance, parental engagement, safeguarding, the curriculum, leadership and governance and collective worship. Our next Headteacher will lead us on the journey of continuous improvement, ensuring that every child and adult flourishes academically, socially and spiritually.

Safeguarding Statement

St Matthew's CE (Aided) Primary School and Nursery is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an enhanced Disclosure and Barring Service (DBS) check and to demonstrate understanding of, and commitment to, *Keeping Children Safe in Education* (KCSIE) (September 2026) and to embedding safer recruitment and safeguarding practices throughout their work.

This post may also require checks under the Childcare Disqualification Regulations and Childcare Act 2006.

Online Checks

In line with the Statutory Guidance *Keeping Children Safe in Education* (September 2026), an online check will be undertaken for all shortlisted candidates prior to the interview.

Someone who is not on the interview panel will undertake this search and only share information obtained with the panel should this have potential implications around your suitability to work with children.

The panel may ask you specific questions about any information obtained via this online search if appropriate.

All information given/obtained will be treated as strictly confidential and will be stored securely.

Job Description

Job title: Headteacher

School: St Matthew's CE (Aided) Primary School and Nursery Centre

Location: Donnington Wood, Telford

Salary Range: L17 to L21 subject to pay award

Contract Type: Full time, permanent

Start date: January 2027

Context

St Matthew's CE (Aided) Primary School and Nursery Centre is situated in Donnington Wood in Telford. Our school and nursery has a positive, friendly and inclusive atmosphere with a Christian ethos based on quality, high expectations and treating everyone with respect and dignity. The headteacher will lead with integrity, kindness and ambition, strengthening our partnership with families, the parish and the wider community.

Core Purpose

Provide professional leadership and management that secures high-quality education, care and Christian distinctiveness for all children, ensuring excellent teaching and learning, strong safeguarding, effective stewardship of resources and a culture where children and staff thrive. Work with and through others to secure the commitment of the wider community to the school.

1. Strategic Direction and Christian Vision

- Champion and articulate the school's Christian ethos, vision and values, ensuring they are understood, lived and reflected across policies, curriculum and daily practice.
- Work with governors and senior leaders to shape, implement and review an ambitious School Development Plan (SDP) with measurable outcomes and milestones.
- Use accurate self-evaluation to identify strengths and priorities, drawing on internal and external evidence, inspection frameworks (Ofsted and SIAMS) and stakeholder feedback.
- Model exemplary professional behaviour and promote high expectations, optimism and service, maintaining the reputation of the school within the village and wider community.
- Keep governors and staff informed of educational trends, theory and research, and how these impact on the school's vision and improvement priorities.

2. Educational Excellence : Teaching, Learning and Curriculum

- Secure consistently high standards of teaching and learning across the school and nursery, including robust quality assurance, mentoring/coaching and professional development.
- Ensure a broad, balanced and ambitious curriculum that is knowledge-rich, sequenced and inclusive; and which promotes a love of learning and curiosity.
- Embed effective assessment, moderation and use of data to inform teaching, identify gaps and accelerate progress.

- Benchmark performance against local and national comparators and report regularly to governors, with specific attention to disadvantaged individuals and groups.
- Ensure statutory curriculum and assessment requirements are met and report accurately.

3. Inclusion, Behaviour, Attendance and Pupil Outcomes

- Set and uphold high standards for behaviour, attitudes and attendance; ensure policies are implemented consistently and fairly.
- Ensure excellent pastoral care and provision for all pupils, including those who are disadvantaged, have SEND, or are among the most vulnerable.
- Champion pupil voice and leadership; provide opportunities for children to contribute to school life, take on wider responsibilities and transition successfully to next stages.
- Track progress and attainment for all groups, ensuring gaps are addressed and improvements sustained.

4. Safeguarding, Welfare and Health and Safety

- Take responsibility for promoting and safeguarding the welfare of children in line with Keeping Children Safe in Education (KCSIE).
- Ensure robust culture, policies and practice for safeguarding, safer recruitment, online safety, Early Help and attendance; ensuring training and record-keeping are current and effective.
- Ensure appropriate DSL capacity at all times; undertaking DSL responsibilities is essential for the headteacher. The headteacher must ensure deputy DSLs are trained and supervised and that safeguarding is reported to governors routinely.
- Recognise that the health and wellbeing of children and staff is paramount in ensuring a safe and caring environment.
- Oversee health and safety and risk management so that the environment is safe, compliant and supports learning and wellbeing.

5. Leading and Managing Staff

- Recruit, induct, deploy and retain high-quality staff, thereby building a cohesive, respectful and motivated team on behalf of and in consultation with the Governing Body as the employer.
- Lead performance management and appraisal with clarity and fairness; identify professional development needs and provide targeted CPD aligned to the SDP and report to the Governing Body as appropriate as the employer.
- Use knowledge of staff aspirations to offer opportunities for wider responsibility in ways that are transparent and equitable.
- Develop leadership capacity and effective delegation across the team; ensure roles, responsibilities and lines of accountability are clear.
- Promote staff wellbeing and a healthy work-life balance; address workload and support colleagues through change.

6. Governance, Accountability and Compliance

- Provide timely, accurate information and insightful analysis to the Governing Body to enable effective strategic oversight and challenge.

