

# SANDOWN PRIMARY SCHOOL AND NURSERY HEADTEACHER RECRUITMENT PACK

START SEPTEMBER 2026



Inspectors highlighted highly ambitious leadership, a well-sequenced curriculum, strong support for disadvantaged pupils, and a positive, safe environment for children.

Sandown Primary School and Nursery  
The Ridge, Hastings, East Sussex TN34 2AA  
Telephone: 01424 436983  
Fax: 01424 722817  
Email: [office@sandown.school](mailto:office@sandown.school)  
Website: [www.sandown.school](http://www.sandown.school)

School visits: 26<sup>th</sup> and 27<sup>th</sup>  
February (where possible)

Closing date for application:  
9<sup>th</sup> March

Shortlisting: 12<sup>th</sup> March

Interviews: 26<sup>th</sup> and 27<sup>th</sup>  
March

## Introduction from the Governors

Dear Applicant,

Thank you for your interest in the post of Headteacher at Sandown Primary School and Nursery. This information pack will give you a flavour of what is great and unique about our school. We hope it will help you decide whether Sandown Primary School and Nursery is somewhere you can envision your leadership taking you.

Sandown Primary School and Nursery is recognised as a welcoming, inclusive, and forward-thinking school, proud of the achievements and wellbeing of its children and staff. The school is rooted in a strong culture of care, respect, and high expectations, where every child is encouraged to develop the essential skills required for success in life. Our most recent OFSTED inspection (January 2025), highlighted:

*'Highly ambitious leadership, a well-sequenced curriculum, strong support for disadvantaged pupils, and a positive, safe environment for children, alongside children's positive attitudes to learning and the strong, supportive relationships between staff and pupils that create a calm, happy, and purposeful atmosphere.'*

We are seeking to appoint a new leader following the successful promotion of the previous Headteacher. During this interim period, the Acting Headteacher together with the Senior Leadership Team (SLT) continue to ensure the smooth running of the school. The Governing Board is seeking someone who will uphold and further develop the school's ethos while continuing to prioritise curriculum and teaching so that all children develop a life-long love of learning. Our pupils and staff are keen that the newly appointed Headteacher will lead by example through hard work and dedication to the continued enrichment of our ambitious curriculum.

If you are the successful candidate, you will lead a vibrant school that is in a strong position and make a true difference to the lives of the young people in your care.

We encourage you to explore our website and to visit the school in person to see first-hand the high standards we expect of both pupils and staff. We have set aside 26<sup>th</sup> and 27<sup>th</sup> February 2026 for interested applicants to visit Sandown. However, if prior commitments preclude this, we will seek to accommodate visits at another time where possible.

To arrange a visit, please contact the school office on 01424 436983 or email [office@sandown.school](mailto:office@sandown.school).

The Governing Board looks forward to receiving your application and to working in close partnership with the successful candidate to further develop and improve our wonderful school.

