

**Empowering futures:
for a better tomorrow**



Lead with heart, inspire with purpose.

Join us at Kenton Primary School as our Headteacher (with SENDCo responsibility).

Leadership pay scale: L6-L11

Full time

Permanent – Role available from 1st September 2026



Join our school community where every child is known, every voice is heard, and your leadership can truly shape futures. We're looking for a Headteacher who believes in the power of connection, creativity, and compassion to make a lasting impact.



Welcome

Everything we do across our family of 8 schools in our Trust is focussed on our mission to deliver an ambitious, high-quality inclusive education for our pupils.

At Kenton Primary School you will find a vibrant community where children are at the heart of every decision. As part of our team, you will have the opportunity to join our hardworking and dedicated staff team as they work together to provide the best possible outcomes for all children.



Please take some time to learn a bit more about our school in Kenton and our Trust, we would love you to come and visit us and invite you to learn more about what makes us, us, our values. We feel it is an exciting time to join us. We hope to meet you soon.

Please click on the image to view a short video that captures the essence of our school.



Letter from our CEO

Thank you for your interest in joining our wonderful school in Kenton. You will be joining a friendly community of committed staff and pupils who have inspired us all during their journey over the past 2 years. In September 2023 the school suffered a devastating flood, forcing it to relocate, first to a temporary site in a Church, followed by half a term at Powderham Castle.

Whilst the flood took our building and destroyed classrooms and resources, our dedicated staff with the support of the team around the school prioritised our pupils and family wellbeing and ensured learning continued uninterrupted. The resilience and dedication of our staff, pupils and the wider community in overcoming these exceptional circumstances demonstrated the strength and unity in our community.

In June 2024 we had our Ofsted Inspection whilst we were in our temporary accommodation. Ofsted recognised the school as Good across all areas. I was so proud to read in the report,

'As staff say, 'The school is the people and not the building.'

In October 2024 the school moved to a new site in Kenton and it has been fantastic to see the children continuing to thrive as they re-establish themselves back in the heart of the community. You will be joining Kenton at a really exciting time for the school. We have received approval for funding for a new school and over the next 12 months we will be working with the Department of Education on the planning and design for a new school building. With increasing demand for pre-school places, we will also be looking to develop our early years provision.

This is a role that offers significant opportunities to collaborate, share best practice, and contribute to the continued success of Kenton Primary school. We warmly encourage visits to the school. To arrange this, please contact **Paul Cornish, our Executive Director of Education**. For those based further afield, we would be delighted to arrange a phone call to discuss the post, the school, and the application process. Paul's contact details are included in this pack.

Thank you again for considering this opportunity.

We look forward to receiving your application.

Katy Quinn

CEO



The role: Our Headteacher

We're seeking a dynamic and dedicated Headteacher to lead our vibrant community primary school. This is a unique opportunity to shape the futures of our children, staff, and wider community through compassionate leadership and a commitment to excellence.



What makes us special

Kenton Primary is a small, friendly school with big heart. We believe in creating a happy, inclusive environment where children are encouraged to be curious, confident and kind. As part of our team, you'll be surrounded by laughter, creativity, and the occasional glitter explosion!

About the role

As the face of our school, you'll be at the heart of its daily life, fostering a nurturing learning environment, and building strong relationships with pupils, families, staff, and external partners. You'll champion our school's vision and values, raising its profile and impact within the community.

Working closely with the Director of Primary Education (your line manager), you'll play a key role in driving school improvement and delivering high-quality education. You'll lead by example, supporting staff to deliver engaging lessons, modelling outstanding practice, and inspiring others to grow.

You will also hold **SENDCo responsibility**, ensuring the needs of our pupils with special educational needs and disabilities are identified, met, and effectively supported. You'll oversee SEND provision across the school, work closely with staff and families, and lead the strategic development of high quality, inclusive practice to secure the best outcomes for all pupils.

