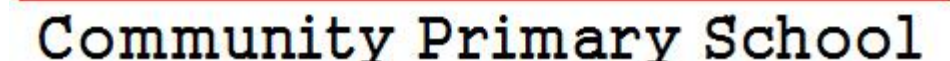


Fort Royal



Community Primary School

HEADTEACHER RECRUITMENT PACK

Safeguarding Statement

The Governing Body of Fort Royal are committed to safeguarding and promoting the welfare of children and young people. Headteachers must ensure that the highest priority is given to following the Guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS). As part of the recruitment process, the candidates will agree to a social media screening check. This is to ascertain whether each candidate's online presence ensures their suitability for the role.

Headteacher

Fort Royal Community Primary School are seeking to appoint a Headteacher.

School: Fort Royal Community Primary School

Start Date: September 2026

Salary: L25-31 £93,424-£108,202

Contract: Full Time and Permanent

ECTs Considered: No

Our current headteacher is retiring from their position and we are seeking to appoint a leader who is able to build on the achievements of the school as it progresses on the next exciting phase of its development. Are you the right person for the job?

WE NEED SOMEONE SPECIAL WHO:

- has a passion for teaching and learning, within a special school;
- will inspire, motivate, challenge and support the pupils, staff, parents and carers and the wider community
- sets high expectations for all;
- is a strategic leader with a clear vision for future progress;
- is confident in implementing the new Ofsted framework;
- is passionately committed to helping all young people to achieve success and set their own high aspirations;
- has a clear vision of special educational needs expectations - how to achieve it and has the ability to make it happen;
- has excellent inter-personal, communication, analytical and organisational skills.

Fort Royal Community Primary School December 2025

Advert



This is an excellent opportunity to lead a school with:

- Children who are happy and confident and have real pride in their school and their own achievements;
- Highly professional staff who are enthusiastic, innovative and dedicated to a shared vision to be the school of choice in the community;
- An active and supportive governing body which is committed to working with the Headteacher to continue the strategic development of the school, whilst acknowledging the significant pressure under which headteachers operate.

Fort Royal Community Primary School is a Local Authority maintained school set in Worcester with 209 on roll (Pupil Admission Number is 200) and a Good Ofsted rating September 2021.

Please view our website at: www.fortroyal.co.uk for more information about the school, its achievements and the curriculum.

This school 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 subject to an Enhanced DBS clearance.

We actively encourage visits to our school to see just how special our children are and to meet our team. Please arrange directly with the school office by calling 01905 355525.

Closing date: 14th January 2026

Shortlisting: If you are shortlisted you will be contacted by telephone

Interviews: – Tuesday 3rd and Wednesday 4th February - please ensure you are available for both dates.

It is essential that applicants use the Worcestershire agreed application form. We cannot accept CVs.

Letter from the Chair of Governors

Letter from the Chair of Governors

Dear applicant

Thank you for your interest in the position of Headteacher at Fort Royal Primary School. On behalf of the Governing Body, I am delighted to welcome you and to share a little about what makes our school such a special place to learn, to work, and to lead.

Fort Royal is a vibrant, nurturing, and highly-respected special school, serving children with a wide range of complex needs. Our pupils are at the heart of everything we do. Their curiosity, individuality, and joy in learning inspire us daily, and we are deeply proud of the warm, inclusive environment that our staff create for them. We believe that every child should feel valued, supported, and able to thrive—and we are seeking a Headteacher who shares this belief wholeheartedly.

Our staff team is skilled, dedicated, and passionate about providing excellent education and care. We work collaboratively, celebrating strengths and striving continually to evolve our practice. As a governing body, we are committed to supporting our next Headteacher in leading with confidence, compassion, and ambition. You will find a strong partnership here, grounded in mutual respect, open communication, and a shared commitment to excellence.

You will see later in this pack our aims and values of the school which have been co-produced with staff and governors to reflect where and how we want our school to be – we are committed to ensuring this environment for our pupils and we would encourage you to visit the school as part of this process.

