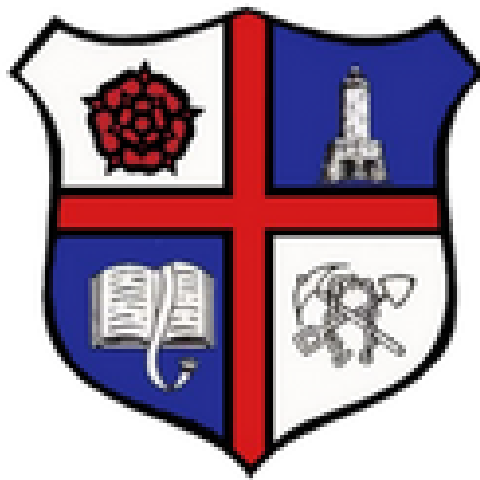


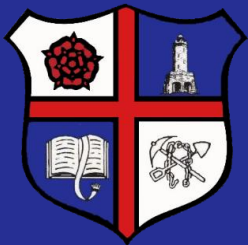
# **Lower Darwen Primary School**



## **Assistant Headteacher Application pack**

**October 2025**

**Leadership Pay Spine, Group 1, Point  
9-13, £63,070 - £69,596 per annum**



# Lower Darwen Primary School

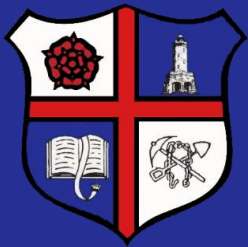
Milking Lane, Lower Darwen BB3 0RB

**We are proud of our school.**

Headteacher: Mrs S. Addy

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## Welcome Letter From The Chair Of Governors

Dear Applicant,

Thank you for your interest in the position of Assistant Head Teacher at Lower Darwen Primary School. I am very pleased that you are considering applying for the role of a leader in our school. As Chair of Governors, I am delighted to share a little about our school and what makes this such an exciting opportunity.

We are a village community primary school where the children are truly at the heart of everything we do. Our school motto, "We are proud of our school," is more than just words, it reflects the pride we take in our pupils, our staff, and our shared commitment to providing the very best for every child.

We are incredibly fortunate to have such wonderful children and supportive families who are fully engaged in school life. The support, encouragement, and commitment to education are key to the strong sense of partnership that defines our school community. The children who attend our school are curious, kind, and full of potential! Together, they make our school a joyful and fantastic place to be.

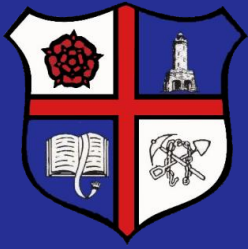
I am personally really proud to be a part of our Governing Body which is made up of committed and dedicated members who work closely with the Headteacher and staff to move the school forward. We are passionate about ensuring that our school continues to grow as a place of warmth, aspiration, and high achievement.

We are fortunate to have a newly appointed Headteacher, Mrs Simone Addy, whose energy, vision, and leadership are already having a positive impact across the school. Simone's passion for education and unwavering dedication for the children in our care shines through in everything she does.

Simone has clear vision for the direction of the school and is deeply committed to developing her team. An Assistant Head working alongside her and SLT will have the opportunity to help shape the school in the next chapter and to grow professionally within a supportive environment.

Simone leads with compassion and high expectations, she is committed to mentoring and supporting her team, making this an exceptional opportunity for a leader who wants to learn, grow, and make a lasting difference at Lower Darwen Primary School.

The person specification provides a more comprehensive list of the qualities we are looking for. However, in essence, we would like to appoint an Assistant Headteacher who will share our values and commitment to providing a high-quality education for all children. Someone who will contribute to our nurturing ethos while also helping to drive continuous improvement, innovation, and excellence in teaching and learning.



# Lower Darwen Primary School

Milking Lane, Lower Darwen BB3 0RB

**We are proud of our school.**

Headteacher: Mrs S. Addy

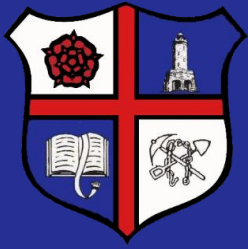
If you are a leader who wants to make a real difference, who values community, and who believes that children thrive when they feel valued and inspired, we would be delighted to hear from you.

