

Wroxall Primary School

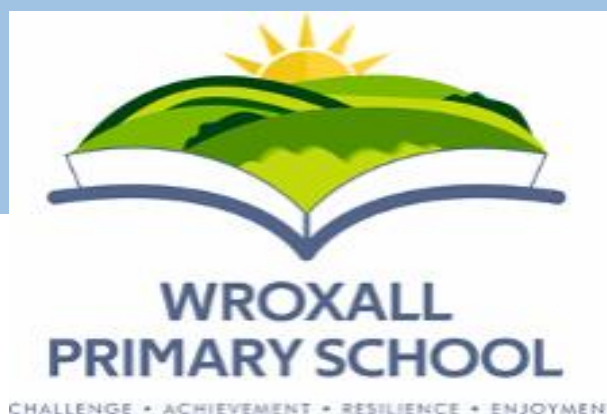
Head Teacher Information Pack

Application closing Date:

22nd March 2024

Interview Date:

16th & 17th April 2024



CHALLENGE

ACHIEVEMENT

RESILIENCE

ENJOYMENT

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Letter from the Chair of Governors

Dear Applicant

On behalf of the Governing Board of Wroxall Primary School, I would like to extend a warm welcome and thank you for your interest in the role of Head Teacher at our school.

Wroxall Primary was built in 1987 as a small village primary school with a capacity of 90 children. Since this time, it has expanded considerably. The school benefited from a £2,000,000 renovation project which has updated and expanded the school's provision, creating a modern and spacious learning environment with seven light and airy classrooms, an enlarged school hall, a purpose-built food tech room and a developing outside learning environment, with countryside views from the school's elevated position within the village. There are currently 117 children on role, drawn largely from the village of Wroxall and the nearby town of Ventnor.

The school was last inspected by Ofsted in November 2022 and was found to be *Requiring Improvement*, although Leadership and Management, Personal Development, Behaviour and Attitudes and Early Years Provision were rated as *Good*. The report highlighted improvements made by the current Head Teacher and stated, "*this is a school that is certainly moving in the right direction*". There are more details of the inspection findings in the pack.

We have a committed and experienced staff team who work tirelessly to ensure our children receive an outstanding education and enjoyable experience at the school.

Like in every school, the role of Head Teacher is a challenging but rewarding one. We are seeking an exceptional leader who can inspire, motivate and challenge our staff team to deliver the highest standard of teaching and learning as possible, whilst being acutely aware of the need for staff wellbeing and work life balance.

The governing body is keen to see applications from candidates who:

- Are an experienced deputy, head of school or senior leader who is ready to step up as a head teacher and is ambitious for the school's prospects.
- Have the energy and enthusiasm to challenge staff and governors to engage with new ideas, while respecting those elements that make the school what it is.
- Have excellent communication skills who can engage with parents, carers, and the wider community and are able to build strong relationships with all stakeholders.

As Governors we are immensely proud of our school and the progress we have made. There are still many challenges ahead and further improvements to be made, and we are seeking a new Head Teacher who shares our passion for quality education in a safe & friendly environment and who will build upon our progress & success so far.

If you are excited by this opportunity, ready for a challenge and share our vision, we would love to hear from you. Please take the time to explore our website & learn more about our school or contact us to arrange a tour.

Yours sincerely,

Jenny Johnston

Chair of Governors - Wroxall Primary School

Our School's Journey

Wroxall Primary is a small, mixed-age rural school in the south of the Isle of Wight, in an area of high deprivation. The falling birth rate on the Isle of Wight has impacted numbers on roll. However, Wroxall continues to attract a large number of in-year admissions.

As of February 2024, there are 142 children on roll including pre-school. 28% (41) of the pupils on roll are in receipt of pupil premium funding, and 17% (25) of the pupils have identified SEND, including 5 with EHCPs.



The school is well supported by the local community, with volunteer readers who come into school weekly to support the enjoyment of shared reading.