We are looking for someone who:

- Delivers high-quality inclusive teaching that promotes pupil progress.
- Uses robust assessment and tracking to inform learning.
- Has strong curriculum knowledge across all Key Stages.
- Embodies the ethos and values of our school and Trust.

- Sets high expectations for achievement and behaviour.
- Is reflective, resilient, and committed to continuous improvement.
- Can demonstrate experience of successful outcomes for pupils as a result of their interventions in a SENDCo role.
- Has experience of running a pre-school.
- Builds positive relationships with pupils, staff, families, and stakeholders.

Your key responsibilities will be:

- Creating an inclusive and positive classroom culture.
- Building a sense of belonging and mattering for all.
- To embed a culture of peer collaboration, coaching and growth for staff.
- Lead the implementation of the School Improvement Plan with consistency and clarity.
- To hold SENDCo responsibility for the school.
- Supporting the delivery of our newbuild project, a new permanent school building for Kenton
- To drive forward standards through engagement.
- To maintain high expectations for all pupils.

We offer:

- The opportunity to consolidate and grow great practice and grow your team in a supportive environment.
- Freedom to shape a school.
- Trust wide support. Be part of a Trust connected by our shared values as well as our geography. Work alongside experienced leaders and a responsive central team.
- Professional growth. As one of our Trust Leaders, learn alongside us and have the opportunity to influence how we grow together.
- The opportunity to build strong links with families and our wider community in and around Kenton.
- The opportunity to work in a team who are invested in growing the potential of others.

How to apply

If you're ready to lead with integrity, inspire with vision, and make a lasting impact in a close-knit school community, we would love to hear from you.

For an informal discussion and/or to arrange a school tour, please contact Paul Cornish, Executive Director of Education, on 01626 870317 or via email @ paul.cornish@ivyeducationtrust.co.uk.

Please do come and visit us to experience the joy in our small school, hear our laughter and see the curiosity that sparks in every classroom.

To learn more about our school please visit: [Kenton Primary School](#)

To read our most recent Ofsted inspection report please visit: [Kenton-Ofsted-Report-2024.pdf](#)

To learn more about our priorities as a Trust please read our Trust Game plan 2025-2028 included with this pack.

Please take the opportunity to learn more about the role by viewing the detailed job description included on the following pages. To apply please complete our application form share with us how your skills and experience meet the person specification in the job description.

The closing date for applications is Monday 9th March 2026 at 9.00am.

The selection process and interviews will be held on the 19th and 20th March 2026.

If you have any questions about this recruitment process, our People team will be happy to help They can be contacted via your account on my new term or at people@ivyeducationtrust.co.uk

We are committed to the safeguarding and welfare of all our pupils, and we expect you to be too. We follow safer recruitment statutory guidance (Keeping Children Safe in Education). If you're successful, you'll be required to complete thorough pre-employment checks, including an Enhanced DBS check and references that are satisfactory to our Trust. All posts in our Trust are exempt from the Rehabilitation of Offenders Act (ROA) 1974.



Job description

- Post title:** Headteacher (with SENDCo responsibility)
- School:** Kenton Primary School
- Salary grade:** Leadership scale L6-11
- Contract type:** Permanent – Role available from 1st September 2026
- Responsible to:** Director of Primary Education.
- Responsible for:** Teaching and support staff at Kenton Primary School

Key purpose of job:

The Headteacher will have overall responsibility for the day-to-day management and organisation of the school; providing leadership and assisting with the delivery of the Ivy Education Trust vision to ensure the achievement of the highest possible standards of education at Kenton Primary School. The role will require collaboration within and beyond the Trust. The Headteacher will be accountable to the Director of Primary Education and report to the Local Governing Body.

Specific duties and responsibilities:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. This job description is based on the National Standards for Headteachers together with the particular requirements for managing Kenton Primary School in successful collaboration with our Trust.

Ethics and Professional Conduct:

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness • Objectivity • Openness • Leadership • Integrity • Accountability • Honesty



Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

As leaders of their school community and profession, headteachers:

- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

Headteachers' Standards

1. School culture

- 1.1 Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- 1.2 Create a culture where pupils experience a positive and enriching school life.
- 1.3 Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- 1.4 Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- 1.5 Ensure a culture of high staff professionalism.



