

HEADTEACHER

VACANCY

Selling Church of England Primary School
The Street
Selling
Faversham
Kent
ME13 9RQ

Phone: 01227 752202

Email: office@selling-faversham.kent.sch.uk



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Dear Applicant

Thank you for expressing an interest in the role of Headteacher at Selling Church of England Primary School.

I hope this pack will give you a flavour of what it is like to be part of our successful and supportive school as well as being a leader within Our Community Multi Academy Trust. We would welcome your request to come and visit us during the school day to see for yourself why we are so proud of our pupils and staff who make up our school community.

Our school is in Selling, a small village situated between the historic market town of Faversham and Sheldwich in Kent. We are lucky to be surrounded by orchards and beautiful views of The Downs and we are very proud of our school. Our staff and pupils share a strong belief in the values and ethos of the school and we are all proud to be part of it. Our School is part of Our Community Multi Academy Trust, a strong and supportive collaboration of ten primary schools, guided by a committed central team.

All new colleagues at Selling CE Primary School are made to feel welcome and professional development of staff across our Multi Academy Trust is one of our top priorities.

If you would like to find out more about our school, please visit our website: www.selling-faversham.kent.sch.uk or contact the office: office@selling-faversham.kent.sch.uk (t:01227 752202).

Please do not hesitate to contact us if you have any questions or would like to know more about the role.

Yours faithfully

Mr David Whitehead
CEO Our Community Multi Academy Trust



Advert

Job Title: Headteacher, Selling CE Primary School

Salary: Leadership Scale 6-12

Hours: Full time, permanent

Start Date: September 2025

Application Deadline: 15 May 2025

Interviews: 19 May 2025

Are you ready for your first headship post? Would you like to be part of an enthusiastic and committed staff team within a highly collaborative and nurturing Trust? If 'yes' is the answer to all these questions, then Selling CEP School might be the right place for you!

We are looking to appoint an enthusiastic and committed Headteacher who will also benefit from collaboratively working with leaders across the Trust. We are looking for a dedicated individual who will be empowered to develop their practice to enhance the learning for all the children in our care. It is important you have high expectations and can inspire all children to achieve.

You will be part of an enthusiastic and dynamic team which works closely together to provide an engaging and exciting curriculum in order to make a difference to the children, the wider school and community at large. Please have a look at our website to see what we are all about.

We are able to offer you an exciting professional opportunity which is supported by the Trust, parents, members of the Local Monitoring Council (LMC) and the local community.

You will be able to offer:

- Dynamic leadership to a successful school.
- A proven track record of successful whole school leadership and management
- Expertise to continue to develop the highest standards of teaching and learning.
- A commitment to promoting and developing the inclusive ethos and values of the school including maintaining strong partnerships with parents, governors and the community.
- The skills, vision and determination required to secure further improvement for our effective school.
- Excellent communication and interpersonal skills.

Applicants are warmly invited to come and look around the school too. Please contact the school office to arrange this.

Job Contact Information

Name: Emma Rannard

Telephone: 07591 203165

Email: emma.rannard@ocmat.org.uk

Job Description

Job Title: Headteacher, Selling Church of England Primary School

Start Date: September 2025

Salary: Leadership Scale 6-12

Closing date: 15 May 2025

Interviews: 19 May 2025

The headteacher will provide vision, ambition, leadership and direction at Selling Church of England Primary School, ensuring it is managed and organised by working strategically with all partners and stakeholders to develop outstanding provision, which will transform the educational and future life opportunities of all pupils.

