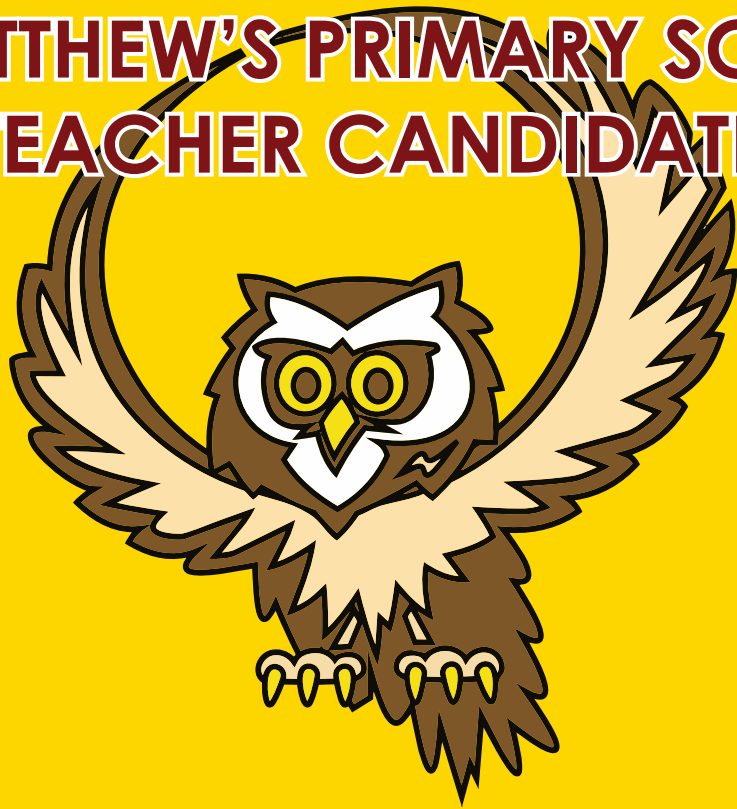




ST MATTHEW'S PRIMARY SCHOOL HEADTEACHER CANDIDATE PACK



Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in St Matthew's Primary School and for considering joining us at an exciting time in our journey.

St Matthew's is a large and diverse primary school situated in the centre of Luton. Our community is unique and inclusive, with more than fifty languages spoken by our children and their families. This diversity shapes both the demands of leadership and the opportunity to lead a vibrant and energetic school community.

Our current Headteacher will be retiring at the end of the summer term following many years of dedicated and inspirational service. Under her leadership, the school has flourished and she has built a passionate team of truly committed people to deliver the care and ambition that is the cornerstone of our ethos. We are now seeking a strong and thoughtful leader to build on this excellent legacy.

We are proud of our happy, safe and welcoming environment. This is underpinned by consistent pastoral care, clear expectations for behaviour, and a curriculum that supports the development of the whole child. We place a strong emphasis on wellbeing across the school community and have established systems to support both pupils and staff to thrive academically, socially and emotionally. Our SEND provision and wider inclusion practices are particular strengths and this is well regarded locally for the support it offers to children and their families.

Academic standards across the school are fought for relentlessly, with energy and focus from everyone. Reaching national standards in all measures remains an ongoing strategic challenge. Governors and school leaders are very mindful of this position and remain ambitious to secure the highest standards of education possible for all children.

We are looking for a Headteacher who can engage confidently with our community, working closely with families and local partners, raise academic standards and continue to champion inclusive practice. The role will require visible and effective leadership across safeguarding, staff development and school improvement, ensuring that both outcomes and personal development are secured for every child.

St Matthew's offers an energetic and rewarding environment in which a Headteacher can lead sustained improvement while maintaining a strong commitment to the wellbeing of the whole child. You will be supported by a dedicated staff team who care deeply, engaged parents and a committed governing body. We are seeking a leader who combines professional rigour with warmth and cultural awareness, and who will continue to build on the strengths of our diverse community.

As Chair of Governors, I feel privileged to be part of St Matthew's Primary School. My connection spans 13 years, and I am proud of what the school has achieved and the role it plays within the local community. On behalf of the Governing Body, I would warmly encourage you to visit the school, meet our staff and pupils, and experience the environment for yourself.

We look forward to meeting you.

