



**Earley St Peter's**  
CE Primary School

# Headteacher Recruitment Pack

September 2026



Part of The Keys Academy Trust

*Where every school is a centre of academic and pastoral excellence at the heart of its community unlocking the future for all*



[www.keysacademytrust.org](http://www.keysacademytrust.org)

[www.earley-st-peters.wokingham.sch.uk](http://www.earley-st-peters.wokingham.sch.uk)

# The Keys Academy Trust

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The Keys Academy Trust (TKAT) is a family of distinctive schools at the heart of the diverse communities we serve. We are united by our mission of unlocking the future for academic and pastoral success for every child.

TKAT provides a secure and responsible foundation that enables every school to flourish. We are committed to an inclusive culture that values diversity and individuality.

Founded in 2017, TKAT offers schools:

- A safe, established partnership grounded in primary expertise
- Provision of high-quality innovative CPD and national programmes, locally delivered
- Proven school improvement through collaboration, not compliance
- Respect for each school's identity and community context
- Strong central systems that reduce burden and increase capacity

The Keys Academy Trust helps good schools become great - together - whilst keeping their identity.

TKAT is a local, primary specialist multi-academy trust comprising thirteen Wokingham and Bracknell primary schools. We have a Director of School Improvement within the Trust who will support curriculum development, assessment and develop the quality of teaching and learning within the staff team. There will also be many opportunities for you and the staff team to collaborate with other TKAT schools. We have a large range of networks including TKAT Leaders, a curriculum and development network, subject networks, moderation sessions, SENDCOs, DSLs, Finance and Operations, Admin and Premises. Alongside these, there is access to the TKAT Annual Leadership Conference, Inset Days, Peer Reviews, Roundtables and the TKAT Centre for Professional Growth and Excellence with CPD opportunities led by the Forest Learning Alliance.



*We are united by our mission of unlocking the future for academic and pastoral success for every child.*

Everything we do is shaped by our TKAT values. Executive and school leaders live these values daily: through the way they lead, the culture they create and the partnerships they build.

## VISION AND VALUES

We are a family of distinctive schools at the heart of the diverse communities we serve.

In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.



### Excellence

Striving always to do our very best, so we fulfil our potential, individually and together.



### Partnership

Collaborating with others, within the Trust and outside, for the benefit for all.



### Love of Learning

Offering a broad, balanced and rich curriculum, so we don't just grow in knowledge and skills, but also in our appetite to keep learning.



### Innovation

Seeking new and better ways of teaching, using evidence-informed research to create the best conditions for learning for our pupils, our staff and our communities.



### Nurture

Creating safe environments where all can flourish and become responsible and caring members of their communities.



### Integrity

Embodying honesty, demonstrating humility and grace when things go wrong and acting transparently and wisely in all we do.

# Welcome



**Earley St Peter's**  
CE Primary School

Thank you for your interest in the headteacher position at Earley St Peter's CE Primary and Nursery School. On behalf of the governing board, I am delighted to introduce you to our vibrant and forward-thinking school, which sits at the heart of our local community.

At Earley St Peter's, we pride ourselves on being a nurturing and inclusive learning community, rooted in our Christian faith and values. We aspire to nurture and develop the potential of every member of our school family, staying true to our vision of building strong foundations for the future.

Our school community is richly diverse, and we are proud of the strong relationships we have built with families from a wide range of cultural, social, and faith backgrounds. These connections are further strengthened through our close links with the local community, organisations, and external partners, all of which contribute meaningfully to the life of the school and enrich the experiences of our pupils.

We are seeking an inspirational and ambitious leader who will work with the Trust to build on the school's many successes and drive us forward into the future. The ideal candidate will have the vision and determination to ensure that our pupils, staff, and wider school community continue to flourish in an ever-changing and sometimes challenging educational landscape.

We are fortunate to have a thriving and supportive Parent Teacher Association, and our close relationship with the Church of England is further strengthened by our special partnership with St Peter's Church.

If you are shortlisted for interview, we will be keen to hear how you would build upon our achievements so far, and how your own experience has raised standards and inspired children, staff, parents, and the wider community to engage fully in the life of the school.