Thank you once again for your interest in joining our school. I look forward to hearing from you and receiving your application.

With best wishes,

*Orla Jeevooth*

**Chair of Governors**



# Lower Darwen Primary School

Milking Lane, Lower Darwen BB3 0RB

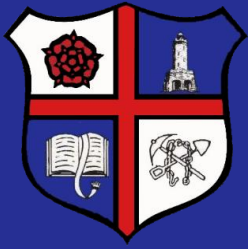
**We are proud of our school.**

Headteacher: Mrs S. Addy

## Appointment Of Headteacher

### Agreed Timetable

|                                |                                                                                     |
|--------------------------------|-------------------------------------------------------------------------------------|
| Advert Live                    | Thursday 23 <sup>rd</sup> October 2025                                              |
| Half Term Holidays             | Monday 27 <sup>th</sup> October 2025<br>to<br>Friday 31 <sup>st</sup> October 2025  |
| School Visits                  | Monday 3 <sup>rd</sup> November 2025<br>to<br>Friday 21 <sup>st</sup> November 2025 |
| Closing Dates for Applications | Sunday 23 <sup>rd</sup> November 2025                                               |
| Shortlisting                   | Monday 1 <sup>st</sup> December 2025                                                |
| Interviews                     | Wednesday 10 <sup>th</sup> and Thursday 11 <sup>th</sup><br>December 2025           |
| Start Date                     | 1 <sup>st</sup> May 2026                                                            |



# Lower Darwen Primary School

Milking Lane, Lower Darwen BB3 0RB

**We are proud of our school.**

Headteacher: Mrs S. Addy

## Headteacher Advertisement

### **Lower Darwen Primary School**

**Milking Lane, Lower Darwen, Darwen, Lancashire, BB3 0RB**

**Job Title: Assistant Headteacher**

**Grade/Salary: Leadership Group 1, L9-L13, £63,070 - £69,596 per annum**

**Contract Terms: Full time**

**Closing Date: Sunday 23rd November 2025**

**Interview Dates: Wednesday 10th and Thursday 11th December 2025**

### **Instructions on how to apply at the bottom of the page.**

Are you a passionate, dynamic leader ready to help shape the future of Lower Darwen Primary School?

This is a fantastic opportunity for an enthusiastic and caring leader to work alongside the existing Senior Leadership Team to inspire and motivate our school community and ensure all our children flourish educationally and socially.

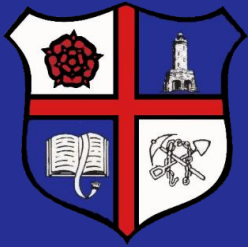
The new Headteacher is committed to putting children at the heart of every decision and to driving positive change and ensuring the best outcomes for all pupils.

We would like someone who:

- Puts children at the heart of every decision.
- Is an outstanding classroom practitioner who can lead by example.
- Is an empathetic leader who can support the development of teaching and learning throughout school.
- Can lead on curriculum innovation and development, ensuring it meets the needs of all pupils.
- Is a caring, hardworking and enthusiastic leader with a positive approach that will inspire all those around you.
- Can build strong relationships with families and the wider community.
- Has a desire to work effectively with the school's governing body.
- Is committed to the safeguarding and wellbeing of everyone at Lower Darwen.
- Will promote and maintain a safe, happy, and inclusive school environment.

What we offer:

- A safe and happy environment where children love learning.
- Proactive parents who value their child's education.
- Highly motivated, caring, and professional staff team.
- Supportive Headteacher and proactive governing body.
- Commitment to ongoing professional development.
- Opportunity to make a real difference in our school community.



# Lower Darwen Primary School

Milking Lane, Lower Darwen BB3 0RB

**We are proud of our school.**

Headteacher: Mrs S. Addy

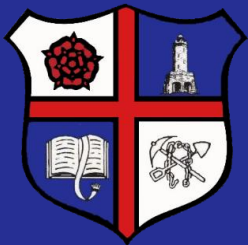
If you are a caring, enthusiastic, and hardworking leader with a positive approach, and ready to lead with passion, dedication, and enthusiasm to enrich the lives of our children we'd love to hear from you!

