Burgh by Sands Primary School



HEADTEACHER CANDIDATE PACK

A LETTER FROM THE CHAIR OF GOVERNORS

Dear Candidate

I am writing on behalf of the governing body and wider school community to thank you for your interest in becoming our new headteacher and to tell you a little bit about our school and community.

Burgh by Sands serves a rural catchment with a number of smaller hamlets, farms and homes in the nearby area.

It is a small school – currently with 87 pupils but we hope to grow in the future. It enjoys an important place in the local community.

Following our recent Ofsted inspection there is much for our next Headteacher to build upon. Safeguarding is secure, attendance and behaviour are strengths, and our Early Years provision provides children with a positive start to their education.

At the same time, we are realistic about the work ahead. This is an important stage in Burgh by Sands' development and we are looking for a Headteacher who is excited by the opportunity to lead continued improvement. Our priorities include ensuring that gaps in pupils' essential knowledge are identified and addressed, raising aspirations for attainment of pupils and improving published outcomes and continuing to develop staff expertise in delivering the curriculum including for those pupils with Special Educational Needs and/or disabilities.

We are looking for a confident leader with a passion for education, the highest standards of leadership and with the empathy and communication skills to assume what is inevitably a high-profile role in a tight-knit community. We want someone who will set high expectations for pupils and staff, build strong relationships with families and the community, and work constructively with governors to take the school forward. We are keen that the new headteacher makes their mark and quickly moves the school forward.

We are also seeking someone who relishes challenge. This is a role where the successful candidate will happily balance teaching time and management time and will roll up their sleeves when the need arises.

In return, you will be joining a school with happy and engaged children, committed and skilled staff, a genuinely inclusive culture and a supportive and active governing body.

Thank you for your interest!

Best wishes



Andy
Dr. Andy Johnson
Chair of Governors

A NEW HEADTEACHER FOR BURGH BY SANDS

FULL TIME HEADTEACHER (with a minimum 0.4 teaching commitment)

NAME OF SCHOOL	Burgh-by-Sands School
Start Date:	1 September 2027 (or as soon as possible)
Group 1 Leadership Range:	Salary: L6- L12 (£60,619 TO £70,275)
Age Range:	3-11 years old
NOR:	87 including Nursery

The governors of our well-supported village school would like to appoint an inspirational and empathetic Headteacher who will share our whole school vision. Staff and governors aim for all pupils to:

- enjoy school life
- be safe and healthy
- have a desire to work with enthusiasm and enjoyment to the best of their abilities
- achieve their full academic potential
- develop empathy and respect for others
- understand how to behave appropriately in the wider community
- promote self-esteem and ambition
- gain broad, balanced, transferable skills

Burgh-by-Sands is within the Solway Coast Area of Outstanding Natural Beauty, with easy access to the Lake District National Park. It is located on the Hadrian's Wall Path, and formerly the site of a major Roman fort. It boasts a 12th Century church, and it was the death place of Edward 1st. With a thriving community life, the village is just seven miles west of the city of Carlisle.

We seek to appoint a dynamic headteacher to continue to promote high standards of learning as well as an innovative, creative curriculum which nurtures the whole child. We benefit from a supportive local community, an active PTA and strong parental involvement. We maximise the use of our unique school grounds and surroundings, extending the learning beyond the classroom – something that we want our new Headteacher to develop even further.

This is an opportunity for a committed and ambitious leader who will relish the unique responsibility of leading a small school in a rural community. Our new Headteacher will be inspiring, empathetic and adaptable, with the ability to communicate effectively with parents and build relationships with the wider community. They will also be pragmatic and happy to roll up their sleeves and lead from the front in any eventuality.

We are seeking a headteacher who:

- understands the context of working in a small school.
- is an outstanding teacher with experience across key stages.
- is committed to developing inclusive wider curriculum opportunities and developing staff
- is able to inspire confidence, commitment and respect.
- has excellent communication skills and is able to effectively engage with parents and other stakeholders
- has strong prioritisation, planning, and organisational skills.
- is resilient, has sound judgement and is naturally collaborative
- has a good understanding of school structures including those in academies and federations and understand the financial challenges of small schools

We can offer you:

- children who are keen to learn and be successful.
- a learning environment that enables children to thrive.
- an experienced, dedicated and motivated staff team who are committed to caring for and developing each child
- a supportive and effective Governing body committed to your induction and continued well-being.
- an engaged community and supportive parents.
- a wonderful rural setting.

Our recent Ofsted inspection identified some strengths and said: “Pupils are proud of their school. They understand the importance of belonging to the school community and they show this in the way they treat others” and “Attendance is well above the national average”. There were also key areas of the school which needed improvements. We would like to hear how you as a leader would tackle these areas:

- Measures that will raise educational standards for all groups of children
- Engage, develop and inspire children, staff and parents to support your vision
- Lead by example as an outstanding classroom practitioner and how you intend to combine the role of classroom teacher with headteacher
- Further develop the school’s relationships with other schools and academies
- Continue to develop a committed, motivated and dedicated staff team who have shown commitment to caring and developing each child
- Manage our finances and resources

If you would like to discover more or arrange a visit to school, we would encourage you to contact our chair of governors via email on ajohnson@burgh-by-sands.cumbria.sch.uk

Burgh-by-Sands School is committed to safeguarding and safer recruitment and prompting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to screening including an enhanced disclosure from the Disclosure and Barring Service and also past employment checks. We are an equal opportunities employer. References and a Self-Disclosure form will be sought prior to interview. In accordance with KCSIE 2026, online searches may be carried out as part of the recruitment process.

