



Barwick and Stoford Community Primary School
Information Pack

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1. Key Dates & School Location

Please find below a breakdown of the key dates:

- Closing date for applications: Monday 16th March 2026, 12:00 noon
- Shortlisting Dates: Thursday 19th March 2026
- Interview Dates: Monday 30th March 2026
- Start Date: 1st September 2026 (or as soon as possible thereafter)

Pre-visits are very welcome from 3rd February 2026 to 13th March 2026 (Monday to Friday)

To arrange a visit, please contact: office@barwick.school

Location

Barwick and Stoford Community Primary School, Southview, Barwick, Yeovil, Somerset, BA22 9TH

Telephone: 01935 476736

<https://www.barwickstofordschool.co.uk/>



2. Letter from Our Chair of Governors

Dear Prospective Candidate,

Thank you for your interest in the post of part-time Headteacher (3 days per week) at Barwick and Stoford Community Primary School. This pack has been provided to allow you to discover more about our school, including our current position, our ethos and our ambitions for the future.

Our school, with Jack's Pre-School, is sited in an impressive Victorian ham-stone building, and located in the rural South Somerset Parish of Barwick and Stoford. We are 3.2 km south of Yeovil and the building and its surroundings provide us with an excellent physical environment for learning and enrichment activities. We serve a community facing considerable rural deprivation which is reflected in the needs of the children and families which form our school community.



You will find that we have a motivated and supportive board of governors, with an accurate and informed understanding of the current position of the school, who are wholeheartedly committed to appointing a headteacher to work collaboratively with our whole school community. We are seeking a leader with **significant, demonstrable experience in school leadership and improvement, someone who brings both a proven track record and the confidence to apply this expertise within our context.**

Our headteacher will need the ability to raise aspirations, drive change and inspire all in our community to strive to achieve their very best.

Our governors are interested to learn how you feel equipped to drive us to the next level, and how this will be shaped by your development of an ambitious yet deliverable school development plan. Within this, we are also eager to learn about the ways in which you feel you are equipped and experienced to nurture a cohesive culture that will empower our competent and committed staff, maximise the school's potential, maintain a safe and inclusive learning environment, and facilitate a place where every member of our school community - most especially the children - can thrive.

We would like to make candidates aware that the school is anticipating an Ofsted inspection in the near future. Should the inspection take place during the recruitment process, we will ensure that the outcome is shared with shortlisted candidates so that you are fully informed as you progress through the interview stages.

Heather Ryall and Rev'd Dan Crouch
Co-Chairs of Governors



3. Introduction to our School

Barwick and Stoford Community Primary School is a vibrant, three-class school set within extensive and picturesque grounds. Our site includes a small woodland and a dedicated Forest School area, providing rich opportunities for outdoor learning. We are fortunate to have grassed football pitches and a fenced tennis/netball court, supporting a wide range of physical activities. The school blends historic charm with modern functionality, featuring characterful Victorian classrooms alongside a contemporary school hall, a purpose-built Early Years classroom, and additional teaching and breakout spaces.

Located in the heart of a welcoming village on the edge of Yeovil, our school enjoys close proximity to the beautiful Ninesprings Country Park and Sutton Bingham Reservoir. Jack's Pre-School, situated on-site, benefits from a spacious outdoor learning environment, supporting a seamless transition into primary education.

Our school houses are named after the four follies found within the original grounds of nearby Barwick House—Pintop Blue, Jack Yellow, Tower Green, and Pinnacle Red—celebrating our local heritage. “Jack the Treacle Eater,” one of these iconic follies, proudly serves as our school mascot, embodying the spirit and character of our community.



At the heart of our school is an inclusive and nurturing ethos that supports every child as they embark on their learning journey. We are committed to helping our pupils develop the skills and confidence they need to thrive throughout their lives. Our children are known for their kindness, politeness, and the care they show for one another. They are happy, engaged, and enjoy learning and playing together in a harmonious environment.

