



Charlestown Community Primary School

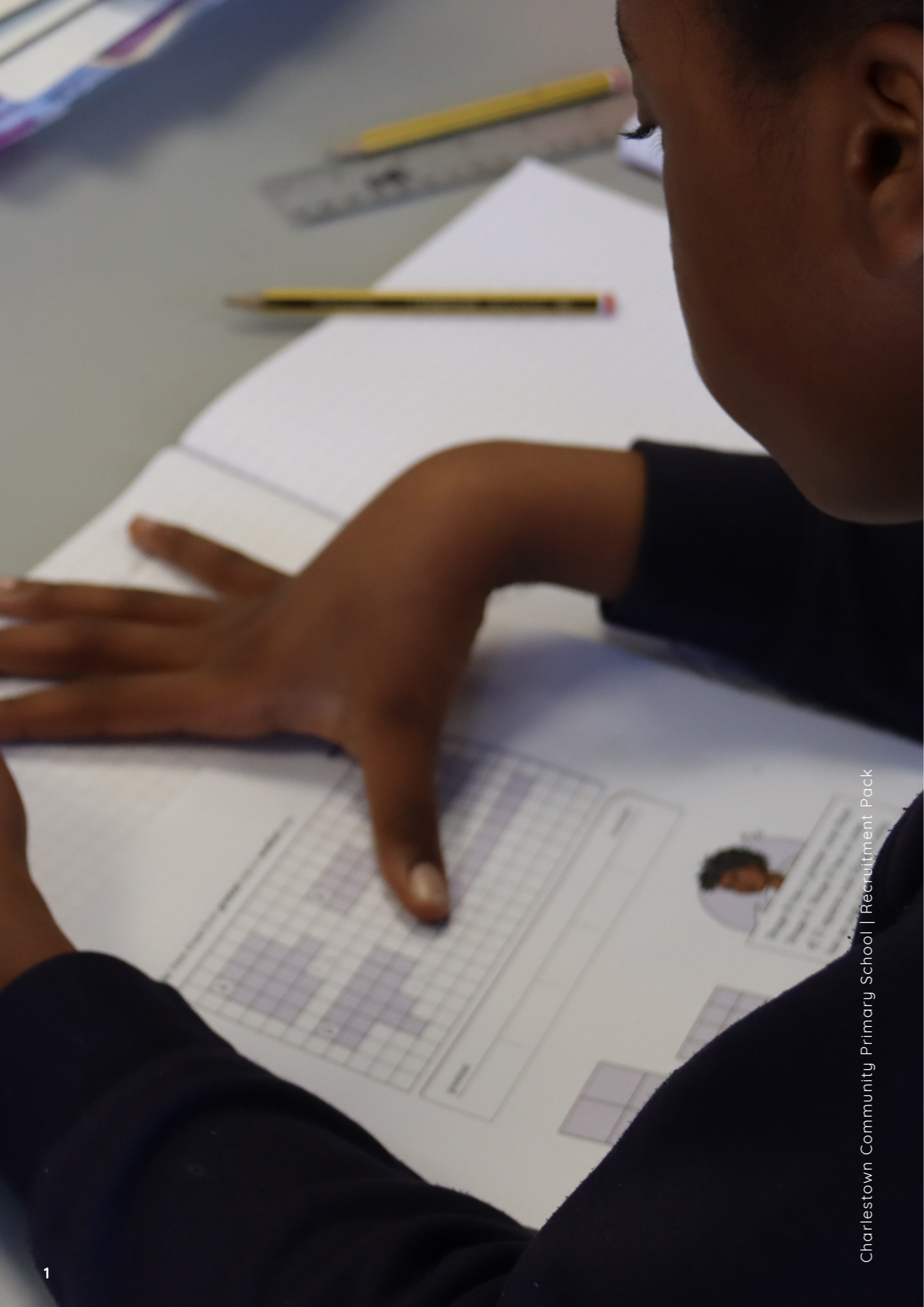
Headteacher recruitment pack





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CHAIR OF GOVERNORS' WELCOME

Dear Applicant,

Thank you for your interest in the position of Headteacher at Charlestown Community Primary School. Charlestown is a school which matters a great deal to the community, and to me personally, so it is vital that we appoint the right person for this role.

