



Tenbury CE Primary Academy
School
Headteacher
Recruitment Pack

 Diocese of
Hereford
Multi-Academy Trust

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Introduction from the CEO



Thank you for your interest in coming to work for the Diocese of Hereford Multi-Academy Trust. We are a family of wonderful schools working collaboratively to achieve things that no single school can manage by itself. We have over 3500 children in twenty-one academies in Herefordshire, Shropshire, Worcestershire, and Telford & Wrekin. We are seeking skilled and talented people with a vocation to make a positive difference in our schools. Our schools are amazing places to work and provide a daily opportunity to transform the lives of children and young people from Nursery to Year 11.

We have a strong team of very experienced school leaders, teachers, and support staff who work closely together, whether they are leading in a small rural primary school, teaching in one of our larger primaries, or supporting learning in one of our two secondary schools. We have nineteen Church of England schools and two community schools. Our schools are in Ludlow and Hereford, Tenbury Wells and Bishop's Castle, Condover and Eastnor (and pretty much everywhere in between!).

We are a Church of England Trust, and we are working to achieve the CE vision of education through a culture of grace and service. Family is important everywhere, but especially so in rural areas like ours, so we are a strong family that is strong for families. We work to ensure that every child flourishes and can live a life in all its fullness, through a great education, but we believe that to have flourishing children we need flourishing adults working in our schools. We offer an attractive package of training, support, and professional development. Our schools

are well-connected, wherever they are located within the Diocese of Hereford. We work with the Church of England Foundation for Educational Leadership, Teach First, and Worcester University to develop teaching and leadership skills at all levels, from initial teacher training, early career training, to leadership skills, right through to senior and executive leadership qualifications. We believe in the power of up-to-date, research-led practice informing education development and pedagogy.

We are specialists in Church of England school education, including SIAMS (Statutory Inspection of Anglican and Methodist Schools). We are closely connected with the wider diocesan family of 78 schools. The Church of England has been involved in education in state schools for over 200 years, rooted in the heart of communities. We are proud of that long tradition and benefit from strong governance structures at multiple levels, which enable our schools to stay at the cutting edge, without losing touch with tradition and their local communities.

Our community schools are not expected to become CE schools, and they operate their own vision and values systems which also sit well within our Trust. Although connected and collaborative, each of our schools is a unique learning community and has its own curriculum designed specifically for its own children and young people. Studying Ludlow Castle doesn't make much sense if you live in Eastnor!

Our Trust is a family of school staff and officers, who bring additional expertise, time, and experience to education, finance, safeguarding, estates management, land, buildings, and compliance. We also have a quality assured team of school improvement advisors with specialist expertise at all phases, including early years.

I hope this recruitment pack encourages you to submit an application to come and join our team, and we hope to see you at interview.

Canon Andrew Teale

CEO

 Diocese of
Hereford
Multi-Academy Trust

Diocese of Hereford Multi-Academy Trust

The Trust

We are a medium-sized Multi-Academy Trust, currently consisting of 19 primary schools, 2 secondary schools, and has the privilege of educating over 3000 children.

Ours is a successful and growing Trust, and we are rapidly becoming the organisation of choice, within our geographical area, for schools wishing to join a multi-academy trust. Our experience in assisting school leaders in improving schools has given us a valuable insight into what makes leaders special people, as well as what we need to do to support them in their quest to become leaders of good and outstanding schools for our children. We are taking the appropriate steps to grow, incrementally, within a programme that still ensures that our schools are supported by the Central Team in a bespoke and personalised manner.

The Trust is the primary option for any Church school within the Diocese of Hereford, and we are committed to the education of the whole child, in line with our values of *Grace, Service and Family*.

Indeed, it is our Family of Schools that promotes an outstanding curriculum and pursuit of excellence.

Each of our schools retains its community-based identity; though there are minimum expectations of all of our professionals, the individual characteristics within settings are valued and encouraged.