Above all, we hope you share our enthusiasm for Earley St Peter's and that you will convey this throughout the selection process.

We warmly encourage you to visit us, meet our staff and pupils, and experience our school first-hand. To arrange a visit, please contact Rachael Marrison to book an appointment.

We look forward to receiving your application.



Hester Wooller  
CEO

Oliver Parr  
Chair of Governors





# Earley St Peter's CE Primary School

Earley St Peter's CE Primary School is a vibrant, welcoming and ambitious school with a longstanding reputation for academic, pastoral and spiritual excellence. Rooted in its Christian vision of *"Building Strong Foundations for the Future,"* the school has been praised in its 2024 SIAMS inspection for enabling both pupils and adults to flourish, highlighting its exceptionally strong sense of inclusion, high-quality curriculum, and deeply embedded values-led culture.

The school's most recent Ofsted inspection (2025) further reflects this strength, celebrating that *"children at Earley St Peter's make a flying start,"* underscoring the high standards of teaching, strong leadership and purposeful learning environment across the school. The school offers an ambitious and inclusive curriculum, excellent teaching, and rich learning opportunities supported by high-quality resources, including its Learning Bus and well-loved library.

A key strength of the school is its stable, long-serving and highly committed staff team, whose dedication ensures continuity, deep relationships with families, and a strong culture of care. Together, they create a nurturing and stimulating environment where pupils develop curiosity, confidence, resilience and a lifelong love of learning.

This is an exciting opportunity for a new headteacher to join a thriving, values-driven school with strong foundations, a clear direction, and a community eager to continue its journey of excellence.

***"Leaders have established a culture of high ambition that permeates all areas of the school's work."  
- Ofsted December 2025***



# Vision and Values

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## *Building Strong Foundations for the Future*

Earley St Peter's CE Primary School is a community built on strong foundations, inspired by the parable of the wise man who *"built his house on a rock"* (Matthew 7:24–27).

With Jesus as their role model, the school nurtures the Christian values of Kindness, Respect, Honesty, Forgiveness and Service, ensuring pupils grow into confident, resilient individuals who are curious, creative, and eager to know and remember more.

Guided by its Key Code and its commitment to helping every child flourish, the school embraces a culture where excellent learning, pastoral care, and high aspirations are central.

Earley St Peter's benefits from a strong and well-established partnership with St Peter's Church. Pupils attend collective worship in church each week and members of the clergy enrich the worship life of the school. Key services such as Harvest, Christmas and the Easter service bring together pupils and families strengthening a shared sense of belonging. This partnership extends into religious education and wider community events providing meaningful opportunities for pupils to understand our Christian value of service and to contribute positively to the world around them.



**Kindness**



**Honesty**



**Service**



**Forgiveness**



**Respect**

*“Earley St Peter's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish.”*

*- SIAMS November 2024*

# Building Strong Foundations

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## **Where Every Child Flourishes**

The school's provision for personal development, nurture and wellbeing is a notable strength and a key feature of its inclusive and forward-thinking culture. Earley St Peter's places strong emphasis on developing the whole child, ensuring pupils are equipped with the knowledge and character needed to flourish both within school and beyond.

## **Community Cohesion**

Community is at the heart of Earley St Peter's and is a defining strength of the school. The recently installed Enchanted Garden is a powerful example of what can be achieved when a community comes together with a shared purpose. Designed by a parent and brought to life through the dedication and generosity of the school community, it reflects the deep sense of pride and ownership within the school community.

This commitment is seen more widely through the significant contributions of the parent teacher association, including the recent library renovation and the planned development of a Design Technology and Cooking Lab later this year. These enhancements demonstrate a community that is not only supportive, but actively invested in enriching pupils' experiences.

Parental confidence in the school is exceptionally strong. Over the past two years, parent survey outcomes consistently show that 99% of families report that their child is happy and feels safe at school, and would recommend the school to others.

Together, these elements highlight a cohesive and highly engaged community that plays a vital role in the continued success of the school.

## **Where Play is Protected**

Earley St Peter's is a strong advocate for the power of play and its vital role in children's development. Play is recognised as a key driver in supporting language development, nurturing imagination and enabling pupils to build meaningful friendships.

