

HYNDBURN PARK PRIMARY SCHOOL



HEADTEACHER APPLICATION PACK

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WELCOME LETTER FROM THE SCHOOL COUNCIL

Dear future headteacher,

On behalf of the children of Hyndburn Park Primary School we would like to tell you why Hyndburn Park is such a wonderful school to belong to.

Our school is calm, happy, bright and a fun place to learn. We behave with integrity and respect our school values. Visitors to our school always comment on what a lovely place it is to visit. We have an exciting curriculum and our teachers always put our needs first. We love to learn and enjoy coming to school.

We are very proud of our school and are looking for a headteacher who will work well with teachers and governors to make sure it stays a happy, vibrant and safe. Our new headteacher will respect all of the children, be kind, always do their best for the school and look for ways that would make our school even better. We now need to find someone who will continue to do all of the amazing things at Hyndburn Park, as well as bring some new and exciting ideas.

Our headteacher needs to be:

-  Kind and positive
-  Visible around school
-  Respect our school values.
-  Happy
-  Funny.
-  Firm but fair.

Most of all, someone who would be as proud of our school as we are!

Thank you for reading our letter and we hope to meet you soon to show you round our fabulous school.

Head Boy & Head Girl.

WELCOME LETTER FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Thank you for your interest in the post of headteacher at Hyndburn Park Primary School. I hope you find the enclosed information useful.

As governors, staff and families we are incredibly proud of our school and children. For over ten years, under the leadership of the previous two headteachers the school progressed and flourished into a warm, nurturing and successful environment. We have achieved strong results but we are not complacent and we are keen to pursue new and innovative ways to help our children learn and enjoy their time with us. We are very excited about the future of the school and look forward to working with our new headteacher to see it develop further.

The school was graded 'Good' in our last OFSTED inspection in June 2022 and through rigorous and robust self-evaluation and improvement, we have continued to achieve excellent outcomes for our children. Over recent years, our historic premises have undergone major refurbishment both inside and out.

The children are a delight, with excellent behaviour and conduct and we continue to be impressed with their confidence, love of learning and their engagement in all the school has to offer. We encourage harmonious, respectful relationships so that children can grow into responsible, well-mannered citizens, eager to make a positive difference to society and the world.

We very much welcome prospective applicants to visit the school, where you will experience for yourself the warm community that is our lovely community school. If you wish to request a visit, you can contact Karen Yeomans on 01254 233171 or email bursar@hyndburnpark.lancs.sch.uk

Yours sincerely,

Julie Parsonson

Chair of Governors



Agreed timetable for appointment of
Headteacher at Hyndburn Park Primary School.
Autumn 2026

Initial meeting of the governing body	- 4 pm on Tuesday, 24 th February 2026 (at school)
Advertisement appears	- Monday, 23 rd March 2026.
Closing dates for applications	- Thursday 7 th May, 2026.
Shortlisting meeting	- 4.30 pm on Wednesday 13 th May, 2026 (at school)
Shortlisted candidates view the school <i>(The governors are likely to require shortlisted candidates to undertake some tasks on this visit as part of the interview process.)</i>	- Tuesday, 2 nd June 2026.
Formal Interviews and appointment	- Wednesday, 3 rd June 2026 (all day)
New headteacher takes up post	- 1 st January, 2027.

Agreed Pay Range for appointment of
Headteacher at Hyndburn Park Primary School.
June 2026

ISR (Individual Salary Range for HT)

Leadership Spine L17 (£76, 772) - L24 (£91,158)

Hyndburn Park Primary School



ADVERTISEMENT

Number on Roll – 439.

Leadership Spine 17 (£76,772) – L24 (£91,158)

Required from 1st January, 2027.

The governors, staff and pupils of Hyndburn Park Primary School are seeking to appoint an effective and committed headteacher from January, 2027.

Our school is a fabulous place to work and we are looking for a leader who will sustain and build on the success of the school.

We are proud of our historic building (1906), most of which has been completely refurbished over the last ten years, making it a modern and welcoming place to work. We have approximately 433 pupils in school, spread over nineteen classes, including a large nursery. Our children are absolutely delightful! They are well-behaved, courteous and polite young people, who love to learn. Around 95% of our children are of Asian heritage. Our staff team comprises seventy-six professional, competent, enthusiastic individuals, and we really want to appoint a highly motivated, creative Headteacher with a proven and adept record to lead our happy, caring and extremely hard-working team.

We are looking for someone who:

- ✔ Places the children at the centre of all their decision making.
- ✔ Loves their job and takes pride in everything they do.
- ✔ Inspires and motivates through innovative leadership.
- ✔ Develops children's learning through wider experiences.
- ✔ Has high expectations of all children and staff.
- ✔ Is flexible in their approach and is open to new ideas.
- ✔ Is enthusiastic about parental and wider community links and able to build positive relationships with families.
- ✔ Has commitment, enthusiasm, integrity, personal impact and presence as well as excellent interpersonal and organisational skills.



