



Headteacher Candidate and Information Pack

Thank you for considering Cherry Tree Primary School. We hope that this information will be a helpful resource for you to use when completing your application. This pack contain:

- **A welcome letter from our Chair of Governors**
- **Cherry Tree School context headlines**
- **Headteacher job description**
- **Headteacher person specification**
- **Completing your application, key dates, background checks and safeguarding**

CHERRY TREE PRIMARY SCHOOL

Hardy Road, Lymm, Cheshire WA13 0NX

Tel: 01925 755885

cherrytree_primary@sch.warrington.gov.uk

www.cherrytreeschool.co.uk

Head Teacher: Mrs H. Graham B.Ed. (Hons), NPQH

School Business Manager: Mrs L. Lynch

Email: CherryTree_Primary@sch.warrington.gov.uk



Dear Candidate,

Thank you for your interest in the role of Headteacher at Cherry Tree Primary School (incorporating Cherry Blossom Pre-School). Cherry Tree Primary School prides itself on a warm, welcoming, inclusive, and nurturing environment, where every child matters and has the opportunity to reach their full potential.

The Governors are seeking an individual who will maintain this environment, acting as a role model, while also demonstrating integrity, visionary foresight, and possessing exceptional competence and effective leadership skills in line with Cherry Tree's values and ethos. This person must be able to demonstrate these skills whilst maintaining the respect of all staff, governors, parents, and stakeholders in the wider community.

We have six core values at Cherry Tree, which are supported throughout a rich and varied curriculum: Happy, Aspirational, Resilient, Independent, Open-minded, and Compassionate. These underpin our culture and form the foundation of our relationships with one another, our children, and the broader community. These core values are upheld through our school mission - "Bringing out the best in each other as we blossom and grow."

The newly appointed Headteacher must show a passion and commitment to excel in all areas of management with the best interests of the children at its core. This includes the performance management of teaching staff to ensure high standards of teaching are maintained at all times, as well as effective financial management. At the same time, the Governing Board would like to see a person with drive and ambition to ensure we maximise the full potential of our school.

We are a school which has a strong sense of community and belonging. Pupils, staff, families, and governors work together with one aim: to make the school the best it can be. Cherry Tree has established itself with a reputation as a school that achieves high standards whilst fostering a love of learning and ensuring children have the skills to become independent, caring, and confident members of society. The successful candidate will support this and continue to develop systems to ensure that partnerships remain strong and effective, to ensure all our children achieve their full potential.

We are more than delighted to receive applications from individuals with proven leadership skills who aspire to a headship, as well as those with previous headship experience. I hope that you find the candidate pack useful and informative. If you would like to visit the school for a tour, appointments are available on the 3rd and 6th October, and will be conducted by our current Headteacher, Mrs Helen Graham. Places can be confirmed in advance by calling a member of the school administration team at the number above during school hours.

Yours sincerely,
Christine Mitchell-Brown
Chair of the Governing Board

Bringing out the best in each other as we blossom and grow

Happy • Aspirational • Resilient • Independent • Open-minded • Compassionate



Cherry Tree School - Context headlines

The graphic below offers a high-level snapshot of our school context.