The school's use of Outdoor Play and Learning (OPAL) reflects this commitment. Through a carefully planned and well-resourced approach, play is celebrated and valued, ensuring that the school day is both enjoyable and purposeful. Lunchtimes are vibrant and engaging, offering rich opportunities for creativity, collaboration and exploration.

## **Inclusion for All**

Inclusion is a significant strength at Earley St Peter's, underpinned by high expectations for all pupils, including those who are disadvantaged or have SEND. The school is committed to ensuring that every child is supported to achieve and flourish, regardless of their starting point. Barriers to learning are swiftly identified and addressed at every opportunity.

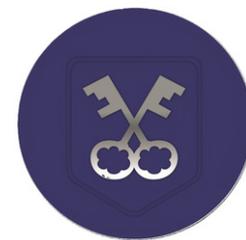
# School Performance

Earley St Peter's is a high performing school as exemplified by the end of Key Stage 2 data. We are especially proud of the pupils who achieve the higher standard at the end of Key Stage 2. Our 3-year trend in all subjects is Above (sig+)

End of KS2 Performance Data	2022-2023		2023-2024		2024-2025	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
<b>Reading</b>	<b>82%</b>	<b>43%</b>	<b>72%</b>	<b>30%</b>	<b>84%</b>	<b>48%</b>
National	73%	29%	74%	28%	75%	33%
<b>Writing</b>	<b>75%</b>	<b>25%</b>	<b>81%</b>	<b>10%</b>	<b>82%</b>	<b>22%</b>
National	71%	13%	72%	13%	72%	13%
<b>Maths</b>	<b>78%</b>	<b>32%</b>	<b>77%</b>	<b>28%</b>	<b>74%</b>	<b>42%</b>
National	73%	24%	73%	24%	74%	26%
<b>Combined</b>	<b>68%</b>	<b>19%</b>	<b>60%</b>	<b>10%</b>	<b>68%</b>	<b>20%</b>
National	60%	53%	61%	8%	62%	8%
<b>SPaG</b>	<b>79%</b>	<b>53%</b>	<b>78%</b>	<b>31%</b>	<b>81%</b>	<b>41%</b>
National	72%	30%	72%	32%	73%	30%

*“There is an exceptionally strong sense of inclusion throughout the school. Consequently, pupils and adults feel valued and capable of reaching their full potential.” - SIAMS November 2024*

# Job Description



## Employment duties

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

## General professional duties will include and are not limited to:

### Professional Conduct and Ethics

Professional conduct and public trust.

- The Headteacher will uphold public trust in the profession and demonstrate the Seven Principles of Public Life (Nolan Principles): selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- This commitment reflects the Trust's core value of integrity, ensuring ethical leadership, transparency and accountability are evident in all professional practice.
- The postholder will maintain appropriate professional boundaries, act within statutory frameworks, and model ethical leadership in all interactions with pupils, staff, families, governors and external partners.

### Vision, Ethos and Strategic Direction

Within the school's Christian character and guided by the Trust's values of partnership, excellence, integrity, nurture and innovation, the Headteacher will:

- Implement the vision, ethos and strategic direction as determined by the Local Governing Body and the CEO. They should be clearly articulated through a school improvement plan, shared, understood and acted upon effectively by all
- Work within the school community and trust to translate the vision into agreed objectives and operational plans which will promote and sustain continual school improvement and a sense of team ownership
- Demonstrate the Christian vision and values in everyday work and practice
- Motivate and work with others to create a shared culture and positive climate
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the wider community
- Act as a positive role model, setting an example of high-quality performance in standards and leadership and maintain high morale within the school



# Job Description



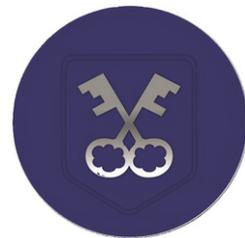
## Leading Learning and Teaching

This role exemplifies the Trust's commitment to excellence and innovation, ensuring that teaching and learning are ambitious, inclusive and evidence-informed. Within the school's Christian character, the Headteacher will:

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes
- Secure and sustain effective teaching and learning throughout the school, monitoring and evaluating the quality of teaching and standards of pupils' achievement and using benchmarks to set targets for improvement
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and take responsibility for their own learning
- Demonstrate and articulate high expectations, setting challenging targets for the whole school community implementing strategies that secure high standards of behaviour and attendance
- Ensure that all pupils learn to read fluently and confidently through evidence-informed approaches, including the effective implementation of systematic synthetic phonics in the early years and key stage 1.
- Implement a knowledge led curriculum with a focus on oracy and an effective whole school assessment framework
- Secure consistently high-quality teaching that is evidence-informed, grounded in an understanding of how pupils learn, and developed through sustained professional learning, instructional coaching and strong subject leadership.
- Promote a strong safeguarding culture in which pupils are safe, well known and supported, ensuring that attendance, behaviour, SEND and SEMH are understood and addressed as core safeguarding responsibilities.



# Job Description



## Developing Self and Working with Others

Treat people fairly, equitably and with dignity and respect, modelling the Trust's value of nurture and creating a positive, inclusive school culture in which all can flourish. Within the school's Christian character, the Headteacher will:

- 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 within the trust to build effective learning partnerships
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals ensuring clear delegation of tasks and delegation of responsibilities
- Develop and maintain a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory
- Regularly review own practice, setting personal targets and taking responsibility for own personal development in conjunction with the aims and values of the school and trust
- Manage own workload and that of others to allow an appropriate work/life balance
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice within the Christian character of the school.
- In consultation with the CEO, appoint high quality staff at all levels to ensure high levels of performance to achieve the aims and objectives of the school
- Liaise, engage and work in partnership with other Headteachers/Heads of School within the trust



*“I appreciate the benefits of being part of a trust, especially the opportunities to work with external professionals. This has been really valuable.”*

*- Earley St Peter's Teacher, June 2025*

# Job Description



## Managing the Organisation

Within the school's Christian character, the Headteacher will:

- Create an organisation structure that reflects the school's Christian values and enables the management systems, structure and processes to work effectively in line with legal requirements and by adopting the appropriate policies of the trust
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- With the CEO, manage the school's financial and human resources in order to ensure effectiveness in achieving the school's education goals and priorities
- Ensure probity, transparency and strong internal controls in the use of public funds, and maintain a rigorous approach to identifying, managing and mitigating risk, including safeguarding, staffing, premises, financial and reputational risks. This reflects the Trust's value of integrity and its commitment to stewardship of public funds
- In consultation with the CEO, recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school
- Implement the successful performance management processes with all staff
- 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 progress of each pupil is monitored and recorded so that informed decisions can be made about the next steps of the child's education
- Ensure the assessment requirements of the national curriculum are implemented
- Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all pupils providing value for money
- Take responsibility for promoting and safeguarding the welfare of all pupils at the school and to work within the team of Designated Safeguarding Leads
- Use and integrate a range of technologies effectively to manage the school
- Implement the Trust's Budgeting, Accounting, Asset Management and HR systems effectively



*“Parents appreciate the sense of community that makes this school a warm and very special place to be part of ”*  
*- SIAMS November 2024*

# Job Description



## Accountability and Governance

Within the school's Christian character, the Headteacher will:

- Work closely with, and be responsible to the CEO of TKAT to ensure that the school provides a high quality academic and pastoral education and complies with the requirements set out in its Scheme of Delegation
- Provide information, support and advice to the CEO, other senior leaders within TKAT and the Board of Trustees based on a detailed working knowledge of the school's strengths and areas for improvement
- Provide information, advice and support to the Local Governing Body to enable it to meet its responsibilities as a TKAT school, for securing the church school foundation, effective teaching and learning, improved standards of achievement and value for money
- Be accountable to the local governing body and other stakeholders such as pupils and parents for the efficiency and effectiveness of the school, including performance, human, financial and physical resources, schools' budget and health and safety of all pupils and adults
- Maintain a Christian school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Assist and advise the local governing body on the formulation of an annual school improvement plan that is implemented collectively by all members of the school community
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with appraisal regulations
- Use a range of evidence including national data and own school's performance data to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
- Commit the school to trust-wide and local collaboration rooted in mutual challenge and support, contributing to wider system improvement and working constructively with other schools, services and agencies.
- Develop suitable quality assurance systems, including school review, self-evaluation and performance management and presenting a coherent, understandable and accurate account for the school's performance to a range of audiences including trustees, governors, parents, ODBE, SIAMS and OFSTED
- Reflect on personal contribution to school achievements and take account of the feedback of others