All parents/carers who join our school community automatically become a part of the Parents, Teachers & Friends Association (PTFA). The PTFA consists of a group of volunteers who put on enjoyable and inclusive events as well as raising valuable funds for those “little extras” within school.

We are always seeking ways to expand & widen our children's experiences, from visits to local attractions, mainland theatre trips, residential opportunities, and the annual Big Me Day.

Governors will be keen to help the new head teacher to enhance the school's ethos and build upon the current nurturing aspect of the school, enhancing existing systems and finding new ways to communicate with and support families, and to give our children a greater involvement in the life of the wider community. We are very committed to supporting the ongoing development of flexible teaching pedagogy and a rich, broad and creative curriculum entitlement built on accurate planning, moderation and assessment.





The wider Island environment has great appeal – there are the obvious nautical draws of Cowes Week and the Round Island Race as well as many yacht clubs and boating or fishing clubs. Should sailing the Solent not be to your tastes, there are many opportunities for eating out, theatre, visiting comedians and the arts, including several music festivals covering a broad range of genres.

There are also miles of beautiful footpaths and bridleways leading through the UNESCO Biosphere that is the Isle of Wight. Opportunities for walking include the annual Walk the Wight fundraising event; children participate in their droves!



What's going on at our school now?

Wroxall is a 2-11 provision school with a pre-school class and five mixed-age primary classes.

In 2020 Wroxall Primary benefitted from a substantial £2000,000 refurbishment programme which has transformed the learning environment.

In addition to five teaching staff, the school has a dedicated Inclusion Lead, Family Liaison Officer and a team of support staff, including an HLTA and a preschool manager, all of whom prioritise the needs of children.

The school currently has a positive budget position and is approaching the end of the financial year with a surplus balance. Alongside all primary schools on the Island & nationally maintaining a balanced budget with reducing pupil numbers remains a challenge for school leaders.

Our current Head Teacher has transformed the school since her appointment in 2020 with a real focus on achieving consistent high-quality teaching & learning for every child – *Teaching the right thing to the right child at the right time*, as well as prioritising safeguarding in its widest sense and making Wroxall an enjoyable and safe place to learn. Her Wroxall experience has given her the springboard to gain a Head Teacher post at a larger school, a reflection of the opportunities Wroxall can give to the right candidate.

Wroxall Robins Preschool

Wroxall Robins is an integral part of the 2-11 provision at Wroxall. Children are very well supported by a dedicated and caring team who work in close partnership with the Early Years lead in school to ensure that children get off to the best start, educationally, socially, and emotionally, making a seamless transition into Reception.



The Curriculum

Teaching and learning at Wroxall is driven by assessment for learning and focused on teaching the right things to the right children at the right time and in the right way.

At Wroxall, learning tasks are meaningful and rooted in real world relevance whenever possible, supporting children to see the bigger picture for their learning contexts. There are clear subject-specific curriculum plans for teaching and learning across the school, focused on supporting the development of key skills, knowledge and vocabulary, enabling children to become life-long, reflective learners who embrace challenges and grow a love of learning.

Purposeful formative and summative assessment are integral parts of the teaching and learning process, informing next steps for children on a lesson-by-lesson basis. Classrooms are supportive learning environments for all children where positive relationships, mutual respect and active engagement is promoted.

The curriculum is organised across a 2-3 year rolling cycle to ensure there is no unnecessary repetition. Teaching and learning principles have been carefully developed from evidence-based practice to ensure that **all subjects and all lessons** begin with a consideration of how children learn best and how this will inform the approach to teaching.

As governors, we believe that achievement is possible for all children, regardless of their starting points or current ability and we both challenge and support our school leaders and their staff to ensure this.

Teachers and support staff work together to provide exciting and memorable opportunities to enhance cultural capital and learning, providing:

- High quality experiences
- Purposeful lessons that deepen understanding
- Bespoke visitors and visits – day and residential, on and off Island
- Focused curriculum days and weeks supporting a range and combination of subjects.



