

Longshaw Infant and Nursery Schools



Headteacher Application pack

January 2026

**Leadership Pay Spine, Group 2,
Points 15-21, £73,105 - £83,860 per
annum**



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Welcome Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in the position of Headteacher at Longshaw Infant and Nursery Schools.

The Longshaw Schools are vibrant, engaging and exciting places for both pupils and staff, all of whom are challenged to excel and achieve their potential. They pride themselves on providing a child-centred environment which produces pupils who are self-confident, independent, caring, respectful and love learning.

The school is at the forefront of current practices in delivering education and enabling independent learning and has an enviable track record of progress and achievement. The Infant School was recently inspected by Ofsted and we await their report with some excitement.

The schools are located in an urban area of Blackburn and combine the main postwar Infant School building with more recent extensions and a newly constructed Nursery School. The school currently has a full complement of 372 pupils with 53 staff.

We are delighted that the pupils at Longshaw consistently make exceptional progress during their time with us, meeting national achievement expectations, and are proud that they progress through and leave the school as confident, well-rounded individuals equipped for the next stage of life.

The Longshaw Schools are outward looking, focal points for the local community and have strong links with the local Junior school, to which the majority of its pupils progress.

The culture throughout the school is of openness, encouragement and achievement, with pupils and staff knowing and committing to the school's vision and values. We are now looking for an inspirational leader to engage and motivate all staff, pupils and parents, to build upon the successes already achieved, and take both schools forward to new levels.

We are looking for a Headteacher who has a clear vision for education; an empathy with children, their learning and development needs; who is an experienced teacher and a leader in education; is able to empower colleagues and release their potential; has a desire to seek improvement; lead by example; and who has excellent communication skills to enthuse and inspire the whole school community.

The recruitment information pack provides more detail on our school and its background and, together with our website, will give you an insight into who we are,



our ethos and values, and our achievements, as well as the job description and person specification.

I trust you will find this informative and helpful in considering us as a next, exciting step in your career. Please note the application closing date, of Sunday 8th February 2026. Also included in the application pack is an outline selection timetable and contact details for arranging a school visit, and for any questions you may have or more information you might like.

On behalf of our whole school community - children, parents and carers, staff and governors - thank you for your interest, and we look forward to hearing from you should you choose to move forward in this application process.

Yours sincerely

David Rintoul
Chair of Governors



Timetable for the appointment

Agreed Timetable

Advert Live	Thursday 15 th January 2026
School Visits	13:00 – 14:00 on 22 nd January 2026 and 10:00 – 11:00 on 27 th January 2026
Closing Dates for Applications	Sunday 8 th February 2026
Shortlisting	Tuesday 10 th February 2026
Half Term Holidays	Monday 16 th February 2026 to Friday 20 th February 2026
Interviews	Monday 23 rd February 2026 and Tuesday 24 th February 2026
Start Date	Summer Term 2026



Headteacher Advertisement

Longshaw Infant and Nursery Schools

Crosby Road, Blackburn, Lancashire, BB2 3NF

Job Title: Headteacher

Grade/Salary: Leadership Pay Spine, Group 2, Points 15-21, £73,105 - £83,860 per annum

Contract Terms: Full time

Closing Date: Sunday 8th February 2026

Interview Dates: Monday 23rd and Tuesday 24th February 2026

Start Date: Summer Term 2026

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

The Governors of Longshaw Infant and Nursery Schools are seeking to appoint an inspirational, dynamic and self-motivated Headteacher who will continue to lead and inspire our school through the next phase of its exciting journey and enable our children to 'learn, care, inspire, and succeed'.

We are very proud of our happy, nurturing school and we believe Longshaw Community Infant and Nursery Schools are a very special place to be. We place great emphasis on motivating children towards learning, to enable them to be independent and ambitious learners.

We aim to ensure that all pupils are valued as individuals, respectful and self-confident whilst promoting good relationships and ensuring tolerance and consideration towards others. We want each child to develop as caring members of their family, our school and the wider community.

We would like to appoint someone who:

- Is dedicated to continuing to raise standards in our safe, supportive and inclusive school where high standards and expectations through excellent and inspirational teaching, learning and assessment is provided for every child.
- Has professional dedication, commitment and resilience and relishes a challenge.
- Has a clear vision and rationale for behaviour management that is compatible with our extremely effective approach and standards across the school community.
- Adopts our vision, ethos, values

In return we can offer:

- A welcoming and well maintained school
- A team of dedicated, hardworking staff and senior leaders
- A highly supportive Governing Body



- Strong links with Blackburn with Darwen Local Authority
- A commitment to continuing professional development

If you feel that you have the necessary attributes and are enthusiastic about joining us, we encourage you to visit the school to see the staff and children at work.

These can be arranged by contacting the school office by calling 01254 260534 or by emailing office@longshawinfant.blackburn.sch.uk

If you would like to find out more about the school please visit our website: <https://www.longshawinfants.co.uk/>

Shortlisted applicants will be expected to attend on both days and further details will be provided to candidates called to interview. Successful applicants will be advised by no later than if they are to be invited to attend an interview.

If you are not successful at shortlisting, you will be notified but no feedback will be given.

Completed applications forms and a supporting statement of no more than 1,200 words explaining how you meet the required criteria should be emailed to schoolhrteam@blackburn.gov.uk

The closing date for applications is Sunday 8th February 2026.

Longshaw Community Infant 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.



Headteacher Job Description

This appointment is with the Governing Body of the school.