Yours faithfully,



Tina Edwards
Chair of Governors

Letter from the current Headteacher

Dear Applicant,

I am writing to you in my capacity as the current Head of St Matthew's Primary School to introduce myself and to provide you with context regarding the school's journey and my tenure, should you be considering applying for the headteacher position.

St Matthew's has been my professional passion for the last sixteen years. I joined the school in 2010 to commence my second headship. The transformation of St Matthew's over this period has been substantial; the school you would inherit today bears little resemblance to the school I encountered in 2010.

The school's trajectory has not been without considerable challenges. Upon my arrival, I was warned by the LA to anticipate Special Measures at the next OFSTED inspection; however, through rapid improvement, sustained commitment and strategic leadership, we secured a Satisfactory judgement just seven months later. Subsequent inspections demonstrated progress, though the school was graded as Requires Improvement in 2017 following an Incomplete Inspection. This classification remained in July 2019, notwithstanding a notable uplift in KS2 results that year—an improvement which, regrettably, came too late to influence the inspection grading. It has been quite a roller coaster journey OFSTED wise, yet with committed staff, governors and a loyal parent body, St Matthew's remained the place to be for me. We achieved Good in September 2023, a designation that reflects the collective efforts of our entire community.

Over the years, I have been deliberate in recruitment, selecting individuals with talent, potential, sound motivation and good hearts—people who understood that everything we do is for the children. I am deeply thankful to the parents who have entrusted, and continue to trust us with their children. We welcome children weekly from all over the world into our school; we say that we all smile in the same language.

Inclusion in all its dimensions has been a cornerstone of my leadership. What we have created for all and our most vulnerable children is held in high regard by professionals and families alike. We are seen as a school of choice by parents of children with additional needs. This brings professional challenges and opportunities: we welcome any family who chooses us for their child—it is a privilege we do not take lightly, and work we do proudly.

Early Years education was my specialism on becoming a Head and the provision we've built has been judged as outstanding in our last three inspections. Our Early Years provision alongside inclusion is a jewel in St Matthew's crown.

Consistent high academic standards have remained somewhat elusive during my tenure, with cohort characteristic fluctuation and numerous ever-changing variables contributing to this ongoing challenge. St Matthew's has become a highly successful school in so many regards and exemplary in some, but academic attainment remains a challenge that my successor will need to continue to fight for.

I am proud of our community-serving work, our commitment to addressing social and economic deprivation needs, and the empathy and humility with which we approach this responsibility.

I have undertaken this role for a considerable time and continue to love it still; however, I have decided that the time is right for me personally to direct my energies elsewhere and find out who I am, without the mantle of being a headteacher, which has been my way of life for so long. There is no push factor to my departure; rather, this represents a considered personal decision. Any incoming Head will inherit a great team across all areas of the school, fantastic children, and a supportive and appreciative parent body—a really strong, and I believe unique, foundation upon which to build.

I am happy to discuss the school further should you wish to explore this position.

Yours sincerely,



Jane Thomas
Headteacher

St Matthew's Primary School Information

Welcome to St Matthew's Primary School where our motto is "Learning to be the best we can be" reflecting our ambition to lead children to achieve what they want in life through self awareness, effort, the development of resilience and achievement.

Our school is situated in High Town, a historic and culturally diverse area of Luton, very close to the town centre. Many children in our school are bilingual, speaking over 50 languages among them.

We are within walking distance of Luton's mainline train station, we regularly take children on the train to London, Frasers Plus Luton, People's Park, Wardown Park, Wardown Museum, Luton Town FC, Cineworld at The Galaxy Centre and the Library Theatre amongst others.

St Matthew's Primary School is one of the largest primary schools in Luton, typically with four classes in each year group and five in some. We are a popular school often with waiting lists in all year groups.

At the beginning of the summer term in 2024, we enrolled thirty new Year 2 pupils and that cohort continues through the school as a five-form year group. Additionally, we admitted 150 children into our Reception classes in September 2024, thereby increasing that year's cohort to five classes. In September 2026 these cohorts will be Year 5 and Year 2.

