



CROMER  
JUNIOR  
SCHOOL



# CROMER JUNIOR SCHOOL



## HEADTEACHER INFORMATION PACK

## **Welcome to Cromer Junior School!**

### **Help write the next chapter of our School's story**

Synergy Multi-Academy Trust and the Cromer Junior School Local Governing Board invite applications for the position of Headteacher.

Following the distinguished service of our retiring Headteacher, we seek a confident and visionary leader to continue our School's success.

The successful candidate will demonstrate:

- A clear strategic vision and ambition for school improvement
- Proven leadership experience as a Head or Deputy Head
- Excellent communication and interpersonal skills
- A commitment to inclusive education for pupils in Years 3–6, including those in our Autism Special Resource Base and other specialist SEND units
- An ability to build strong relationships with parents / carers
- Significant experience in managing complex safeguarding cases.

Your leadership will play a pivotal role in shaping the educational experience of all our children.

We warmly invite prospective candidates to visit the school, experience our inclusive environment and see first-hand the passion, enthusiasm, and dedication that define our community.

Applications close on Friday 13<sup>th</sup> March. Interviews will be held on Monday 23<sup>rd</sup> and Tuesday 24<sup>th</sup> March.

Synergy Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment. Appointment is subject to an enhanced DBS check and adherence to child protection policies and practices.

## Welcome from Richard Lord, Deputy CEO, Synergy MAT

Dear Candidate,

Thank you for showing in interest in the Headship at Cromer Junior School. As Deputy CEO, my focus is the Primary phase schools. Prior to joining Synergy, I was a Primary Head for 12 years, during which time I also provided system leader support to a number of Norfolk schools.

We have 12 primary phase settings within the Trust, ranging from small village schools in federations to single form entry schools and larger infant and junior schools. All of our schools benefit from a shared curriculum, with Read Write Inc used for phonics, White Rose used for maths, Pathways to Writing or The Literacy Tree for English and Cornerstones for the majority of foundation subjects. These ambitious, high quality and well-resourced curricula allow our teachers to focus on delivery in the classroom, without being swamped by planning.



Collaboration sits at the heart of Synergy MAT and you would be joining a great team of school leaders, all of whom recognise the benefits of working together, sharing best practice and providing peer to peer support. Our Primary leaders meet every half term and all our schools have an open door policy for sharing practice within and beyond the MAT.

Professional development is another key strength of Synergy MAT. We have increased the number of inset days in the year to enable a comprehensive programme of PD to be delivered, which facilitates collaborative work on shared projects, such as curriculum and assessment priorities or high-quality teaching. We also run a comprehensive package of finance training and our Professional Development Lead is able to source bespoke solutions as priorities arise.

As you will have read in this pack, Cromer Junior School is a fantastic school with a unique character. I hope that you are able to visit the School and see for yourself, and that you are keen to apply for the Headship.

Very best wishes,



Richard Lord  
Deputy CEO



Norwich Road  
Cromer  
Norfolk  
NR27 0EX

Phone: 01263 512155

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February 2026

Dear Applicant,

I am delighted that you are considering applying for the post of Headteacher at Cromer Junior School

As part of the recruitment process we have given some thought as to what might encourage someone to apply for this job. This led us back to a paragraph in our most recent Ofsted inspection which nicely sums up our School. The Inspector said :-

*'Pupils look forward to coming to School. They receive smiles and warmth from the adults, who look forward to teaching them. Pupils feel known, cared for and valued. This is because staff aim to help all pupils to realise their potential, even when there are barriers and challenges that might stand in the way.'*

The School prides itself on seeing children with additional needs (40% of the School population) integrated into mainstream classes with a sense of belonging and being valued and respected. We help every child to grow and flourish. We welcome everyone and make sure our school is inclusive, safe, and caring. We teach our children to be aspirational and hard-working, healthy and resilient, kind and happy. We help them to be creative and inquisitive, to value their own individuality, and to become skilful and knowledgeable learners. We also care for our world and encourage our children to be thoughtful citizens who make a positive difference.

Included below is a list of the key attributes we are seeking in our next Head Teacher.