**Through these responsibilities, the Headteacher will demonstrate leadership grounded in the Trust's vision and values, balancing accountability with partnership and trust.**



Excellence



Innovation



Integrity



Love of Learning



Nurture



Partnership

# Job Description



## Partnership, Parents, Church and Community

Partnership and collaboration is central to the Trust's ethos, and the Headteacher plays a key role in nurturing strong, respectful and purposeful relationships with all stakeholders. The Headteacher will, with the support of the local governing body:

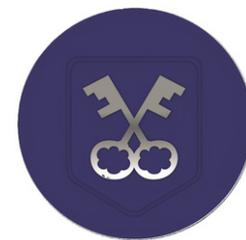
- Promote a close relationship with local churches and facilitate appropriate use of school premises
- Work closely with local groups and stakeholders to maximise the contribution made by the school within the community
- Ensure the school culture and community reflect and meet the needs of the school community
- Provide a range of community-based learning experiences
- Collaborate with other agencies in protecting children and providing the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Create an inclusive environment where all pupils with physical, emotional or learning needs can be welcomed and supported appropriately
- Create and promote positive strategies for challenging racial and other prejudice and dealing with harassment
- Ensure that parents/carers have access to up to date information about the school
- Ensure that parents/carers have information about the progress of their child
- Seek opportunities to invite parents, members of local churches, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contribute to the development of the school and trust brand by sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Engaging fully with the work of the Trust by attending Leadership Meetings and taking shared responsibility for the improvement of all schools in the Trust

### Note:

1. *This job description is not necessarily a comprehensive definition of the post.*
2. *The particular duties and responsibilities listed above may be subject to reasonable change from time to time following consultation between the CEO and the postholder.*

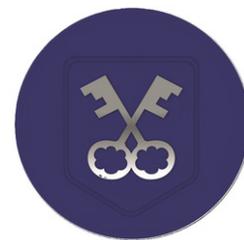


# Person Specification



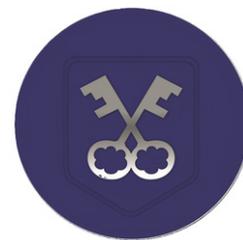
	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status;</li> <li>• Participation in recent, relevant In-service training;</li> <li>• NPQH or CofEPQH or intention to complete</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of significant additional study relating directly to the education of primary aged pupils and/or the management and organisation of a school;</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Has successful substantive experience at senior leadership level within the Primary age range in a Headteacher, Head of School, Deputy Head or Assistant Head role;</li> <li>• Clear commitment to safeguarding as a lived culture, with the ability to link attendance, behaviour, SEND and SEMH to safeguarding outcomes;</li> <li>• Proven ability to lead inclusive practice that improves outcomes for vulnerable pupils;</li> <li>• Has experience of non-class based whole school responsibilities within a successful senior leadership team;</li> <li>• Has a proven track record in leading and managing staff to support successful outcomes for a wide range of children of differing abilities and backgrounds;</li> <li>• Skilled classroom practitioner;</li> <li>• Strong understanding of early reading, including systematic synthetic phonics, and how effective early literacy underpins later achievement;</li> </ul>	<ul style="list-style-type: none"> <li>• A range of leadership, management and teaching experience in more than one context;</li> <li>• Teaching experience in more than one Key Stage;</li> <li>• Has experience of successfully overcoming the barriers children face through socio-economic disadvantage, SEN and EAL;</li> <li>• Has experience of working in schools with mixed-age classes;</li> <li>• Has experience of developing middle-leaders through CPD and collaborative working;</li> <li>• Has experience of managing complex safeguarding cases;</li> </ul>