The best way to learn more about us is by coming to see us, our school, and our children. For further details or to arrange a visit contact the school office via email: [Office@lowerdarwen.blackburn.sch.uk](mailto:Office@lowerdarwen.blackburn.sch.uk) or telephone: 01254 55639

Recruitment packs and applications forms are attached to this advert.

The application form must be fully complete, error-free, and legible, and the supporting statement must be no more than 1500 words and submitted to [schoolhrteam@blackburn.gov.uk](mailto:schoolhrteam@blackburn.gov.uk)

Lower Darwen Primary School is committed to promoting the welfare of children and expects all staff to share this commitment. The successful applicant will need to undertake an enhanced DBS check, will be subject to receipt of suitable references, and qualifications and identity checks.



## **Assistant Headteacher Job Description**

**Directly Responsible to: The Headteacher and The Governing Body**

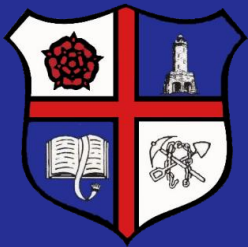
### **Primary purpose of the role**

- To assist the Headteacher/Leadership Team in managing, leading and developing the school in seeking to attain high standards of pupil achievement, behaviour, social development and effective and efficient use of resources.
- To be a member of the School Leadership Team and make a significant contribution to the strategic development and formulation of the aims and objectives of the school inline, with the School Development Plan.
- To evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning.
- To provide analysed assessment data from a variety of sources to inform future whole school planning and resourcing.
- To make the education of your pupils your first concern, be accountable for achieving the highest possible standards in work and conduct. Act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills as a teacher up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of your pupils.
- To have overall responsibility for continued delivery of high-quality teaching and learning for which you will be accountable for. You will lead, manage, monitor and develop a subject or curriculum area; or lead and manage pupil development across the curriculum ensuring curriculum continuity, consistency, balance, match and progression within the school.
- To manage and develop the teaching practice of other staff, monitoring progress towards their achievement.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

### **Main Duties and Responsibilities/Accountabilities:**

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.



## **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

## **Demonstrate good subject and curriculum knowledge**

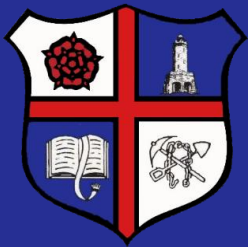
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

## **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## **Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;



- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **Manage behaviour effectively to ensure a good and safe learning environment**

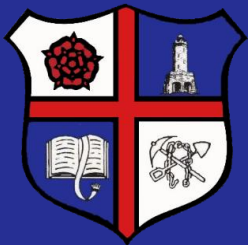
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

### **Personal and Professional Conduct**

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:



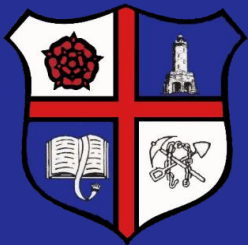
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

#### **Additional Duties:**

- This Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff within this area to share this commitment and to have understanding of the common core skills and knowledge.
- To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.
- To fulfil personal requirements, where appropriate, with regard to Council policies and procedures, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council's priorities.
- To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account.

The applicant will be required to safeguard and promote the welfare of children and young people. The headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

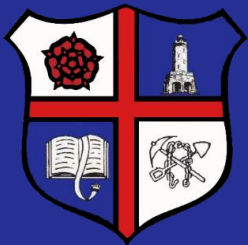
This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to headteachers.



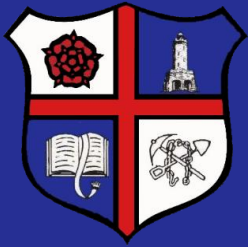
## Person Specification for Assistant Headteacher

This person specification lists the essential requirements that are necessary to do this job and how these will be assessed. In your application you should state clearly how you meet the requirements which are being assessed by this method, as the panel will reach a decision on whether to short-list you or not based on the information you provide.