We have also included an overview of the School, formal job description and person specification and would encourage you to review the School Website.

We welcome visits to the School prior to short listing. Visits to meet with our current Headteacher, Mr Whil DeNeve, can be made via our School Office on 01263 512155.

The closing date for applications is Friday 13<sup>th</sup> March and we will be interviewing on Monday 23<sup>rd</sup> and Tuesday 24<sup>th</sup> March

I look forward to meeting with you.

Kind regards,

John Sansby  
(Chair of Governors, Cromer Junior School)

## **Key Attributes for the next Headteacher of Cromer Junior School**

### **Kindness and Commitment**

A genuine dedication to making every member of the school community feel valued.

Ability to build trust with the children, ensuring they feel cared for and supported and want to attend School.

A consistent presence in classrooms and during school activities, welcoming children into School and being around at lunchtime to encourage connections and gain a comprehensive understanding of the school environment.

To engender a high expectation of good behaviour and kindness in all the children

Someone who can build strong, trusting partnerships with parents to maximise every child's life chances and raise attainment across the School.

### **Experience in Team Management**

Proven experience in successfully managing teams and budgets in a school setting with high levels of additional need.

Resilience and creativity in supporting teachers to meet the diverse needs of all children.

A strategic approach to staffing, recognising the challenges of current educational demands and ensuring that all children progress and succeed.

Working with senior members of the Synergy Trust to develop excellence in the curriculum.

Caring for the well-being of all children, including those with diverse needs.

Working with governors and welcoming supportive challenge

### **Understanding of Classroom Dynamics**

Insight into the role of classroom teachers, ideally with hands-on teaching experience, to encourage empathy for staff challenges.

Experience of teaching across Years 3 to 6, to enhance understanding of educational practices.

### **Broader Educational Experience**

Bring confidence and clarity to safeguarding processes.

Familiarity with managing Special Educational Needs and Disabilities (SEND) within a school setting is essential. The School has had a Key Stage 2 Autism Specialist Resource Base (SRB) since 2009 which allows pupils with Autism, or related diagnoses to access a mainstream curriculum (once learning barriers have been supported). The School also operates one or two NEST units (depending on cohort needs). These are special team(s), delivering bespoke support to SEND pupils that present with a high level of need.

Teaching experience outside of Norfolk is desirable for a fresh perspective on educational practices.

### **Holistic View of Education**

Acknowledgment of the importance of diverse learning areas beyond core subjects (Maths, English, Science, IT).

Ability to build upon existing programs and enhance extracurricular offerings.

Understanding the importance of children being introduced to the wider world outside Norfolk.

### **Work-Life Harmony**

An understanding of the importance of maintaining a healthy work-life balance for both staff and students.

## **Additional Qualities**

### **Innovative and Empathetic**

A head teacher who is open to new ideas, enhancing a culture of exploration and innovation.

### **Child-Centric Approach**

Someone who understands what motivates each child and uses this knowledge to encourage their development.

### **Visionary Leadership**

A clear vision for the future of the school, with aspirations for each child to achieve their best.

### **Delegation Skills**

The ability to empower teachers, enabling them to excel in their roles.

### **Personal Attributes**

- Personable and approachable
- Articulate communicator
- Strong focus on children's needs
- Team-oriented mindset
- Selfless dedication to the school community
- Effective communicator with all stakeholders
- Self reflection
- Critical thinking skills
- Competent with and curious about new and emerging technologies

The School is part of the Synergy Multi-Academy Trust where schools work collaboratively together to raise standards.

# **Headteacher**

## **Job Description and Person Specification**

### **Cromer Junior School**

**Line Managed** by the Deputy Chief Executive Officer.

**Reporting** to the Multi-Academy Trust Board and the Local Governing Body of the School.

**Responsible for:**

- The strategic and operational leadership the School
- The teaching and support staff of the school and its children and young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **Core Purpose of the Headteacher**

The Headteacher will:

- Proactively promote and demonstrate Synergy Multi-Academy Trust's vision and values
- Provide leadership of the School to secure success and continuous improvement
- Ensure high quality education for all pupils and the highest standards of learning and achievement
- Maintain and further develop the ethos of the School
- Ensure that best practice and collegiate working is embedded throughout the School.