To apply, please visit the school website: www.burgh-by-sands.cumbria.sch.uk to download the Cumberland Council application form as well as our application pack.
All completed documents (a Cumberland Council application form and supporting statement of no more than 2 sides A4 (font size 12)), should be emailed to the chair of governors ajohnson@burgh-by-sands.cumbria.sch.uk
Only applications on correct Cumberland Council forms will be accepted.

The closing date for applications is **9.00am on 4th January 2027.**
Shortlisting will take place on the **8thJanuary 2027**. **Only successful candidates will be contacted.**
Interviews will be held on **19th and 20th January 2027.**

JOB DESCRIPTION

Burgh by Sands Primary School Headteacher Job Description

This job description reflects the Headteachers' standards 2020 and links with the associated person specification provided by the school.

The appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation. In carrying out his/her duties, the headteacher will consult, where appropriate, with the Local Authority, the governing body, the staff of the school, the pupils and the parents/carers of the pupils. There is a six-month probationary period.

The teachers' standards (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the **Seven Principles of Public Life** at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Headteachers' standards

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement

- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

The applicant will be required to safeguard and promote the welfare of all children and young people within the school by ensuring the schools policies and procedures relating to safeguarding children and child protection are fully implemented and followed by staff.
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.

PERSON SPECIFICATION

	Person Specification – Headteacher **BURGH-BY-SANDS SCHOOL** **ESSENTIAL**	**DESIRABLE**
PROFESSIONAL QUALIFICATIONS	1. Qualified Teacher Status 2. Evidence of continuing professional development relating to school leadership and curriculum development	▪ NPQH or equivalent ▪ SENCO qualification or willingness to undertake within 1 year of appointment
EXPERIENCE Recent and successful experience of teaching:	3. Teaching at primary school (for a minimum of 5 years) 4. Leadership and management in a primary school 5. Having a significant positive impact on standards, pupil progress and wider educational outcomes 6. Tracking pupil progress highlighting areas of concern, planning interventions and ensuring these actions demonstrate positive impact on attainment and progress 7. Curriculum development	▪ Working with governors and the wider community ▪ Working with other agencies for the well-being of all children and their families ▪ Teaching across more than one Key Stage. ▪ Managing a delegated budget ▪ Mixed age teaching
KNOWLEDGE Understanding of leadership:	8. Principles for the development of high-quality teaching 9. Evidence-informed strategies for raising standards of achievement for all pupils 10. Whole-school self-evaluation and strategic school improvement/development planning 11. Strategies to develop partnerships with parents and enhance community links 12. The range of data (school, LA, national) available for evaluation and improvement of school performance, and how to share this in an accessible way with staff, governors and parents	▪ The legislative framework for the school's work, including governance, curriculum and inspection frameworks and the requirements for statutory assessment ▪ Understanding small schools and importance of close relationships with staff, pupils, and parents ▪ An interest in EYFS and the importance of this foundation stage, including the impact it has on children going through school ▪ Strategic financial planning ▪ Strategies to develop collaborative work with other schools
SAFEGUARDING, EQUALITY AND INCLUSION Ability to lead and delegate:	13. Demonstrate a commitment to safeguarding and the welfare of children and an inclusive environment 14. Actively draw on the diversity of the school community to enhance learning and support and the academic, spiritual and cultural development of all pupils	▪ Level 3 Safeguarding or willingness to undertake upon appointment
PROFESSIONAL SKILLS Ability to lead and delegate	1. Inspire, motivate and challenge staff, pupils and others to carry the school vision forward through effective teamwork 2. Monitor and evaluate the performance of people and policies and understand when delegation is appropriate 3. Hold others to account to ensure professionalism and effective performance	▪ Demonstrate exemplary teaching practice ▪ Use effective feedback and coaching techniques ▪ Develop their own professional support network ▪ Knowledge of academy and wider school structures
PERSONAL ATTRIBUTES Evidence of	4. Creative thinking and a vision for the future with the ability to relate constructively to others and to inspire confidence, commitment and respect from others 5. The ability to prioritise, plan and organise self and others, with an ability to consider implications of actions 6. Genuine curiosity when problem-solving and seeking appropriate support when required	• demonstrate good listening skills and ability to compromise where necessary • willingness to develop leadership skills based on feedback

KEY DATES

Closing date for applications: 4th January 2027 (by 9 am)
Informal school visits: to be arranged if required
Shortlisting: 8th January 2027 (only shortlisted candidates will be contacted)
Interviews: 19 and 20th January 2027 (2 day process)