Children's learning is further enhanced through the provision of extra-curricular opportunities, including a range of sports activities, carnival club, chess club and animal care to name but a few. The school has enabled children to take part in a wide range of community activities springing from these. We are proud to be a

PEACH Bronze award school, reflecting the growing commitment to children's health and wellbeing at Wroxall.

BRONZE PEACH AWARD SCHOOL

Partnership for Education, Attainment and Children's Health



Building renovation 2020 - £2m DfE funded refurbishment.



7 spacious classrooms

An extended School Hall

A new classroom block

A new, larger commercial kitchen

A dedicated food tech room

Refurbished toilets

An extended playground with markings



Our Values and Ethos

Our school ethos is to **CARE**.

Challenge, Achievement, Resilience and Enjoyment.

At Wroxall our CARE values (Challenge, Achievement, Resilience and Enjoyment) are at the heart of all learning experiences. We offer an education focused on the whole child – academic, social and emotional. We feel that these core values are the golden thread running through our school - they are imperative as we support our children to aim high, strive to be the very best of themselves and follow our three simple rules: be **'Ready, Respectful and Safe'**.

We seek to provide the best possible start for each child. In our classrooms, you should see both teaching staff and children smiling, talking, laughing, and enjoying learning: our aim is for a happy, fulfilling school experience. Each child will be celebrated as an individual, whilst joining a strong community of parents, children, staff and governors, whose aim is to provide the highest possible standard of education.



Ofsted 2022

The Quality of Education	REQUIRES IMPROVEMENT
Behaviour and attitudes	GOOD
Personal Development	GOOD
Leadership and Management	GOOD
Early Years Provision	GOOD
OVERALL EFFECTIVENESS	REQUIRES IMPROVEMENT

In November 2022, Ofsted graded Wroxall Primary School as a school that requires improvement for a second time. The inspectors recognised that *“this is a school that is certainly moving in the right direction”* under the direction of the current Head Teacher.

This inspection followed a period of sustained improvement in difficult circumstances, including the effects of the pandemic, staff turbulence and curriculum overhaul. The pace of improvement has not lessened, and the staff team remain focused on pupil progress and the increasing quality of teaching and learning.

To improve further, inspectors tasked the school to: -

- **Improve the implementation of the new Phonics Programme & ensure leaders ensure effective interventions are in place that enable pupils to embed their phonics knowledge and make rapid progress.**

Progress since Inspection:

Significant progress has been made with embedding the school's approach to teaching phonics since the last inspection. In 2023, **78%** of children achieved the expected standard at the end of Year 1 and a clear intervention programme is in place across KS2 to support children who continue to need additional phonics teaching. Springhill English Hub undertook a phonics audit in September 2023, validating the effectiveness of the school's systematic, synthetic phonics programme. Funding was secured to further invest in sets of phonetically decoded reading books to further enhance the school approach to group reading to support fluency and comprehension skills. Reading, spelling, punctuation, and grammar results at KS2 are on track to be in-line with or exceed national levels in 2024.

- **Curriculum planning improvement. Leaders need to make sure that they define the key knowledge and skills pupils should remember to build their learning over time.**

Progress since Inspection:

The school has curriculum policies in place for all subjects setting out clear progression of skills, knowledge, and vocabulary. Monitoring to date has shown that the quality of teaching and learning within foundation subjects has significantly improved over the last 18 months with implementation matching intention with increasing consistency. The introduction of the agreed Medium Term Planning approach has helped to ensure greater clarity and variation within learning journeys, allowing for opportunities to revisit and build on prior knowledge. Pupil conferencing has evidenced that children enjoy wider curriculum lessons and are able to explain what they are learning, why and how it fits with their previous understanding. Subject leaders have worked hard to drive improvements in teaching and learning forwards across the school, offering support and challenge to colleagues as needed.

Indicative extracts from the Ofsted report:

The school provides very well for pupils' personal development. Leaders are keen for pupils to have high aspirations and broaden their horizons".

Reading is a high priority with leaders, and they want pupils to develop a love for reading and ensure that they read and listen to a wide range of stories".

"The strong positive relationships between staff and pupils makes the school a happy place".