Key duties and responsibilities

1. To be the lead professional and positive role model within our community
2. To uphold and develop the Christian ethos of the aims of the school and its children.
3. To work to an agreed vision, underpinned by clear values which will be evident throughout the school
4. To have direct impact in raising achievements to the highest level for all children through uncompromising high ambition
5. To lead by example in determining the professional conduct and practice of teachers to the highest standard
6. To enable a climate in the school which enables all pupils to display exemplary behaviour
7. To be a positive role model in helping others recognise difference and respect cultural diversity within contemporary Britain
8. To have ambition and seize opportunities for the school to share good practice and expertise, learning from others beyond its boundaries
9. Demonstrate this vision and values in everyday work and practice

Quality and Knowledge

1. Hold and articulate clear Christian values and moral purpose, focused on providing a world-class education for the pupils who will be served by Selling Church of England School.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, and towards parents, governors and the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on both the school's and Trust's vision, ably translating KCC and national policy into the schools context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. 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.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Challenge underperformance at all levels and ensure corrective action and follow-up.
8. Determine and ensure the implementation of a policy for the pastoral care of the pupils whilst ensuring that the standard of behaviour and attendance of the pupils is acceptable.

Systems and Process

1. 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.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets, resources and accommodation, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making

The self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services, to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to service improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education

The headteacher will undertake any other duties, which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the CEO and Governing Body

Person Specification

Person Specification

Leadership:

- Works in partnership with all stakeholders, including the Governing Body, to develop and build upon the school's compelling vision, to be cascaded via the senior leadership team to improve school performance.
- Provides visible and supportive direction which empowers, enables, motivates, and develops the whole school.
- Demonstrates ability to think strategically: initiating, planning, monitoring, and evaluating school improvement and change processes.
- Creates an ethos within which all staff are motivated by demonstrating excellent people management skills, emotional intelligence, and approachability.
- Recognises and grows the potential of all staff at all levels within the organization.
- Is able to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations.
- Gathers comprehensive information to support decision making.
- Welcomes strong governance and actively supports the GB to understand its role and deliver its functions of strategy-setting and monitoring effectively.

Teaching and Learning:

- Demonstrates a secure knowledge of how assessment information is effectively used to improve the quality of teaching and learning and create an effective and stable learning environment.
- Ensures that teachers and other staff have consistently high expectations of what every pupil can achieve.
- Builds wide and effective networks of contacts, inside and outside the organisation to create an outward facing school.
- Produces workable solutions to a range of teaching and learning challenges.
- Empowers others to look constructively at their own performance and how these impacts on the work of the school.
- Is an outstanding practitioner who monitors and maintains quality of teaching and effectively demonstrates impact.

Organisational Effectiveness

- Instils a strong sense of accountability in all staff for the impact of their work on pupils' outcomes by supporting staff to improve.
- Creates an ethos that motivate staff with development opportunities and coaching.
- Works in partnership with school leadership team to proactively develop change opportunities, implements and embeds these to drive school improvements.
- Exercises strategic, curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability.
- Adapts interpersonal style to suit different people or situations.
- Projects credibility
- Makes clear decisions which may involve tough choices or considered risks.
- Monitors performance against deadlines and milestones.

Ethos/Values/within the schools Religious Character

- Demonstrates a commitment to fundamental British Values, Christian values and the ability to embed these into the ethos and school curriculum.

- Holds a passionate desire for every child to flourish and achieve their very best in their academic, social, physical and spiritual development.
- Is a courageous advocate who will promote dignity and respect, celebrate diversity and promote an understanding of living well together both in the local, national and global contexts.

Safeguarding:

The Trust, School and staff are committed to Safeguarding and promoting the welfare of children and young people. The post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service.

Our Community Multi Academy Overview

We believe that the success of an organisation is rooted in the quality of its leadership. In Our Community Multi Academy Trust we believe that leaders who uphold the core values of the Trust and demonstrate the leadership principles as listed below will enjoy the greatest success within their schools.

We believe exemplary leadership is rooted within our three core values. We want our leaders to be:

1. Inclusive Leaders
2. Compassionate Leaders
3. Community Leaders



OCMAT Leadership Principles

The Inclusive Leader:

- Will hold and maintain the highest educational standards for all children
- Will welcome all children and staff to our schools equally
- Will make reasonable adjustments to enable/ensure all pupils to have equitable access to an enriching, broad and balanced curriculum
- Will adhere to the principles of the SEND Code of practice
- Will ensure that their school is an accessible educational environment for all pupils, staff, governors, parents and visitors alike.
- Fosters a culture where all stakeholders/staff feel comfortable contributing their ideas and opinions, ensuring that all voices are heard and valued.
- Upholds and champions British values and protective characteristics, creating a culture of respect, equality and diversity.