It is very important that the person we appoint is committed to our values of inclusivity, nurture and supporting all children to become avid readers.

Our new headteacher will be:

Highly inclusive and ambitious for all children.

Committed to supporting families.

Committed to recruiting, retaining and developing a talented and diverse team.

An excellent communicator, who develops positive relationships with all stakeholders.

The context of our school is not without its challenges. The cost of living crisis has hit some of our families hard, and as a school we work hard to mitigate the impact of social disadvantage. We do not see any of these barriers as excuses however, we see them as reasons for us to do even better.

Why choose Charlestown Community Primary School?

An inclusive community, where we believe that all children can succeed.

Focus on holistic education, where children are supported to develop themselves.

Highly motivated and talented team of staff.

Delightful children who want to learn.

A well-sized and resourced building, in ample grounds.

A positive budgetary position.

Our Interim Executive Headteacher works for a local academy trust. This was a deliberate choice by the governors as we are interested to understand what the benefits of academisation might be. We have not however committed to academisation at this point and would work with our new headteacher on exploring this.

I hope that you enjoy researching our school, and feel that you are able to get to know us.

If you would like to know more, please do not hesitate to get in touch.

Yours faithfully

Bridget McKeown
Chair of Governors

KEY DATES

Tours

Monday 25th of March 1-3pm

Application Deadline

Monday 15th of April (references will be requested on this date).

Shortlisting

Wednesday 17th of April

Selection days

Tuesday 23rd & Wednesday 24th of April
(not all candidates will be required to attend day 2).

Start date

September 1st 2024



OUR SCHOOL

Welcome to something special. Welcome to Charlestown.

Our nurturing ethos, combined with an unwavering commitment to ensure that every child is a fluent reader and avid learner by the time they embark on their next stage of learning, is what drives us to carefully plan and deliver innovative and engaging learning opportunities. Education is the key to success and we want every child to succeed.

Our learning phases:

Here at Charlestown, we understand that learning is a journey and we also appreciate that times of change and transition can be hard. To support this, the journey through Charlestown is divided into 3 main phases of development with an additional area for those who may need some extra support. learning from the early years to school learning age.

EXPLORERS

Phase 1 is the start of your Charlestown journey. These are Nursery, Reception and Year 1 classes.

Here you meet new friends and learn how to play and explore together. You have many of your interactions through play. You uncover the wonderful world of letters, sounds and numbers and start to make sense of the world around you. You explore being creative, learn how to stay safe but also how to take risks in your learning and start to learn how to be respectful and responsible individuals.