Yours sincerely,

*Ms Barbara Browning and Mr Jig Patel (Co-Chair of Governors)*



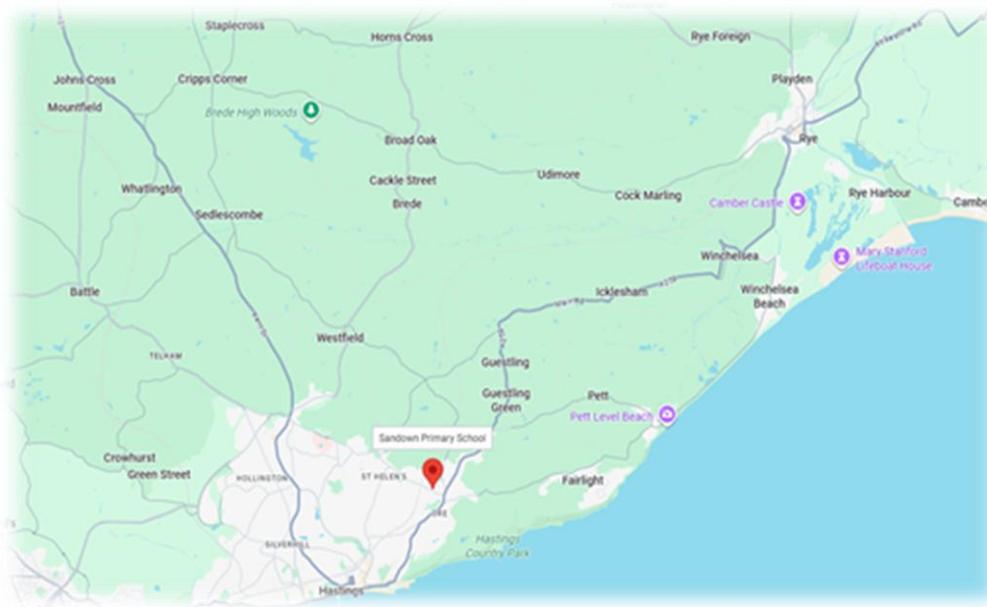
## Location Information

Sandown Primary School and Nursery is located in the historic town of Hastings, which is proud of its artisan culture and home to the largest beach fishing fleet in England.

Hastings is located:

- 30 miles from Brighton.
- 50 miles from London.

Ore Train Station is within walking distance of the school.





## **About our School**

Sandown Primary and Nursery School is a two-form entry school with the added advantage of a Nursery for 2–4-year-olds. We are made up of fourteen classes with 450 children.

Our Leadership structure currently comprises:

Acting Headteacher (DSL)		
Acting Deputy Headteacher/SENCo (DDSL)		
Acting Assistant Headteacher/English Lead (DDSL)		
School Business Manager	Maths Lead	Science Lead

The SLT have a broad level of knowledge and experience and their skills are invaluable in ensuring that the school continues to be well managed. Our SLT is supported by our Upper Pay Scale (UPS) teachers and Middle Leader Team (MLT) who work closely with Curriculum Subject Leaders.

Whilst we are immensely proud of all that we have achieved already at Sandown, we continually seek opportunities to improve and move our school forward. For example, we have worked hard on the January 2025 OFSTED inspection key school development priority, for teachers to systematically check for understanding to ensure misconceptions are identified and addressed quickly. The school also works in close partnership with the wider community and a Local Alliance of schools (which includes academies and Local Authority schools) by offering support and mentoring where required.



Sandown is currently in a secure financial position which enables us to prioritise our budget so that we can offer wider opportunities ensuring an enriched Cultural Capital for our mixed demographic. Some recent investments include a welcoming entrance to our school and a stunning Reception outdoor play and learning environment, which promotes collaborative

learning through play-based risk taking. We have enhanced our digital learning opportunities through the purchase of iPads and Chromebooks to develop our e-pedagogy.

What also sets our school apart are our extensive grounds which include vast, multiple sports pitches, a running / cycling track and woodland. This enables us to host a multiple of sporting events across the Alliance and also ensures that every child has access to Sandown Outdoors – learning in, about, and through the environment.



We invest heavily in staff as we know they are our greatest resource. The staff at Sandown are a skilled, dedicated and professional team, committed to the children in their care. Our teachers work hard to ensure that every child receives a high-quality education, with lessons that are engaging, inclusive and appropriately challenging. We have a Wellbeing Committee represented by a range of people with different areas of responsibility. We use this forum as an opportunity to further promote the wellbeing of staff.

Reading is at the heart of our school curriculum and culture. From the earliest years, children are immersed in high-quality texts that develop language, imagination and a lifelong love of reading. We use a systematic approach to phonics, followed by a structured approach to teaching reading fluency and comprehension skills beyond this. Alongside these structured approaches, rich opportunities for shared and independent reading are provided. As pupils progress through the school, they encounter a diverse range of fiction, non-fiction and poetry throughout carefully curated Literature Spine. This broadens their vocabulary, cultural understanding and critical thinking skills. Regular reading events, author visits and well-stocked libraries reinforce our message that reading is both essential and enjoyable.