The Compassionate Leader:

- Will show empathy with children, staff and families through their leadership behaviours
- Will act with fairness and consistency at all times
- Will give credit where it is due and show appreciation for the efforts of every member of staff
- Will not be afraid to make mistakes and will show their own vulnerabilities
- Will go above and beyond to recruit and retain good staff
- Will be unconditionally inclusive
- Will have courageous conversations
- Will be reflective on their own professional practice and be receptive to advice offered.

The Community Leader:

- Will be highly visible within their own school setting and the local community
- Will be accountable for their actions and decisions
- Will act with integrity, drawing on their values to guide their decisions
- Will empower and enable staff by leading by example
- Will positively promote the Trust and school at all times

We will ultimately achieve this through being Collaborative leaders

The Collaborative Leader:

- Will articulate a clear vision for their school which is understood and acted upon by all staff, pupils and families
- Will engage in and promote all Trust wide activities - working in a positive partnership with all Trust staff.
- Will unconditionally work with other professionals both within and outside of the Trust for the greater good of our children
- Will display commitment to their staff and school priorities, resulting in high staff morale.
- Will motivate their staff with passion, enthusiasm and inspiration making staff feel valued for their contribution to the school and the Trust.

Our Schools

Primary

Borden Church of England Primary School, ME9 8JS

Bredgar Church of England Primary School, ME9 8HB

Dymchurch Primary School, TN29 0LE

Lydd Primary School, TN29 9HW

Lynsted & Norton Primary School, ME9 0RL

Milstead & Frinsted Church of England Primary School, ME9 0SJ

Minterne Junior School, ME10 1SB

Petham Primary School, CT4 5RD

Selling Church of England Primary School, ME13 9RQ

The Oaks Infant School, ME10 1GL

Trust Central Team

Central Support Team

(based at Lynsted & Norton Primary School)

Human Resources Team

Finance Team

Business Support & Management Information Team

Marketing Team

ICT Support

Trust Executive Team - School Improvement

Inclusion Executive Officer

Standards Executive Officer

The Application Process

Applications will only be accepted from candidates who complete our application form, CVs will not be accepted. Applicants can apply directly through the Kent-Teach website. Alternatively, please contact trustr@ocmat.org.uk for a paper application form.

The Shortlisting and Interview Process

After the closing date for this post, a panel will conduct a shortlisting process. You will be selected for interview based entirely on the contents of your application form and we therefore suggest you read the Job Description and Person Specification fully prior to completing your application.

If your application is shortlisted, the Trust reserves the right to conduct an online search as part of our safer recruitment checks in line with KCSIE guidance. Any relevant information found with regards to a candidate's suitability to work with children will be discussed at interview.

Candidates selected for interview will be informed.

All candidates who are invited to interview must bring the following original documents:

- Documents to evidence right to work in the UK
- Visual identification which includes a photograph (driving licence or passport)
- Documentary proof of current name and address
- Where appropriate, documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of 2 satisfactory references in line with KCSIE, one or if applicable, both of which must be your most recent employer and/or most recent childcare setting
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check and appropriate checks that may be required if you have worked or been resident overseas in the past five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held an employed teaching role

Safeguarding

OCMAT has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of Information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system six months from the date of interview or submission date of application if not successful for interview, in accordance with our retention or records procedure.

Please visit the OCMAT website for all Trust Policies: www.ocmat.org.uk



Mr David Whitehead, CEO, Our Community Multi Academy Trust
c/o Lynsted & Norton Primary School
Lynsted Lane
Sittingbourne
Kent
ME9 0RL

Company No: 10842747