We place great value on the strong, supportive relationships we build with our families, which contribute to the warm and welcoming atmosphere of our school. There is a calm and purposeful feel throughout the school, reflecting our shared commitment to creating a positive and enriching educational experience for all.

In order to get a true flavour of our school we would welcome visits to our school during a school day in order to see us at our best.



4. KEY INFORMATION

Type of School	A Maintained Community Primary School
School Capacity	81
Number on Roll (as at 26/01/26)	58
PAN per Year Group	11
Number of Classes	3
Class Structure and Sizes	<p>Chestnut – R: 7 Y1: 9</p> <p>Oak – Y2: 8 Y3: 9 Y4: 5</p> <p>Sycamore – Y5: 9 Y6: 11</p>
Attendance Sept 24 – Jun 25	Whole School: 94.4% Persistent Absence: 10%
% of children in receipt of Pupil Premium	45%
% of children with SEN	41.4%
Children with EHCP	5 (8.6% of school)
Jack's Pre-School Capacity	12 x 2 year olds 15 x 3-4 year olds
Jack's Pre-School On Roll (as at 26/01/26)	4 x 2 year olds 7 x 3-4 year olds
Staffing Statistics	1 x Head Teacher 3 x Class Teachers 3 x HLTA 4 x Teaching Assistants 2 x Pre-School Practitioners (1 part-time) 1 x Business Manager 1 x Office Assistant/Teaching Assistant 1 x Caretaker/SEN Teaching Assistant 1 x Lunchtime Supervisor/ Cleaner
Number of Governors	6
Latest Ofsted Report	https://reports.ofsted.gov.uk/provider/21/123718

We want our Headteacher to:

Be
creative

Be kind
and polite

Let us be
part of our
learning

Demonstrate our
school values

Be
responsible

Share
ideas

Make us
feel safe

Be
happy

Have a good
sense of
humour

Teach us
lessons

Treat
everyone
equally

Let us help
charities with
non-school
uniforms and
cake sales

Be
sporty

Be
inclusive



6. Person Specification

AF: Application Form	CQ: Certificates/Qualifications	I: Interview
OT: Occupational Task	P: Presentation	R: Reference

Appointment Criteria	Essentials	Desirable	How Identified
Qualifications			
Qualified Teacher Status	•		AF/CQ
Evidence of continuing and relevant professional development in school leadership and management	•		AF/CQ
National Professional Qualification for Headteachers (NPQH).		•	AF/CQ/I
Skills and Experience			
Successful experience as a Headteacher or senior leader in a primary school	•		AF/I/R
A highly effective teacher with proven good/outstanding teaching over time in the primary classroom	•		AF/I/R
Have excellent organisational skills which maintain the day to day rhythm of the school whilst maintaining a focus on the strategic direction of the school	•		AF/I/OT
Experience of teaching in more than one school and across the whole Primary range		•	AF/R
Good understanding of National Curriculum and its associated assessments	•		AF/I/OT
Good understanding of Early Years and its associated assessments	•		AF/I/OT
Experience of leading change effectively	•		AF/I/R
Strategic Direction and Development			
Ability to build, communicate and implement a coherent vision for the school in consultation with stakeholders	•		AF/I
Proven record of inspiring, challenging and motivating others to achieve agreed aims	•		AF/I/R
Ability to sustain excellence in everything we do with a clear sense of what strategies might be effective for pursuing that objective	•		AF/I
Adaptable to change, able to assess new ideas and embrace them if they improve children's learning	•		AF/I/R
Makes professional, managerial and organisational decisions that are well informed and evidence-based	•		AF/I/R