The Best Start in Life

There is a “Line of Sight” throughout the Trust, from the Board to classroom and playground, that is laser-focussed upon a high-quality curriculum, strong outcomes and individual and collective wellbeing. Our children have an entitlement to good lessons, extra-curricular opportunities and a safe environment, enabling all to live life in all its fullness. Our Trust is able to draw on expertise within its system to ensure share best practice and enable children to welcome each new day with confidence.

Outstanding delivery of our aims

Within our family of schools, we know that there is outstanding practice to be shared and developed, and our internal directory of lead practitioners are committed to systemic improvement through directed, bespoke continuing professional development.

Diocese of Hereford Multi-Academy Trust

A consistently high quality curriculum

Our leaders, teachers and improvement staff know the centrality of a broad and balanced curriculum, that develops progression and expertise at all ages; literacy and numeracy, creativity and technology, sporting and emotional maturity, are key aims of our curricula.

“The Basics”

Breadth of curriculum is vital, encouraging all to identify their primary interest, but we also know the importance of the core skills of reading, writing and mathematics; our staff are developed to ensure that our children can maximise their skills, knowledge and understanding in these areas.

Welcome to Teaching

The Trust has its own ECT lead, who works with the relevant professionals in each school to support, inspire and develop its ECTs, so that we retain and promote outstanding individuals within the family of schools.

Happy, Safe and Secure

Our dedicated Director of Safeguarding, supported by our amazing DSLs within schools, leads a team in ensuring that our children can flourish in a safe environment. Regular meetings, both face-to-face and virtual, facilitate up-to-date knowledge and understanding around safeguarding and inclusion. Staff within the Trust know their roles and responsibilities, and are supported by the appropriate technological systems to maximise proactive management and swift interventions.

Our Vision & Values

The Church of England has been involved in education in the Diocese of Hereford for hundreds of years. Our schools are not 'faith schools'. They are highly inclusive and aim to provide a vibrant education, not only for Christian families, but for everyone from all faith backgrounds, including those of no faith.

Jesus excluded no-one from his ministry and focused on the most vulnerable in society. Ours is an education for everyone.

'Educating for life in all its fullness'

Educating for life in all its fullness is the goal of the Church of England's 'Deeply Christian, Serving the Common Good' vision for Education and is central to the vision for our diocese and our trust. At the heart of this shared vision is the search for wisdom that rings true both with the Bible and Christian understanding and with experienced educational practice in the twenty-first century.

Support for school leaders is all-too-often lacking in our education system and in our diocese. We work to provide bespoke support and sustenance to our school leaders, especially our Headteachers. We cherish our school leaders because we know that high-performing headteachers and school leaders build and sustain high-performing schools, which in turn enable our children to flourish.

We work in partnership with the Church of England's Foundation for Educational Leadership and together we aim to:

"inspire a set of leadership practices that both exemplify Wisdom, Knowledge & Skills, Hope & Aspiration, Community & Living Well Together, and Dignity & Respect, and that also go to the heart of educational purpose: Called – inspiring the vocation of the education leader; Connected – enabling the flourishing of children, adults, teams and communities; Committed – sustaining long-term engagement in realising this vision for education."

Called Connected Committed CEFEL 2020



Tenbury CE Primary Academy School

Tenbury Primary sits just inside the Worcestershire boundary and borders both Shropshire and Herefordshire, and joined the Diocese of Hereford Multi-Academy Trust in February 2016.

The town itself is within a short distance of the school and many pupils walk to school from the town. The town has a population of approx. 4500 people and borders the nearby village of Burford, where another Trust school is within a mile, albeit in Shropshire. As a neighbouring Trust school, there is a close and important relationship.

The school has close links to the town and takes part in various events throughout the year, including the annual Remembrance parade and service, Christmas and Easter services, and the children's choir sings at community events. Our town mayor is a strong supporter of the school and is always keen to involve the children wherever he can.

At Tenbury CE Primary Academy School we work together to ensure a safe, secure and friendly environment where children's academic and social potential can be realised. We pride ourselves on our nurturing ethos.

