

Cross Gates Primary School

Job Application Pack

We are committed to promoting and
safeguarding the welfare of all children



**Leeds East
Primary Partnership**
A CO-OPERATIVE TRUST

**Cross Gates
Primary School**

Aspire

Learn

Succeed

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Chair of Governors' Welcome

Dear Applicant

Thank you for expressing an interest in the post of Head Teacher at Cross Gates Primary School. I hope that you find the information pack helpful and that you will consider applying for the role of Head Teacher at our exceptional school.

At Cross Gates Primary we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one '**Learn, Succeed, Aspire**'.

Cross Gates Primary School was rated as 'Good' during the last OFSTED inspection carried out in April 2024, and our Early Years were judged to be 'Outstanding' It is an exciting and inspirational place. Our success stems from a relentless drive to put memorable learning experiences at the heart of all we do. The proportion of our children who are eligible for the pupil premium funding is well above average as are the number of children with SEND. Close monitoring of pupil progress is therefore a priority and robust tracking systems show good progress across the school from entry.

We are a one form entry school where our children are at the heart of our decision making. We know our children as individuals and we tailor our teaching, learning and nurture to their needs. We are proud of our family ethos and celebrate the fact our thriving school is at the heart of the community. As a team we pride ourselves on establishing close links between home and school so that we can work effectively together enabling each child to achieve their full potential.

We have our own Nursery which is well supported; we are a popular choice locally and are full in most years. We also have a Children's Centre on site, which has its own manager and is inspected separately.

The school is part of a formal primary school trust, the Leeds East Primary Partnership. The main objective of this co-operative trust is to raise standards in the five participating schools and to engage the wider community.

I strongly encourage you to look at our website and to make an appointment to have a look round our school by telephoning the office on 0113 2645763. Governors will be available to show prospective candidates round in the week beginning Monday 9th February 2026.

I hope the pack provides you with sufficient information at this stage and that you are interested to come and visit us. I look forward to hearing from you.

Helen Pemberton
Chair of Governors

Aspire, Learn, Succeed

Advert - Headteacher

The Governing Body of Cross Gates Primary School is seeking to appoint an experienced senior leader to the post of Head Teacher of our vibrant, inclusive and ambitious school. We are looking for a caring, open and honest professional who values integrity and is able to communicate information and ideas clearly to all stakeholders,

Cross Gates Primary School is a welcoming one form entry primary school located in the heart of East Leeds and part of the Leeds East Primary Partnership. We pride ourselves on fostering a warm, inclusive environment where every child and family is valued and supported. Our strong community ethos and family-focused approach create a nurturing space to support pupils to thrive academically, socially and emotionally. At Cross Gates, we are committed to excellence and continuous development, ensuring our school remains a place where children love to learn and grow. Our vision, *Aspire, Learn, Succeed*, underpins everything we do.

The successful candidate will:

- Be an experienced and effective senior leader with a proven track record of raising standards, securing positive outcomes for all pupils and ensuring children enjoy learning in a positive and caring environment.
- Provide clear, strategic leadership that builds on the school's strengths and drives continuous improvement across teaching, learning and the curriculum.
- Place the wellbeing, inclusion and safeguarding of pupils and staff at the heart of all decision-making.
- Champion high expectations for attainment, behaviour and attendance, ensuring all pupils are supported to achieve their full potential.
- Lead the delivery of a broad, balanced and ambitious curriculum that reflects the needs of our pupils and community.
- Foster a strong culture of professional accountability, collaboration and development, enabling staff to thrive and deliver high-quality outcomes for pupils.
- Build strong, positive relationships with pupils, staff, parents, governors and external partners.
- Work effectively, transparently and in partnership with the Governing Body to ensure robust leadership, governance and financial stewardship.
- Lead improvements which are sustainable and grounded in the school's values.
- Ensure the school is outward facing, committed to partnership working and sharing best practice locally and beyond.
- Ensure a safe, calm and well-ordered environment in which pupils feel secure, valued and motivated to learn.

Our children are keen to please and to learn. Our staff are dedicated and committed to improving opportunities for our children and in turn we regularly review how we support their welfare. We have an ambitious and knowledgeable Governing Body who are fully committed to the school's continued success.