This is an exciting time to join Fort Royal. We are proud of our achievements but also forward-thinking in our development. We are looking for a leader who can champion our school's values, deepen our inclusive approach, and guide us into the next chapter with vision and energy.

We hope that as you explore this opportunity, you gain a sense of the enthusiasm, dedication, and community spirit that characterises Fort Royal. If you feel you can bring the leadership, warmth, and strategic direction that our school deserves, we would be delighted to receive your application.

Thank you once again for your interest. We wish you every success in the application process and look forward to the possibility of welcoming you to our community.

Kind regards

Emma Evans

Chair of Governors

About our school

We are a large primary special school situated in the heart of the city of Worcester. Over recent years we have seen a significant increase in demand for places and those we have admitted have become increasingly complex in their needs. We currently have 209 pupils on role which is a reduction on previous years following an agreed plan with Worcestershire County Council to reduce pupil numbers to 200 pupils by September 2026. This will allow a group size of 8 per class which is more in keeping with the needs of our changing pupil cohort. We have already noted corresponding developments in pupils' regulation and access to learning. Demand for places in school continues to increase and we are now only able to admit those with the most severe needs. Our new intake is now almost exclusively for pupils with very complex needs, either those with PMLD/complex health needs (12%) or those with severe ASD (84%) and require a great deal of adult support. The remaining pupils have various syndromes that result in complex needs. Our few remaining more able pupils, who are now working up to year 2 of the National Curriculum, are now mostly in year 5 or 6 and by September 2026 very few of these learners will remain in school.

Over the last 5 years we have successfully transitioned 31 pupils to full time placements in mainstream schools and these transitions ensure that pupils can continue to progress through exposure to higher levels of language, interaction, and curriculum challenge alongside appropriately matched peers. We teach pupils in generic classes, each covering 2-year groups, within a key stage. Curriculum work in each class is implemented in 3 main learning group pathways (Core, extension and support) with some pupils accessing personalised timetables to support their learning and regulation. 36% of our pupils are eligible for free school meals; 37% of pupils live within the 30% most deprived areas. 78% of our pupils are boys. 8% of pupils speak English as an additional language.

Despite the challenge of capacity, funding, and rapidly changing needs, our own monitoring and external review shows that we have maintained and extended the high quality of teaching and learning. The school aims and vision have been collectively reviewed regularly with stakeholders, to focus our work and there has been a strong emphasis on staff, curriculum, premises and welfare/wellbeing development in order to meet the changing needs of the pupils. This has also involved extensive staff and leadership restructuring including a professional career structure for TAs with high qualification and performance expectations and a distributed leadership model with a phase structure. We have been able to utilise the imperative of our rapidly changing context to adapt, innovate, drive further improvement and provide the momentum to accelerate the speed of this improvement.

OUR VISION

To be a school where everything is in place so all can flourish and be the best they can be.



OUR MISSION

To provide an environment where all can *play, learn, laugh and succeed* to their full potential.

OUR VALUES.



TOTAL COMMUNICATION

We believe total communication is vital to provide a means for each person to interact, connect and have their voice heard.



ALL ARE VALUED

We will value, respect and celebrate every person for their individuality and the contribution they make.



INDEPENDENCE AND AUTONOMY

We believe that the development of independence, self-respect, resilience and autonomy is vital for a full and productive life.



DEVELOPING RELATIONSHIPS

We believe that the development of safe, meaningful and trusting relationships is essential for all development.



THE RIGHT ENVIRONMENT TO LEARN

We will create the right learning environment which is safe, happy, motivating, dynamic and builds resilience and independence.



WORKING TOGETHER

We believe the best outcomes for our pupils will be achieved if we work closely with and involve; our pupils, their families and other professionals.