2. Teaching

- 2.1 Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- 2.2 Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- 2.3 Ensure effective use is made of formative assessment.

3. Curriculum and assessment

- 3.1 Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- 3.2 Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- 3.3 Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- 3.4 Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour

- 4.1 Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- 4.2 Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- 4.3 Implement consistent, fair and respectful approaches to managing behaviour.
- 4.4 Ensure that adults within the school model and teach the behaviour of a good citizen.

5. Additional and special educational needs and disabilities

- 5.1 Ensure the school holds ambitious expectations for all pupils.
- 5.2 Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- 5.3 Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs [item 9] and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- 5.4 Ensure the school fulfils its statutory duties with regard to the SEND code of practice.



6. Professional development

- 6.1 Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- 6.2 Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- 6.3 Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

7. Organisational management

- 7.1 Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- 7.2 Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- 7.3 Ensure staff are deployed and managed well with due attention paid to workload.
- 7.4 Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- 7.5 Ensure rigorous approaches to identifying, managing and mitigating risk.

8. Organisational management

- 8.1 Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- 8.2 Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- 8.3 Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

9. Working in partnership

- 9.1 Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- 9.2 Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- 9.3 Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.



10. Governance and accountability

- 10.1 Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- 10.2 Establish and sustain professional working relationship with those responsible for governance.
- 10.3 Ensure that staff know and understand their professional responsibilities and are held to account.
- 10.4 Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Other duties

- To place the safeguarding of all children in the school as the highest priority.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.
- We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS with barred list check.
- To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and pupils at our schools.
- To maintain an understanding of and work within Trust and School policies, procedures and statutory regulations, including in respect of health and safety, equity and inclusion, GDPR and data protection, safe use of IT, safeguarding children and safer working practices.
- To conduct oneself in a manner befitting a member of staff working in education at all times, demonstrating the behaviours and standards of our code of conduct.
- To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.

The conditions of employment of teachers in the School Teachers' Pay and Conditions of Service Document apply to this post. Teachers must abide by the Teachers' Standards throughout their career. Teachers (and staff appointed under Teaching Staff Terms and Conditions) must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Person specification

	Essential	Desirable
Assessment criteria - evaluated from application form (A) and / or interview (I)		
Qualifications:		
Qualified teacher status (QTS) (A)	✓	
National Professional Qualification for Headship (NPQH) or working towards (A)		✓
Academic qualification at degree or higher level or equivalent vocational experience (A)	✓	
NPQ for SENCos (National Professional Qualification)		✓
A commitment to complete the NPQ for SENCos within 3 years of appointment (A)	✓	
Leadership and strategic direction:		
Headteacher, acting headteacher or other significant school leadership experience. (A)	✓	
Experience of teaching across more than one key stage. (A)	✓	
Experience of leading whole-school improvement, including setting ambitious targets, raising standards, and ensuring sustained impact through effective policies, curriculum development, and growing staff confidence. (A,I)	✓	
Ability to drive positive, organisational culture, inspiring others, modelling high professional standards, and maintaining visibility, openness, honesty, and moral courage. (A,I)	✓	
Knowledge of graduated response processes, assessment tools, monitoring approaches and progress tracking for SEND pupils (A,I)	✓	
Evidence of ongoing professional development in SEND, safeguarding and inclusive practice. (I)	✓	
Curriculum and teaching excellence		
Experience of designing, adapting, and implementing high-quality curriculum provision, ensuring effective content sequencing, subject-specific pedagogy, and coherence with school ethos and values (A,I).	✓	