| <b>(A) Qualification Requirements</b>                                                                                                                                             | <b>Essential/Desirable</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Qualified Teacher Status.                                                                                                                                                         | <b>E</b>                   |
| Degree                                                                                                                                                                            | <b>E</b>                   |
| <b>(B) Experience</b>                                                                                                                                                             |                            |
| Evidence of recent, ongoing professional development relating to school leadership and management, and curriculum/teaching and learning                                           | <b>E</b>                   |
| Up to date safeguarding training and knowledge of legislation for the protection of young people.                                                                                 | <b>E</b>                   |
| Experience of leading a core curriculum area                                                                                                                                      | <b>E</b>                   |
| To have led whole school initiatives                                                                                                                                              | <b>E</b>                   |
| Experience of working effectively within staff teams                                                                                                                              | <b>E</b>                   |
| To have had responsibility for policy development and implementation                                                                                                              | <b>E</b>                   |
| To have had experience of and the ability to support other staff with their professional development across the primary range (e.g. peer support, mentoring, delivering training) | <b>E</b>                   |
| Evidence of direct involvement in whole school self-evaluation and school improvement strategies                                                                                  | <b>D</b>                   |
| To work positively with parents and carers                                                                                                                                        | <b>E</b>                   |
| To demonstrate an awareness of current national education policy                                                                                                                  | <b>E</b>                   |
| Experience of managing and designing the curriculum                                                                                                                               | <b>D</b>                   |
| Experience of monitoring and assessing Teaching and Learning                                                                                                                      | <b>E</b>                   |
| Proven excellence in teaching pupils across KS1 and/or KS2                                                                                                                        | <b>E</b>                   |
| Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement                                                                    | <b>E</b>                   |
| Ability to promote inclusion and meet the needs of all pupils                                                                                                                     | <b>E</b>                   |
| A commitment to addressing diversity positively                                                                                                                                   | <b>E</b>                   |



|                                                                                                                                                         |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>(C) Professional Attributes</b>                                                                                                                      |          |
| The ability to work collaboratively with the Governors for effective school improvement.                                                                | <b>E</b> |
| Ability to deal effectively and positively with a range of pupil behaviours.                                                                            | <b>E</b> |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.                                                     | <b>E</b> |
| A commitment to professional development for self and others.                                                                                           | <b>E</b> |
| Communicate effectively orally and in writing to a range of audiences.                                                                                  | <b>E</b> |
| Ability to support and develop the vision of the school                                                                                                 | <b>E</b> |
| Commitment to providing extra-curricular activities as part of a rich and stimulating curriculum.                                                       | <b>E</b> |
| <b>(D) Personal Qualities</b>                                                                                                                           |          |
| Demonstrates a confident, collaborative style with a commitment to working as a team.                                                                   | <b>E</b> |
| Adaptability to changing circumstances and new ideas.                                                                                                   | <b>E</b> |
| Personal and professional integrity.                                                                                                                    | <b>E</b> |
| Commitment to working collaboratively with other schools to develop and promote high quality education.                                                 | <b>E</b> |
| Excellent interpersonal skills.                                                                                                                         | <b>E</b> |
| Excellent organisational skills and the ability to prioritise tasks, make decisions and manage time effectively.                                        | <b>E</b> |
| Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.  | <b>E</b> |
| <b>(E) Safeguarding</b>                                                                                                                                 |          |
| Displays commitment to the protection and safeguarding of children and young people                                                                     | <b>E</b> |
| The ability to form and maintain appropriate relationships and personal boundaries with young people                                                    | <b>E</b> |
| Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | <b>E</b> |
| Will co-operate and work with relevant agencies to protect young people                                                                                 | <b>E</b> |
| <b>(F) Confidential References And Reports</b>                                                                                                          |          |
| Positive recommendation from all referees, including current employer                                                                                   | <b>E</b> |



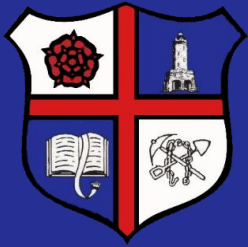
# Lower Darwen Primary School

Milking Lane, Lower Darwen BB3 0RB

**We are proud of our school.**

Headteacher: Mrs S. Addy

| <b>(G)Application Form And Supporting Statement</b>                                                                                                                                                                                                                                             |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.</p> <p>Error free application form and supporting letter of application should be no more than 1500.</p> <p>Please do not use artificial intelligence.</p> |  |



## **Attendance Policy Statement**

Lower Darwen Primary School is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the school's leadership team monitors levels of sickness absence in school regularly and takes action in accordance with the guidelines adopted by the school to deal with unacceptable levels and frequency of sickness absence.

Good attendance enhances the service delivered by the school, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.