Children are happy and enjoy their time at our school and this is achieved, in part, by ensuring that educational opportunities are challenging yet achievable, stimulating and fun. We fully believe that happy, secure children make good learners. The education we provide is underpinned by Christian values.



Welcome from our Chair

On behalf of our school and of our Local Academy Board (LAB) I am delighted that you are considering applying for the Headship of our school, part of the Diocese of Hereford Multi-Academy Trust.

Our aim at Tenbury is to provide an exciting, memorable, and rounded education for all pupils. Inclusivity is fundamental to this; we see no limits to every child reaching their full potential. Our Headteacher needs to embody this vision in everything that they do.

We are looking for an ambitious and inspirational leader who can provide a clear vision and direction and continue the great work that is in progress at Tenbury; someone who will build on the current good practice and bring their energy and passion to the role is essential as we continue to move the school forward.

Our school has a true feeling of community, and we are looking for a Headteacher who is prepared to get to know the children, staff, and families throughout the school. We seek to appoint someone who loves education; a leader who will give our children every opportunity to learn, develop, and flourish. Our new Headteacher will have high expectations of children and adults in all areas of school life and focus on their growth as individuals.

We are looking for someone who has excellent communication skills, who can engage with parents/carers, staff, pupils, external agencies, and members of the Local Academy Board. We are asking a lot from our new Headteacher, but in return we can offer a welcoming, happy, and friendly environment, with polite, well-behaved, hard-working, and enthusiastic learners and staff who are dedicated, passionate, and committed to the children and their work.

Our LAB takes the form of the traditional Governing body and is made up of people who are equally passionate and committed and we have a long history of a strong experienced board who will both challenge and support the new Headteacher. Staff wellbeing is very important to us and is a standing item of our meetings.

LAB Members play an active role in school life and as part of our role visit regularly in our individual roles and responsibilities. The makeup of the LAB is diverse with a strong parental representation and close links to the community, local business, and the church.

We celebrate the fact that learning is a life-long journey, where pupils not only understand their place within their home locality but also their role within a global community and all of the opportunities and challenges that this presents. As a rural school, bringing the world to Tenbury is a vital aim for us to create global citizens.

As a Church School we welcome families of all faiths and no faith. Our Christian Vision of, “Therefore encourage one another and build each other up” is at the heart of all we do; this ensures Tenbury is a welcoming, inclusive, and successful school. The successful candidate will drive forward our inclusive culture and maintain the nurturing, safe, and secure Christian environment which epitomizes our ethos and culture.

If you think this encompasses your personal and educational vision, then we look forward to hearing from you.

Mark Yarnold

Chair of Local Academy Board



Our New Headteacher

We are looking for a Headteacher who is fully aligned with the Trust's vision.

Our new Headteacher will be someone with the skills, drive, and commitment to bring this vision to fruition. They will be someone who knows that all children have both the right and the ability to achieve the highest of standards, and they will not accept low expectations for anyone.

Our new Headteacher will have engaged in current educational discourse, including leadership and management, curriculum and pedagogy, and will be able to speak with clarity about what makes excellent practice in these areas. They will be, in every sense, the *Headteacher*, as they lead their team to deliver exceptional outcomes through the collective understanding of key principles which underpin the highest quality of education. They will be network-minded and able to contribute significantly to the Trust's strategic development.

- can demonstrate high expectations of pupils, colleagues and themselves, without exception
- can drive forward the curriculum offer to ensure that, in all subjects, it is valued, specified, well-sequenced and taught to be remembered
- will establish, and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- will ensure rigorous approaches to identifying, managing and mitigating risk
- will 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
- can 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
- will ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- demonstrates experience of establishing and sustaining culture and practices that enable pupils to access the curriculum and learn effectively
- will ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
- can ensure the school effectively and efficiently operates within the required regulatory frameworks, and meets all statutory duties
- will ensure high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure the school fulfils its statutory duties with regard to the SEND Code of Practice
- ensure recent developments in school promote the protection and safety of pupils and staff through effective approaches to safeguarding

What we can offer you

We are committed to providing systems of high-quality support and challenge to ensure that our school leaders develop, and that our schools continually improve. You will join a team that supports all our leaders to have direct links with each other and our Education Team.

