



Headteacher

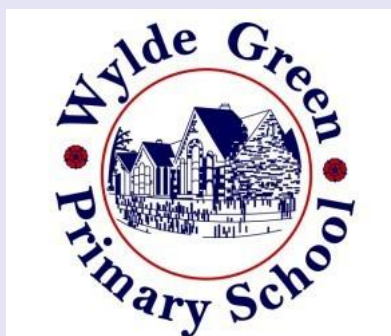
Welcome to
Wylde Green Primary School

We want our pupils to:
Achieve their best

Recruitment Pack

Wylde Green Primary School
Green Lanes
Wylde Green
B735JL
Email: enquiry@wyldegrn.bham.sch.uk





Headteacher

Group 3, L18 to L24

**Wylde Green Primary School
Green Lanes, Wylde Green, Sutton Coldfield,
West Midlands, B73 5JL
Tel: 0121 373 2691**

Chair of Governors: Dr Emily Coyne-Umfreville

Head Teacher: Mr Richard Hamilton-Martin

Wylde Green School is a two form-entry primary school for pupils aged 4 to 11 years, which currently has 423 pupils on roll.

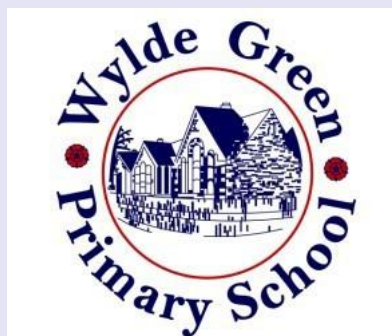
We are a welcoming school at the heart of our diverse community that has high expectations for its children, both academically and socially. Our recent Ofsted (Dec 24) identified that the school's development of pupils' character was 'exceptional.' Our children have the opportunity to take part in activities within the wider curriculum and are encouraged to do so. We are blessed with truly amazing children who want to learn, behave and take an active part in being part of the wider community.

We are looking for a person to join and lead our extremely dedicated and hard-working staff into the next phase of our journey.

The successful candidate will be expected to take up the appointment at the beginning of January 2027.

We encourage all interested applicants to contact the school to book an informal visit/tour of the facilities. These visits will take place on Friday 10th July 2026, Tuesday 14th July 2026 and Thursday 3rd September 2026.

Closing date: Friday 4th September 2026



THE SCHOOL

Wylde Green Primary is a two-form entry, maintained primary school for children from Reception to year 6.

Total number of pupils: 423

Number of Pupil Premium eligible pupils: 131 (31%)

Number of EAL pupils: 69 (16%)

Number of SEND pupils: 71 (17%)

Attendance 95.6%

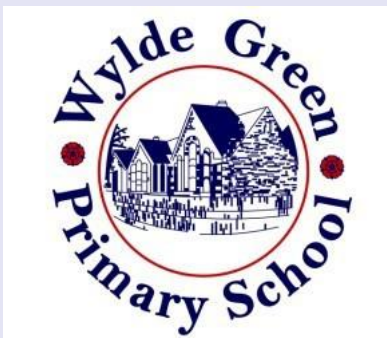
There has been a school on the current Green Lanes site since 1840, and the school is very proud of its history and longstanding place within the community. This community has changed considerably over the years and continues to do so. The school stands on the border of Sutton Coldfield and Erdington and has a very diverse intake, both ethnically and socially, which adds very positively to the school makeup.

Wylde Green Primary is a school that obtains very high academic standards for children, but is also committed to developing the whole child and giving them the best opportunities we can offer – both within the formal and wider curriculum.

At our recent Ofsted in December 2024, it was commented that, 'pupils flourish...there is an ambition that there are no limits or barriers to what pupils can achieve.'

The report stated that the school's work had improved significantly since the previous inspection and we were left with no areas for improvement.

The Governing Body is made up of committed individuals from both within and outside the school's community that provide a well-balanced and well-informed level of support and challenge. The Governing Body has looked into the possibility of becoming/joining an academy chain but has decided that at present we are happy to remain maintained, so that the incoming Headteacher would be part of any further decisions going forward.



ACCOMMODATION

The school is beautifully housed in a building that was re-built in the early 1900's as the local school population expanded. Since then, sympathetic new additions have been built to create high quality learning and playing areas. Almost all classrooms have air-conditioning and excellent I.T. facilities.

Outside, the school has a large playing field, tarmac playgrounds and two all-weather play areas – one that is our Jungle Gym, and the other currently used by our reception and KS1. Reception have their own undercover outside area for year-round outdoor learning. There is also a forest school area within the grounds that allows children to develop motor skills, self-confidence and an emotional awareness in the natural world.

