

**HEADTEACHER APPOINTMENT**

**INFORMATION FOR APPLICANTS**

**Headteacher**

**Start date: September 2025**

**L8-L14**

Dear prospective applicant,

I would like to take this opportunity to thank you for your interest in the post of Headteacher at Skelton School, Penrith.

Since December 2023 Skelton School has been led by Mrs Newton in an Acting Headteacher capacity. We are now looking to appoint a permanent Headteacher from September 2025.

The Governing Body is looking to appoint an aspirational, focused and supportive leader who will further develop our child-centred ethos. The successful candidate will have the support of a committed staff and Governing Body with whom they can collaborate to ensure our pupils continue to receive the best education and care possible.

This is an exciting opportunity to join a rural primary school which was Ofsted rated ‘Good’ across the board in June 2024. Skelton school is community focused and keen to provide the widest opportunities to all our children. We have very supportive parents and an active Friends of Skelton School association.

This pack will provide further information on the school, its vision and values, the job description, personal specification along with details of how to apply. We hope it gives you a flavour of the school, but please feel free to contact the school on recruitment@skelton.cumbria.sch.uk to arrange a visit or to organise a discussion with me.

We wish you well in your application and thank you for your interest in the post.

Yours faithfully

Daniel Griffiths

Chair of Governors

**INFORMATION ABOUT THE SCHOOL**

Skelton School is a community school with an integrated nursery, in the heart of the village, located on the edge of the Lake District National Park. It is 7 miles from Penrith, 16 miles from Carlisle, 18 miles from Keswick and 5 miles from Junction 41 of the M6. The village has a strong community focus with the school playing an important role. Skelton village benefits from a Michelin starred local pub, two churches and well-used spacious village hall.

Skelton School is an incredibly happy school with a warm, family feel. Our children are motivated to work hard and demonstrate great respect for each other and the adults around them. Our team of dedicated staff ensure to take time to get to know our children and families well. They work hard to maintain a nurturing environment which ensures that our pupils feel safe and are confident to speak to the adults around them if they have any concerns. We are proud of our ambitious curriculum and have high ambitions for what each of our pupils can achieve, offering a wide range of wider opportunities helping our pupils to develop personally and to broaden their horizons.

The current school building was originally built in the 1970s but has been extended on several occasions. It is light and airy and has good size classrooms which have been well maintained. It has spacious grounds, including a large playground, a playing field, a wildlife garden/pond area and a Growing Garden. Years 1 -6 are taught in the main school building, while Reception and Nursery children are taught in a purpose-built Early Years unit and small group teaching takes place in our Learning Lodge. Extensive use is made of the Village Hall for indoor PE. The school also accommodates a well-attended Breakfast and After School Club with a range of activities taking place.

We currently have 5 teachers (including the Acting Headteacher) who offer a range of different levels of experience and expertise. We also have the following support staff:

* Four Teaching Assistants
* One Higher Level Teaching Assistant
* A School Business Manager
* A Sports Coach
* A Cook
* An Assistant Cook
* Seven Midday Supervisors
* A Cleaner
* Five Breakfast Club staff
* Six After School Club staff

Please note that we have 17 staff in total: a number of staff perform multiple roles within the school. Together they create a strong and effective team.

We currently have 89 children in school including 6 in the nursery. We teach in mixed year group classes; in the morning the groups are taught as Nursery/Reception, Year 1&2, Year 3&4 and Year 5&6. 71% of our students currently attend from out of catchment.

Our pupils move onto a range of secondary schools in the area including Ullswater Community College, Queen Elizabeth Grammar School, Keswick School, Caldew School and Nelson Thomlinson School. We have good links with both of the more local secondary schools as well as being part of a range of networks including the Rural Penrith Cluster which consists of 13 schools working to support each other.

The school was graded Ofsted Good at its last full inspection in 2024. The report can be found on our website.

**AIMS AND VISION**

**Confident, capable learners in a caring community**

***Stretching, minds, bodies and horizons***

*Pupils enjoy coming to this school. They are happy and know that they are well cared for. The school has high ambitions for what pupils can achieve. In lessons, pupils are motivated to work hard. The school’s vision to develop pupils into ‘confident and capable learners’ is realised. This is reflected in the high quality of pupils’ work. There are many opportunities in place to broaden pupils’ horizons, for example through whole-school trips and events.*

*OFSTED – June 2024*

To achieve this vision, we aim to provide an environment and ethos which leads to the following outcomes:

* Learners feel safe, respected and valued
* Everyone is motivated to learn and achieve highly
* Learning is enjoyable but challenging
* Learners are supported appropriately and effectively
* Learners understand the importance of health to their well-being
* Learners make a positive contribution to their communities and the wider world
* Learners are well-prepared for their future

In order to achieve our aims as a school, we work closely with parents, carers, pupils and the local community, regularly seeking their views on our provision. These views inform our longer term strategic planning as well as our annual action plans.

Skelton School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies as well as a work place health assessment.

**THE APPLICATION AND SELECTION PROCESS**

**Visits to the School**

Visits to the school are welcome and can be arranged by contacting the School Business Manager, Miss Erica Lockley at recruitment@skelton.cumbria.sch.uk. We would encourage you to explore our website [www.skelton.cumbria.sch.uk](http://www.skelton.cumbria.sch.uk) to gain a greater understanding of our school prior to visiting.