"Classrooms are calm & purposeful. Pupils, from the youngest to the oldest are keen to learn and contribute their ideas".

"Pupils are attentive and take learning seriously."

What do the parents say?

Parental Survey November 2023

Parental survey results from November 2023 showed:
100% of parents who responded to the survey agreed or strongly agreed that:

Their child is happy at school.
Their child feels safe at school.
The school lets them know how their children are doing.

96% of parents who responded agreed or strongly agreed that:

The school makes them aware of what their children will learn during the year. (3.8% didn't know).
Their child does well at this school. (3.8% didn't know).
Their child can take part in clubs and activities at Wroxall. (3.8% disagreed).

92% of parents who responded agreed or strongly agreed that:

The school makes sure pupils are well behaved. (3.8% disagreed and 3.8% did not know).
The school helps their child feel confident. (7.7% did not know).
There is a good range of subjects for their child to learn. (3.8% disagreed and 3.8% did not know).
The school is well led and managed. (3.8% disagreed and 3.8% did not know).
They would recommend this school to other parents. (7.7% disagreed).

81% of parents who responded to the survey agreed or strongly agreed that:

The school gave advice about how to support their children's learning at home. (3.8% did not know and 15.3% disagreed or strongly disagreed).
The school had high expectations for their child. (15.4% did not know and 3.8% disagreed)

91% of parents who had raised a concern agreed or strongly agreed that it had been dealt with properly.

89% of parents whose child had been bullied agreed or strongly agreed that the school had dealt with this quickly and effectively.

88.5% of parents felt that the school supported their child's wider development. (7.7% did not know and 3.8% disagreed).

86% of parents whose children have SEND agreed or strongly agreed that they received the support they need to succeed

Our Performance Data-

WROXALL PRIMARY SCHOOL – Results 2023

KS2 Attainment

	Reading			Writing			Maths			All Subjects Combined		
	2024	2023	2022	2024	2023	2022	2024	2023	2022	2024	2023	2022
At the expected standard		67%	38%		50%	29%		63%	28%		46%	24%
At a higher standard		21%	14%		8%	10%		4%	0%		4%	0%
Average scaled scores		103	96		N/A	N/A		101	97		N/A	N/A
Average progress measures			-5.7			-3.7			-5.6		N/A	N/A

In 2023 the National average results were:

Combined 61% (expected standard) 8% (greater depth standard)

Reading 73% (expected standard) 29% (greater depth standard)

Writing 71% (expected standard) 13% (greater depth standard)

Maths 71% (expected standard) 25% (greater depth standard)

Average Scaled Scores:

All test results have been converted to a common scale. The scaled score gives an indication of how children have achieved against the nationally expected standard. A score of 100 represents the expected standard. Higher scores indicate higher achievement, while scores below 100 indicate that children have not yet met the expected standard for their age. A scaled score of 110 or more is the threshold for a pupil's performance to be viewed as being to a higher standard than expected.

Average Progress Measures:

In order to calculate the average progress measures, pupils' KS2 results are compared to the achievements of other pupils across the country who had a similar result at KS1. (NB KS2 data was not collected in 2020, 2021 or 2022 which makes progress more challenging to measure as these children progress through the school).

A progress score of 0 means that on average, pupils achieved similar results at the end of KS2 to pupils in other schools with similar results at the end of KS1.

A negative score doesn't mean that pupils have made no progress. It just means that on average, pupils have made less progress than pupils in other schools with similar results at the end of KS1.

For example, a score of -0.7 in maths would mean that on average pupils at the school got 0.7 scaled score points fewer in the KS2 maths test, compared to other pupils nationally with similar results at the end of KS1.

