



Barry Primary & Nursery School Headteacher Recruitment Pack

Letter from the Chair of Governors



Dear Applicant,

It is my pleasure to welcome your interest in Barry Primary and Nursery School, a vibrant and inclusive community school serving families in Northampton. As Chair of Governors, I have had the privilege of witnessing the dedication and commitment our staff bring to their work each day, and the enthusiasm and potential of our pupils never fails to inspire.

Our current headteacher is retiring, having successfully led the school through a period of significant improvement and development. Thanks to strong leadership, dedicated staff and the support of our school community, Barry Primary is now a thriving school with solid foundations built on our core values of Creativity, Aspiration, Respect and Enjoyment. We are now seeking an inspirational and visionary leader to build upon these achievements and write the next exciting chapter in Barry's story: someone who can take a successful school and transform it into something truly exceptional.

Our motto, "Together we care, learn and grow", reflects the values that underpin everything we do. These are not just words on a page. They represent the spirit of our school community. We CARE deeply about every child's success, nurturing their creativity, raising their aspirations, treating everyone with respect, and ensuring that learning is always filled with enjoyment and celebration.

The successful candidate will be someone who can inspire and motivate our dedicated staff team, engage positively with our parent community, and work in close partnership with governors to shape an ambitious and innovative future for Barry Primary. We want a leader who will honour what has been achieved whilst bringing fresh ideas, energy and expertise to help every member of our school community flourish.

Our school received a Good judgement from Ofsted in May 2023, recognising strengths across all areas including quality of education, behaviour and attitudes, personal development, leadership and management, and early years provision. This provides an excellent platform for our next headteacher to build upon, bringing strategic vision and educational excellence to move the school from good to outstanding.

As a governing body, we are committed to providing strong support and constructive challenge to our leadership team. We want someone who will embrace this partnership, bring innovative ideas, and lead with integrity and vision. We are looking for a headteacher who is passionate about inclusive education, has the strategic thinking to ensure continued improvement and excellence, and understands the opportunities of working within the local authority framework.

This is an exceptional opportunity to lead a school with talented staff, enthusiastic pupils, supportive governors and strong community links. We are looking for a leader who is professional and ambitious but also approachable, caring and able to build positive relationships at every level: someone ready to make their mark and create something remarkable.

I hope this recruitment pack gives you a sense of the character and ambitions of Barry Primary School. We look forward to welcoming candidates who share our passion for education, our CARE values, and our commitment to ensuring every child succeeds.

Best wishes,

Daniel Lister
Chair of Governors



About Barry Primary and Nursery School

Barry Primary and Nursery School is a long-established school that has become a thriving hub of learning in the heart of Northampton. We currently have approximately 450 pupils on roll, serving children from age three in our on-site nursery through to Year 6.

We are a community school maintained by West Northamptonshire Council and benefit from strong local authority support and partnership working. Our facilities include classrooms that are well resourced, an on-site nursery, adaptations for pupils with disabilities, designated therapy spaces, and an adjacent swimming pool which provides regular swimming provision for our pupils.

At Barry Primary and Nursery School, we have collectively agreed that together we will strive to ensure that all we do upholds our school motto of:

"Together we care, learn and grow"

Both our school and curriculum vision were born from this motto, with specific attributes chosen to drive our curriculum and ethos, threaded through all we do.

Our curriculum and school life are underpinned by four key drivers that form our CARE framework:



C is for Creativity: Innovation, Expression, Imagination, Design and Art are central to our curriculum, encouraging children to think creatively and express themselves in diverse ways.

A is for Aspiration: Ambition, Achievement, Growth, Progress and Excellence drive our commitment to helping every child reach their full potential and develop a growth mindset.

R is for Respect: Kindness, Tolerance, Courtesy, Integrity and Empathy are at the heart of our community, ensuring children treat themselves and others with dignity and understanding.

E is for Enjoyment: Celebration, Play, Engagement, Laughter and Fun make learning enjoyable and memorable, fostering a genuine love of learning that lasts a lifetime.