Our curriculum is carefully designed to be cohesive, progressive and ambitious for all learners. We use a range of schemes and approaches to support the implementation of a curriculum which provides clear core knowledge, strong subject links and engaging learning experiences. This enables pupils to build on prior learning, deepen their understanding and make meaningful connections between subjects, while maintaining high academic expectations.

In mathematics, we work closely with the National Centre for Excellence in the Teaching of Mathematics (NCETM) with the maths lead being a Primary Mastery Specialist. Sandown follows a Maths Mastery approach that promotes deep conceptual understanding, confidence and fluency. Lessons are carefully sequenced, with pupils encouraged to explore concepts through concrete, pictorial and abstract representations. All children are supported to reason mathematically, articulate their thinking and apply their knowledge to problem-solving. This inclusive approach ensures that every pupil can achieve success in mathematics, while being appropriately challenged.

Inclusion is a core strength of our school and underpins every aspect of our work. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), disadvantaged, and those who may have barriers to their learning, are able to access a high-quality, ambitious curriculum and achieve their full potential. Through adaptive teaching, effective scaffolding, systematic checking for understanding, and well-planned support, learning is tailored to meet individual needs without limiting aspiration.

Our graduated approach to SEND ensures early identification, regular review and close collaboration between teachers, support staff, families and external agencies. We place strong emphasis on pupil voice and work hard to remove barriers to learning, enabling every child to feel confident, valued and included within our school community.

As a result, Sandown's SATs outcomes reflect the strength of our teaching, the consistency of our curriculum and the high expectations we hold for all pupils. Year on year, pupils achieve well across reading, writing and mathematics, with outcomes that compare favourably with national figures. These results are complemented by pupils' confidence, and readiness for the next stage of their education, ensuring they leave Sandown well prepared for secondary school.

All staff are attentive to the well-being and mental health of the children, fostering an environment where pupils feel safe to express their feelings openly.

OFSTED 2025:

*"Staff have created a nurturing environment so that pupils feel safe and listened to. Pupils understand their emotions, and staff help pupils to feel calm and ready for learning."*

Our mental health offer includes a whole-school approach to emotional wellbeing, underpinned by a preventative curriculum for personal, social and health education. Trained staff provide targeted support for pupils who may be experiencing difficulties and we work closely with external professionals when additional expertise is needed. Strong emphasis is placed on teaching children's strategies to understand and manage their emotions, build positive relationships and develop resilience.

We place great importance on smooth and supportive transitions at every stage of a child's journey. We have a carefully planned transition week in July which helps pupils move confidently between year groups, ready for a smooth September start. Those children joining us in Reception have a wide range of transition events including Teddy Bear's Picnic and Stay and Play. For new starters and pupils joining us mid-year, tailored transition support ensures they quickly feel settled and part of our school community.

Our wraparound care provision is designed to support busy families while providing a safe and welcoming environment for pupils. Breakfast and Tea Time Club offers a calm start and a relaxed end to the school day, with a range of activities including games, crafts, reading and outdoor play. Staff who know the children well lead the sessions, ensuring continuity of care and a strong sense of belonging beyond the core school hours.

Sandown is proud of the conduct of its pupils and believes that schools can and do make a difference. The quality of leadership provided by the Headteacher and the SLT is crucial to the school's success in promoting good behaviour and in learning to play a responsible role both within school and in the wider community.

At Sandown, there is a strong culture of belonging to a club and we are proud to offer an extensive programme of clubs and enrichment activities that complement our academic curriculum. These include sports, music, drama, art, chess, digital leaders, book club and Big Outdoors, allowing pupils to explore new interests and develop talents.

We celebrate diversity and are committed to creating an inclusive environment where everyone feels respected and represented. Our curriculum reflects a wide range of cultures, experiences and perspectives, helping pupils to develop empathy and a strong sense of social responsibility. British values are woven into our school's vision and are part of the tree represented on our school uniform. We actively challenge discrimination in all its forms and work in partnership with families to ensure that every child, regardless of background or need, is supported to thrive.

