

# **Nether Stowey Church of England Primary School**



**Headteacher Application Pack**  
**January 2026**

**Dear Applicant,**

On behalf of the Governing Body, I wish to thank you for your interest in the position of Headteacher at Nether Stowey CE VC Primary School. This represents an important stage in the continued development of our school, and we are seeking an outstanding leader who will share our vision, uphold our Christian values, and provide inspiration to pupils, staff, and the wider community.

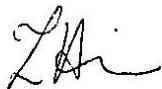
Nether Stowey Primary School is situated in the centre of the village of Nether Stowey, set within the foothills of the Quantocks National Landscape. We are proud of our distinguished heritage as the second free school established in the country, founded by local benefactor Thomas Poole and the school continues to play a central and valued role within the local community.

Our core values — *we are caring, we are active, we are our best* — are embedded in all aspects of school life and were recognised in both our most recent Ofsted and SIAMS inspections. We take great pride in our pupils and in their achievements. As a close-knit community with a dedicated staff team, we know every child and their families, and we place the wellbeing and development of every pupil at the heart of our work. Guided by our Christian ethos, we are committed to supporting every child to fulfil their potential academically, spiritually, morally, and socially.

We are seeking a Headteacher who will respect and uphold the culture and ethos that define our school, while bringing strategic insight, innovation, and fresh ideas to build upon our strong foundations.

Enclosed is our recruitment pack, which provides further information about the school and the role. We warmly welcome visits, as they offer an opportunity to experience our community and ethos firsthand. If you share our commitment to enable every child to flourish in an environment where faith, learning, and community are closely intertwined, we would be pleased to receive your application and look forward to learning more about your experience, leadership approach, and vision for the future of Nether Stowey CE VC Primary School.

Yours sincerely,



**Mrs Zoe Hicks**

Chair of Governors Nether Stowey CE VC Primary School

# Our School

Nether Stowey Church of England Primary School is set in the foothills of the Quantock Hills in an Area of Outstanding Natural Beauty and rich cultural history.

The school currently operates on a 5.5 class structure. KS1 is split between two classes, Oak and Holly, and KS2 is taught by Year group in the mornings (4 classes) and then split between Willow, Maple and Beech (3 classes) in the afternoons. As this was a new structure to the school in September 2025 this is currently being reviewed.

The Team consists of an Acting Head/SENCO, Deputy Head and 6 teachers supported by 11 teaching assistants.

The catchment for our school is mainly Nether Stowey and Over Stowey however we do have children that travel from other villages.

Our last OFSTED Inspection was in March 2023, where the school retained `a Good rating` and our most recent SIAMs Inspection was carried out in November 2025, when we received a J1 grading.

Both reports praised the warmth, kindness and inclusivity of the school.

## Nether Stowey School in numbers

144 students on roll, with a PAN of 25

There are 28 staff members including 8 teachers (4 full time, 4 part time)

11 Teaching Assistants

14.5% of pupils are eligible for FSM

17.3% of children are eligible for Pupil Premium Grant

10% of children have SEND support and 2.8% have an EHCP Plan

Attendance at the school is 95%

# Nether Stowey Village

Nether Stowey is a thriving rural Quantock village in Somerset with a close-knit community of around 1,480 residents in the parish.

Home to a stable population, the village has a strong sense of community and a rich cultural heritage, most notably its association with the poet Samuel Taylor Coleridge with his cottage run by the National Trust in the village.

Nether Stowey is well served by local amenities, including a doctors' surgery, fire station, library, and a traditional local butcher, alongside active community groups and supportive families who value education and wellbeing.

A prominent local landmark is The Mount, the remains of a Norman motte-and-bailey castle, which overlooks the village and serves as a valued historical feature and gathering point for walks and community activities



# Our Community

The school has strong and valued links with its Church family, which play an important role in the life of the school. Every fortnight, *Open the Book* is led by a dedicated group of church volunteers who deliver engaging collective worship for pupils. In addition, pupils take part in *First Friday* services each month at the church and attend church celebrations for key festivals including Harvest, Easter, and Christmas.

The school also enjoys close links with the village library; each week, a different class visits the library, where a local volunteer shares a story with the children, helping to foster a love of reading and strengthen community connections.

The children have also supported Stowey Green Spaces by planting trees in the village and also collecting litter around the village.



Stowey Green Spaces  
November 24, 2025

Thank you to the residents of Castle Street, NS, and volunteers of Stowey Green Spaces who loaned the spades and trowels for Maple Class, Nether Stowey School, to plant at least 15 saplings (that was the plan, nearer 20 in fact) this morning on the Bypass Wood/Walk.