The ethos of Barry Primary and Nursery School shows children the importance of hard work and the benefits that it can bring. Children are taught in a caring environment, whilst learning themselves what being caring actually means and looks like. We encourage children to be respectful, polite and tolerant of others, regardless of differences, and to show kindness to themselves and others.

We pride ourselves on our inclusive approach and our commitment to ensuring every child receives the support they need to flourish. Our proportion of pupils with SEND is below the national average, and we work closely with families and external agencies to provide tailored support for all learners.

Our staff team comprises 20 full-time equivalent teachers and 17 teaching assistants, supported by dedicated administrative, premises and support staff. Many of our staff have been with the school for several years, providing continuity and stability, while we also benefit from the fresh ideas and energy that new colleagues bring.

We offer extended provision through our free universal breakfast club and after-school activities, supporting working families and providing additional opportunities for pupils to develop their interests and build friendships beyond the school day.

Barry Primary sits within a residential area with good transport links and serves families from across Northampton. We have strong relationships with local secondary schools, supporting our Year 6 pupils as they move confidently into secondary school, and we work collaboratively and in partnership with a cluster network of primary schools in the area to share best practice and provide enrichment opportunities.





Our Vision and Values

At Barry Primary and Nursery School, our vision is simple but powerful:

"Together we care, learn and grow"

This motto reflects our commitment to creating a nurturing, inclusive learning community where every child is supported to reach their full potential.

Together We Care

We teach in a caring environment and help children understand what genuine care looks and feels like. We encourage children to be respectful, polite and tolerant of others, regardless of differences, and to show kindness to themselves and others. We create a safe, welcoming environment where every child feels valued, respected and supported, promoting kindness, empathy and respect for others.

Together We Learn

We provide high-quality teaching and a broad, engaging curriculum that inspires curiosity and a love of learning. Our curriculum is driven by creativity, aspiration and enjoyment of learning. We set high expectations for all pupils and provide the support needed to ensure every child can succeed. The ethos of Barry Primary and Nursery School shows children the importance of hard work and the benefits that it can bring.

Together We Grow

We nurture the whole child, supporting academic progress alongside social, emotional and personal development. We help children develop the confidence, resilience and skills they need to thrive in an ever-changing world.

Inclusion: We ensure that every child, regardless of background or need, has equal access to high-quality education and opportunities.

Excellence: We maintain high expectations and aspirations for all pupils, supporting them to achieve their very best in all areas of school life.

Partnership: We recognise that children learn best when home and school work together, and we actively seek to build strong, positive relationships with parents and carers.





Key School Statistics (September 2025)



Pupils on roll: 450

Nursery provision: On-site nursery for children aged 3 to 4

Age range: 3 to 11 years

Ofsted rating: Good (May 2023)

Number of teaching staff: 20.2 FTE

Number of teaching assistants: 16.82 FTE

Non-teaching staff: 25.68 FTE

Pupil to teacher ratio: 22.3

Pupils eligible for free school meals: 11.20%

Pupils with English as an additional language: 52%

Pupils with SEND: 9% (Below national average)

Current Headteacher: Mrs Caron Gardner-Potter (since September 2022)

Local Authority: West Northamptonshire

School type: Community school



Overall effectiveness: Good

Quality of education: Good

Behaviour and attitudes: Good

Personal development: Good

Leadership and management: Good

Early years provision: Good

The inspection recognised the school's inclusive ethos, the quality of teaching and learning, and the positive relationships between staff and pupils. Inspectors noted the welcoming atmosphere and the school's commitment to supporting all pupils to achieve well.



Opportunities and Challenges

Barry Primary School offers an exciting opportunity for an experienced and ambitious headteacher to lead a successful local authority-maintained school. The school's Good Ofsted rating provides a strong foundation for continued improvement, with opportunities to build on existing strengths and drive innovation.