KS1 Attainment

	Reading			Writing			Maths			All Subjects Combined		
	2024	2023	2022	2024	2023	2022	2024	2023	2022	2024	2023	2022
At the expected standard		50%	53%		44%	42%		63%	53%		38%	32%
At a higher standard		13%	11%		13%	11%		19%	11%		13%	11%

In 2023 the National average results were:

Combined 57% (expected standard) 8% (greater depth standard)

Reading 69% (expected standard) 19% (greater depth standard)

Writing 60% (expected standard) 8% (greater depth standard)

Maths 70% (expected standard) 17% (greater depth standard)

Year 1 Phonics Screening Attainment

	Phonics Screening		
	2024	2023	2022
Pass		78%	54%%
No of children		14/18	7/13

EYFS Attainment

	Across all areas of development		
	2024	2023	2022
At a Good Level of Development (GLD)		62% (8/13)	69% (9/13)

*The national average GLD in 2023 was 68%

What do our Children, Parents & Staff want in a new Head Teacher?

"To be interested about what we are learning".

"To be respectful and to understand the needs of all of us".

"To make sure we feel safe in school".

"Someone I feel able to talk to if I'm worried about something."

"To be a bit strict and ensure there are still rules and expectations".

"To still have a school dog. Or snake!"

"To be kind and allow us to show them our work we are proud of".

"To be fun and join in with World Book Day and school outings".

"I think the personal touch and family involvement in the school is so important. We want someone with a long term vision for Wroxall and commitment to putting the school at the heart of our community"

"Someone who believes in the immeasurable value of a village school being the heart of a happy community that continues to give us the extended family environment that everyone needs and thrives with"

" Somebody who has patience and accepts that children need different teaching approaches, and that learning doesn't look the same for everyone".

"Someone caring and patient who welcomes all families inclusively and appreciates the children as individuals."

"Someone who will be visible to school families and will embrace being part of the community".

"Able to make positive working relationships with children and staff, showing care, commitment & dedication with the whole school community".

"Someone who takes a trauma informed approach. Who understands that children come with baggage that affects their learning".

A firm believer in supporting the needs of both staff & children, who can offer consistency whilst being able to agree the right strategies to support our cohort of children".

Job Description

To provide professional leadership for the school which secures its success and improvement, ensuring high quality education and personal development for all children and improved standards of learning and achievement.

Scope and Context

The Headteacher is responsible to the Governing Body of Wroxall Primary School and where appropriate the Isle of Wight Council for the strategic direction and operational leadership of the school, whilst maintaining overall accountability for direction, standards, safeguarding and the quality of provision.

The professional duties of the Headteacher

The professional duties of the Headteacher are to be carried out in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document issued by the Department of Education.

Strategic direction and development of the school.

- Ensuring that safeguarding and protecting children is a core priority to the school's work within a culture of vigilance.
- Working with the Governing Body to provide vision, leadership, and a clear direction for the school.
- Formulating the overall aims and objectives of the school and policies for their implementation
- Producing, monitoring, and evaluating school improvement plans, underpinned by sound financial planning, which identifies priorities and targets for ensuring that children achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- Arranging for a member of the Senior Leadership Team or another suitable person to assume responsibility for the discharge of the Headteacher functions at any time when absent from school.
- Ensuring that the management, finance, organisation, and administration of the school support its vision and aims.
- Securing commitment of staff, children, parents, and the wider community to the vision, aims and direction of the school.

Teaching & Learning

- Promoting and securing outstanding teaching, effective learning, high standards of achievement, good behaviour, and discipline within a safeguarding culture.
- Monitoring & evaluating the quality of teaching and standards of learning and achievement of all children, including higher attaining children and those with special educational needs and disabilities, to set and meet challenging, realistic targets for improvement.
- Determining, organising, implementing, and monitoring the curriculum and its assessment in order to identify and act on areas for improvement.
- Creating and maintaining an effective partnership with parents and carers to support and improve children's' achievement and personal development.
- Sharing good practice with other schools in the catchment area.

Leading & Managing Staff

- Motivating and enabling all staff in the school to carry out their respective role to the highest standard, through high quality continuing professional development based on assessment of needs.
- Deploying and managing all teaching and non-teaching staff and allocating particular duties, including such duties of the Head Teacher as may be properly delegated, in a manner consistent with the conditions of employment.
- Implementing and sustaining effective systems for the management of staff performance, incorporating targets relating to children's achievement.
- With the Governing Body, participating in the selection and appointment of the teaching & non-teaching staff as appropriate to ensure that appointees have the potential to achieve the agreed aims of the school.
- Ensuring the implementation of all required safeguarding updates into school policies and procedures (at least annually) and ensure the Designated Safeguarding Leads complete the appropriate training.