The school community now totals 870 pupils and approximately 150 staff. Whilst this may seem big, the school is always calm, personal, purposeful and happy ... we are a big school with small community habits and pride ourselves on everyone's well-being being a cornerstone of our ethos. The sense of being in an ambitious, supportive family is often commented on by children, parents and staff alike. Visitors to the school often say what a positive, inclusive, creative, professional, caring, happy and optimistic atmosphere there is ... we believe this too.

The school recognises children as individuals and our broad-based curriculum and extra-curricular opportunities offer all children the chance to explore the world of learning and find their own passions and interests alongside academic skills. This is achieved by the school, parents, children, governors and the wider community working together in partnership with shared goals and ambition, with integrity, with creativity, passion and dedication.

In our nurturing environment, no matter what their background or starting points, children learn how to be confident, be excited by learning, be challenged and successful, to find their voice, to think and be thoughtful and learn how to be responsible and to take responsibility. Throughout their time at St Matthew's, and when they leave, we want our children to know and believe that the opportunities life has to offer are there for everyone and anyone to take, including them ... and that they are hungry for learning and life.

The staff team at St Matthew's have been selected across all roles for their shared ambition to make a difference in children's lives and to impact their achievement and that of the school in all aspects of its work.

Whilst St Matthew's is a very large school, the site is compact, attractive, well maintained and every space utilised to meet the ever changing needs of the children. Many spaces are multifunctionary, with highly complex logistics to ensure everyone has the space and time to learn, work, eat and play.

St Matthew's has a breakfast and after school care facility "Around the Clock Club" supporting working and vulnerable families with affordable childcare.

The governing body is a dedicated and experienced group who are passionate about the school, sustaining its ethos and reputation as an inclusive school, whilst continuing to pursue high academic achievement.

Please find the link to our Ofsted page **here**.

Our children would like their new Headteacher to be...

SOMEONE WHO IS STRICT AND KIND AND RESPECTS ALL RELIGIONS.

NOT STRICT AND GRUMPY, SO HAPPY, SOFT AND KIND.

SOMEONE WHO WILL STAY FOR A LONG TIME.

SOMEONE WHO IS HAPPY AND FUN BUT NOT TOO SOFT — STRICT WHEN NEEDED.

SOMEONE WHO IS POSITIVE AND RESPECTS EVERYONE FOR WHO THEY ARE.

LOVELY AND KIND AND LISTENS TO US.

SPECIAL, SO WE CAN RELY ON THEM.

UNDERSTANDS CHILDREN HAVE ALL KINDS OF BRAINS.

BE RESPONSIBLE AND TAKE CARE OF EVERYONE.

NO FAKES NEED APPLY.

SOMEONE WHO IS PATIENT AND HAPPY TO HELP AGAIN AND AGAIN IF NEEDED.

SOMEONE WHO CAN DEAL WITH PROBLEMS WELL.

SOMEONE WHO CELEBRATES OTHER PEOPLE'S WORK.

SOMEONE WHO LIKES BOOKS AND IS INTERESTED IN READING.

POLITE.

SERIOUS AND CONFIDENT IN MEETINGS TO SHOW THEY KNOW WHAT THEY ARE DOING.

FRIENDLY, SMART AND CLEVER AND KNOWS ABOUT CHILDREN.

FOLLOWS THE BRITISH VALUES AND GOLDEN RULES AS WELL AS MAKING SURE EVERYONE ELSE DOES.

TRY THEIR BEST TO FIX PROBLEMS AND COMPLAINTS.

SKILLED AT PUTTING TEACHERS IN THE RIGHT PLACES.

SOMEONE WHO BEHAVES WELL.

THOUGHTFUL - GIVE PEOPLE SECOND CHANCES AND TO THINK ABOUT WHAT THE CONSEQUENCES SHOULD BE.

PRIORITISE WHAT LETTERS THEY HAVE TO WRITE AND WHO WANTS TO TALK TO THEM. PEOPLE ARE MORE IMPORTANT.

HELPFUL, WE CAN TELL OUR WORRIES TO THEM.

CHEERFUL AND HAVE A BRIGHT SMILE!

LOOK AFTER THE SCHOOL PROPERLY.

RECOGNISE WHEN SOMEONE DOES THE WRONG THING, HOW THEY ARE FEELING AND WHY THEY HAVE DONE THE WRONG THING.

RESPECTFUL, PUNCTUAL AND RELIABLE.