DISCOVERERS

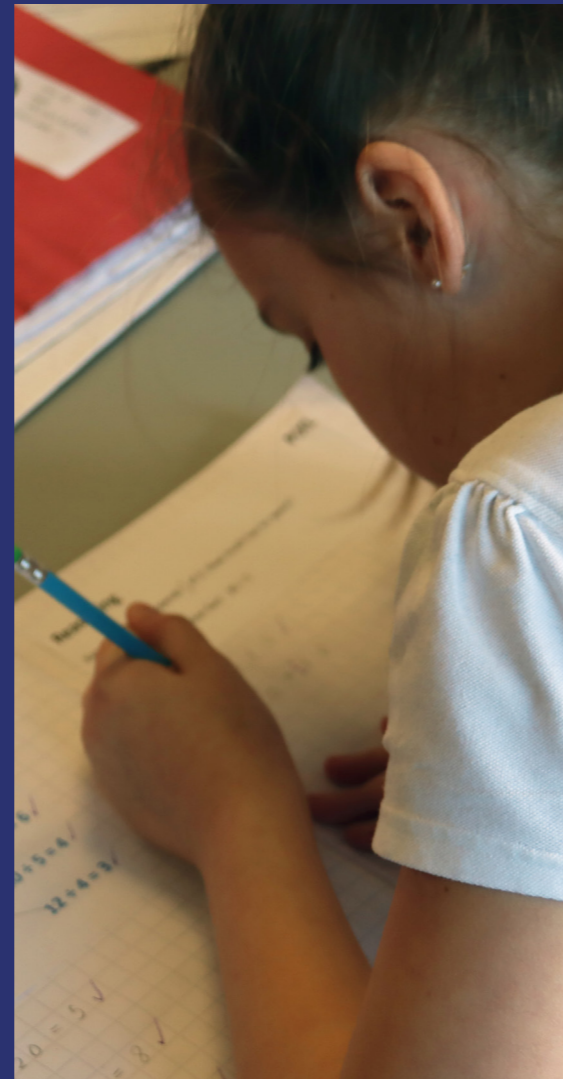
By phase 2, you are learning and discovering new knowledge and skills every day. These are Years 2 and 3.

You are using your imagination to start writing fantastic stories and are beginning to solve tricky problems in Maths and science by developing your resilience. Having learnt your phonics, you are now beginning to read fluently and find out amazing things about the wonderful world that you live in. By now, you have discovered how to keep yourself and others safe, understand the importance of different rules and you are working towards being a great team member who is a responsible and respectful Charlestown citizen.

PIONEERS

By phase 3, you are developing and embedding fluent reading skills ready to become lifelong learners with great ambition and resilience. These are Years 4,5 and 6.

Reading has set you free to achieve anything you want to. Taking responsibility for your own attitude, learning and behaviours will now enable you to thrive. You also know that mistakes are accepted and respected and help you to learn. You are a great team player and opportunities to become great leaders start here. You are the future. You are pioneers, preparing the way for others to follow. Dream big and aim high!



ADVENTURERS

The ARC are adventurous explorers, discoverers and pioneers who work in an additional classroom environment.

In the ARC, every child is on a different and personal adventure, all taking different routes along the way. The Adventurers learn to be responsible for their learning and learn how to stay safe along the way.

Adventurers have more captains and guides to ensure they reach their destination safely and successfully, ready for their next quest and empowering adventurers to thrive.

We are a team here at Charlestown, and as such, our classes are referred to as 'teams' with each class having their own team number. This helps to form a sense of belonging and teamwork within our classes.

Our Curriculum:

We have a text-rich curriculum which is clearly sequenced. Essential knowledge is identified and well taught, so that children remember it! There are some subjects within the foundation curriculum which we are focusing on to develop more, and our approach to foundation assessment needs some work. Outcomes are improving, especially in Y6. Recent changes to the maths curriculum have helped with this, but this is something which we will need to keep working on.

Our setting:

We are really lucky with our building and grounds. Despite being inside the M60, in a built-up area of Manchester, we have green space aplenty. Children benefit from our ample outdoor spaces across the whole age range.

Our classrooms are well-sized, logically set-out and have easy access to the outdoors too. In addition, there are a range of break-out spaces. EYFS are housed in a purpose-built, modern, stand-alone unit.

The ARC (our SEND class) is located in the space which used to be the EYFS, as well as our community room which is used by a range of external partners.

The building is fairly modern, and in a good state of repair. But we know that you will want to put your stamp on it too.





Charlestown Community Primary School | Recruitment Pack

OUR COMMUNITY

We pride ourselves on being contextually aware, you can find out more about the people who make-up our community here: [Ward statistics - Charlestown | Manchester City Council](#)

Parents play an important role in our school, we provide support for them and in turn they support us through involvement, volunteering and being advocates for our school in the community.