# Vision & Values

**Nether Stowey Church of England Primary School inspires a love of learning in all of us with Christian values at our heart.**

**Our school community is a safe, caring friendly place where everyone is welcome.**

**We give all children and staff the opportunity and encouragement to aim high and develop their strengths and interests.**

**We strive to understand, respect and value each other, our school, our community and the world we live in.**

**We are Caring. We are Active. We are our Best.**

## **We are Caring**

We go above and beyond to make sure children and staff feel safe and cared for. It is our aim to create a safe and caring environment for all our families. We care about children's interests, their education as well as safeguarding and wellbeing.

## **We are Active**

Being active is not just sports participation but encouraging our children to be active citizens in modern day Britain. Be courageous, to be active with the environment and active in living well. To stand up for injustice and to not be passive in life.

## **We are our Best**

We ask children to try their best and to have a go. We acknowledge each child's 'best', no matter how different this may be from child to child. We ask everyone to conduct themselves in the best way and to expect the same from others. We also encourage children to want the best from their learning environments.

### **Our Values**



**Thankfulness**



**Fellowship**



**Charity**



**Peace**



**Trust**



**Endurance**

# Curriculum

Nether Stowey Church of England Primary School is a rural school providing children from the age of 4 to 11 with a high-quality education.

We believe that children learn best when they are happy, secure and confident; we are proud of our children and their achievements, be they academic, social or sporting. We aim to provide a wide range of opportunities, in the belief that our children will find areas in which they will succeed; high self-esteem is often the pre- requisite of successful learning.

We believe that the curriculum should be stimulating and creative and, wherever appropriate, practical. This learning will often take place in our beautiful school grounds or in the local community. Learning may be organised along discrete or thematic areas; usually aspects of English and Maths are taught discretely ensuring a firm grasp of the basic skills, whilst other subjects are combined into carefully organised themes or projects.

As children progress through the school, they are increasingly encouraged to take greater responsibility for their own learning; this is an essential attitude necessary for success at Secondary School and beyond.

Classrooms are stimulating, lively and well organised. A warm and positive ethos is apparent together with high expectations of behaviour and effort. Above all, children here enjoy their learning!

## Our School Bible Story is The Good Samaritan

**‘Love your neighbour as you love yourself’ . Matthew 22:3**



# What Our Parents and Children Say

**Some recent quotes from our Parent Survey, Jan 2026**



**Our Children are looking for a Headteacher who is .....**

*Our Children's Voice Jan 2026*



## **Governing Body**

We have a dedicated governing body which has a strong working relationship with the school to provide a strategic oversight. This has been recognised in both our last OFSTED and SIAMS inspections. We have three sub-committees; education committee, business committee and ethos committee which work to feed back into the full governing board. Governors each have a link role and will conduct monitoring visits termly with the appropriate lead in school. We currently have two co-opted governor vacancies on our governing board for which we are actively recruiting.

## **The PTA**

We are fortunate to have an amazing PTA team which supports the school by raising much needed funds. This pays for enrichment activities, such as inviting theatre groups and visitors to the school as well as helping to provide resources and equipment. It also organises many fun activities for the children and their families such as shopping events, discos, a summer fayre and cinema nights.

The activity trail was purchased in July 2024, with funds raised by the PTA and a contribution from the Parish Council.



# School Development Plan Priorities

## School Development Plan Priorities 2025-2027

- To raise standards in writing
- To ensure all curriculum progress mapping is robust and enables mastery/stretch and challenge, including strengthening the Christian distinctiveness aspects of the school.
- To develop and strengthen the new leadership team through a period of change, using parent and pupil feedback to enable this

## School Summary Performance Data 2025

### Reception

EYFS pupils achieving a Good Level of Development **76% 2025**

### Year 1

Year 1 Phonics screen: **77%**

### Year 4

MTC average score **20.76**

### Year 6

### SATS Assessment Outcomes 2025

	Working At Expected	Working at Greater Depth
<b>Reading</b>	73%	13%
<b>Writing</b>	77%	
<b>Maths</b>	73%	17%
<b>RWM Combined</b>	53%	

# Headteacher Job Description

## **Reports to Chair of Governors**

### **Job purpose**

Working with the Governing Body, the Headteacher will provide vision, leadership and direction for the school and will ensure that it is managed and organised to meet its aims and objectives.

The Headteacher is accountable to the Governing Body for ensuring the educational success of the school and responsible for the quality of teaching and learning. They should create an inspiring and productive teaching and learning environment in which staff and pupils are engaged and can thrive. They are also expected to demonstrate consistently high standards of personal and professional conduct.

### **Main Responsibilities and Duties**

The Headteacher shall carry out their professional duties in accordance with the most up to date School Teachers' Pay and Conditions Document (STPCD), Headteacher Standards and the Burgundy Book.