Accountability

- Creating and developing an organisation in which staff recognise that they are accountable for the success of the school.
- Ensuring parents, carers and children are well informed about the curriculum, attainment, and progress, and about the contribution that they can make to achieving the school's targets for improvement.
- Presenting a coherent and accurate account of the school's performance in a form appropriate to a range of audiences.
- Providing information, advice, and support to the Governing Body to enable it to meet its responsibilities.

Effective deployment of staff & resources

- Deploying and developing all staff effectively to build on the quality of education provided. Ensuring all staff, volunteers and others that work with children are safe, by following appropriate procedures.
- Managing and organising the school site efficiently and effectively to ensure that it meets the needs of the curriculum and health & safety regulations.
- Ensuring (or leading) monitoring and reviewing the range, quality, quantity, and use of all available resources to build on the quality of education, improve children's achievements, ensure efficiency and secure value for money.
- Setting appropriate priorities for expenditure, allocating funds, and ensuring effective administration and control of the school budget.
- Working with Governors to recruit staff of the highest quality.

Policy framework & requirements

The Head Teacher shall carry out his/her professional duties in accordance with and subject to:

- The provisions of the current Education Act and any orders and regulations having effect there under.
- The Isle of Wight Council (IOWC) Instruments of Governance of the school.
- Isle of wight Education Authority policies.
- Targets and standards as agreed with the IOW Learning & Leadership Partner.

The Head Teacher shall ensure that the school DfE and IOWC policies, practices and procedures are out diligently by staff and children and that those documents are timely reviewed to ensure that they remain current in accordance with the legislative and best practice requirements.

Person Specification

	Essential	Desirable
<i>Professional qualifications and experience</i>		
Is a qualified teacher	√	
Demonstrates evidence of further relevant professional development such as NPQH or other leadership of management training	√	
Has a proven record as a senior leader	√	
DSL trained		√
<i>Leading, Teaching & Learning</i>		
Can articulate a deep understanding about how children learn best	√	
Understands the principles underpinning high quality primary education and can explain how to translate these into practice	√	
Has an up-to-date knowledge of the National Curriculum and Religious Education requirements, and can construct, implement, monitor and support these effectively.	√	
Has significant understanding of planning and assessment, and how it can be used to accelerate pupil learning	√	
Has an awareness of current initiatives in education	√	
Evidence of delivery of equality and diversity improvements		√
Has an understanding of benefits of continuous provision		√
<i>Developing self and working with others</i>		
Has experience of successfully building, developing and managing teams	√	
Has experience of developing and maintaining a culture of high expectations, providing appropriate support and challenge for all staff	√	
Has experience of using a range of strategies to improve the effectiveness of staff	√	
Has a proven track record of leading by example	√	
Has the ability to establish and develop constructive relationships with all stakeholders	√	

Has successfully developed, implemented, monitored and evaluated school policies	√	
Has experience of leading performance management		√
Has the ability to take difficult decisions and convey outcomes clearly and sensitively	√	
Has the skills required to assist the Governing Body in fulfilling its statutory duties		√
Has an understanding of inclusion	√	
<i>Managing the Organisation</i>		
Has an understanding of whole school management issues based on previous experience	√	
Is able to plan and secure the best use of resources for (human, physical and financial) to enable the school to be successful	√	
Has a good working knowledge of whole school financial management and planning (D)		√
Can demonstrate the ability to forge successful working relationships with all stakeholders to secure the school vision	√	
Posses the leadership skills to inspire teams and lead by example to deliver safe and effective practice	√	
<i>Shaping the future</i>		
Is able to articulate a strong, clear vision for high quality primary education	√	
Can deliver strategies for leading and managing school improvement	√	
Has had first hand experience of developing a strategic plan and can demonstrate that the strategies employed impacted positively on pupil outcomes	√	
Has experience of successfully implementing whole school self evaluation	√	
Understands how to manage change effectively	√	
Demonstrates an ability to innovate and work with others to create a shared culture and positive ethos.	√	
<i>Securing Accountability</i>		
Has previous experience of challenge and support to achieve specific targets	√	
Has a good understanding of:		