With a strong emphasis on CPD, we continue to develop our subject communities and phase-based forums so that all schools have access to centrally-run training and to effective partnerships.

You will be part of a Trust that provides leadership and support to schools through our core leadership and central services teams, which includes an experienced and supportive CEO, an Education Team, Inclusion & Safeguarding Team, Finance, HR, Operations, Governance, Building and Property Services. The successful candidate will benefit from this significant support, coupled with a comprehensive induction and CPD programme. The Trust offers an Employee Assistance Programme offering counselling and well-being support, and a rewards scheme including retail discounts, Cycle to Work scheme and gym membership.

All the above is in addition to a competitive salary and conditions of employment for Headteachers, laid down in the most recent version of the School Teachers' Pay and Conditions Document and National Headteacher's Standards.

Job Description

Job Title

Headteacher

Salary Scale

L14-L18

Reporting to

The CEO and Chair of the Local Academy Board

Start date

January 2027

Core Purpose

The postholder will: be accountable to the National Standards for Headteachers, and will proactively promote and demonstrate the Trust's vision and Christian values, respecting cultural diversity within contemporary Britain. The values and ambitions they display will help determine the achievement of academies and their pupils, as well as ensuring high expectations and aspirations are promoted for all: staff, pupils, LAB members, parents and the wider community.

The Headteacher is accountable for ensuring the educational success of the school, for which aligned with the Trust's approach to providing an excellent level of education, as well as the individual school's strategic plans. They are responsible for creating a culture of consistent improvement and should be an inspirational leader committed to the highest achievement.

Our new Headteacher will:

- Lead by example; provide considered consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the school and of the Trust.
- Demonstrate commitment to the Trust's vision, strategy, and Christian values.
- Gain commitment to the need for improvement, developing an environment of high expectations.
- Work with the Trust and the LAB to develop the shared vision and strategic plans for the school.
- Plan and organise effectively to ensure not only strong outcomes, but that they are achieved in a way that is manageable and sustainable by all members of staff.
- Critically evaluate the school's performance and ensure performance targets are achieved, including those in vulnerable groups.
- Establish collaborative and open relationships with all stakeholders and the Local Governing Board.
- Secure the commitment of parents and the wider community to the vision and direction of Tenbury CE Primary School
- Ensure regular, open communication with the Trust's Central team, and other Trust schools, working to enable the Board of Directors to meet its responsibilities.
- Demonstrate the resilience and motivation required to lead through day-to-day challenges, whilst maintaining clear, strategic direction.
- Ensure all staff use agreed, research-informed strategies to provide effective and relevant teaching methods.
- Secure and sustain effective, high quality teaching and learning by ensuring our School has sound strategies for monitoring and evaluating the quality of education and standards of pupils' achievement, using benchmarks and setting targets for rapid improvement of all children.
- Support the delivery of the Trust curriculum policy alongside the Strategic Task Group and senior leaders to meet statutory requirements and meet the Trust's aims and local needs.
- Ensure that robust assessment data analysis is used to set challenging targets and to support teachers and leaders to monitor progress, recognising where pupils or staff need extra support.
- Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment.
- Ensure that a high-quality educational experience is available for all children.
- Promote excellence in spiritual, moral, social and cultural education and development for all children.
- Work with the Central Team to ensure effective practice is embedded in line with requirements of SIAMS and OFSTED inspections.
- Ensure that effective and appropriate pastoral support is available to children in the school.
- Develop an inclusive and supportive approach so that Tenbury Primary School is a place where all children know they are welcome and can reach their full potential.
- Work with the Central Team to secure approaches to behaviour that are based on agreed strategies.

Job Description Cont.

Managing the Organisation

Working with Trust Leadership Team to:

- Create an organisational structure that reflects the school and Trust values and enables the management systems, structures, and processes to work effectively in line with legal requirements.
- Ensure that the school and its resources are organized and managed to provide an efficient, effective, and safe learning environment.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school.
- 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 and provide value for money.