Aims and Values of the school

Mission Statement/Core Purpose is To provide an environment where all can

Play, learn, Laugh, Succeed

- **Play**: Play promotes **Creativity, Curiosity, Investigation and Exploration** for all learners. It support children's ability to **Socially Relate**, build **Relationships, Regulate, Appreciate** and to **Trust & Work with Others** for lifelong learning and living.
- **Learn**: Developing **Learning, Critical thinking , Independence & Personal Development** in a range of contexts to enable access to **Lifelong Learning** and the **Long-term Memory** so they are **Transferable** across the curriculum, to the children's **Next phase of education** and into their **Daily Lives**.
- **Laugh**: Developing **Relationships, Communication & Interaction** skills: To be **Effective Communicators** using which ever method best suits them. We also understand that everyone learns best when they are **Engaged and Enjoying** themselves though a variety of mediums and in a **Celebratory and Joyful Environment**.
- **Succeed**: **Achievement, Confidence and Independence**: Providing and encouraging all pupils with the opportunity to safely develop to their **Full Potential** in terms of being as ready as they can be for the next phase of their education. Developing **Independence, Communication** skills, a **Healthy life-style, Autonomy, Confidence** in their own abilities and to become **Adaptable** and **Emotionally Resilient** learners.

Job Description

Responsible to: The Governing Body and Local Authority

Responsible for: All staff, volunteers and children within the school

General Duties and Responsibilities

To carry out the duties of the headteacher as set out in the current School Teachers' Pay & Conditions Document and aspire to fulfil the **National Headteacher Standards (2020)**. These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the headteacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the school, its pupils and the parents of its pupils.

This job description may be amended at any time following consultation between the headteacher and Governing Body. This document should be reviewed regularly, in line with the National Standards of Excellence for Headteachers, changes to the STPCD and through appraisal procedures.

The Primary Purpose of the Job

The headteacher embodies and inspires the ethos and culture of the school, securing their vision with all the members of the school community. The headteacher establishes and ensures a safe and secure environment for learning and teaching that empowers both staff and children to achieve their highest individual potential whilst giving due regard to teaching, leadership and management needs of the school.

Key Areas of Responsibility

Quality of Education

To hold central responsibility for raising the quality of learning and teaching, and for pupil achievement.

This includes monitoring and evaluating the effectiveness of learning outcomes as well as setting high expectations.

A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning. The headteacher will do this by:

- ensuring a consistent and continuous school-wide focus on pupil achievement, using data and benchmarks to monitor progress of every child's learning;
- ensuring a culture and ethos that challenges and supports, so that all pupils can make good progress, achieve success and take ownership of their own learning;
- demonstrating ambitious standards for all pupils;
- ensuring all learners receive appropriate challenge and support appropriate to their needs;
- challenging underperformance at all levels and ensure effective appropriate action and follow-up;
- establish creative, responsive and effective approaches to learning and teaching;
- determining, organising and implementing a diverse and flexible curriculum and ensuring a continuous effective assessment framework;
- ensuring that learning is at the centre of strategic planning and resource management;
- implementing strategies which secure high standards of behaviour and attendance
- monitoring, evaluating and reviewing classroom practice and promote improvement strategies where necessary;
- leading by example, and teaching when and where required to do so;
- Taking a strategic role incorporating new and emerging technologies (which have proven benefit) to enhance and extend the learning experience of pupils.

Key Areas of Responsibility

Strategic Development

To work with the Governing Body, staff and other stakeholders to create a shared vision and strategic plan for the school development. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils, providing a world class education for pupils it serves.

- Oversee the implementation of a newly developed curriculum and monitor its impact
- Understand the new Ofsted framework
- Demonstrate the distinctive vision and values in everyday work and practice in order to develop a shared culture and positive climate.
- Ensure creativity, innovation and contemporary educational thinking to achieve excellence.
- Ensure that the strategic planning takes into account the diversity, values and experience of the school and community at large whilst maintaining the distinctive caring ethos of the school.