	Essential	Desirable
Assessment criteria - evaluated from application form (A) and / or interview (I)		
Evidence of ensuring inclusive learning experiences, engaging all pupils, particularly disadvantaged and SEND learners, through effective strategies and well-designed provision. (A,I)	✓	
Demonstrates excellence in teaching, with strong subject knowledge, understanding of learning theory (memory, recall, scaffolding), and the ability to raise the quality of teaching school-wide. (A,I)	✓	
SEND, safeguarding & inclusion		
Has strong knowledge of SEND systems, including the graduated response, assessment tools, monitoring approaches, progress tracking, and the effective evaluation of interventions. (A,I)	✓	
Evidence of promoting effective safeguarding practice, ensuring safe, appropriate relationships with pupils and embedding effective child protection systems across the school. (A,I)	✓	
Understanding and knowledge of Inclusion and strategies for engaging all learners, especially disadvantaged and those who have special educational needs. (A,I)	✓	
People leadership & relationships		
Ability to build strong relationships with staff, parents, carers, and the community, valuing contributions, treating people with dignity and respect, and fostering a positive culture. (A,I)	✓	
Ability to motivate, challenge, and empowers teams, taking responsibility for leading initiatives, developing staff, and ensuring high-quality performance. (A,I)	✓	
Professional Values		
Demonstrates high expectations, a passion for all to succeed and belief that learning should be enjoyable (A,I)	✓	
A commitment to personal learning and development, embracing coaching, self-reflection, innovation, and improvement in self. (A, I)	✓	



	Essential	Desirable
Assessment criteria - evaluated from application form (A) and / or interview (I)		
Commitment to the personal welfare and safeguarding of children. (A,I)	✓	
Data, evaluation and evidence-informed practice		
Ability to use data and a range of evidence effectively, analysing outcomes to inform decisions, improve teaching, and monitor the impact of initiatives. (A,I)	✓	
Evidence of evaluating school performance rigorously, ensuring that monitoring, assessment, and review processes lead to real improvement. (A,I)	✓	
Skills		
Able to inspire, challenge, motivate, support and empower others to deliver high quality education and standards. (I)	✓	
Ability to lead change, inspire creativity and drive innovation (A,I)	✓	
Ability to take a lead role in focussing on the things that matter. (I)	✓	
Fully embrace the aims and values of the school and Trust. (I)	✓	
Excellent communication and interpersonal skills. (I)	✓	
Value and acknowledge the contribution of others. (I)	✓	
Community, enrichment and wider school life		
Experience of supporting an enriched curriculum, championing extracurricular learning, educational visits, and wider community engagement as part of whole-child development. (A,I).	✓	



Our Trust



Our Schools

We support 8 schools/colleges, (5 primaries and 3 secondary schools) across Teignbridge in South Devon. Each of our schools has its own identity and character. Choice and variety in educational provision is important to us.

Connected not just by our geography, we work closely across our schools and with partners to share ideas, resources, best practice and learning. We are constantly working to improve and develop our provision.



Cockwood Primary School	
Kenn Church of England Primary School	
Kenton Primary School	
Starcross Primary School	
Teignmouth Primary School	
Dawlish College	
Newton Abbot College	
Teignmouth Community School	

Our vision and mission define our purpose.

Our vision: 'Empowering futures; for a better tomorrow'

Our vision describes what we would like to accomplish. It is future focussed, setting our long-term goal for both pupils and ourselves. We believe that through our work we can change lives. This inspires and motivates us to be better every day.

Our why:

Our mission describes why Ivy exists: 'To deliver an ambitious, high-quality, inclusive education'.

Our how:

Our values are what makes us, us. Whilst our schools have their own unique identities, our values are what we have in common, they guide us in how we approach our work and empower us to be successful.



Being Ivy. Our values:



Being Ivy. Through our behaviours we bring our values to life every day:

Courage

- Be bold
- Take changes
- Seize opportunities
- Take ownership

Compassion

- Listen to learn
- Be kind to self
- Be kind to others
- Take care of the world around you

Collaboration

- Stronger together
- Support others
- Many schools; one Trust
- #TeamIvy

Commitment

- Work hard
- Give it everything
- Be consistent
- Be accountable

If our values resonate with you, we would love to hear from you.

Thank you for your interest in this role at Kenton Primary School.

