



Bolton Primary School
Bolton
Appleby-in-Westmorland
Cumbria
CA16 6AW
Telephone: 017683 61511



Dear prospective candidate,

Thank you for your interest in the exciting role of new headteacher at Bolton Primary School.

Following the announcement of our current headteacher's retirement, governors are looking to appoint a warm, inspiring and collegiate leader to further develop our school. We seek a visible leader who will carry the school community forward, building on current strengths and who is not afraid to introduce incremental change in an inclusive manner.

Our nurturing school is located in the heart of the community it is proud to serve. Bolton is a small village off the A66, conveniently located between Penrith and Appleby-in-Westmorland. High expectations and a caring environment ensure that our pupils thrive. As a result, parents from within and outside our community choose the school for their children.

Our capacity is currently 60 children and we have a full roll. Our provision is divided into 3 classes (EYFS/KS1, Lower KS2 and Upper KS2), which enable us to enjoy excellent pupil-teacher ratios. Our last Ofsted inspection (2023) rated the school 'good' in all areas, but we are always seeking to do more for our children, their families and the wider community. We take care to ensure that pupils thrive and achieve to the fullest of their ability, whatever their individual needs. As a highly inclusive school, we prioritise the needs of the most vulnerable.

The staff team are committed to building trusting relationships with the parent body. They know pupils and their families exceptionally well and we want a leader who will take time to do the same. Our new headteacher will be someone who goes the extra mile to ensure that the needs of our pupils and their families are met.

We enjoy a close working relationship with the charity-led Bolton Nursery, based on a site adjoining the school, with whom we are able to offer continuity of care and education. As well as the close partnerships we foster with the nursery, we work in close partnership with other schools in our cluster (Eden Rural Alliance), and with the dedicated volunteers from our local community, including the church and its congregation.

Our current school budget is healthy but, as elsewhere, will require creativity in the future and continuing attention to excellence in education and management. We look forward to working with an innovative headteacher to help us ensure the ongoing flourishing of our very special village school.

Please take the opportunity to see the school for yourself, on one of the visit days set out in the timetable overleaf.

Revd Stephen Tudway

Chair of Governors

Applications

Applications should be completed on the Westmorland and Furness School application form. [Westmorland and Furness School Application Form](#) You are encouraged to address briefly all the items in the person specification in your application. Please limit your written supporting statement to no more than 2 sides of A4, Ariel font size 11. (CVs will not be accepted)

Bolton Primary School is committed to safeguarding and promoting the welfare of young people. We expect all employees and volunteers to share this commitment. As with all such positions, the post of headteacher is subject to satisfactory pre-employment checks, including an Enhanced DBS with Barred List check, and compliance with Safer Recruitment guidance. **You must tell us about any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.**

Please note that, in line with Keeping Children Safe in Education 2024, online searches will be carried out as part of our due diligence on shortlisted candidates.

Completed applications should be submitted by email to the Clerk to Governors, Rachael McMann, via clerk@bolton.cumbria.sch.uk, by 12 noon on Friday 25 April 2025

Visits:

We encourage prospective candidates to visit and get a feel of our school. Visits to the school are welcome by appointment on the afternoons of 26th March, 4th April and 23 April 2025 and can be arranged by contacting admin@bolton.cumbria.sch.uk.

Key dates

Visit to school by prior appointment: in the afternoon of the 26th March, 4th April and 23rd April 2025

Application Closing Date: 12 Noon 25 April 2025

Shortlisted candidates invited to interview w/c 12 May 2025

Interviews 22/23 May 2025

Bolton Primary School – Headteacher - Job Description



Bolton Primary School is a small village school in Cumbria, providing a friendly and supportive atmosphere where the children within the village and local area have opportunities to learn and thrive at the start of their school journey. We are looking for an enthusiastic Headteacher, who will work with the Governors and other teaching staff to ensure that the children achieve to the best of their abilities. The headteacher will have a teaching role, for example, the current head has 0.5 FTE teaching role, will be responsible for the day to day management of the school and will support staff in their personal and professional development

This job description reflects the **Headteachers' Standards 2020**

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.

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

Head Teacher Standards

<p>1. School Culture</p> <p>Headteachers:</p> <ul style="list-style-type: none">• 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	<p>2. Teaching</p> <p>Headteachers:</p> <ul style="list-style-type: none">• 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
<p>3. Curriculum and Assessment</p> <p>Headteachers</p> <ul style="list-style-type: none">• 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	<p>4. Behaviour</p> <p>Headteachers</p> <ul style="list-style-type: none">• 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

<p>5. Additional and Special Educational Needs and Disabilities</p> <p>Headteachers</p> <ul style="list-style-type: none"> • 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 	<p>6. Professional Development</p> <p>Headteachers</p> <ul style="list-style-type: none"> • 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
<p>7. Organisational Management</p> <p>Headteachers</p> <ul style="list-style-type: none"> • 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 	<p>8. Continuous School Improvement</p> <p>Headteachers</p> <ul style="list-style-type: none"> • 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

Bolton Primary School – Headteacher - Person Specification



Criteria	Qualities	Desirable/ Essential
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continuing professional development relating to leadership and curriculum development • NPQH or equivalent 	E E D
Experience Recent and successful	<ul style="list-style-type: none"> • Senior leadership and management in a primary school • Having a significant positive impact on standards, pupil progress and wider educational outcomes • Tracking pupil progress highlighting areas of concern, planning interventions and ensuring these actions have a positive impact on attainment and progress • Understanding or experience of working in small rural schools. • Teaching throughout the primary and early year age range • Working in a range of schools • Working with other agencies for the well-being of all pupils and their families • Managing a delegated budget and strategic financial planning 	E E E E E D D D D
Knowledge Understanding of:	<ul style="list-style-type: none"> • Principles for the development of high-quality teaching and learning • Evidence-informed strategies for raising standards of achievement for all pupils • Principles of school self-evaluation and strategies for planning whole-school school improvement • Strategies to develop partnership with parents and enhance community links • The range of strategic data (whether school, LA, national) available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents • Ways in which to extend and enrich the curriculum 	E E E E E E

	<ul style="list-style-type: none"> • SEND framework and practices • line management and staff development 	E D
Safeguarding, Equality And Inclusion Ability to:	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of safeguarding and child protection • Ability to create a safeguarding culture and promoting the welfare of children and an inclusive environment • Actively draw on the diversity in the school community to enhance learning and support the academic, spiritual and cultural development of all pupils • Safeguarding lead training 	E E E D
Professional Skills Ability to:	<ul style="list-style-type: none"> • Inspire, motivate, encourage and challenge staff, pupils and others to carry the school vision forward through effective teamwork • Understanding of high quality teaching based in evidence and ability to model and support others. • Monitor and evaluate the performance of people and policies and take action to ensure standards are maintained • Understand when delegation is appropriate and delegate effectively making the best use of resources • Manage the school efficiently and effectively on a day-to-day basis, within an understanding of strategic aims • Maintain positive relationships with the Governing Board, external agencies, the LA, other schools and parents • Foster links with other schools • Use of effective feedback and coaching techniques 	E E E E E D D
Personal Attributes Evidence of:	<ul style="list-style-type: none"> • Warm and empathetic approach • Creative thinking and a vision for the future and articulate a personal philosophy of education • The ability to inspire confidence, commitment and respect from others • The ability to prioritise, plan and organise self and others • The capacity to communicate effectively with a variety of audiences and in a variety of styles 	E E E E E