Our Mission Statement: <i>Bringing the best out in each other as we blossom and grow</i>					
Data accurate as of 25-09-2025					
Children on roll 210 Cherry Tree only 224 inc Cherry Blossom Cherry Blossom Total- 15 Reception- 30 Y1 - 29 Y2 - 30 Y3 - 27 Y4 - 31 Y5 - 30 Y6 - 33	Staff Numbers 1 Head Teacher 10 teachers (8.4 FTE) (2 job shares) 8 FTE teaching assistants-CTS 1 full time school business manager 3 part-time admin assistants 1 maintenance officer 7 after school club staff 4 midday staff (plus some of our TAs provide support) 5 preschool staff (3 FTE)	Senior leaders Helen Graham- Head Teacher Anita Bottomley- Deputy Head Phil Adams SENCO- TLR  Cherry Tree School Context Headlines	British Values Democracy Rule of law Tolerance of different faiths/beliefs Individual liberty Mutual Respect - CPD on INSET day in September - Interwoven through our curriculum - Assemblies- half termly theme around BV and our core values - School Council democratically elected - New display- entrance hall	Keywords Passionate Dedicated Effective Ambitious Unique Aspirational Substantial Diverse Inclusive Rigorous Systematic Consistent	Meaningful links Cumulative Thorough Progressive Sequenced Repeated practice Clear Phonic knowledge <u>Instead of improving:</u> Strengthening Refining
Gender Balance- CTS Full time inc preschool 113 boys – 50.4% 111 girls – 49.5% Year 2- larger proportion girls 17g / 13b Year 3- larger proportion boys 18b / 12g Pastoral Safeguarding Factors inc preschool 6 / 2.6% in care/previously in care LAC/ PLAC 8 / 3.3% EHCP 30 / 12.6% Total SEND 15 / 6.3% ↑ EAL inc preschool 29 / 13.8 % ↑ (not preschool) PP	Core Values Aspirational Compassionate Happy Open-Minded Independent Resilient <i>On display in every classroom, embedded throughout our curriculum and in everything we do, weekly SW Values award</i>	Key SDP Priorities Refer to SDP Version 1 SEPT 2024 saved in GDrive & Gendata Quality of Education - To enable the children to know more and remember more key vocab across the curriculum - To raise standards in writing, particularly at KS1 and for children who are borderline ARE - EYFS Outdoor area – improve the environment	Protected Characteristics Equality Act 2010 Illegal to discriminate based on Disability Age Marriage Race Religion Sexuality Pregnancy/Maternity Gender reassignment Gender/Sex	Cultural Capital Being knowledgeable about a wide range of culture- art, music, books, libraries, theatres. An integral part of our whole curriculum. We promote character building qualities/ help children to prepare for life in modern Britain/ help them to achieve well and develop a rich vocab which will potentially open up opportunities for them in later life.	
Under Social Care 14/6 wk meetings) 9 children Child Protection Plan- 0 families CIN: 3 families LAC/CIC- 1 Attendance YTD as of 25-09-25 Whole school 98.5% YTD National- 93.3% FSM- 98.3%/ SEND 100% Pers't Abs 0%+ 1 st in Warr	KS1 ARE / (GD) Y1 Phonics- 84% Y2 Reading- 77% (27% GD) Y2 Writing- 61 (7.6%) Y2 Maths- 77% (23%) Y2 Combined- 58%	Key Data For more detail see the 'Headlines- Statutory Data for Summer 2024' EYFS GLD 73% Nat'l-67.7%	KS2 ARE / (GD) Y6 Reading- 87.5% (56% GD) Y6 Writing- 78% (22% GD) Y6 Maths- 87.5% (50% GD) Y6 GPS- 91% (66%) Y6 Combined- 78% (22%)	Any significant findings from IDSR: Latest data not released yet	



Job description: Headteacher

This job description reflects the Headteachers' Standards (2020). These standards are built upon The Teaching Standards (2012) 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 Board, the staff of the school, its pupils and the parents of its pupils.

Job details

Salary: 61,534 – 67,898

Contract type: FULL TIME

Reporting to: BOARD OF GOVERNORS

Responsible for: To provide professional leadership, in line with the conditions of employment as set out in the current *School Teacher's Pay and Conditions* document and Headteacher Standards, to maintain the school's success, ensuring high-quality education for all its pupils and good standards of learning and achievement.

Main purpose

The headteacher will:

- Provide professional leadership for the school, ensuring high-quality education and motivating staff to achieve the school's missions and values
- Sustain and build upon the school's ethos and values, and set the strategic direction alongside the governing board, and through consultation with the school community
- Maintain and build upon the culture of the school, enabling every child to thrive, blossom, and grow.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely, and suited to the school's context
- Ensure these school improvement strategies are effectively implemented
- Establish, and monitor progress against, the school's aims and objectives
- Continue to engage with all stakeholders, particularly parents and the wider community, to maintain strong relationships
- Manage financial resources appropriately, efficiently, and effectively
- Understand and manage the school budget, allocating resources to achieve maximum impact on quality of education and achievement, and ensure effective administration and financial controls are in place
- Establish and oversee systems, processes, and policies so the school can operate effectively

Qualities

The headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct
- Exhibit a nurturing, empathetic, and welcoming approach to managing the school and its wider community
- Demonstrate strategic and visionary skills to optimise the school's full potential
- Build positive, engaging, and respectful relationships across the school community
- Display resilience to tackle challenging issues with a solution-focused approach
- Demonstrate excellent people management skills to ensure high standards are maintained
- Have strong organisational and delegation skills
- Be open to ideas for improving the effectiveness of the school