INTELLIGENT.

BE AWARE OF WHAT'S GOING ON, LIKE ANYONE GETTING BULLIED.

LOOKS AFTER CHILDREN, MAKES SURE THEY ARE SAFE AND HAPPY, LOOKS AFTER THE ADULTS IN SCHOOL.

SUPPORTIVE - ADULTS AND CHILDREN MIGHT NEED HELP WITH SOMETHING.

UNDERSTAND FEELINGS. BE FAIR.

TRUTHFUL - WORK TO GET TO THE BOTTOM OF THINGS THAT HAVE HAPPENED, FIND OUT THE FACTS.

SOMEONE WHO IS BRAVE TO DO DIFFICULT THINGS.

CLEVER AT EMOTIONS FOR GROWN UPS AND CHILDREN.

IF SOMEONE IS UPSET, THEY TALK TO THEM.

HELP CHILDREN TO FEEL SAFE. MAKING SURE EVERYONE IS SAFE AT HOME. NOTICE IF CHILDREN AREN'T QUITE RIGHT.

GIVE US A GOOD STANDARD OF EDUCATION.

MAKE SURE TEACHERS TREAT EVERYONE THE SAME AND WITH RESPECT.

ATTENDANCE - MAKE SURE EVERYONE IS IN SCHOOL.

BE STRICT ON THE SCHOOL BUDGET, LOOK AFTER THE SCHOOL'S MONEY AND PROPERTY.

LET EVERYONE HAVE AN OPINION IN SCHOOL ON WHAT THEY DO AND DON'T LIKE IN SCHOOL ... LISTEN TO OUR IDEAS.

St Matthew's Primary School Job Description

TITLE:	Headteacher
SCHOOL:	St Matthew's Primary School
RESPONSIBLE TO:	Governing Body
GRADE:	Group 5, Headteacher Range L27 - L31*

SCHOOL CONTEXT

St Matthew's Primary School is a very large primary school of approximately 900 pupils, serving a richly multicultural community. The school has a high level of mobility, the vast majority of our pupils speak more than one language and belong to families with a wide range of social and economic backgrounds.

St Matthew's has a well established sense of community and positivity. It is committed to inclusion in every regard with high expectations, ensuring every child achieves their full potential during their time at the school.

PURPOSE OF POST

The Headteacher will provide professional, principled strategic leadership and operational management of the school, ensuring high-quality education, strong outcomes for pupils and an inclusive, safe and ambitious learning environment, working with a strong sense of social, moral purpose.

The postholder will lead a large staff team and work closely with Governors to drive sustained school improvement in all areas of the school's work. The postholder will support the Governors shared vision and ethos for the school; one which inspires confidence, excellence and equity among staff, pupils, families and the wider community.

KEY PRIORITIES FOR ST MATTHEW'S

1. Ensure sustained high-quality teaching across the school in Reading, Writing and Maths, with a robust monitoring system to sustain quality and consistency
2. Ensure sustained high-quality teaching across all Foundation Subjects, with a robust monitoring system to sustain quality and consistency
3. Improving outcomes in all statutory measures: GLD, Phonics, MTC, KS2 SATs
4. Ensuring strong progress throughout each Key Stage
5. Closing attainment gaps for disadvantaged and vulnerable groups
6. Review the approach to writing across the school, to raise pupil achievement in this area
7. Refine the use of assessment information to drive improvement in pupil outcomes
8. Develop leadership capacity further at all levels (particularly curriculum leaders)
9. Develop a flexible and exhaustive CPD programme to meet the needs of the education landscape, making best use of research and varied delivery models
10. Build on the already strong inclusive practice to support all pupils and particularly disadvantaged and vulnerable groups including those with co-morbid complex needs
11. Maintain the exemplary safeguarding practice and systems in response to ever changing needs and presentations, in line with local and national contexts
12. Maintain the exemplary attendance practices whilst strategically responding to the attendance context for individuals, groups, cohorts and whole school population
13. Continue to build the school's strategic response to its mobility/stability challenge, particularly in regard to curriculum and achievement
14. Develop the school environment and premises to ensure they are fit for ever changing needs
15. Maintain the exemplary standards of behaviour and attitudes amongst pupils
16. Prepare the school for Ofsted inspection under the current framework