The following duties are to be carried out in consultation with, as appropriate, the Governing Body, the staff and parents.

#### **Strategic planning**

The Headteacher will work with the Governing Body to create a shared vision and strategic plan, which inspires and motivates pupils, staff and other members of the school community. This vision is founded on core educational and Christian values. This strategic planning process is crucial to sustaining school improvement and develop the full potential of all its pupils.

The Headteacher will be expected to:

Consult, develop, implement, monitor, review and evaluate policies for the delivery of the overall aims and objectives, ensuring these take account of national and global trends, local and school data, and inspection and research findings.

Create an ethos which provides a collaborative educational vision of excellence - which secures effective teaching and successful learning for pupils including sustained improvement in their spiritual, moral, cultural, mental and physical development.

Ensure the commitment of all those involved in the school to its vision, aims and objectives.

Ensure that the management and organisation of the school supports its vision and aims and objectives.

#### **Teaching and Learning**

The Headteacher will assume central responsibility for raising the quality of teaching and learning and for pupils' progress and achievement, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. Pupils will experience a positive learning culture and become effective, enthusiastic, independent learners committed to life-long learning.

The Headteacher will:

Determine, organise and implement a broad, flexible, challenging, appropriate and progressive curriculum for the school and implement an effective assessment framework.

Create and maintain an environment and code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline.

Secure and sustain effective teaching and learning throughout the school by monitoring and evaluating the standards of teaching and learning, ensuring that appropriate standards of professional performance are established and maintained and that underperformance at all levels is challenged and addressed.

Assess, monitor and evaluate the curriculum in order to identify and act upon areas for improvement and to develop a personalised learning culture within the school which promotes independent learning.

Produce and revise, as appropriate, a School Development Plan (SDP) relevant to the needs of the school, the development of the pupils and within the potential resources available to the school.

Monitor and evaluate the quality of teaching and learning in the school, including those pupils with special educational needs, using data to support and implement strategies for ensuring inclusion, diversity and access.

Develop and maintain effective partnerships with parents, carers, the community, other schools, clergy and the local worshipping communities. Extend pupils' learning experiences, their achievement and personal development, by creating effective links with business and industry, and promote outdoor learning through trips, residential visits and related opportunities.

Participate, to such an extent as may be appropriate, in the teaching of pupils in the school, including the provision of cover for absent teachers.

### **Developing self and working with others**

The Headteacher will build a professional learning community that enables others to achieve their full potential through effective performance management and continuing professional development in order to achieve the highest standards. This role will help staff equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them. The Head will also be committed to their own CPD.

The Headteacher will:

Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

Build a collaborative learning culture within the school and engage with other schools to build effective learning communities.

Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.

Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities

Lead professional development of the staff by example, ensuring that all staff have access to advice, training and development opportunities appropriate to their needs, including needs identified through performance management systems in accordance with the policies of the Governing Body and the School Development Plan as appropriate.

Ensure that professional duties and conditions of employment as set out in local and national conditions of service for Head Teachers, teachers and support staff are fulfilled.

Develop and maintain a decision-making structure providing opportunities for staff participation and establish channels of communication including the use of formal procedures to solve problems and resolve conflict.

Foster and maintain relationships with organisations representing teachers and support staff.

Acknowledge the responsibilities and celebrate the achievements of individuals and teams.

Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is not of the highest standards.

Regularly review their own practice, set personal targets and take responsibility for their own personal development.

Manage their workload and that of others to allow an appropriate work/life balance.

### **Managing the Organisation**

The Headteacher will ensure the school, its staff and resources are organised and managed to provide an efficient, effective and safe learning environment while achieving maximum value for money.

The Headteacher will:

Create an organisational structure which reflects the school's values and enables its management systems, structures and processes to work effectively in line with legal requirements.

In consultation with the Governing Body, set appropriate priorities for expenditure, allocate funds and ensure effective administration and management of all resources including staff.

Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

Ensure the security and effective supervision of the school buildings and their contents and of the school grounds ensuring that such resources are managed to meet the needs of the curriculum and to comply with all relevant Health and Safety Regulations.

Manage, monitor and review the range, quality, quantity and use of all available resources including technology in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

### **Accountability**

The Headteacher is accountable to a wide range of groups, particularly pupils, parents, carers, governors, the Local Authority, St Mary's Church and the Diocese of Bath and Wells. They will be accountable for ensuring pupils enjoy and benefit from the high-quality education at Nether Stowey Primary School, for promoting collective responsibility within the whole school community. The head is legally and contractually accountable to the Governing Body for the school, its environment and all its work.

The Headteacher will:

Comply appropriately with the requirements of the Governing Body in respect of the strategic management and direction of the school.