The following days are available:

* Friday 7th February
* Monday 10th February
* Tuesday 11th February
* Friday 14th February

**MAKING YOUR APPLICATION**

All candidates must complete the Local Authority application form which is available on our school website [www.skelton.cumbria.sch.uk](http://www.skelton.cumbria.sch.uk). The form must be fully completed. You should provide an accompanying letter of no more than two sides of A4 at font size 12 stating how your skills and experience meet our Job Description and Person Specification. Please also give an overview as to what your first priorities would be if you were appointed to the post.

Your application form and covering letter should be emailed to Miss Erica Lockley at recruitment@skelton.cumbria.sch.uk or sent by hard copy to arrive at the school by the deadline.

**CLOSING DATE AND SHORTLISTING**

**Closing Date: Tuesday 25th February 2025 at 5.00pm.**

All applications will be acknowledged to confirm receipt.

Shortlisted candidates will be informed on **Friday 7th March 2025**. Please note that we will be seeking references immediately after the shortlisting process, therefore it is important that you inform your referees of your application to allow them time to prepare a reference. It is essential that your current, or most recent, Headteacher is a referee.

All candidates will be informed of the outcome of the shortlisting process. Unfortunately, we will not be able to give feedback on the quality of the applications. We thank you for the time you have taken and for your interest in working at our school.

**FINAL SELECTION PROCESS AND INTERVIEWS**

**Interviews will be held on Thursday 13th March and Friday 14th March 2025.**

Not all candidates invited to day 1 of the interviews may be required to attend on day 2.

**JOB DESCRIPTION**

This job description is reviewed annually following consultation between the Chair of the Governing Body and Headteacher and performance management objectives will be agreed.

This job description reflects the national standards of excellence for Headteachers 2020. The appointment is subject to the current conditions of employment of Headteachers, contained in the Schools Teachers’ Pay and Conditions 2024 document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

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| **POST:** **SCHOOL:** **ACCOUNTABLE TO:** **PAY GRADE:** **JOB PURPOSE:** | HeadteacherSkelton School Governing BodyLeadership Scale (L8-L14)The Headteacher will have overall responsibility for providing professional leadership for the school to secure its success and continuous improvement, ensuring high quality education and improved standards of learning and achievement for all pupils.  |

#### **KEY ACCOUNTABILITIES AND RESPONSIBILITIES**

The Headteacher will:

● Carry out the duties of a Headteacher as set out in the school teachers pay and conditions 2024 document (Headteacher Standards https://www.gov.uk/government/publications/national-standards-of-excellence-forheadteachers/headteachers-standards-2020) and:

○ To lead school improvement through the championing of outstanding teaching, learning, and assessment.

○ To provide leadership, management and motivation of the school staff and pupils.

○ To ensure a high-quality school experience for all pupils, securing desired outcomes.

○ To lead engagement and ongoing relationships with the wider school community.

The Headteacher post at Skelton School will include an element of teaching and for this aspect of the role, the published teaching standards will apply.

**School culture**

The Headteacher will:

* 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

**Teaching**

The Headteacher will:

* 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

**Curriculum and assessment**

The Headteacher will:

* 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

**Behaviour**

The Headteacher will:

* 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

**Additional and special educational needs and disabilities**

The Headteacher will:

* 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 needsand 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

#### **Professional development**

The Headteacher will:

* 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

#### **Organisational management**

The Headteacher will:

* 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

#### **Continuous school improvement**

The Headteacher will:

* 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

#### **Working in partnership**

The Headteacher will:

* 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

#### **Governance and accountability**

The Headteacher will:

* 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

**PERSON SPECIFICATION - HEADTEACHER**

*This Person Specification provides a picture of the skills, knowledge and experience needed to carry out the job and will be used in the short-listing and selection process.*

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| criteria | qualities | Essential/desirable | ASSESSED |
| **Qualifications and training** | Qualified teacher status  | E | Application |
| A degree  | E | Application |
| National professional qualification for headship (NPQH) is desirable but not essential | D | Application |
| Evidence of a commitment to continued professional development | D | Application/Interview |
| **Experience** | Successful leadership and management experience in a school | E | Application/References |
| Teaching experience minimum of 5 years | E | Application/References |
| Involvement in or understanding of school self-evaluation and development planning | E | Interview |
| Demonstrable experience of successful line management and staff development | D | Interview/References |
| Experience/understanding of small rural schools | E  | Interview |
| **Skills and knowledge** | Data analysis skills, and the ability to use data to set targets and identify weaknesses | E | Interview |
| Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve | E | Interview |
| An understanding of school finances and financial management | E | Interview |
| Effective communication and interpersonal skills | E | Interview |
| An ability to communicate a vision and inspire others | E | Interview |
| An understanding of and a desire to work collaboratively with other stakeholders and to play a key part within the Rural Penrith cluster. | E | Interview |
| **Personal qualities** | An ability to form positive relationships with staff, parents and the wider community | E | Interview/References |
| Commitment to uphold the 7 principles of public life (the [Nolan principles](https://www.gov.uk/government/publications/the-7-principles-of-public-life)) at all times | E | Interview |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | E | Interview |
| The ability to work under pressure and prioritise effectively | E | Interview/References |
| Commitment to maintaining confidentiality at all times | E | Interview |
| Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position | E | Interview |
| A warm empathetic and engaging approach | E | Interview |