# Person Specification



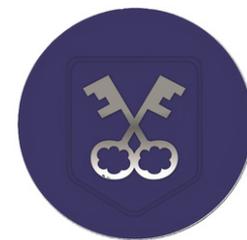
	Essential	Desirable
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Evidence-informed understanding of how pupils learn, and the ability to translate this into sustained improvement in classroom practice;</li> <li>• Has experience of the successful management of change through leading teams to deliver improvements and initiatives carried out in a constructive and sensitive manner;</li> <li>• Has experience and evidence of personally improving teaching and learning;</li> <li>• Has experience of successful and cooperative working as part of a team and wider educational community;</li> <li>• Has demonstrated a leadership style of high expectations within a school, enabling all children to flourish;</li> <li>• Has experience of good practice in safeguarding and is trained as a Designated Safeguarding Lead;</li> <li>• Has made a significant contribution to the professional development of other colleagues in school;</li> <li>• Experience of ensuring financial probity, value for money and effective risk management within a school or trust context;</li> <li>• Ability to identify emerging risk and take proportionate, timely action;</li> </ul>	

# Person Specification



	Essential	Desirable
<b>Professional</b>	<ul style="list-style-type: none"> <li>• Has a wide knowledge and understanding of education and school systems locally and nationally;</li> <li>• Experience of working in partnership with other schools or organisations, contributing to improvement through mutual challenge and support.</li> <li>• Demonstrates ethical leadership and professional integrity, including a clear understanding of the Seven Principles of Public Life (Nolan Principles).</li> <li>• Maintains appropriate professional boundaries and acts in accordance with statutory and regulatory expectations.</li> <li>• Has a knowledge and understanding of Church Schools and Church School education;</li> <li>• Commitment to promoting, implementing and monitoring aspects of equal opportunity across all aspects of the school;</li> <li>• To demonstrate a commitment to the values and ethos of TKAT;</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of working arrangements with a MAT or in collaboration with other local schools;</li> <li>• Experience of working in Church of England primary schools;</li> </ul>
<b>Skills / Knowledge</b>	<ul style="list-style-type: none"> <li>• Has the ability to communicate effectively in a variety of situations and media;</li> <li>• Has the ability to initiate and inspire change by influencing others;</li> <li>• Has the ability to lead and organise a high quality and inspiring curriculum;</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work effectively with other schools and multi agencies in order to secure excellent achievements for all children;</li> <li>• Knowledge and understanding of administration and budget setting and monitoring;</li> <li>• Experience of oracy projects within the curriculum;</li> </ul>

# Person Specification



	Essential	Desirable
<b>Skills / Knowledge</b>	<ul style="list-style-type: none"> <li>• Has the ability to analyse school self-evaluation information, including the use of external and internal data, in order to accurately prioritise strategic leadership objectives;</li> <li>• Has detailed knowledge of the structure and content of the current Primary and Early Years Curriculum including assessment and age-related expectations management processes;</li> <li>• Has a detailed knowledge of the Code of Practice for SEND and classroom strategies to support pupils with Autism, Anxiety, Attachment and/or Mental Health issues;</li> <li>• Ability to performance manage staff and promote professional development and accountability;</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of reporting data analysis to governors;</li> <li>• Experience of leading teams in at least two key stages and managing the end of key stage SATS;</li> <li>• Experience as a SENCO/Inclusion Leader and leading annual reviews, writing and reviewing provision maps and IPPs.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Is committed to upholding the Christian vision, values and foundation of the school;</li> <li>• Has a clear vision and understanding of the needs of all children;</li> <li>• Is fully supportive of and can articulate the Church of England's vision for education;</li> <li>• Has a commitment to promoting high quality care guidance and support for all members of the school community;</li> <li>• Has emotional resilience;</li> <li>• Can work calmly under pressure with competing priorities;</li> </ul>	

We welcome applications from leaders who share our vision and values and are inspired by this career opportunity within The Keys Academy Trust to unlock the future for every child at Earley St Peter's CE Primary School.



[www.keysacademytrust.org](http://www.keysacademytrust.org)



[enquiries@keysacademytrust.org](mailto:enquiries@keysacademytrust.org)



Earley St Peter's C of E Primary School, Church Road, Earley, Reading, Berkshire, RG6 1EY



**Earley St Peter's**  
CE Primary School