Present a coherent, understandable and accurate account of the school's performance in a form appropriate to a range of audiences including governors, parents and carers, maintaining and providing adequate and appropriate records, statistical data and returns.

Be accountable for health and safety performance within the school.

Be responsible for controlling costs and ensuring budget commitments are met. Ensuring compliance with all financial policies and procedures.

Cooperate with auditors and implement their reasonable recommendations.

Be responsible for delivering value for money through adherence to the procurement processes and purchasing limits.

### **Safeguarding Children**

Ensure all policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.

Secure sufficient resources and allocate appropriate time to ensure the designated person and other staff discharge their responsibilities including taking part in strategic discussions and other inter-agency meetings and allow them to contribute to the effective assessment of children.

Allow staff and volunteers to raise concerns about poor or unsafe practice with regard to children and address them sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

### **Working environment**

The majority of work will take place in the school environment. There will also be some work undertaken off the school site, including educational visits.

## Person Specification

Job Requirements	Essentials	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Holds a degree and qualified teacher status (or equivalent)</li> <li>• Evidence of recent and relevant professional and personal development</li> </ul>	<ul style="list-style-type: none"> <li>• Holds further qualifications e.g. NPQSL, NPQH</li> </ul>
Professional Experience	<ul style="list-style-type: none"> <li>• Experience of delivering outstanding teaching and able to relate well to children across the primary range</li> <li>• Proven recent experience of senior leadership</li> <li>• Good understanding of the school development process, with the ability to identify strategic priorities and implement successful strategies</li> <li>• Understanding of school finances and experience of managing a budget</li> <li>• Committed to safeguarding and the welfare of young people</li> <li>• Evidence of the use of successful strategies that nurture the potential of all pupils and staff</li> <li>• Ability to promote effective working relationships with all</li> <li>• SEND/SENCO experience</li> </ul>	<ul style="list-style-type: none"> <li>• Current DSL</li> <li>• Experience of working within a Church of England School and actively contributing towards its Christian distinctiveness</li> <li>• Experience of working and curriculum development in a mixed year group school.</li> </ul>
Personal Qualities & Skills	<ul style="list-style-type: none"> <li>• An expert and enthusiastic practitioner, leading by example and being a positive, visible presence in the classroom and around the school</li> <li>• An effective leader that can inspire, motivate and engage others through delegation and empowerment</li> <li>• Can effectively evaluate and identify good practice and areas for further development</li> <li>• Resilient and adaptable with strong problem solving skills</li> <li>• An excellent communicator – spoken and written</li> <li>• Strong interpersonal skills and able to foster positive relationships, trust and confidence amongst staff, parents and the wider community</li> <li>• A reflective practitioner who uses management information and data to drive continuous improvement with measurable results</li> <li>• Understands the role of governors in strategic leadership and can work in a strong, trusted and effective partnership</li> </ul>	

	<ul style="list-style-type: none"> <li>• Caring and empathetic</li> <li>• A sense of humour</li> </ul>	
Ethos & Culture	<ul style="list-style-type: none"> <li>• Can demonstrate a commitment to grow and deepen the distinctive Christian character of the school, in collaboration with the local church and the Diocese</li> <li>• Able to embrace our current school values and ensure they live and breathe</li> <li>• Able to promote a culture of inclusivity and equity</li> <li>• Able to create a culture of teamwork and pride in the school with a love of learning, celebrating both school wide and individual successes</li> </ul>	

# Application Procedure

Please read this application pack carefully, especially the person specification, which lists the key competencies that we are looking for.

Candidates should complete the application form and return it so that it is received no later than **noon on Thursday 5<sup>th</sup> February 2026**

Completed applications should be emailed to: [sserecruitment@somerset.gov.uk](mailto:sserecruitment@somerset.gov.uk)

Please note CVs will not be accepted.

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form but please note the priorities described in the pack.

## **School Visits**

You are warmly welcomed and encouraged to visit the school on 23<sup>rd</sup> January (10:30 - 11:30), 27<sup>th</sup> January, 30<sup>th</sup> January (10:30 - 12:00,) if these dates are inconvenient, please call to discuss.

**To arrange a visit please contact the school office on 01278 732508**

## **Selection Procedure**

Closing Date Thursday 5th February 2026

Shortlisting will take place on Monday 9th February 2026 and the interviews will be on Tuesday 24<sup>th</sup> February and Wednesday 25<sup>th</sup> February 2026. Further details will be sent to those candidates called for interview.

Applicants will be advised by Wednesday 11<sup>th</sup> February 2026 whether they will be invited to interview or not.

## **Equality Monitoring**

All applicants will be required to complete an Equality Monitoring form. References will be sought for shortlisted candidates prior to the interview date.

The successful candidate will be required to complete an enhanced DBS check.