This job description reflects the National Standards of Excellence for Headteachers (2020). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers contained in the School Teachers' Pay and Conditions (2020) document and other current educational and employment legislation, including that of the Department for Education.

In carrying out his/her duties, the headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the school, its pupils and the parents of its pupils.

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in school and a positive and enriching experience of education for pupil. Together with those responsible for governance and they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

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.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers



- inform the performance management of headteachers

Relationship to the Teachers' Standards

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.

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

1. School culture (builds on teachers' standard 1)
2. Teaching (builds on teachers' standards 2 and 4)
3. Curriculum and assessment (builds on teachers' standards 3 and 6)
4. Behaviour (builds on teachers' standard 7)
5. Additional and special educational needs (builds on teachers' standard 5)
6. Professional development (some match to teachers' standard 4)
7. Organisational management
8. School improvement
9. Working in partnership
10. Governance and accountability

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.



The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

Culture and Ethos

- School culture
- Behaviour
- Professional development

Curriculum and Teaching

- Teaching
- Curriculum and assessment
- Additional and special educational needs

Organisational Effectiveness

- Organisational management
- School improvement
- Working in partnership

Section 1: Ethics and Professional Conduct

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

Section 2: Headteachers' Standards

1. School Culture

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

Headteachers:



- 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

Headteachers:

- 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

Headteachers:

- 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



Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

How the Standards Apply to Different Leadership Roles

The headteacher's standards cover the full breadth of leadership responsibilities within a single school. For most headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them, though



it is anticipated that they will meet some standards through the successful leadership and management of teams and individuals within their schools.

There can be a range of job roles and titles for those leading individual schools, particularly where a school is working within a group, such as in a multi-academy trust. Job roles and titles are various, including Head of School, and Associate Head, as are the governance arrangements to which headteachers are accountable. In some settings headteachers are responsible for leading more than one school. There are also instances of shared headship through co-headship or job-shares. Employers, in such instances, will therefore want to decide which standards are applicable to roles in these contexts.

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 Headteacher

The applicant will be required to safeguard and promote the welfare of children and young people.

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

[A] Qualification requirements	
	Essential/Desirable
Qualified teacher status	E
Degree	E
[B] Professional Development	
	Essential/Desirable
Evidence of recent and appropriate professional development for the role of Headteacher	E
Evidence of recent leadership and management professional development	E
Up to date safeguarding training and knowledge of legislation for the protection of young people	E
[C] School leadership and management knowledge and experience	
	Essential/Desirable
Successful leadership as a Headteacher	D
Successful leadership as a deputy Headteacher or assistant Headteacher	E
Substantial experience as a senior teacher in a primary school	E
Evidence of successfully leading school improvement	E
Evidence of the application of strategies to review, evaluate and improve teaching and learning	E
Experience of curriculum leadership and development	E
Experience of working constructively with parents	E
Experience of monitoring staff performance	E



The ability to provide work effectively with the Governing Body to enable it to meet its responsibilities	E
An understanding of strategic financial planning and analysis in relation to its contribution to school improvement and pupil achievement	E
To have had experience of guiding, coaching, mentoring or training individuals to improve their practice	E
Maintains good awareness of current and evolving national education policy and strategy	E
[D] Experience and knowledge of teaching	
	Essential/Desirable
Successful teaching of pupils in the Primary phase	E
Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan	E
Commitment to ensuring inclusion and addressing diversity positively	E
A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils	E
A commitment to providing a rich and broad curriculum which enables children to be the best version of themselves that they can be	E
Knowledge and understanding of effectively meeting the needs of pupils with SEND	E
To have a current knowledge and understanding of all 3 Key Stages in the primary phase	E
[E] Professional Attributes	
	Essential/Desirable
Strong behavioural management skills	E
An ability to communicate effectively, both orally and in writing, with a range of audiences	E
To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice	E
A commitment to professional development for all staff, and self	E
To have good judgement; able to assess and balance risks and opportunities	E
A desire to engage and work collaboratively with parents, carers, and the wider community	E



The ability to plan and prioritise and organise self and others	E
The ability to work collaboratively with partner schools	E
[F] Personal Qualities	
	Essential/Desirable
A passion for achieving the very best outcomes for all children	E
A clear vision for an innovative, progressive and forward-thinking school	E
The capacity to provide inspirational, enthusiastic and innovative educational leadership	E
A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual	E
Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job	E
An ability to establish and model effective working relationships with a wide and diverse range of people including pupils, parents, governors, colleagues, other professionals and wider community	E
The ability to inspire confidence	E
Excellent interpersonal skills	E
The ability to perform effectively under pressure	E
The ability to build, create and then communicate a clear vision for the school to all stakeholders	E
The ability to think analytically and creatively and demonstrate initiative in solving problems	E
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E
[G] Safeguarding	
	Essential/Desirable
Displays commitment to the protection and safeguarding of children and young people	E
The ability to form and maintain appropriate relationships and personal boundaries with young people	E
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E
Will co-operate and work with relevant agencies to protect young people	E
[H] Professional Skills	



Each candidate will be expected to demonstrate knowledge and understanding of the National Standards of Excellence for Headteachers 2020 which also forms the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in School.	E
[I] Confidential References and Reports	
Positive recommendation from all referees, including current employer and Local Authority and/or CEO	E
[J] Application Form and Supporting Statement	
The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post. No more than 1,200 words. Please do not submit a CV.	



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.