We asked our key stakeholders what they would like from our new headteacher, here's what they said:

We asked colleagues how they would describe our school, they told us:

Charlestown is a very warm and welcoming school. Every member of staff is willing to go above and beyond to make visitors or new staff a member of the team. The children of Charlestown are amazing and each and every child is a part of our Charlestown jigsaw. Our school is very inclusive for children, staff and parents and it is important to the staff at Charlestown that everyone feels valued.

We asked parents what they think it's like for their child in our school, they told us:

Children are well looked after, it's clear that the staff care about them.
School is fun - children want to go!
Children work hard, and we can see how well they are doing with their learning.
Children with additional needs get lots of extra help.
The support for families from the school is really good.

We asked children what they would like their new headteacher to be like, they told us:

At Charlestown we would like a headteacher who is polite and funny around our school community. They need to be able to encourage us to always try our best. Also, we need our new headteacher to be protective of us at all times. Finally, we like a headteacher who will sometimes come and teach us lessons when the normal teacher is out of class and for them to come and see us at play time.
We'd like them to be funny and have a sense of humour.
To be understanding.
To treat everyone fairly.
To be fun.
To respect all of our different faiths and religions.
To accept us for who we are.

We asked children what it's like to be a child at our school, they told us:

It's a big family.
It's supportive with our learning. Staff teach us so that we can have a good future.
Experiences such as Into University helps us to think about what we want to be when we are older and what we can do to achieve it.
It's a safe space- if something was to happen, you know that you have lots of grown ups around who care.
It's a welcoming place. Everybody is welcome here. There are all kinds of different people. We feel accepted.
It's an inspiring place. Everybody is inspired to do their best. Robinwood helped us to build up our courage to conquer our fears.
There are different sports clubs to help us achieve other things that represent the school.
We are a very big and welcoming school.
We are proud to be respectful, responsible and polite to all people in the community.
We welcome all new people to our school as we have had four new children join our class this year.
We love our teachers as they make us feel safe and protect us when we are in school.

We asked everyone what they think we need to do next, they shared:

The new headteacher will need to be good with parents - a clear communicator who is consistent. They will need to be able to get people onside whilst being resilient when faced with challenge.

Our new head will need to keep raising standards, in terms of achievement and pupil behaviour - we can always get better, and staff are open to support and feedback.

We need a headteacher who will be a proactive presence around school - providing support and having a really accurate picture of the school, in its brilliant moments, and its bits which need to be better.

JOB DESCRIPTION & PERSON SPECIFICATION

Manchester City Council
Headteacher Job Description
Charlestown Primary School
Reports to: Chair of governors
Salary: L18-L24

MAIN PURPOSE OF JOB

The Headteacher will:

- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions document relating to the Conditions of Employment of Headteacher.
- To meet the Headteachers Standards as published by the DfE.
- To seek to achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff.
- To ensure that resources are allocated to allow staff to discharge their responsibilities.
- To ensure that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

GOVERNING BODY PRIORITIES

The School's Governing Body wish a particular emphasis to be placed upon the following:

- To lead in the provision of excellent teaching and learning and raise standards across the school in terms of academic performance so that all pupils, especially those who are disadvantaged or have SEND achieve to the very best of their ability.
- To formulate a vision of school improvement and to lead the staff and Governing Body in reviewing and evaluating the effectiveness of the School Development Plan.
- To report to the School's Governing Body on progress made against School Development Plan objectives, making recommendations as to future priorities.
- To further develop partnerships with a variety of stakeholders through collaboration.
- To lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.
- To develop, inspire and motivate staff to raise standards across the school and monitor progress towards achieving school aims and objectives.
- To establish and sustain the school's ethos and strategic direction in partnership with the Governing Body and the local community.

CONDITIONS OF EMPLOYMENT

The above responsibilities are in accordance with the current School Teachers' Pay and Conditions Document. It is also subject to any local agreements and LA guidance on interpreting conditions of this service.

REVIEW AND AMENDMENT

This job description may be amended at any time after consultation with the post holder. It is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Headteacher but only after full consultation between them. It will be signed if agreement is reached.