KEY RESPONSIBILITIES

The role of the Headteacher is to provide professional leadership and management of the school in order to promote a secure foundation from which to achieve high standards in all areas of the school's work. To achieve success, the Headteacher will:

- Lead the efficient running of a very large school with highly complex logistics: carrying out day to day management, organisation and administration, delegating as appropriate
- Lead Safeguarding practice ensuring compliance with current legislation
- Continue to move the school forward building on existing good practice
- Communicate and work in partnership with other stakeholders to ensure cohesion within the school community
- Work within the school's existing vision and ethos and adapt to the school's changing needs, having an inclusive approach to all children and their families
- Promote excellence, equality and high expectations for all pupils
- Provide clear vision, distributive leadership and direction
- Evaluate school performance and identify priorities for continuous improvement
- Deploy resources to achieve the school's aims
- Maintain and develop further a safe and productive learning environment which is challenging, engaging and fulfilling for all pupils
- Work effectively with the school's Governing Body

STRATEGIC DIRECTION AND SHAPING THE FUTURE

- Lead school self-evaluation and improvement planning, based on evidence and impact, which includes the monitoring and reviewing of all aspects of teaching, achievement, priorities and targets
- Review the existing strategic plan, underpinned by sound financial planning, identifying priorities and targets that will ensure sustained improvement in pupil progress and outcomes
- Promote excellence, equality and high expectations of all pupils, and the wider school community, ensuring a consistent and continuous school wide focus on pupils' achievement
- Work with the Governing Body to maintain a shared vision and future strategic plans, which will inspire and motivate pupils, staff, parents and the wider community, modelling authentically the school's vision in all aspects of the role
- Provide clear and accurate information to support decision-making to the Governors
- Ensure that strategic planning takes account of the diversity, values and experience of the school and local community
- Actively seek to be aware of political, economic, technical and social developments, trends and changes in the medium to long-term future that could have an impact on the school

TEACHING, LEARNING AND CURRICULUM

- Provide a broad, balanced, relevant, inspiring and inclusive curriculum so that progression from EYFS through KS2 is coherent and well-sequenced
- Drive high-quality teaching across EYFS, KS1 and KS2, monitor and evaluate the impact of teaching on pupil progress and attainment so that pupils are well-prepared for the end of KS2 statutory assessments
- Ensure a consistent and continuous school wide focus on pupils' achievement using assessment information, benchmarks and feedback to monitor progress in every child's learning and to identify gaps and implement timely intervention
- Secure rapid improvement in KS2 outcomes, particularly Year 6 SATs results in reading, writing and mathematics
- Review and develop a consistent approach to writing across the school to raise pupil outcomes in this area
- Continue to foster a culture of aspiration with an ethos of challenge, support and celebration, where all pupils can achieve success and are engaged in their own learning
- Demonstrate strong curriculum expertise, particularly in early reading and phonics

ORGANISATION - MANAGING SYSTEMS AND RESOURCES

- Implement a framework of effective evaluation, assessment and performance management which engages the whole school community in improvement and measurement of improvement
- Provide effective organisation and management of the school and seek ways of improving the organisational structures and functions based on rigorous self-evaluation
- Agree and set appropriate priorities for expenditure, allocate funds and ensure systems are in place for the effective administration and control of school budgets
- Manage and oversee accurate and efficient budgeting procedures and the keeping of detailed records, accounts and statements within the financial regulations of the local authority
- Manage the school's finite financial and human resources effectively and efficiently, with appropriate regard to value for money, to achieve the school's educational goals and priorities
- Take a strategic role in the development of new and emerging technologies to extend and enhance the learning experience of pupils and the wider school community, actively engaging with other schools to build effective learning communities
- Manage and organise the accommodation effectively and efficiently to ensure that all school buildings meet the needs of the curriculum, the needs of pupils and staff and health and safety regulations

COMMUNITY ENGAGEMENT

- Create and maintain effective partnerships with parents and Governors to support and improve pupil's achievements and personal development
- Develop effective links with the community to extend the curriculum, enhance resources, access specialist teaching and broaden learning opportunities
- Continue to maintain the positive school culture, ethos and school's reputation
- Maintain strong links and effective communication between neighbouring schools, the LA and all outside support agencies
- Maintain the school culture and curriculum that takes into account the richness and diversity of the school's community. Exercise responsibility for ensuring fair and equal treatment of all stakeholders, communicating with the school's diversity in mind
- Represent the school within the local area and beyond