Has experience of developing a school improvement plan and is clear about the different things that informs its development and evaluation	•		AF/I/R
Experience of combining the outcomes of regular school self- review with external evaluations in order to develop the school		•	AF/I/R
Governance, Accountability and Compliance			
A clear understanding of the range of mechanisms for working productively with the governing body and an understanding of its statutory duties	•		AF/I
Proven record of being transparent and accountable to parents, governors, relevant external bodies and the local community	•		AF/I/R
Knowledge of legal requirements affecting schools	•		AF/I
Leading, Managing and Developing People and the Organisation			
Proven ability to lead and motivate teams	•		AF/I/R
Proven ability to lead and inspire staff, governors, pupils and parents/carers	•		AF/I/R
Highly effective communication skills, with experience of handling a variety of audiences and media	•		AF/I/R
Ability to use a range of evidence (including performance data) to support, monitor, evaluate and improve aspects of school life, including challenging poor performance	•		AF/I/R
Demonstrate an understanding of school finances and how to successfully make effective use of available resources within a finite budget, whilst taking account of competing and challenging budget demands		•	AF/I/R
Experience of staff performance/appraisal and acting effectively on any associated issues	•		AF/I/R
Leading Teaching and Learning			
Experience of setting and achieving challenging goals and targets for pupils	•		AF/I/R
Knowledge and understanding and proved experience of how to raise achievements across the school	•		AF/I/R
Proven experience of analysing pupil performance data to identify trends to inform school improvement decisions that improves teaching & learning outcomes	•		AF/I/R
Experience of developing a consistently high standard of teaching through rigorous assessment, monitoring, evaluation and support	•		AF/I/R

Ability to engage parents and carers in their child's learning (both in and out of school)	•		AF/I/R
Promoting Safety and Wellbeing of Pupils			
Absolute commitment to safeguarding. Understands what constitutes a safe and supportive school culture ensuring the welfare of children is safeguarded in line with current best practice.	•		AF/I/R
Has undertaken the role of designated or deputy designated safeguarding lead		•	AF/R
Ability to ensure an ethos which promotes good behaviour and enables all pupils to aspire and achieve success	•		AF/I
Working with the Wider Community			
Commitment and ability to work in partnership with parents and the wider community	•		AF/I
Knowledge of working with external agencies to support and enhance the opportunities for pupils in the school	•		AF/I/R
Personal Qualities			
Open, honest, approachable and enthusiastic	•		I/P/R
Enjoys teaching and respects children	•		AF/I/OT
Demonstrate professionalism, loyalty and integrity	•		
Able to earn the respect of all stakeholders	•		AF/I
Willing to accept support from others including colleagues, Governors, Local Authority and outside agencies	•		AF/I/R
A strong intellect, able to exercise creativity and emotional intelligence in leadership	•		AF/I/R
Ability to communicate positively and appropriately with all stakeholders	•		AF/I
Adaptable to change, able to assess new ideas and embrace them if they improve children's learning	•		AF/I/P
A creative and imaginative problem solver	•		AF/I/R
Ability to exercise good judgement and take decisive action to deal with unforeseen circumstances	•		AF/I/OT
Values and Commitment			
Evidence of a commitment to inclusion and equal opportunities for all pupils in the school, including British values	•		AF/I/R
An understanding of the Headteacher's position as role model for staff and pupils	•		AF/I/R
A resolute determination to achieve the highest personal and educational achievement for every child	•		AF/I/P

7. Job Description

The post will be required to meet the 2020 Headteachers' Standards,
<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

Purpose of the post:

To role model effective leadership and management in a way that implements the school's strategic direction with integrity, energy, and enthusiasm, which secures a high achievement for every child that attends our school. Together with the staff and Governors the Headteacher will work to establish outstanding teaching and learning and an excellent nurturing school culture. They will lead by example as a champion of our school values.