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Where the role holder is disabled every effort will be made to supply all necessary support, aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

PERSON SPECIFICATION

Post: Headteacher
School: Charlestown Community Primary School
Salary: L18-L24 (£71,729-£83,081)
Reporting to: The Governing Body of Charlestown Community Primary School

QUALIFICATIONS AND EXPERIENCE

Qualifications

- Qualified Teacher Status (QTS)
- Degree
- National Professional Qualification for Headship (NPQH) or be working towards.

Experience

- Experience across the primary age range
- Successful leadership and management experience in a school
- Experience of the successful development of an inclusive culture, meeting the needs of pupils whilst raising outcomes and standards of behaviour
- Involvement in school self-evaluation and development planning
- Successful experience and evidence of engaging parents positively
- A proven record of accomplishment of leading whole school improvement
- Successful teaching experience
- Demonstrable experience of successful line management and staff development

Skills and Knowledge

- Data analysis skills and the ability to use data for strategic decision making and target setting.
- Ability to develop and communicate a vision and to inspire others to follow it.
- Understanding of high-quality teaching based on evidence, and the ability to model this for others and coach others to improve.
- Resilience - the ability to calmly and constructively overcome challenges
- Effective communication skills and ability to build strong and professional working relationships.

Personal Qualities

- To uphold and demonstrate the Seven Principles of Public Life at all times.
- 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.
- A commitment to get the best outcomes for all pupils.
- Commitment to maintain confidentiality at all times.
- Commitment to safeguarding and equality.
- Ability to work under pressure and prioritise effectively.

ETHICS AND PROFESSIONAL CONDUCT

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

- Build relationships rooted in mutual respect, and always 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 the school community and profession, Headteachers must:

- 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.

HEADTEACHER STANDARDS

Applicants should seek to address each of the 10 Head Teacher Standards outlined below, providing practical examples and experience from their current and previous role(s) which clearly demonstrates relevant experiences, abilities, skills and knowledge for the post in specific context to Charlestown Community Primary School. As a broad guideline, the length of the letter of application should be no more than three sides of A4, Font size 11 and curriculum vitae's (CV's) will not be accepted.

Standard One: 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.

1A	Create, maintain and evaluate the school's mission, values and ethos.
1B	Develop and then maintain a positive atmosphere in school, in whereby all pupils can be themselves, grow and thrive.
1C	Create high expectations for pupils' attainment and progress.
1D	Work with others to make sure pupils' transition into and out of school is smooth.
1E	Develop pupils' skills and knowledge that will prepare them for their next stage in education and life.
1F	Promote, uphold and maintain positive and respectful relationships between staff at all levels.

1G	Promote, uphold and maintain positive and respectful relationships with outside agencies such as Local Authorities, specialist services, Ofsted, education professionals, Governors and parents.
1F	Ensure that staff always behave professionally with all stakeholders including parents, Governors, and external services.

Standard Two: 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.

Standard Three: 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 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.

1A	Create, maintain and evaluate the school's mission, values and ethos.
1B	Develop and then maintain a positive atmosphere in school, in whereby all pupils can be themselves, grow and thrive.
1C	Create high expectations for pupils' attainment and progress.
1D	Work with others to make sure pupils' transition into and out of school is smooth.
1E	Develop pupils' skills and knowledge that will prepare them for their next stage in education and life.
1F	Promote, uphold and maintain positive and respectful relationships between staff at all levels.
1G	Promote, uphold and maintain positive and respectful relationships with outside agencies such as Local Authorities, specialist services, Ofsted, education professionals, Governors and parents.
1F	Ensure that staff always behave professionally with all stakeholders including parents, Governors, and external services.