LEADERSHIP OF STAFF

- Provide inspirational and strong leadership to the school team to ensure that the school continues to deliver the highest standards possible in all regards
- Lead by example and embody the school's vision and values for the pupils, staff, Governors, parents and the local community and other stakeholders
- Keep staff, Governors, the local authority and the local community informed of progress and key developments
- Work with the Governing Body and other key stakeholders to ensure the school vision is clearly articulated, shared, understood and acted upon effectively by all.

MANAGEMENT OF STAFF

- Develop effective relationships and communications, which underpin a professional learning community that enables everyone in the school to achieve and contribute their expertise
- Create an organisational structure that reflects the school's values and enables the management systems, structure and processes to work effectively in line with key priorities
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Provide opportunities for growth and continuing professional development of the teaching team by creating an inspiring, professional work environment and modelling behaviour consistent with the school's values and aspirations.
- Ensure that all staff receive regular performance reviews and have individual professional

- development plans to address skills gaps
- Ensure effective team communication mechanisms so that all staff are involved in the school development plan and kept informed of key priorities and developments
- Ensure clear systems for accountability and line management within the school organisational structure
- Maintain high professional standards, including staff conduct and discipline
- Foster an environment that promotes a healthy work life balance alongside the maintenance of Professional Standards. School policies and approaches enable staff to sustain their well-being which is central to the school's success

ACCOUNTABILITY

- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation so that all staff recognise that they too are accountable for the success of the school
- Ensure that parents and pupils are well informed about the school's direction, priorities, curriculum and pupils' attainment and progress
- Combine the outcomes of regular school self-evaluation with external evaluations in order to develop the school.
- Actively maintain a thorough understanding of the statutory framework for education, inspection and the legal framework that underpins school management and financial standards (eg legal requirements of Local Authority/DCSF/Ofsted)
- Exercise responsibility for ensuring that measures are actively adopted and monitored for maintaining a safeguarding culture. Ensure the school complies with all aspects of Safer Recruitment and KCSIE, making appropriate checks and keeping appropriate records
- Fulfil all commitments arising from the contractual accountability to the Governing Body, including the development and presentation of a coherent, understandable and accurate account of the school's performance to and on behalf of Governors
- Regularly review own practice, set personal targets and take responsibility for own professional development
- Exercise responsibility for ensuring that all new employees receive an induction programme and are properly inducted in the school's policies and procedures, including those relating to child protection and safeguarding children

INCLUSION AND DIVERSITY

- Lead the school in a way that reflects and celebrates its multicultural community
- Ensure strong provision for pupils with language needs, multi-lingual needs and those new to English
- Promote equity and inclusion for all pupils, with absolute regard for the SEND Code of Practice and those pupils with complex needs
- Understand and strategically respond to mobility and changing pupil demographics

SAFEGUARDING

- Demonstrate a deep understanding of the complexity of safeguarding
- Demonstrate a commitment to safeguarding and promoting the welfare of children and staff through:
 - A genuine motivation to work with children
 - The ability to build and maintain appropriate professional relationships with children
 - Emotional resilience when working with challenging behaviour and an understanding of a therapeutic approach
 - A clear understanding of the appropriate use of authority and the ability to maintain effective discipline
- Ensure safeguarding systems are robust and compliant with current legislation (e.g. Keeping Children Safe in Education, Martyr's Law) and keep up to date on local and national requirements and changes
- Promote a culture where safeguarding is everyone's responsibility
- Ensure the role of DSL is allocated within the school. Organise roles within the school to ensure sufficient capacity to deliver exemplary safeguarding practice.

CONTEXT:

This job description reflects the position at the present time and may be reviewed in consultation with the postholder in future. The appointment is subject to the School Teachers' Pay and Conditions Document as it relates to Headteachers.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau'.

It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

'CVs will not be accepted for any posts based in schools'.