Prospective applicants are strongly encouraged to arrange a visit to the school during the week commencing **9th February 2026**. To arrange a visit, please contact **Donna Schofield**,

School Business Manager, on **0113 264 5763**. For further information, please visit www.crossgatesprimary.co.uk

Closing Date: Midday, Monday 23rd February 2026

Shortlisting: Thursday 26th February 2026

Interviews: Thursday 5th and Friday 6th March 2026

Cross Gates School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment.

Applicants to posts that are exempted from the rehabilitation of Offenders Act will require a DBS (formerly CRB) from the Disclosure and Barring Service, the appropriate pre-employment checks that will include references from previous employers, confirmation of the right to work in the UK before the appointment is confirmed.

Job Description & Person Specification



**Leeds East
Primary Partnership**
A CO-OPERATIVE TRUST

Cross Gates
Primary School

Job Description Headteacher

Location: Cross Gates Primary School

Pay Range: £73,105 - £83,858 (L15 - L21#)

Main purpose:

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.

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 aim 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.

Statutory requirements:

This job description reflects the National Headteacher Standards (2020). These standards are built upon The Teaching Standards (2013) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The appointment is also subject to other current educational and employment legislations and policies laid down by the governing body under their powers derived from statutory sources.

Duties and responsibilities:

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 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.

Section 2: Headteachers' standards.

1. School culture.

Headteachers will:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- create a culture where pupils experience a positive and enriching school life.
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- ensure a culture of high staff professionalism.

2. Teaching.

Headteachers will:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- ensure effective use is made of formative assessment.

3. Curriculum and assessment.

Headteachers will:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.

- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour.

Headteachers will:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- implement consistent, fair and respectful approaches to managing behaviour.
- ensure that adults within the school model and teach the behaviour of a good citizen.

5. Additional and special educational needs and disabilities.

Headteachers will:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional 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.

6. Professional development.

Headteachers will:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and

professional frameworks and programmes to build capacity and support succession planning.

7. Organisational management.

Headteachers will:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care and as the Designated Safeguarding Lead fulfil the statutory duties as defined in KCSIE 2021.
- 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 will:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

9. Working in partnership.

Headteachers will:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

10. Governance and accountability.

Headteachers will:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- establish and sustain professional working relationship with those responsible for governance.
- ensure that staff know and understand their professional responsibilities and are held to account.
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Person Specification

Headteacher

Key:

App: Application form.

SP: Selection process. This could include a range of exercises, including an interview.

You should show clearly in your application how your knowledge, experience and skills are relevant to the requirements of the post.

A. Strategic Leadership

National Standards for Headteachers - 1. School Culture.

Headteachers will:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- create a culture where pupils experience a positive and enriching school life.
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.

Essential knowledge, experience, and skills (App/SP):

- Experience of leadership roles.
- Ability to promote positive relationships across all stakeholders and build effective relationships with staff, parents, governors and other stakeholders.
- Establishes the school's strategic vision in partnership with those responsible for governance.
- Prioritises learning and well-being in all strategic decision making.
- Ability to make and implement difficult decisions.
- Implements a strategic plan across the whole school, identifying priorities and evaluating the impact.
- Works with and motivates teams and individuals to implement changes across the school.
- Awareness of the Leeds city-wide educational improvement agenda and other statutory changes in education.

Desirable knowledge, experience, and skills:

- Understanding of entrepreneurial and innovative approaches to influence school improvement.

B. Educational Excellence

National Standards for Headteachers - 2. Teaching.

Headteachers will:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- ensure effective use is made of formative assessment.

Essential knowledge, experience, and skills (App/SP):

- Implementation of strategies which secure high standards of teaching and learning and prepares children for their next phase of education or life.

National Standards for Headteachers - 3. Curriculum and assessment.

Headteachers will:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Essential knowledge, experience, and skills (App/SP):

- Experience of curriculum innovation and evidence informed research that has resulted in raised standards.
- Experience of embedding a curriculum that is built on subject expertise and effective curriculum leadership.
- Understanding of how pupils are taught to read, particularly the use of synthetic phonics in schools that teach early reading.

National Standards for Headteachers - 4. Behaviour.

Headteachers will:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- implement consistent, fair and respectful approaches to managing behaviour.

- ensure that adults within the school model and teach the behaviour of a good citizen.