Key Areas of Responsibility

Personal Development and the Development of Others

Effective headteachers manage themselves and their relationships with others well; building and supporting a professional learning community that helps others to achieve. Through performance management and continuing professional development (CPD), the headteacher will support staff to achieve high standards. To manage the complexity of a school environment, be committed to their own continuing professional development, including distinctive training and development as appropriate for Church school leadership.

- Always 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 actively engage with other schools to build effective learning communities.
- Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow appropriate work/life balance.

Key Areas of Responsibility

Leadership and Management

The headteacher will provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The headteacher will ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities are to include the monitoring of the roles and responsibilities of those adults working in the school ensuring a happy workforce where roles are clearly identified and are mutually beneficial. The headteacher will ensure that resources are deployed to achieve value for money and should also seek to build successful organisations through effective collaborations with others.

- Create and maintain an organisational structure which reflects the school's values and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and initiatives, receiving training where necessary to ensure a sound understanding of educational budgets and rigorous financial management.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the visions and goals of the school.
- Establish rigorous, fair and transparent systems and measures for managing performance of all staff, addressing any underperformance, supporting staff to improve and valuing and sharing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- 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.

Key Areas of Responsibility

Working with Governors and wider Stakeholders

The headteacher responsibility to the whole school community in carrying out their responsibility. They are accountable to a wide range of groups; pupils, parents, carers, Governors and Local Authority. They are accountable for ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community and for contributing to the educational service more widely. Headteachers are legally and contractually accountable to the Governing Body for the school, its environment and all its work.

- Fulfil commitments arising from contractual accountability to the Governing Body.
- Work with the Governing Body (providing written information, objective advice and support) to enable it to meet its responsibilities.
- Further develop the school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

Key Areas of Responsibility

Vision, Ethos and Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. The headteacher is committed to engaging with the internal and external school community to secure equity and entitlement. They will collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

- To further continue and develop the school ethos, culture and curriculum which takes account of the richness and diversity of the school's communities, whilst maintaining the distinctive nature of the school.
- Ensure learning experiences for pupils are linked into and integrated with the wider community
- Ensure a range of community-based learning experiences
- 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 values within 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.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Co-operate and work with relevant agencies to protect children.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.

Key Areas of Responsibility

Safeguarding Children and Safer Recruitment

Fort Royal Community Primary School is committed to safeguarding and promoting the welfare of children and young people. The headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff, volunteers and governors accountable for their contribution to safeguarding regulations. Specifically:

- To ensure any policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable a designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- Ensure compliance with statutory “Keeping Children Safe in Education” requirements.
- Ensure compliance with Prevent duty guidance;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing practices.

Person Specification

Please see below the qualities we are looking for in our new headteacher. Evidence for these will be gathered from the application (A), during the interview (I) and from tasks undertaken on the day of interview (T). Each is categorised as essential (E) or desirable (D).

	E	D	Evidence
Qualifications			
QTS with degree level education or equivalent	•		A
Commitment to own continuing professional development in school leadership and management	•		A
National Professional Qualification for headteachers		•	A
SEND Qualification		•	A
Skills and Experience			
Having been a successful Senior Leader in a special school setting		•	A I
Have high organisational skills appropriate to both the daily running and strategic development of the school	•		A I T
Experience of leading development, encouraging innovation and supporting others to this end	•		A I
Demonstrable ability to analyse pupil attainment and progression data, and to use this to improve standards of learning and teaching	•		A I T
Having held the position of headteacher in primary education		•	A I

Person Specification

Please see below the qualities we are looking for in our new headteacher. Evidence for these will be gathered from the application (A), during the interview (I) and from tasks undertaken on the day of interview (T). Each is categorised as essential (E) or desirable (D).