- Respond positively to governor challenge and support, whilst also providing appropriate challenge to governors in fulfilling their responsibilities.
- Prepare clear reports on standards, quality of education, safeguarding, finance, staffing and premises; support governors' monitoring and visits programme.
- Ensure compliance with all statutory duties, including, SEND, safeguarding, GDPR, equality and public sector duties.
- In consultation with the Governing Body, undertake the duties associated with the school being its own admissions authority, as a Voluntary Aided school.
- Be accountable for the children's progress and achievement, balancing the long-term needs of the school with current improvement priorities.
- Work in partnership with the Diocese and Local Authority, engaging with external reviews, networks and support, and maintaining accountability to other agencies working on behalf of children and families.

7. Finance, Resources and Estates

- Lead prudent, ethical and sustainable financial planning; ensuring the budget delivers the school's priorities and provides value for money.
- Maintain a strong framework of financial control and reporting, meeting SFVS requirements; manage contracts and procurement effectively.
- Ensure key policies are current, accessible and understood by staff and governors, addressing oversights or weaknesses promptly.
- Ensure systems, ICT, data protection and record-keeping are secure, efficient and fit for purpose.
- Oversee the premises, site and resources to provide a safe, inclusive and inspiring learning environment.
- Take strategic responsibility for the school estate, working with the Governing Body as the responsible body, on behalf of the site trustees.
- Form capital funding proposals to the Diocese of Lichfield as holders of the site SCA funding to maintain and enhance the school estate over time.

8. Community, Parish and Stakeholder Engagement

- Build positive relationships with children, families, staff, governors, the parish church and the wider community; be visible and approachable.
- Communicate clearly and regularly; celebrate success and foster high levels of parental engagement in children's learning.
- Collaborate with local schools and agencies to enhance provision, inclusion and transition.
- Work closely with the Diocese to develop Collective Worship and nurture the school's Christian distinctiveness.
- Seek views and consider feedback from children, staff and families as part of continuous improvement.

This job description is aligned to :

- National Standards of Excellence for Headteachers (DfE)
- School Teachers' Pay and Conditions Document (STPCD)
- Statutory guidance including KCSIE, SEND Code of Practice and Equality Act.

Person Specification

Applications will be assessed against the essential and desirable criteria below. Candidates should use their application and supporting statement to demonstrate evidence and impact.

Qualifications and Training

Attribute	Essential	Desirable
Education/Status	Qualified Teacher Status (QTS); degree (or equivalent).	Higher/postgraduate qualification; NPQH or equivalent; accredited safeguarding training at DSL level
Professional Development	Sustained, recent leadership CPD (eg, curriculum, assessment, safeguarding, inclusion, coaching/mentoring, wellbeing and policy leadership).	NPQSL/NPQH completed or in progress; SIAMS leadership/Church school training.

Experience

Attribute	Essential	Desirable
Teaching	Proven excellent as a classroom practitioner in the primary phase with impact on outcomes across EYFS/KS1/KS2.	Experience in teaching in more than one key stage. Experience of teaching in a Church of England school.
Leadership	Substantial successful leadership at deputy/assistant head level or equivalent, including leading improvement, staff development and people management	Headship experience (acting/interim/substantive); experience of leading in a Church school.
School Improvement	Track record of raising standards (including writing, assessment, moderation), strengthening teaching, supporting vulnerable/disadvantaged/SEND pupils and securing continuous improvement	Experience supporting other schools or leading wider networks/partnerships.
Governance and Accountability	Experience reporting to and working with governors; ability to both respond positively to challenge and provide appropriate challenge and support to governors.	Leading governor engagement programmes and visits; experience preparing for inspection (Ofsted/SIAMS).

Knowledge and Skills

Attribute	Essential	Desirable
Curriculum and Assessment	Deep understanding of curriculum design, sequencing, assessment and moderation; ability to lead a broad, ambitious and inclusive curriculum.	Experience embedding subject leadership; knowledge of EYFS and nursery provision.
Inclusion, Safeguarding and Wellbeing	Expert knowledge of safeguarding (KCSIE), safer recruitment, Early Help and attendance; commitment to high quality pastoral support and inclusion, including for the most vulnerable pupils.	Current/previous DSL status and/or Online Safety Leadership.
Data Literacy	Ability to interpret and use data intelligently to drive improvement, benchmark performance and report to governors.	Experience leading whole-school assessment systems and external moderation.
Finance, Resources and Policy Management	Understanding of school finance, budget setting and SFVS; ability to deploy staff and resources strategically for value for money; ensure policies are current, accessible and acted upon.	Coaching/mentoring accreditation; experience of succession planning. Understanding of managing the school estate.
Communication and Partnerships	Excellent communication with children, parents, staff, governors and external partners; ability to engage and inspire the community; seek feedback from stakeholders to support improvement.	Experience of successful parental engagement strategies and community partnerships.

Ethos and Personal Qualities

Attribute	Essential	Desirable
Christian Distinctiveness	Committed to upholding and promoting the school's Christian ethos, working positively with the parish, Diocese and people of all faiths and none; able to lead/oversee Collective Worship.	Experience leading SIAMS preparation and developing Christian distinctiveness in a Voluntary Aided school

Values and Conduct	Models integrity, kindness, humility and fairness; resilient under pressure; reflective and open to feedback; committed to children and staff's wellbeing.	Contribution to a culture of celebration, service and volunteering.
Vision and strategy	Able to articulate a compelling vision for a primary and nursery school; translate vision into a deliverable strategy with measurable impact.	Experience of revitalising vision/values with stakeholders; co-creation with children, staff, parents and governors.