Essential knowledge, experience, and skills (App/SP):

- In depth knowledge of the use of data to monitor pupil progress.
- Effective use of assessment tools to monitor teaching and learning.

National Standards for Headteachers - 5. Additional and special educational needs and disabilities.

Headteachers will:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- ensure the school works effectively in partnership with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- ensure the school fulfils its statutory duties regarding the SEND code of practice.

Essential knowledge, experience, and skills (App/SP):

- Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback.

National Standards for Headteachers - 6. Professional development.

Headteachers will:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Essential knowledge, experience, and skills (App/SP):

- Regularly reviews own practice and continually participates in quality CPD.
- Able to ensure and provide high quality professional development for a staff team drawing upon expertise, where appropriate.

- **Operational Management**

National Standards for Headteachers - 7. Organisational management.

Headteachers will:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.
- ensure staff are deployed and managed well with due attention paid to workload.
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- ensure rigorous approaches to identifying, managing and mitigating risk.

Essential knowledge, experience, and skills (App/SP):

- Recruits, develops, retains and manages a range of school staff.
- Ability to effectively deploy staff and resources.
- Ensures effective performance management systems are in place and manages capability.
- Ability to distribute work effectively.
- Effective use of robust and transparent effective interventions to ensure pupils maintain good progress.
- Ensure financial efficiency, effectiveness, and probity of public funds.
- Manages the school's environment in line with health and safety regulations
- Implements changes to staffing structures.
- Develops appropriate school development plans which lead to sustained school improvement over time.

National Standards for Headteachers - 8. Continuous school improvement.

Headteachers will:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Essential knowledge, experience, and skills (App/SP):

- A proven ability to motivate, lead and interact with staff, pupils and parents/carers.
- Uses CPD to motivate, enthuse and develop all staff.

D. Securing Accountability

National Standards for Headteachers - 9. Working in partnership.

Headteachers will:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

Essential knowledge, experience, and skills:

- Holds people to account for conduct and practice.

National Standards for Headteachers - 10. Governance and accountability.

Headteachers will:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- establish and sustain professional working relationship with those responsible for governance.
- ensure that staff know and understand their professional responsibilities and are held to account.
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Essential knowledge, experience, and skills (App/SP):

- Works with and understands the role of effective governance to fulfil statutory duties.
- Provides performance data to parents, governors, and school improvement officers.
- Develops appropriate school policies and procedures.
- Builds relationships with community groups, outside agencies and other schools which create innovative learning experiences for pupils.
- Works with parents and carers to improve pupil achievement.

E. Safeguarding (App/SP).

Essential knowledge, experience, and skills:

- Is fully aware and able to implement effective policies and procedures.
- Ability to deal with sensitive issues in a supportive and effective manner.
- Experience in strategies to manage behaviour.

Desirable knowledge, experience, and skills:

- Experience of a multi-agency team approach.

Qualifications and training (App/SP).

Essential:

- Qualified Teacher Status or other educational qualification.
- A degree or management qualification.

Desirable:

- NPQH
- NCSL/CWDC Safer recruitment certificate (required within the first year of headship)

Personal qualities and attributes (SP).

Essential:

- Moral purpose (equality, children and adults treated with respect).
- Excellent communicator (listening, putting a message across).
- Child centred.
- Resilient.
- Integrity.
- Self-motivated and able to motivate others.
- Enjoys challenge.
- Works to deadlines.
- Enthusiastic and optimistic.
- Excellent problem solving/analytical skills.
- Emotional confidence (knowledge of strengths and areas of developments).
- Conceptual thinking (identify patterns between potentially unrelated concepts).

Application Guidance

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. **We do not accept CV's** and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

General Information

- Please read the job description, person specification, advertisement, and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use black ink or type your application form – this helps when the applications are photocopied.
- Do not send a CV with your application – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge, and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.
- Please return the application form by the closing date advertised.

The Application Form

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We appreciate it is not always convenient to contact you at your workplace, therefore please indicate if this will be acceptable. If you have a personal e-mail address and would like us to contact you using this method please provide your address clearly in the space provided.
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you unless you specify otherwise.
- ✓ **Recruitment Monitoring** – Cross Gates School operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You will be asked to produce certificates confirming qualification at a later stage.

- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide examples of how you meet the skills, abilities, knowledge, and experience identified; these can be nonwork based if necessary.