<ul style="list-style-type: none"> • The role of the Local Authority and external bodies such as Ofsted • The need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school. • Available data sets and how they might be used to benchmark the schools' performance and as a tool for target setting. • Has experience of delegating responsibilities and holding leaders to account for school improvement priorities 	√	
	√	
	√	
		√
Strengthening the Community		
Has experience of developing the role of a school and its positive presence in the local community		√
Be able to draw upon the resources of the local community to enliven the curriculum and improve the quality of the education being provided	√	
Has knowledge of practical steps for creating strong working relationships with parents, guardians, and other interested parties in the local community	√	
Is able to create and maintain good relationships with other schools	√	
Willingness to listen, reflect and act upon feedback from the community	√	
Personal skills & attributes		
Ability to communicate effectively and concisely	√	
Is a good listener	√	
Is flexible and consistent with strength of character	√	
Capable of making reasoned judgements	√	
Is approachable	√	
Has integrity	√	
Has a presence that inspires confidence & trust	√	
Ability to motivate	√	
Ability and willingness to delegate appropriate responsibilities	√	
Confidence in others to take a leadership role	√	
Demonstrates a high level of commitment to the school	√	
Resilient in a challenging and ever-changing environment	√	

Key Tasks

Following the significant improvements we've seen over the past few years, governors would like the successful candidate to focus, amongst other things, on the following areas of development -

- To develop staffing to meet the future needs of the school.
- To continue to improve teaching and learning by building on identified strengths, with a particular focus on writing across the school.
- To develop assessment in the foundation subjects, to enable sharper planning and teaching.

Induction & Support

As governors, we will support you fully as you settle into Wroxall Primary School.

Working in partnership with the Local Authority, we will construct a suitable induction support package based on the successful candidate's individual needs. This forms part of the school's strong relationship with the Local Authority.

At all times, governors will work with you to ensure that appropriate use of professional development is made to achieve the school's operational and strategic goals, and to keep the school community safe at all times.

Education on the Isle of Wight

Education on the Island is offered in two tiers:

In Primary, there are 38 schools, and an additional special school with provision for pupils from Reception up to year 6. In Secondary, there are 6 schools, and 1 special school, serving the year groups from year 7 to year 13 in various formats.

This is offered through a mixture of Local Authority schools and academies. There is one free school and a secondary Pupil Referral Unit, as well as a Primary Support Service. The Island also has 3 private schools, one of which is a residential special school.

There are a number of preschool settings (mostly attached to schools) and a further education college in Newport. There are healthy links with south coast universities; the Island doesn't boast its own, although it is possible to study to degree level here.

The Isle of Wight is a small Unitary Authority; there is a rich tradition of collaboration between schools and school leaders. At a primary level, this presents opportunities for joint working and projects, engagement in initiatives led by teaching school alliances and the Local Authority as well as attendance at regular head teacher conferences and training.

Application Process

Closing Date: 22nd March 2024

Interview Date: 16th & 17th April 2024

Job Start Date: 1st September 2024

Contract/Hours: Permanent, Full-time

Salary Type: Leadership Scale

Salary Details: The indicative pay range is set at £61 882 (L12) to £71 019 (L18)

Location of Role: Wroxall Primary School, Castle Road, Wroxall, Isle of Wight, PO38 3DP

Contact e-mail address: recruitment@iow.gov.uk



Safer Recruitment

Wroxall Primary School and the Isle of Wight County Council are committed to safeguarding and promoting the welfare of children & young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

All successful candidates will be subject to Disclosure and Barring Service (DBS) checks along with all other required employment checks.