Securing Accountability

- Support the development of an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success, and accept responsibility for outcomes.
- Assist the CEO to provide information, advice, and support to the Trustees to enable them to meet their responsibilities for securing effective teaching and learning, and high standards of achievement.
- Work effectively with the Local Governing Body to enable them to fulfill their delegated responsibilities.
- To assist the CEO in creating and developing an organisation in which all staff accountabilities are clearly defined, understood, and are subject to rigorous review and evaluation through Performance Management.
- To assist the CEO in ensuring all parents are well informed about:
 - Curriculum attainment, achievement, and progress
 - Realistic and challenging targets for improvement
 - Ways in which they can contribute to help their child achieve
- To assist the CEO in developing and presenting an accurate account of the school performance to a range of audiences including governors, parents and carers, and OFSTED.

Strengthening Community

Working with the Trust's Leadership Team to:

- Co-operate and work with relevant agencies and partners to ensure the wellbeing of children.
- Ensure learning experiences for pupils are linked and integrated with the wider community, locally, nationally, and globally.
- Build a school culture and curriculum that takes account of the richness and diversity of the school's community.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.
- Manage effective relationships with all stakeholders and partners.
- Continue to work in partnership with the Diocese of Hereford and the local church.

Safeguarding and Promoting the Welfare of Children

Working with the Trust's Leadership Team to:

- Ensure a safe and supportive culture in the school.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.
- Identify key features of staff recruitment that help deter and prevent the appointment of unsuitable people.
- Promote Trust policies and practices that minimize opportunities for abuse or ensure its prompt reporting.

Systems and processes

- Ensure the Trust and school priorities are consistently and effectively implemented, and the impact monitored for pupil outcomes
- Secure robust school self-evaluation and quality assurance procedures
- Work with the finance team, including the School Administrator, to build a sustainable 3-year budget, reflecting the future needs of the school
- Ensure regular monitoring of the budget and effective use of resources
- Work with the Central HR team to recruit and retain staff of the highest quality
- Develop a culture of accountability to recognise excellence, as well as providing appropriate strategies to deal with underperformance in accordance with Trust Appraisal and Capability policies and procedures
- Ensure that that all senior and middle leaders, or those with responsibility, within the school have clearly defined responsibilities and accountabilities
- Oversee the implementation of Trust policies and procedures ensuring consistent application and monitoring for impact
- Ensure agreed reporting mechanisms are effectively in place for the Governing Body.

Contribution to Trust Systems, Improvement and Leadership

- Treat everyone fairly and equitably demonstrating the Trust's core values
- Instil an ethos and culture of high expectations in every aspect of school life
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development
- Develop leadership capacity at all levels, through coaching, mentoring and other appropriate means
- Seek to establish strong middle leadership roles within a distributed leadership structure
- Maximise the opportunities presented for sharing and developing good practice within the school and the wider Trust
- Develop strong, positive relationships with colleagues across the Trust, and contribute towards collaborative work across schools, supporting other staff to participate in Trust-wide activities
- Participate in Trust-wide activities in order to share best practice, contribute to the development of Trust strategies and policies, and promote the schools and the Trust, in a local and national context
- Promote wellbeing and work life balance for all staff

Person Specification

In your supporting statement and application form, please demonstrate how you have successfully met the criteria in **bold** from this person specification.