Key opportunities include:

- Building on the Good Ofsted judgement to work towards outstanding provision across all areas
- Further developing the curriculum to ensure it is ambitious, engaging and relevant for all pupils
- Strengthening community engagement and partnerships with parents and carers
- Maximising the potential of our excellent facilities
- Developing leadership capacity across the staff team
- Enhancing provision for pupils with English as an additional language and those eligible for Pupil Premium
- Expanding enrichment and wider curriculum opportunities
- Working collaboratively with West Northamptonshire Council and local partnership schools
- Embedding the CARE framework more deeply across all aspects of school life

Key challenges include:

- Ensuring strong outcomes for all groups of pupils, particularly those from disadvantaged backgrounds
- Meeting the needs of all pupils in an inclusive learning environment
- Maintaining effective communication with all families
- Strategic resource management in a financially challenging climate
- Continuing to develop inclusive practice for pupils with SEND

The successful candidate will be someone who views these challenges as opportunities, bringing creativity, strategic thinking and collaborative leadership to move the school forward.



Headteacher Job Description

Job Title: Headteacher

Responsible to: The Governing Body of Barry Primary and Nursery School

Responsible for: The successful applicant is responsible for the organisation, management and control of the school in accordance with the conditions of employment as set out in the current School Teachers' Pay and Conditions document, the Headteachers' Standards 2020 and the policies and procedures of the Governing Body.

Headteachers are also expected to meet the Teachers' Standards.

Salary: L18 - L24

Contract: Permanent, full time

Start date: September 2026

This job description reflects the Headteachers' Standards 2020. The Standards embody three key principles, namely that the work of Headteachers should be centred on learning and focused on leadership and reflect the highest possible professional standards. Headteachers should also model for pupils and staff the vision, values and ethos of the school.

Core Purpose

To provide inspirational and strategic leadership for Barry Primary and Nursery School, ensuring high-quality education for all pupils. To work with staff, pupils, parents, carers and governors to build and deliver an ambitious vision for the school. To inspire, challenge, motivate and empower all members of the school community to achieve excellence. To manage the school's resources effectively and cultivate a safe, inclusive environment that secures and promotes the highest achievement of both pupils and staff.

Section 1: Ethics and Professional Conduct

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. They follow and demonstrate the Seven Principles of Public Life (the "Nolan principles"). 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 within contemporary Britain
- Uphold and promote fundamental British values

Headteachers, as leaders of their school community and profession:

- 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



Section 2: Headteachers' Standards

1. School Culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school 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

- 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
- 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

- 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, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- 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 the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour expected of a responsible member of the school community

5. Additional and Special Educational Needs and Disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable all 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 the school fulfils its statutory duties with regard to the SEND Code of Practice



6. Professional Development

- Ensure 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 it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational Management

- 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

- Make use of effective and proportional processes for evaluation to identify and analyse complex or persistent problems and barriers which limit school 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 school's context
- Ensure careful and effective implementation of improvement strategies which lead to sustained school improvement over time

9. Working in Partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit the school to work successfully with other schools and local authority partners 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

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



Headteacher Person Specification

The selection panel will assess each candidate against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

Please ensure when completing your application that you address the relevant criteria as indicated below under "Evidenced by..." in the Application Form column. The criteria to address in your application are in **bold**. As appropriate, your responses should include your role, the actions and decisions you took, and the outcome or impact of your involvement. The supporting statement should be no more than three A4 pages long and in a point size no less than Arial 11 point or equivalent. Please do not include a CV.