Hyndburn Park Primary School



In return, we are offering:

-  A warm and welcoming school community.
-  Established, skilled, dedicated, and caring staff who have high ambitions for each child.
-  Happy and enthusiastic children who enjoy learning and strongly uphold the school values.
-  A committed and supportive board of governors which provides an appropriate level of challenge.
-  An open culture with healthy relationships based upon mutual respect and understanding
-  A well-established Senior Management Team.
-  An opportunity to lead and guide a highly effective school with clearly organised structures and an ethos designed to celebrate inclusion and diversity.

Hyndburn Park 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.

The best way to learn more about us is by coming to see us, our school and our enthusiastic and creative children who would be happy to show you around. For further details or to arrange a visit contact Karen Yeomans (01254 233171) or email bursar@hyndburnpark.lancs.sch.uk

Closing Date for Applications: Thursday, 7th May, 2026

Pre-Interview Visit: Tuesday 2nd June, 2026. The governors are likely to require shortlisted candidates to undertake some tasks on this visit as part of the interview process.

Interview Date: Wednesday 3rd June, 2026

Application packs can be accessed online.

Please email applications to: applications@hyndburnpark.lancs.sch.uk



Hyndburn Park Primary School

Headteacher Job Description – February 2026

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** 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.

A. The Core Purpose of the Headteacher

The core purpose of the headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B) 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.

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 values⁶, 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 citizen⁷
- 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 needs⁸ and special educational needs and disabilities⁹ 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 safeguarding¹⁰, as part of the duty of care¹¹
- 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

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.

Agreed Person Specification/Selection Criteria for
Headteacher at Hyndburn Park Primary School.
February 2026

*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] Qualifications

	Essential	Desirable	Source
Qualified teacher status.	E		A
Degree.	E		A

[B] Professional Development

	Essential	Desirable	Source
Evidence of recent and appropriate professional development (particularly including leadership and management) for the role of headteacher.	E		AIR
Up to date safeguarding training and knowledge of legislation for the protection of young people.	E		AI

[C] School leadership and management experience

	Essential	Desirable	Source
Successful leadership as a headteacher/ principal.		D	AIR
Successful leadership as a deputy headteacher or assistant headteacher or equivalent.	E		AIR
Evidence of successfully leading school improvement.	E		AIR
Evidence of the application of strategies to review, evaluate and improve teaching and learning.	E		AIR
Experience of curriculum leadership and development.	E		AIR
Experience of building positive relationships with all stakeholders.	E		AIR
The ability to provide support and advice to the Governing Body to enable it to meet its responsibilities.	E		AIR

	Essential	Desirable	Source
An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement.	E		AIR
To have had experience of guiding, coaching, mentoring or training individuals or teams.	E		AIR
Maintains good awareness of current national education policy and strategy.	E		AIR

[D] Experience and knowledge of teaching

	Essential	Desirable	Source
Successful teaching experience within the primary phase.		D	AIR
To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase.	E		AIR
Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan.	E		AIR
A proven commitment to ensuring inclusion for <i>all</i> pupils and addressing diversity positively.	E		AIR
A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils.	E		AIR

[E] Professional Attributes

	Essential	Desirable	Source
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	E		AIR
An ability to communicate effectively, both orally and in writing, with a range of audiences.	E		AIR
A proven commitment to engaging and working collaboratively with parents and carers.	E		AIR
A commitment to professional development for all staff, and self.	E		AIR
To have good judgement; able to assess and balance risks and opportunities and demonstrate initiative in solving problems.	E		AIR
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	E		AIR
Show a good commitment to sustained attendance at work.	E		AIR

[F] Personal Qualities

	Essential	Desirable	Source
A proven commitment to achieving the very best outcomes for all children.	E		AIR

A clear vision for an innovative, progressive, forward thinking school.	E		AIR
The ability to communicate a clear vision for the school to all people.	E		AIR
The capacity to provide inspirational, enthusiastic and innovative educational leadership.	E		AIR
A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual.	E		AIR
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		AIR

G] Safeguarding

	Essential	Desirable	Source
Displays commitment to the protection and safeguarding of children and young people.	E		AIR
The ability to form and maintain appropriate relationships and personal boundaries with children and young people.	E		AIR
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		AIR
Will co-operate and work with relevant agencies to protect children and young people.	E		AIR

[H] Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the National Standards of Excellence for Headteachers 2020 which also form 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 Hyndburn Park Primary School.

[I] Confidential References and Reports

Positive recommendation from all referees, including current employer.	E
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[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, being no more than four sides of A4. Please **do not** send CVs as these will not be considered.*

ATTENDANCE POLICY STATEMENT

Hyndburn Park 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.

Good attendance enhances the service delivered by schools, 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.