Criteria	Qualities
Education and Training	Qualified Teacher Status
	National Professional Qualification for Headship (NPQH)
	Evidence of continuing and relevant professional development.
Experience	Evidence of substantial, sustained, high quality teaching across the primary school age range (baseline standard of very good with a clear track record of outstanding practice).
	An ability to demonstrate the highest level of skill in classroom organisation and management leading to the promotion of good behaviour and discipline across school.
	An ability to adapt the curriculum leading to high levels of achievement for children who have a diversity of needs and interests (and the ability to support colleagues in developing precision differentiation).
	Considerable experience and expertise in developing practice in Assessment and Record Keeping at whole school level to secure improved levels of pupil achievement and accelerated progress.
	Experience of analysing pupil assessment data and using this to inform classroom practice and the deployment of additional resources.
	A full understanding of the National Curriculum and its implementation.
	An awareness of recent national initiatives aimed at raising achievement and school improvement strategies.
	A firm commitment to Equal Opportunities.
	High level of initiative, self-awareness, and interpersonal leadership skills.
	A strong commitment to community links and the ability to confidentially engage with stakeholders.
	An ability to establish positive working relationships with colleagues and pupils through modelling very high levels of professionalism, commitment, and integrity.
	Willingness to support community initiatives, parent association groups, and working parties.
	Practical evidence of links with other schools, educational establishments, and wider community to support transition and enhance teaching and learning, and personal development across the whole school.
	Effectively promote professional relationships with parents and carers to enhance learning.
Previous experience working with Church of England Schools.	

Person Specification Cont.

In your supporting statement and application form, please demonstrate how you have successfully met the criteria in **bold** from this person specification.

Criteria	Qualities
Leadership Qualities	Ability to manage a variety of people and situations effectively and sensitively,
	Initiate and manage strategic and continued improvement.
	Plan, organise, and evaluate work commitments and prioritise areas for development and improvement.
	Ability to work strategically and collaboratively with the governing body and Trust's leadership team.
	Ability to work collaboratively within the Trust and its leadership team whilst reporting to the Executive Headteacher.
	Confidence and commitment to direct, delegate, develop, and empower.
Self-Management Skills	Proven ability to sustain and develop high quality teaching and learning across the school to improve on outcomes for children.
	Knowledge of statutory requirements and the ability to ensure delivery with a broad, balanced, relevant, and differentiated curriculum to support the whole child.
	Knowledge of effective strategies for teaching pupils with SEN.
	Work under pressure, meet deadlines, prioritise, and manage own time effectively,
	Achieve challenging professional goals, taking responsibility for their own professional development.
	Chair meetings effectively.
	Have excellent communication skills, both verbal and written.
	Demonstrate enjoyment of working with children and adults.
Personal Qualities	Approachable, fair, and consistent.
	Able to identify the need for strategic action and act determinedly when necessary.
	Able to work effectively under pressure.
	Significant experience of leading lesson observations and providing quality feedback to teachers.

Joining Us

For the opportunity to become the next Headteacher of Tenbury CE Primary Academy please visit [My New Term](#).

When completing your application, please refer to the job description and person specification, as well as information about our school and Trust.

For any specific information related to the role itself, that is not covered by this recruitment pack, please email admin@dhmat.org.uk.

For further information about the Trust, please visit www.dhmat.org.uk

Visits to the school are encouraged. Please contact the school office 01584 810234

Closing Date for applications

Monday 7th September 2026*

Date of Interview

Thursday 17th September 2026

* Please note that the Diocese of Hereford Multi-Academy Trust and Tenbury CE Primary Academy reserve the right to close this vacancy early should a suitable field of candidates be received. Early applications are therefore encouraged.



"Since joining the Trust in January 2022, I have been overwhelmed by the support and training I have received. As a Leader, you are valued and trusted to make strategic decisions to improve outcomes for our children in Herefordshire and Shropshire. School Leaders across the Trust are encouraged to combine their knowledge to work on challenges and solutions together. The Trust has a vision that states 'We are a family of schools working together to learn and succeed'. It has been a pleasure being part of that family."

Mish Lewis

Executive Headteacher

Burley Gate & St Michael's CE Primary Schools



"I feel very fortunate to have my first Headship as part of the Trust, having previously been an Acting Head as part of the Local Authority.

The Trust has provided endless mentoring throughout my first few years. The Trust is a family of schools and there is always a professional at the end of a phone to ask a question or talk through a situation whether it be another Head or Trust officer. Conversations are always within a trusted environment, and developmental to improve the outcomes of all pupils."

Rebecca Manning

Executive Headteacher

St. George's CE & Bishops Castle Primary Schools