Qualifications and Experience

Criteria	Evidenced by
1. Graduate level qualification or equivalent and Qualified Teacher Status	Application Form
2. Evidence of recent continuous professional development and further relevant professional or academic study such as National Professional Qualification for Headship (NPQH)	Application Form
3. Successful experience in a senior leadership role in a primary school, with substantial teaching experience	Application Form

Shaping the Future

Criteria	Evidenced by
4. Recent evidence of practical strategic planning and leading whole school improvement initiatives that have had a demonstrable impact on pupil attainment and progress	Application Form
5. A wide knowledge of current and proposed education policies, priorities and legislation, and the legal framework within which schools must operate	Application Form

Committed to:

Criteria	Evidenced by
6. Promoting equity and inclusion and achieving positive outcomes for all pupils	Application Form

Leading Teaching and Learning

Criteria	Evidenced by
7. Identify, achieve and model high standards of teaching and learning and continue to raise levels of attainment and progress for all pupils	Application Form
8. Demonstrate a clear focus on those needing additional support, including pupils with English as an additional language, Pupil Premium pupils and those with additional and specialist needs and disabilities	Application Form
9. Evidence of valuing, supporting and encouraging the professional development of all staff members, building leadership capacity across the school	Application Form



Criteria	Evidenced by
10. Demonstrate successful experience in evaluating and using data to plan and improve pupil performance, including narrowing gaps for different groups	Application Form
11. Maintain an ethos of the highest standards of pupil behaviour and attendance	Application Form

Personal Qualities, Developing Self and Working with Others

Criteria	Evidenced by
12. Be a visible role model in the school and an ambassador for the school in the wider community	Application Form
13. Offer high-level interpersonal and management skills, and be an outstanding communicator able to listen, understand and inspire children and adults alike	Application Form
14. Provide evidence of building and nurturing a strong, positive, open and collaborative team culture that can both challenge and inspire all staff to work effectively together to deliver school improvement	Application Form

Managing the Organisation

Criteria	Evidenced by
15. Bring strong budgeting, financial planning and management skills, with experience of making effective use of resources	Application Form or Interview
16. Manage the school efficiently and effectively on a day to day basis, delegating management tasks and monitoring their implementation as appropriate	Interview
17. Sustain a safe, secure and healthy school environment to safeguard the welfare of children and staff. Demonstrate experience of dealing with child protection and safeguarding issues	Application Form

Securing Accountability

Criteria	Evidenced by
18. Develop and maintain effective relationships with the Governing Body	Interview
19. Develop and maintain good relations with West Northamptonshire Council, our local authority, and make the most of its support and resources	Interview
20. Ensure a systematic and rigorous self evaluation of the work of the school, including the use of a variety of data and techniques to evaluate achievement and offer accountability for pupil learning, progress and attainment	Interview

Strengthening Community

Criteria	Evidenced by
21. Build, develop and maintain effective relationships with parents, carers, governors and all members of the school and wider community to enhance the education of all pupils	Application Form



Criteria

Evidenced by

22. Put particular emphasis on encouraging parents to engage with the school and support their children's progress

Interview

23. Commitment to effective teamwork and collaboration within the school and with external partners including other schools, the local authority, external providers, advisers and other professionals

Interview

Please note that some or all of the criteria may be explored during the assessment days.



Important Information

Salary: L18 - L24

Contract: Permanent, full time

Start Date: September 2026

School Visits: We strongly encourage prospective candidates to visit the school. Please contact the school office to arrange a visit:

- Telephone: 01604 234574
- Email: head@barryprimary.org

Application Process:

- Application deadline: Monday 6th April 2026
- Interview date: Wednesday 22nd April 2026

How to Apply: Please apply via My New Term. Your supporting statement should be no more than three A4 pages in Arial 11 point or equivalent. Do not include a CV.

Contact for Informal Discussion: For an informal conversation about the role, please contact Daniel Lister, Chair of Governors chair@barryprimary.org.

Equal Opportunities

Barry Primary and Nursery School is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnership. We welcome applications from anyone who meets the criteria for the role.

Safeguarding and DBS Clearance

Barry Primary and Nursery School has a strong commitment to safeguarding and promoting the welfare of children and young people and expects our new Headteacher to share and champion that commitment. The successful candidate will be required to apply for an Enhanced Disclosure from the Disclosure and Barring Service.

The school reserves the right to research shortlisted candidates on social media platforms and the internet, and the recruitment panel may take this information into consideration during the recruitment process.

Barry Primary and Nursery School

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