The role encompasses the professional duties of Headteachers as specified by the current School Teachers' Pay and Conditions Document (STPCD) and the national Headteachers' Standards.

### **Section 1: 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
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

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

- 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 their 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
- Take a positive contribution to the wider education system.

### **Key responsibility areas:**

- Strategic leadership and management
- Leadership and management of pupils' attainment and progress
- Leadership and management of staff
- Leadership and management of a rich and varied curriculum that meets the needs of all pupils
- Leadership of learning and teaching that is of a high standard and raised aspirations, ensuring that pupils achieve well
- Financial leadership and management within delegated responsibility
- Leadership of Safeguarding as Senior DSL
- Oversee the management of resources and premises

## **Section 2: Headteachers' standards**

### **1. School culture**

The Headteacher will:

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

### **2. Teaching**

The Headteacher will:

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



### **3. Curriculum and assessment**

The Headteacher will:

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

### **4. Behaviour**

The Headteacher will:

- 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
- Ensure high standards of pupil behaviour and courteous conduct in accordance with each school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults model and teach the behaviour of a good citizen.

### **5. Additional and special educational needs and disabilities**

The Headteacher will:

- Ensure that each school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure that each school fulfils its statutory duties with regard to the SEND Code of Practice.

### **6. Professional development**

The Headteacher will:

- Ensure that staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- 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
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within them, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

### **7. Organisational management**

The Headteacher will:

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

## 8. Continuous school improvement

The Headteacher will:

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

## 9. Working in partnership

The Headteacher will:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit to working with other schools and organisations, in a climate of mutual challenge and support
- 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

The Headteacher will:

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

## Additional Notes

This job description sets out the main duties of the post. Over time, the nature of the role may change and the post holder is expected to be flexible with this. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Trust may revise the Job Description from time to time and will consult with the post holder at the appropriate time. These responsibilities will be discussed annually as part of the Headteacher annual performance management review and are subject to change in order for the School to develop strategically and effectively.

The Trust and Local Governing Body will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for continued employment for any employee who develops a disabling condition.

## Person Specification

### Qualification and experience

The post holder should have:

- Qualified Teacher Status (QTS)
- Recent leadership experience
- A proven track record of leading whole school strategic improvement to increase pupil outcomes
- A commitment to undertaking appropriate leadership development.

## **Personal qualities**

The post holder should:

- Demonstrate a passion for teaching and learning
- Communicate effectively and develop positive relationships with all stakeholders
- Demonstrate excellent interpersonal skills
- Be decisive, consistent and focused on solutions
- Demonstrate the capacity to lead others, be reflective, resilient and adaptable
- Be able to motivate and inspire others
- Listen carefully and consider the views of others.

## **Skills**

The post holder should be able to:

- Formulate a vision for the school and secure commitment to them from others
- Analyse and interpret data accurately to inform school improvement and to monitor pupil progress
- Engage leaders at all levels in systematic and rigorous monitoring and evaluation
- Effectively evaluate school performance and accurately identify priorities for improvement
- Work effectively with the Local Governing Body, enabling Governors to fulfil their roles and meet their responsibilities
- Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children
- Drive improvement and challenge underperformance
- Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines.

## **Professional knowledge and understanding**

The post holder should:

- Be committed to securing equality of opportunity across the School
- Have an understanding of national policy, curriculum and assessment developments and the statutory and legal framework within which each school operates, including the Ofsted Inspection Framework
- Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils
- Maintain high standards of pupil behaviour and attitudes to learning
- Have experience of multi-agency working to support vulnerable children and families, and to promote excellent attendance
- Have an understanding of effective financial management
- Demonstrate a commitment to the continuing professional development of all staff.

## **Safeguarding**

The post holder should have:

- Knowledge of national and local safeguarding guidance
- Experience of safeguarding and promoting the welfare of children and young people
- A commitment to work with relevant agencies to protect children and young people
- Knowledge of best practice and procedures in school for safeguarding children and young people.

The Trust Board and Local Governing Body are committed to safeguarding and promoting the welfare of children and young people. The post holder must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.