Duties and responsibilities

School culture and behaviour

The headteacher will:

- Maintain a culture where pupils experience opportunities to become lifelong learners
- Uphold ambitious educational standards to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism and role models for the children
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Ensure that attendance at school remains a high priority through robust systems enabling pupils to achieve their full potential
- Continue to strengthen the integration between our preschool and reception class to ensure a seamless, cohesive, and high-quality Early Years provision

Teaching, curriculum, and assessment

The headteacher will:

- Maintain and further develop high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Continue to ensure the teaching of a broad, structured, and coherent curriculum
- Develop curriculum leadership further, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable, and proportionate approaches to assessing pupils' progress, knowledge, and understanding of the curriculum
- Develop further the use of evidence-informed approaches to teaching and learning, and keep abreast of local and national developments in education
- Promote inclusive learning for all pupils, including those with special needs and those who are gifted

Additional and special educational needs (SEN) and disabilities

The headteacher will:

- Continue to promote a culture and practices that enable all pupils to access the curriculum and achieve their potential
- Have ambitious expectations for all pupils with SEN and disabilities
- Ensure the school works effectively with parents, carers, and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice
- Effective and timely management of SEND funding and EHCP application processes

Managing the school

The headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care
- Manage staff well with due attention to effective performance, workload, and wellbeing
- Ensure rigorous approaches to identifying, managing, and mitigating risk, ensuring compliance with Health and Safety requirements
- Use strategic financial planning to manage the finances and generate income effectively to maximise the school's potential

Professional development

The headteacher will:

- Ensure staff have access to appropriate, high-quality professional development opportunities within the constraints of the school budget
- Keep up to date with developments in education
- Ensure training and continuing professional development is effectively planned, delivered, and evaluated
- Make sure professional development opportunities draw on experts both from within, and beyond, the school
- Support the professional growth of staff by identifying and seeking training and continuing professional development to meet the needs of all staff members
- Identify creative, low/zero budget ways in which to upskill staff and governors

Governance, accountability and working in partnership

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff 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
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Other areas of responsibility

This job description is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role. This job description may be amended at any time in consultation with the postholder.



Headteacher Person Specification October 2025

Notes:

- Candidates failing to meet any of the essential criteria will automatically be excluded
- Source – A (application), I (interview) and R (reference)

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Essential	Desirable	Source
Qualified teacher status	E		A
Honours Degree	E		A
Evidence of appropriate continuing professional development relating to school leadership and curriculum development	E		A/I/R
NPQH or commitment to complete (or equivalent)		D	A
Has recently undertaken appropriate Child Protection training/ Designated Senior Person training		D	A/I

EXPERIENCE	Essential	Desirable	Source
Recent successful leadership as a deputy Headteacher or assistant Headteacher, or equivalent	E		A/I/R
Substantial and successful experience in a senior leadership role, including curriculum development, monitoring, and assessment	E		A/I/R
Experience of school self-evaluation, effective monitoring and a recent Ofsted inspection		D	A/I/R
Experience of working effectively and in partnership with Governors, parents, and the wider community		D	A/I/R
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school development and pupil achievement		D	A/I/R
Experience of successful implementation of strategies to continually improve teaching and learning	E		A/I/R

Experience of responsibility for policy development and implementation		D	A/I/R
Experience of and ability to lead staff development across the primary range. (e.g. coaching, mentoring, INSET for staff)	E		A/I/R
Experience of leading safeguarding		D	A/I/R
Experience of teaching in more than one school		D	A/I/R
Significant teaching experience within the primary phase (e.g. taught 2 key stages)		D	A/I/R

KNOWLEDGE	Essential	Desirable	Source
Good knowledge and understanding of what constitutes an effective school, and have the necessary skills of leadership and management to help maintain or further improve such a school	E		A/I/R
Knowledge and understanding of all 3 Key Stages in the primary phase	E		A/I/R
Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management		D	A/I/R
Knowledge of ways to build, communicate and implement a shared vision	E		A/I/R
Knowledge of how to meet the needs of all pupils (including SEN) through high-quality provision/teaching.	E		A/I/R
Knowledge of the Ofsted inspection framework	E		A/I/R
Knowledge of new technologies, their use, and impact, including social media		D	A/I/R
Knowledge of the work of other agencies and opportunities for collaboration		D	A/I/R