The school buildings are generally in good repair, with a planned programme of maintenance. The majority of classrooms are situated around the two halls, one of which is also used as a dining room. The school has several classrooms that are currently not allocated to classes, which means that there is scope to teach in a variety of different breakout groups. In recent years, this has allowed the school to house three smaller teaching groups in the mornings for maths and English for target year groups.



THE GOVERNING BODY

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of 13 members, comprising:

- 2 Parent Governors
- 1 Governors appointed by the Authority
- 1 Staff Governor
- 8 Co-opted Governors – which can/does include parents
- The Head Teacher

The head teacher automatically becomes a member of the governing body unless he or she elects otherwise and notifies the Clerk of the governing body in writing of his or her decision not to become a member of the governing body.

The governing body must meet at least once a term and that will usually be an evening meeting. There are also two committee meetings held termly, for finance and standards.



STAFFING

Teaching Staff

Teacher staffing for each academic year is determined by the governing body in the light of the school's formula funded budget during the preceding Spring Term.

The agreed staffing structure for next academic year is:-

Senior Leadership Team – Headteacher, Deputy headteacher and School Business Manager (0.6)

Middle Leadership Team – SENDCO (0.7), Assistant SENDCO, and temporary posts for EYFS Lead, personal development lead and English lead.

16 members of teaching staff with some used for PPA, management time and additional groups in the mornings.

There is a total of 18 qualified teachers including HT and DHT. There are 2 part-time teachers and an unqualified teacher (Sports Coach).

School-Based Support Staff

The school-based support staff currently includes:-

Office Manager and an administrator (0.6)

Building Services Manager and 2 part time cleaners

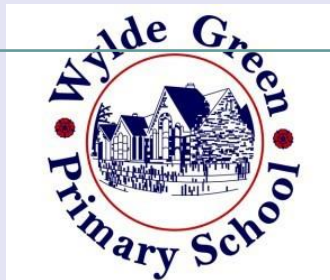
4 full time teaching assistants

9 lunchtime supervisors

Senior Learning Mentor



There are currently 8 teaching assistants employed through an agency to help support those children who may have additional needs.



BUDGET

The school is in a strong and secure financial position, with a delegated budget of £2.8 million for 2026 and a healthy projected surplus by the end of the 2026/27 financial year. Careful and strategic financial management has enabled the school to sustain high standards across all areas, including significant investment in IT infrastructure, the ongoing maintenance and development of the school environment, and the provision of a rich and varied curriculum. This sound financial position provides an excellent platform for continued growth, innovation and opportunity for all pupils.

ORGANISATION AND CURRICULUM

School use Little Wandle Letters and Sounds (Revised) to teach phonics. The reading scheme used is Big Cat Collins, which is affiliated with SSP.

Religious education is provided in accordance with Birmingham Authority's "Agreed Syllabus". The religious beliefs of all pupils and their parents are respected, and appropriate arrangements are made for the withdrawal of pupils from RE lessons and acts of worship, when parents request this.

Our curriculum is structured to ensure coherence and progression in pupils' knowledge and understanding across all subjects. Subject leaders carefully map out the learning journey, sequencing new content to build upon prior knowledge and reinforce key concepts and vocabulary. This approach enables pupils to make meaningful connections and retain essential information over time.

History and Geography units form the driver of our wider curriculum, providing a rich contextual framework that facilitates cross-curricular learning. This integrated approach allows pupils to apply their English and mathematics skills across various subjects, reinforcing learning and demonstrating its relevance beyond isolated lessons.

We place a strong emphasis on vocabulary acquisition across all curriculum areas. Our lessons are designed to introduce, reinforce, and apply subject-specific terminology, ensuring that pupils develop a rich and precise vocabulary. This focus on language supports deeper understanding and more effective communication within each discipline.

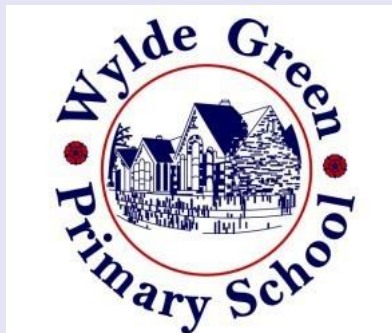
The curriculum links closely to the BRANCH values of the school:-

Believe
Resilient
Achieve
Nice
Challenge
Happy

School uses Jigsaw to support the teaching of PSHE.

SATs results are enclosed within this recruitment pack.





PASTORAL CARE AND DISCIPLINE

All members of staff are trained in the key principles of the Restorative Approach to behaviour and we understand the importance of modelling positive language, behaviour and taking time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

School has employed a Senior Learning Mentor to support pastoral care across the school. They have built positive relationships with children and parent/carers.