**THE BEST WE CAN BE**

**SANDOWN  
PRIMARY SCHOOL  
AND NURSERY**

**COMMUNITY  
COMMITMENT**

We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners. We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

This can be done most effectively when all staff, parents/carers and children understand their responsibilities and work together towards the same goals, as detailed in our Community Commitment.

**High Aspirations**  
We will work hard every day so that we can achieve our career aspiration.  
We will strive to improve our community.  
In our leisure time, we will try new things to become unique individuals.  
We will reflect wisely.  
We will use the 8 Essential Skills every day.

**Quality Education**  
We will all work together to achieve academic success  
We will develop resilience and learn from our mistakes.  
We will verbalise our learning with clarity and precise language.  
We will be eager to learn and love reading.

**Nurturing Everyone**  
We will speak positively about the school to others and share concerns appropriately.  
We will respect everyone and everything.  
We will be friendly, kind and caring.  
We will cooperate consistently.

**Pride in All We Do**  
We will come to school on time and attend daily.  
We will celebrate all of our achievements.  
We will dress appropriately.  
We will behave with integrity.  
We will look after our School site.

**Bringing Home and School Together**  
We will complete our reading, spelling and maths home learning on time.  
We will exhibit exemplary behaviour all of the time.  
We will not take holidays during School time.  
We will volunteer at one FOS event per year.

**British Values**  
Democracy  
The rule of law  
Individual liberty  
Mutual respect and tolerance of those with different faiths and beliefs and for those without faith

Signed : Teacher \_\_\_\_\_ Parent \_\_\_\_\_ Pupil \_\_\_\_\_ Date: \_\_\_\_\_

<https://sandown.school/>

<https://sandown.school/assets/media/performance/Ofsted-Inspection-Report---2025.PDF>

Our children would like our new Headteacher to be:

fair

a good listener

someone who  
comes to see us in  
our classroom

friendly

smiles at people

fun

Our staff would like our new Headteacher to be:

an effective  
leader

supportive

builds community

expects good  
behaviour

is consistent

has a strong  
presence

**Job title:** Headteacher

**School:** Sandown Primary School and Nursery

**Grade:** L19-L24\*

**Responsible to:** Governing Body

**Contract:** Full-time, permanent

**Purpose of the Role:**

The Headteacher of Sandown Primary School and Nursery will provide professional leadership to deliver continued success and improvement, by ensuring high quality education for all its pupils.

**Shaping the future**

Working with the governors, the Headteacher will create and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the need of the school and the wider community.

The Headteacher must be able to translate their vision into clear objectives that promote and sustain school improvement and must also ensure the school develops to the benefit of the pupils, staff and communities.

**Key tasks:**

**Qualities and knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate and develop positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on own knowledge, expertise and skills, and that of those around them.

4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Develop the school's strategic plan and vision, supported by sound financial planning, in the context of local and national policy.
6. Communicate compellingly the school's vision and empowering all pupils and staff to excel.
7. Develop the school's revenue streams by investigating and identifying new sources of income resulting in sustained growth and stability.

### **Pupils and staff**

8. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
9. Secure excellent teaching through a strong understanding of how pupils learn, effective classroom practice and curriculum design, leading to rich learning opportunities and pupils' well-being.
10. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
11. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
12. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
13. Hold all staff to account for their professional conduct and practice.

### **Systems and processes**

14. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

15. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society.
16. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
17. Welcome strong governance and actively support the governing board to understand their role and deliver their function effectively, particularly its functions to set school strategy and hold the Headteacher and senior leaders to account for pupil, staff and financial performance.
18. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the sustainability of the school.
19. Distribute leadership across the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### **The self-improving school system**

20. Create an outward-facing school, working with other schools and organisations in a climate of mutual endeavour, championing best practice and securing excellent achievements for all pupils.
21. Promote the school and develop effective relationships with the wider community, fellow professionals and colleagues in other public services, to improve social and academic outcomes for all pupils.
22. Develop an organisation in which everyone works collaboratively, shares knowledge and understanding and is confident of collective external and internal accountability for the success of the school.
23. Ensure the quality of teaching is shaped through high quality training and sustained professional development for all staff.
24. Ensure that parents, carers and pupils are well informed about the curriculum, attainment and progress, and about the contribution they can make to the school's success.

25. Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people’s lives and to promote the value of education.

## Keeping Children Safe in Education

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

- Work with governors to ensure that all safeguarding duties are complied with under the relevant legislation.
- Work with governors to ensure that policies, procedures and training in the federation as set out in the current statutory guidance “Keeping Children Safe in Education”, DfE, September 2025 and “Working Together to Safeguard Children”, DfE, December 2023 are effective and comply with the law at all times: [Keeping Children Safe in Education](#) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)
- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

This job description should be read alongside the requirements of the current publication of the DfE’s School Teachers’ Pay and Conditions Document (STPCD) and is based on the National Headteacher’ Standards 2020. These standards replace the National Standards of Excellence for Headteachers, 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers. [Headteachers' standards 2020 - GOV.UK \(www.gov.uk\)](#)

## **PERSON SPECIFICATION**

### **Essential qualifications and experience**

1. Qualified Teacher Status
2. Substantial and successful teaching experience across the primary-age range in more than one school
3. Experience of effective school financial management
4. Experience of working successfully and cooperatively as a member of a team in school

### **Essential professional knowledge**

5. Understands and has good knowledge of current issues in education
6. Uses data, assessment and target setting effectively to raise standards/address weaknesses
7. Understands and uses self-evaluation and school improvement processes effectively
8. Understands the roles and responsibilities of a Headteacher and of governors in Local Authority school
9. Understands creative and innovative curriculum design to meet the needs of all pupils
10. Understands and is committed to promoting and safeguarding the welfare of pupils

### **Essential leadership skills**

11. Possesses good interpersonal skills and an approachable style of leadership
12. Able to develop and share a clear vision
13. Able to motivate, coach, challenge and nurture teaching and support staff of all grades
14. Demonstrates strategic oversight of all schools with clear distributive leadership

### **Essential personal attributes**

15. Possesses emotional intelligence and demonstrates empathy
16. Inspires trust and confidence within and across the school and communities
17. Able to think creatively and demonstrate initiative in solving problems

18. Able to exercise flexibility, resilience, good judgement, approachability and enthusiasm

**Essential commitment to partnership**

19. Committed to partnership with governors, parents and the wider community

**Desirable qualifications and experience**

20. National Professional Qualification for Headteachers (NPQH)

21. Senior leadership experience in a primary school at Headteacher level

22. Experience of developing partnership and learning

## **Application Information**

### **Visiting our school**

Thank you for taking an interest in the post of Sandown Primary School and Nursery. We encourage you to visit our school prior to submitting your application. We would be happy to show you around and give you the opportunity to meet some of our staff and pupils.

To make an appointment, please contact by telephone on 01424 436983 or by email: [office@sandown.school](mailto:office@sandown.school).

### **How to apply**

Application details would have been sent to you with this recruitment pack. Before completing your application, please ensure that you read the Person Specification and address all the main criteria, preferably in the order that they are listed.

Your letter of application should be one side of A4. Your supporting statement, under relevant experience and other information, must be a maximum of three sides of A4.

If you have any queries about the application process, please email the Leadership Recruitment Team at Easts Sussex County Council: [leadership.recruitment@eastsussex.gov.uk](mailto:leadership.recruitment@eastsussex.gov.uk)

### **Important Dates**

- School visits: 26<sup>th</sup> and 27<sup>th</sup> February (where possible)
- Closing date for application: 9<sup>th</sup> March at noon
- Shortlisting: 12<sup>th</sup> March
- Interviews: 26<sup>th</sup> and 27<sup>th</sup> March