SKILLS AND ABILITIES	Essential	Desirable	Source
Ability to think analytically and creatively, and demonstrate initiative in problem-solving	E		A/I/R
Ability to manage and monitor budgets, deploy human resources, and ensure value for money		D	A/I/R
Ability to access and analyse relevant data and to use this information to set priorities and determine school action	E		A/I/R
Ability to lead with optimism, continually building and developing positive relationships	E		A/I/R
The ability to relate positively to all stakeholders and inspire high-quality teaching, learning, and behaviour	E		A/I/R

LEADING LEARNING AND TEACHING	Essential	Desirable	Source
Ability to have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others	E		A/I/R
Ability to acknowledge teaching excellence and challenge any underperformance across the school to improve the quality of learning	E		A/I/R
Ability to motivate others to engage pupils to maximise learning opportunities and outcomes, ensuring equal opportunities for all	E		A/I/R
Ability to secure excellent pastoral care, behaviour, and good attendance for the whole school community	E		A/I/R
Evidence of developing and implementing strategies for school improvement, including data analysis, target setting, and strategies for improving the quality of teaching and learning for all pupils	E		A/I/R

LEADERSHIP, COLLABORATION, & MANAGING THE ORGANISATION	Essential	Desirable	Source
Ability to deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict	E		A/I/R
A highly visible presence and good role model who inspires confidence and trust, empowering and motivating all stakeholders	E		A/I/R
Ability to plan, organise, and exercise sound judgement, and communicate and delegate effectively	E		A/I/R
Commitment to support the school's participation in community activities	E		A/I/R
Commitment to the wellbeing and professional development of all staff	E		A/I/R

SECURING ACCOUNTABILITY, SAFEGUARDING	Essential	Desirable	Source
Committed to working with the Governing Board and LA to enable it to meet its statutory responsibilities	E		A/I/R
Able to present an accurate and understandable account of the school's performance to stakeholders	E		A/I/R
Commitment to safeguarding and promoting the welfare of children	E		A/I/R
Ability to maintain and develop a 'culture of vigilance' with regard to safeguarding and child protection	E		A/I/R

CONFIDENTIAL REFERENCES	Essential	Desirable	Source
Positive recommendation from all referees, including current employer	E		R



Completing your application, key dates, background checks and safeguarding

Activity	Key date
Candidate school tours (must be booked in advance)	Friday, 3 rd October 2025
Candidate school tours (must be booked in advance)	Monday, 6 th October 2025
Candidate school tours (must be booked in advance)	Monday, 13 th October 2025
Closing date for applications	Sunday, 19th October 2025 (Midnight)
Shortlisting of applications	Thursday, 23 rd October 2025
Interviews Day 1: Assessment Centre – tasks completed in school	Wednesday, 5 th November 2025
Day 2: Assessment Centre – interviews	Thursday, 6 th November 2025

School visits

We warmly welcome and encourage candidates to visit our school before submitting an application. To arrange a school tour, please contact the Cherry Tree School office on 01925 755 885 during school hours.

School tours are available on Friday, 3rd October, Monday, 6th October and Monday, 13th October – Tours must be booked in advance.

Application process

Please download, complete, and return the application form by the **closing date – midnight Sunday, 19th October 2025.**

Candidates must complete all relevant sections of the application form, ensuring that they address the criteria outlined in the Person Specification.

Applications should be returned to recruitment@warrington.gov.uk

Please ensure that you provide an up-to-date email address and phone number with your application, as we often contact candidates electronically or via phone rather than by post.

You will be contacted by Tuesday, 28th October 2025, if you have been selected for interview.

For additional information about our school, please visit our website at www.cherrytreeschool.co.uk.

Background checks and safeguarding

Cherry Tree Primary School is committed to safeguarding and promoting the welfare of children, and expects all staff and volunteers to share this commitment as per statutory legislative requirements of 'Keeping children safe in Education 2025'.

The position advertised is subject to safer recruitment checks, Enhanced Disclosure and Barring Service checks, medical clearance, satisfactory references, qualification checks and eligibility to work checks under the Asylum and Immigration Act.

**Thank you for considering Cherry Tree Primary School.
We look forward to receiving your application.**