1. Shaping the future

- To work closely with the Governing Body and others to articulate a shared vision and strategic plan, focused on excellence in education for all its pupils, which inspires and motivates staff, pupils and all other members of the school community
- Ensure the school vision is clearly articulated, shared, understood, and acted on by all to promote and sustain school improvement
- Ensure creativity, innovation, and the use of appropriate new technologies to achieve excellence
- Be aware, and plan around, funding, education policy and demographic developments, and anticipate trends
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

2. Leading Teaching and Learning

- Raising the quality of teaching and learning for pupils' achievements within a successful learning culture
- Personal enthusiasm for and commitment to the learning process, including the principles and practice of effective teaching and learning
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and are engaged in their own learning, with high expectations for the whole school community
- Manage, determine, organise, and implement a diverse, flexible, and creative curriculum and implement an effective assessment framework
- Have the skills and vision to support continuous school improvement
- Challenge underperformance at all levels and ensure effective intervention and follow-up
- Support and encourage the school culture of wide-ranging visits and experiences to give children the widest possible opportunities to excel
- Implement strategies which secure high standards of behaviour and attendance
- To identify the needs of pupils who are transferring to secondary education, and to implement a range of support initiatives aimed at facilitating a smooth and seamless transition.

3. Developing self and working with others

- To conduct oneself in a way that demonstrates the standards required of ethical leaders, and to be able to convey the importance of ethical conduct to members of our school community.
- To develop effective relationships and communication which underpin a professional learning community that enables everyone in the school to achieve.
- Demonstrate good interpersonal skills
- Foster an open, fair, equitable culture
- To ensure that any internal conflict is readily acknowledged and that any necessary interventions required are undertaken effectively.
- Develop, empower, and sustain individuals and teams within the school
- Collaborate and work with others within and beyond the school
- Challenge, motivate and influence others to achieve high performance
- Give and receive effective feedback and act to improve personal performance
- Accept constructive advice and support from others, including Governors, colleagues, the Local Authority, and other appropriate professionals.

4. Special Educational Needs

- Promote equality and inclusion in all aspects of school life and ensure that children with Special Educational Needs and Disabilities are fully welcomed into and included in the school
- Actively work to fulfil the school's mission to ensure that each child in our school gains self-belief and achieves their full potential, with particular respect to children with Special Educational Needs and Disabilities and Pupil Premium children
- Ensure that objective identification procedures are maintained so that all pupils are appropriately provided for, and that special educational needs provision is made throughout the school
- Ensure that the SEND Code of Practice requirements are met, including identification of needs, individual education plans and records and review and assess as necessary
- Implement the school's SEN plans to ensure that pupils' needs are fully met and that resources are targeted, monitored and evaluated for best value
- Continuously assess and improve the accessibility of premises, curriculum, and information of all pupils.

5. Strengthening Community

- Engage with the internal and external school community to secure equity and entitlement. This includes collaborating with the Local Authority, other schools and with parents and carers and other agencies for the wellbeing of all children and developing extended services to meet the needs of the community.
- Commit to safeguarding and the welfare of children and young people and follow all associated child protection and safeguarding policies as adopted by the school and Local Authority
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, and cultural wellbeing of pupils and their families

- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses, or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives

6. To build a successful organisation through effective collaboration with others

- Establish and sustain appropriate structures and systems
- Manage the school efficiently and effectively on a day-to-day basis
- Delegate management tasks and monitor their implementation
- To determine the strategic and operational priorities effectively, and to plan, prepare and deliver these priorities in a way that is both efficient and effective
- Make professional, managerial, and organisational judgements that are well informed and evidence-based
- Think creatively to anticipate and solve problems.

7. Managing the organisation

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Manage the school's financial resources effectively and efficiently to achieve the school's educational goals and priorities setting appropriate priorities in partnership with the Governing Body
- Recruit, retain and deploy staff appropriately and manage their workload in a manner that recognises the need to consider the wellbeing of staff, while also delivering the vision and goals of the school.
- Ensure individual staff accountabilities are clearly defined, understood, and agreed and subject to rigorous review and evaluation in an appraisal process
- Develop and maintain the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations and maximizes the usefulness of each resource both indoors and out
- Ensure that the range, quality, and use of all available resources is monitored, evaluated, and reviewed to improve the quality of education for all pupils and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the school.
- Ensure the school places, reviews, and uses contracts effectively
- Actively seek to implement the school's equal opportunity policy and the objective to promote equality of opportunity in relation to the duties of the post
- Work in compliance with all relevant legal practises, including new legislation.