2A	Establish and sustain high quality teaching across all subjects and areas of learning.
2B	Provide training, support, advice and guidance so that pupils receive the best possible teaching in each key stage.
2C	Create a culture of staff learning so that their teaching is evidenced and informed regarding how children learn best.
2D	Establish a culture in which teachers try and improve their own teaching through improving their own subject knowledge.
2E	Enable staff to know and identify pupils' common errors and misconceptions and understand how to remediate them.
2F	Establish and maintain high quality teacher demonstrations, explanations and modelling.
2G	Ensure that teachers use assessment to reshape and improve their lessons and teaching.
2H	Create and establish systems that build pupils' long-term memory and allow them to know more and remember more.
3I	Establish and maintain a curriculum in which pupils, including those with SEN/D, follow the aims and content within each subject identified within the national curriculum (or one with similar ambition).
3J	Set out the knowledge and skills that pupils should gain in each year group, in each subject (and area of learning).
3K	Ensure that disadvantaged pupils through the curriculum develop the knowledge and skills that they need for their futures.
3L	Establish a scheme of work in each subject and area of learning that is well sequenced, progressive and meets well defined points.
3M	Establish and maintain good quality curriculum leadership.
3N	Link subject leaders to professional networks and committees.
3O	Deploy a scheme of work for reading that uses systematic synthetic phonics and develops high quality comprehension and word decoding.
3P	Create systems that ensure valid and accurate summative assessment across each subject and area of learning.

Standard Four: 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.

4A	Establish and sustain high standards of behaviour.
4B	Establish and sustain school and class routines that allows pupils to learn, thrive and flourish.
4C	Ensure that pupils are courteous well-mannered, polite and friendly to each other and to visitors.
4D	Implement consistent and fair approaches to managing behaviour.
4E	Develop pupils' pride in their work.
4F	Ensure that there is little or no bullying, no name-calling or unwanted behaviour.
4G	Ensure that adults' model and teach the behaviour of a good citizen.
4H	Ensure that pupils are punctual and attend well.
4I	Ensure that the school builds up positive characteristics such as resilience, problem solving and respect for all.

Standard Five: 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 it's statutory duties regarding the SEND code of practice.

5A	Ensure that the school caters for different disabilities.
5B	Ensure that the school has high expectations for pupils with different special educational needs.
5C	Ensure that pupils with SEN/D learn well in each area of learning and subject.
5D	Ensure that the schools works effectively and positively with specialist agencies and professionals such as speech therapy, educational psychologists ect.
5E	Create an efficient and accurate system of diagnosing and identifying different types of need.
5F	Provide the support, guidance and reasonable adjustments needed by each SEN/D pupil.
5G	Communicate frequently with parents of SEN/D pupils. Work positively in partnership with them for the benefit of the child.
5H	Ensure the school's paperwork, information report and documentation conform to statutory requirements and is high quality.

Standard Six: 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.

6A	Provide staff with the access to high-quality professional development.
6B	Provide teachers, early in their careers, with the support, mentoring and guidance that they need.
6C	Provide teachers and teaching assistants with development opportunities so that they can develop their careers.
6D	Make clever use of the local and national career and professional frameworks.
6E	Establish and implement a programme to build the school's capacity to improve and succession plan.
6F	Ensure effective delivery of staff training.
6G	Establish effective staff induction programme.

Standard Seven: 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.

7A	Self-evaluate the quality of education, personal development and behaviours, and leadership and management in the school. Create a self-evaluation document.
7B	Ensure the school complies fully with the Equality Act and Human Rights Act.
7C	Establish high-quality safeguarding approaches so that staff, pupils and visitors to the school are safe.
7D	Prioritise and allocate financial resources appropriately.
7E	Ensure that procurement practices are fair and transparent.
7F	Ensure that procurement practices are fair and transparent.
7G	Ensure that staff are managed well and have manageable workload.
7H	Ensure provision is made for staff wellbeing.
7I	Oversee systems, processes and timetables to allow the school to operate efficiently.
7J	Write, implement and review school policies and procedures.
7K	Ensure that there is a rigorous approach to identifying and managing risk.