Person Specification

This acts as a selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

(A = Application Form / SP = Selection Process)

ESSENTIAL CRITERIA (without which candidate would be rejected)		Measure
Qualifications and Experience		
1	Qualified Teacher Status (QTS)	A
2	National Qualification for Headship (NPQH)	A
3	Demonstrable impact at Deputy or Headteacher level, in different settings, including leadership in challenging contexts	A/SP
4	Experience of leading school improvement, raising standards and improving pupil outcomes	A/SP
5	Experience in working collaboratively within a Local Authority or MAT team	A/SP
6	Extensive experience in managing and developing large teams	A/SP
7	Experience of improving educational outcomes across a school	A/SP
Knowledge and Skills		
1	Ability to review, self evaluate and analyse key data to develop evidence-informed strategies for school improvement and evaluate impact	A/SP
2	Experience and knowledge of raising standards across cohorts and within targeted groups	A/SP
3	Intellectual rigor: a deep understanding of pedagogy in primary education, curriculum design, and assessment including early reading and phonics development	A/SP
4	Strong understanding of the current Ofsted framework, Safeguarding requirements, and statutory education responsibilities	A/SP
5	Excellent leadership, organisational and communication skills, both oral and written	A/SP
6	Tenacious and principled decision-making skills with the ability to remain calm and effective under pressure, understanding the need for confidentiality	A/SP
7	Proven ability to lead effective change, motivating, developing and inspiring a large and diverse staff team in support of whole-school improvement	A/SP
8	Experience and understanding of strategic financial planning and budgetary management and resource allocation	A/SP
9	Evidence of continuing professional leadership development	A/SP
10	Demonstrable experiences of linking school's work with the wider community	A/SP
11	Knowledge and experience of working with children with SEND across the primary phase with a sound understanding of the SEND Code of Practice	A/SP
12	Knowledge and experience of working with children from richly diverse backgrounds who are new to English	A/SP
13	Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility	A/SP

14	Commitment to safeguarding and child protection, health and safety and welfare of children and staff	A/SP
15	Knowledge and experience of being able to understand the needs of all children and those communicating through behaviour and to develop strategies to successfully meet presenting needs	A/SP
16	Successful track record of developing the performance of staff, championing CPD, talent management and providing development opportunities	A/SP
17	Experience of supporting disadvantaged pupils and vulnerable groups	A/SP
18	In-depth knowledge of safeguarding and current legislation with experience of managing complex safeguarding situations	A/SP
19	Strong understanding of HR systems and staff management with the ability to manage staff discipline and performance	A/SP
Personal Attributes		
1	Be able to identify and develop potential in others	A/SP
2	Demonstrate emotional intelligence, empathy and resilience within the role	A/SP
3	Demonstrate an approachable manner, the ability to listen and hear the views of children and adults within the whole school community and communicate with clarity	A/SP
4	Lead with a commitment to delivering ambitious educational standards for all pupils through excellence, coupled with the ability and enthusiasm, to see every child fulfil their potential	A/SP
5	Appropriate motivation to work with and form appropriate relationships with children	A/SP
6	Resilient, adaptable, and able to handle complex challenges with uncertain parameters	A/SP
7	Passionate about inclusion, diversity, and equal opportunities	A/SP
8	Draw on their resilience, flexibility, humility and courage to provide sustained leadership	A/SP
DESIRABLE CRITERIA (useful for choosing between two good candidates)		
1	Experience in premises development or large-site management	A
2	Experience of Organisational Change	A
3	Experience of deficit recovery plans	A
4	Experience of Inclusion Provisions	A
5	Experience of Early Years settings	A
6	Experience of KS3 expectations	A
7	Experience of working in the wider school system	A
8	Awareness of academisation requirements	A
9	Experience of inter school leadership and collaboration	A
10	Experience of governance in different settings	A

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

The Application Process

If you wish to discuss the post further or to arrange a visit to our school, please contact our **Personnel Manager, Amy Ingleby**, for an informal discussion.

Email: **personnel@smps.uk**
Tel: **01582 723970**

Closing Date: **12:00 midnight Sunday 10th May 2026**
Shortlisting: **w/c 11th May 2026**
Interview Dates: **Tuesday 19th May & Wednesday 20th May 2026**
Start Date: **September 2026**

If you are interested in applying please visit www.mynewterm.com

St Matthew's Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. CV's will not be accepted.

Visit our website: <https://stmatthewsluton.com/>