School will assess the individual needs of children and are able to provide support through mentoring, therapy sessions and the many outside groups and agencies that we have connections with.

The school follows the Authority's disciplinary policy, which requires that pupils should be required to regulate their conduct through self-discipline. Where self-discipline is inadequate a variety of sanctions may be imposed for misconduct, but corporal punishment is not permitted under any circumstances.



PARTNERSHIP MONITORING, ADVICE AND SUPPORT

Wylde Green Primary plays an active part in Sutton Coldfield Consortium where support and advice is always shared. In the past, the Headteacher has also attended the Erdington Consortium due to the physical locality of the school, which makes us slightly different to many of the Sutton Coldfield schools.

School also works more specifically with individual schools within the consortium on areas where needs might align more closely.

School receives regular visits from a School Improvement Partner.



EDUCATION FOR A MULTI-CULTURAL SOCIETY

The LA, as an integral part of its policy for 'Education for a Multi - Cultural Society' is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all its schools. This is to be achieved through the implementation of three major objectives:

- Preparing all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity;
- Providing for the particular needs of children, having regard to their ethnic, cultural and historical background.
- Being aware of and countering racism and the discriminatory practice to which it gives rise.

At Wylde Green we believe that all children are entitled to a broad, balanced and differentiated curriculum. Pupils are valued equally, regardless of ability and encouraged to exceed their potential. The achievements, attitudes and well-being of all pupils is paramount and practical steps are taken to account for pupils' varied life experiences and needs.

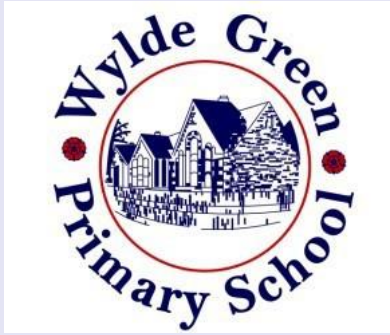


PARENT/TEACHER LINKS

Parents are viewed as a vital part of the school community and encouraged to be interested in all aspects of their child's education.

The school has an active PTA that arranges activities throughout the year to help raise money and support the children's education. Staff are encouraged to support these events where possible.

Parent/Teacher evenings are held three times a year at present. Parents are invited into school for several different events throughout the year (assemblies, workshops, festivals etc).



LINKS WITH THE COMMUNITY

School is an active part of the local community and children are encouraged to take a positive role where they live. We have recently introduced a Citizenship Award, where children can learn to be 'Good Citizens.'

Before and After school care is provided by Wylde Cats who have been connected to the school for many years and their club is well attended. They also provide some care during the holiday periods, although this is limited at the moment.



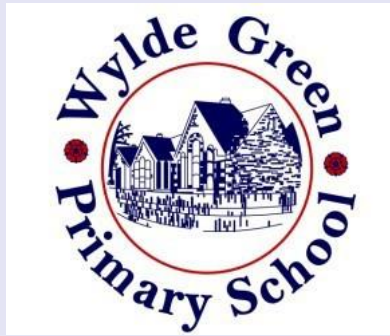
HEAD TEACHER INDUCTION

All new head teachers are able to access induction and support, on a rolling programme.



Wylde Green Primary School Published Data 2025

Year Group	Subject	National 2025	Wylde Green 2025	National 2024	Wylde Green 2024	National 2023	Wylde Green 2023
Reception	Good Level of Development	68%	68%	68%	68%	67%	67%
Year 1	Phonics	81%	91%	80%	92%	79%	85%
Year 6	Expected standard Reading	75%	95%	74%	93%	73%	85%
	At higher standard Reading	33%	50%	29%	48%	29%	52%
	Expected standard Writing	72%	92%	72%	90%	72%	88%
	At greater depth Writing	13%	27%	13%	23%	13%	25%
	Expected standard Mathematics	74%	89%	73%	92%	73%	92%
	At higher standard Mathematics	26%	44%	26%	47%	24%	45%
	Expected standard SPAG	73%	93%	72%	97%	73%	95%
	At higher standard SPAG	30%	54%	32%	72%	30%	70%
	Achieved expected standard RWM	62%	85%	61%	82%	60%	78%
	Achieved higher standard RWM	8%	16%	8%	20%	8%	17%



WYLDE GREEN PRIMARY SCHOOL

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

HEAD TEACHER - JOB DESCRIPTION

SALARY SCALE: GROUP 3, ISR 18-24

As required by Paragraphs 44-47 & 52 of the School Teachers' Pay and Conditions Document.