Standard Eight: 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.

8A	Self-evaluate the quality of education, personal development and behaviours, and leadership and management in the school. Create a self-evaluation document.
8B	Identify barriers to school progress and implement strategies to minimise barriers.
8C	Create school improvement plans that contain well-focused actions, measurable success criteria, methods of monitoring and clear evaluation.
8D	Oversee a plan to improve the subjects and areas of learning taught in school.
8E	Establish strategies to reduce any gaps in attainment or progress between disadvantaged pupils and other pupils nationally.

Standard Nine: 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.

9A	Forge constructive relationships with other providers such as leader schools, receiving schools ect.
9B	Forge constructive relationships with parents, carers, neighbours and the local community.
9C	Work constructively and positively with the Local Authority, local services and agencies.
9D	Establish and maintaining professional working relationships with colleagues, professionals and other head teachers.
9E	Learn from and contribute to local networks.

Standard Ten: 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.

10A	Ensure the Governing Body upholds and carries out its statutory responsibilities.
10B	Establish and maintain a professional relationship with Governors.
10C	Enable the committees of the Governing Body to function purposefully.
10D	Ensure that Govenors have full access to the information they need to carry out their duties. Ensure documents are accurate and transparent.

The Governing Body and Manchester City Council are committed to safeguarding and promoting the welfare of children and young people. Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).



Headteacher
Charlestown Community Primary School
L18-L24

Could you be our next headteacher?

The governors, staff and families at Charlestown Community Primary School are looking for our next Headteacher, to start in September 2024. This is an exciting opportunity to lead our fantastic school community onto even greater things.

The successful candidate will have a track record of delivering strong academic and pastoral excellence, along with a passion for and commitment to making a difference to children and communities. We are looking for someone with strong interpersonal and communication skills, with the ability to build positive relationships with students, staff, parents, and other stakeholders. The successful candidate will enjoy visible leadership and will be dedicated to supporting the best life chances for all children and families.

Parents, children and colleagues say that our school is inclusive, warm and welcoming. They value the qualities of fairness, consistency and fun and are looking for a leader who is a good communicator, proactive, resilient and has a good understanding of SEND.

Ofsted last visited us in January 2023, and judged that we continue to be a 'good' school. Since then, our external outcome measures have continued to improve as we have continued to work to develop our curriculum and provision for pupils. (ofsted.gov.uk)

Situated just 5 minutes' drive from the M60, and a 30 minute bus ride from Manchester city centre, Charlestown Community Primary School is proud to serve the diverse communities of Charlestown and Blackley.

Our school building is in good condition, and set within a generous site. Children benefit from plenty of outdoor space; well-sized classrooms and plenty of spaces for small group support. Our substantive Headteacher left the school in February to pursue an exciting new role. In the interim, the school is being supported by the Headteacher of a local academy who is acting as Interim Executive Headteacher, with the substantive Deputy Headteachers acting as Heads of School.

We would love the opportunity to show you around your possible future school!

Tours: Monday 25th of March 1-3pm

Application deadline: Monday 15th of April (references will be requested on this date).

Shortlisting: Wednesday 17th of April

Selection days: Tuesday 23rd & Wednesday 24th of April (not all candidates will be required to attend day 2).

Start date: September 1st 2024

To book a place on our tour afternoon, please email Sarah Bailey, business manager: Bailey.S@charlestown.manchester.sch.uk

For an informal conversation about the role, please email Alex Reed - Interim Executive Headteacher: head@charlestown.manchester.sch.uk

Charlestown Community Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

All staff appointments are subject to satisfactory references and enhanced Disclosure and Barring Service checks. We are an equal opportunities employer.

Charlestown Community Primary School

Headteacher recruitment pack



Website: www.charlestown.manchester.sch.uk

Email: office@charlestown.manchester.sch.uk

Address: Pilkington Rd, Blackley, Manchester M9 7BX

Phone Number: 0161 740 3529