	E	D	Evidence
Strategic Direction and Development			
Ability to develop, communicate and implement a coherent and robust vision for the school in consultation with stakeholders	•		A I
Ability to guide, motivate, inspire and challenge others to achieve agreed aims	•		A I
Experience of school self-evaluation, improvement, monitoring and planning	•		A I T
Governance, Accountability and Compliance			
Ability to work with the Governing Body and an understanding of its statutory duties	•		I
Commitment to being transparent and accountable to parents, governors, external bodies and the local community	•		I
Experience of financial planning and budget management		•	A I

Person Specification

Please see below the qualities we are looking for in our new headteacher. Evidence for these will be gathered from the application (A), during the interview (I) and from tasks undertaken on the day of interview (T). Each is categorised as essential (E) or desirable (D).

	E	D	Evidence
Leadership and Management			
Ability to lead, inspire and develop the talents and abilities of staff	•		A I
Effective communication skills for a range of audiences	•		A I T
Evidence of making a key contribution to school improvement	•		A I
Ability to demonstrate innovative approaches to school improvement, leadership and governance		•	A I
Quality of Education			
A highly effective teacher with proven strong teaching in the primary classroom	•		A I
Experience of setting and achieving challenging goals for children of all abilities	•		A I
Experience of analysing pupil performance data to improve learning and teaching outcomes	•		A I T
Experience of delivering the 2014 National Curriculum and related assessment materials		•	A I
Ability to challenge underperformance in teaching outcomes and support improvements	•		I
Commitment to a curriculum that is balanced, creative which motivates the interests of all pupils	•		A I

Person Specification

Please see below the qualities we are looking for in our new headteacher. Evidence for these will be gathered from the application (A), during the interview (I) and from tasks undertaken on the day of interview (T). Each is categorised as essential (E) or desirable (D).

	E	D	Evidence
Safety and wellbeing of pupils			
Experience of and total commitment to safeguarding and protecting the welfare of pupils	•		A I
Ability to support an environment which encompasses all aspects of safety and well-being	•		A I
Working with the Wider Community			
Commitment and ability to work in partnerships with parents and the wider community	•		A I
Personal Qualities			
A clear enthusiasm for and love of learning	•		A I
Passionate about ensuring each and every child flourishes	•		A I
Excellent communication and interpersonal skills working with a range of audiences	•		A I
A positive, proactive mindset with the ability to deal with challenging circumstances and issues	•		A I T
To have high expectations of all children irrespective of starting points	•		A T

Person Specification

Please see below the qualities we are looking for in our new headteacher. Evidence for these will be gathered from the application (A), during the interview (I) and from tasks undertaken on the day of interview (T). Each is categorised as essential (E) or desirable (D).

	E	D	Evidence
Values, Ethos and Commitment			
A commitment to delivering the vision and living the values of the school	•		A I T
A commitment to the highest educational and personal achievement for every child	•		A I
An understanding of the headteacher's position as role model for both staff and pupils	•		A I
Commitment to inclusion and equal opportunities for all staff and pupils.	•		A I

Selection Process

Visits to the School

School visits are strongly encouraged. Please call 01905 355525 to book a slot where the current head teacher will be pleased to show you around.

Applications

All applications must be made on the Worcestershire County Council application form. CVs will not be accepted.

Applications should be emailed to: eevans@fortroyal.worcs.sch.uk by midnight on Wednesday 14th January 2026.

Please note that ALL applications will be acknowledged. If you do not receive acknowledgement within two working days, please contact the school office.

Shortlisted candidates will be informed by Monday 26th January 2026.

Interviews

Interviews and other activities for the selection process will take place on Tuesday 2nd and Wednesday 3rd February 2026.

Timescales

The successful candidate would be expected to take up the post in September 2026.

Pay Scale

Fort Royal Community Primary School is a group 6 school. The pay scale for this post is L25-31 dependent on experience and qualifications.

Safeguarding

Fort Royal Community School is an equal opportunities employer and we are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.”

Contact Details

Fort Royal Community School

Wylds Lane

Worcester

WR5 1DR

01905 355525

To request an application form, please
contact

eevans@fortroyal.worcs.sch.uk