Job Purpose

As required by paragraph 44-47 & 52 of the School Teachers' Pay and Conditions Document,

Duties and responsibilities

2.1 General

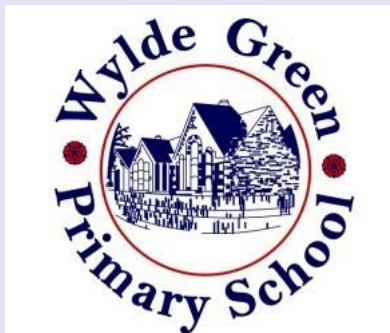
To act in accordance with the requirements of paragraphs 44-47 & 52 of the School Teachers' Pay and Conditions Document

To undertake the professional responsibilities of a head teacher as set out in paragraph 46 of the School Teachers' Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

3 Line Management

Responsible for the supervision of all staff employed in the school (other than school meals staff)



4 Conditions of employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements

5. Review and Amendment

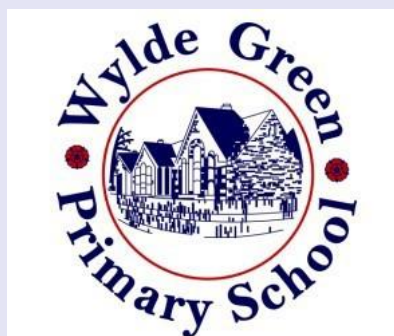
- 5.1 This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

6. Complaints

- 6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation _____
(Signature of the Chair of the Staffing Committee)

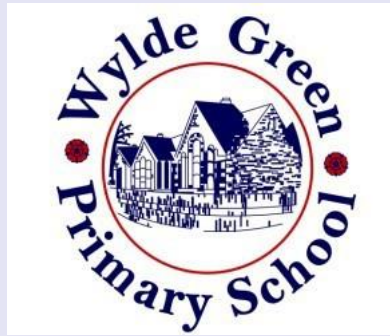
Copy received by _____
(Signature of the Head Teacher)



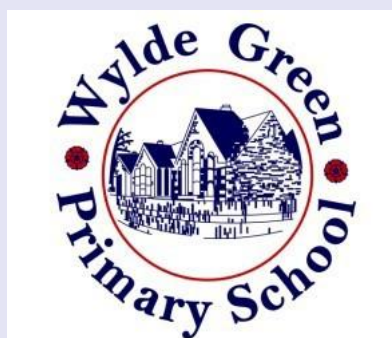
PERSON SPECIFICATION: HEAD TEACHER

Wylde Green Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
An Enhanced DBS check is required for the successful applicant.

	ESSENTIAL	* METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	Qualified Teacher status.	AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning. Knowledge and understanding of education and schools systems locally and nationally.	
EXPERIENCE	Considerable successful experience in leadership and management and demonstrating the ability to differentiate between them. Demonstration of a good understanding of School Improvement Planning and implementation. Experience of implementing Performance Management. Experience of partnership working with parents and the wider community including external agencies. Successful and varied teaching experience in appropriate phase(s), including working with children with social, emotional and mental health difficulties. Experience of co-ordinating family support services as appropriate.	AF, I AF, I AF, I AF, I AF AF, I
SKILLS AND ABILITIES	To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British Values. To develop a culture for learning and set high expectations for achieving success for all. To work to high professional standards, strategically and operationally, leading by example.	AF, I AF, I AF, I



SKILLS AND ABILITIES	To monitor, evaluate, and plan strategically for School Improvement and continuous professional development.	AF, I
	To lead and manage effectively in an environment of high accountability.	AF, I, P
	To manage the implementation of change effectively and sensitively.	AF, I
	Demonstrate the ability to manage, motivate and support individuals and teams effectively.	AF, I
	To deal effectively with under performance, in accordance with relevant policies and procedures.	AF, I
	To understand and interpret complex data to inform effective decision-making.	AF, I
	To maintain a clear strategic financial overview of the school.	AF, I
	To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.	AF, I
	To demonstrate a wide range of high level communication skills including new technologies.	AF, I
	To use authority appropriately to maintain discipline.	AF, I
	To promote and foster a positive school image.	AF, I
	To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.	AF, I



OTHER	Evidence of motivation for working with children.	AF, I
	Evidence of ability to form and maintain appropriate relationships and personal boundaries with children and staff.	AF, I
	Evidence of emotional resilience in working with children and staff exhibiting challenging behaviour.	AF, I
	Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.	AF, I
	Ability to coach and develop all school staff appropriately.	AF, I
	Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.	AF, I
	Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.	AF, I
	Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.	AF, I
	Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.	AF, I

*

Those elements marked **AF** - will be assessed in your **Application Form**

Those elements marked **AF/I/P** - will be assessed in your **Application Form** and during the selection process e.g. **Interview, Presentation**.

Those elements marked **I/P** - will be evaluated during the selection process e.g. **Interview, Presentation**

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.