



GOOSTREY COMMUNITY PRIMARY SCHOOL

Headteacher recruitment pack

Main Road, Goostrey, Cheshire, CW4 8PE
admin@goostrey.cheshire.sch.uk



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WELCOME FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Thank you for your interest in the position of Headteacher at Goostrey Community Primary School.

This is a significant and exciting moment in the life of our school. Following the retirement of our highly respected and long-serving Headteacher, who has dedicated many years to leading and developing our school community, we are seeking an exceptional individual to build on that strong foundation and lead Goostrey Community Primary School into its next chapter.

Our school lies at the heart of a thriving village community and enjoys a reputation as a welcoming, inclusive and nurturing place where children flourish academically, socially and emotionally. We are proud of our enthusiastic pupils, dedicated staff, supportive parents and engaged governors, all of whom contribute to the distinctive character and success of our school.

As a village school, we are proud of our strong community links and the important role the school plays in village life. Our partnerships with families, local organisations and other schools enrich the experiences available to our pupils and help create a genuine sense of belonging. We are also proud of our longstanding international partnership with Elizabethfontein School in South Africa, which broadens our pupils' understanding of the wider world and reflects our commitment to global citizenship.

The retirement of a longstanding Headteacher brings both responsibility and opportunity. We recognise and value the legacy of strong leadership that has shaped our school, while also looking forward to the fresh perspectives, innovation and vision that a new Headteacher can bring. We are seeking a leader who will honour our school's values and traditions while inspiring us to embrace future opportunities with confidence and ambition.

The successful candidate will join a committed and talented staff team, enthusiastic children who are eager to learn, and a Governing Board dedicated to providing both support and constructive challenge. We are looking for someone who can inspire excellence, nurture strong relationships across the school community and lead with integrity, compassion and determination.

Goostrey Community Primary School is a vibrant and thriving one-form entry school that focuses on academic excellence alongside musical and artistic achievements, sporting events and extracurricular activities. We believe that every child deserves the very best start in life. Our next Headteacher will play a pivotal role in ensuring that our pupils continue to thrive, achieve their potential and develop the skills, confidence and values that will support them throughout their lives.

I hope this recruitment pack provides an insight into what makes our school such a special place. We warmly encourage applications from leaders who share our commitment to educational excellence, community and continuous improvement.

Thank you for your interest in our school. We look forward to hearing about your vision for the future of Goostrey Community Primary School and wish you every success with your application.

Yours sincerely,



Tracey Goodwin
Chair of Governors, Goostrey Community Primary School

JOB ADVERTISEMENT

Start date: 1st September 2027

Contract type: Full-time, permanent

Salary range: L13-L19

Closing date for applications: Monday 2nd November 2026

Application packs can be requested from, and should be returned to
schoolgovernanceeast@cheshireeast.gov.uk

Goostrey Community Primary School is looking for a warm, ambitious and forward-thinking Headteacher to lead our happy and successful village school into its next chapter. Families regularly tell us how much they value our friendly, welcoming atmosphere. During our recent Ofsted inspection (March 2026), it was noted that pupils “are happy and proud to be part of the caring community fostered at Goostrey Community Primary School”.

Attendance is consistently high and behaviour is typically outstanding, underpinned by a shared vision and whole-school expectations. An experienced and committed staff team gives children stability and continuity, and the school has strong links with the local community.

We offer a safe, inclusive and nurturing environment where every child is encouraged to flourish, both academically and personally. Our infant and junior buildings sit in the heart of the village, giving the school a distinctive character and making our pupils a visible and valued part of village life every day.

Our outdoor spaces are important in everything we do: all year groups learn on our field and in our forest school woodland throughout the year. Our surroundings enrich the curriculum, support children's wellbeing and provide memorable experiences that help every child grow.

We are at an important time in the school's development. Our March 2026 Ofsted inspection recognised many strengths, including strong personal development and wellbeing, high academic outcomes, positive behaviour and a deeply caring school community. It also identified opportunities to strengthen the consistency and depth of learning, develop our Early Years provision and bring greater rigour to the use of information, systems and governance oversight.

Our new Headteacher will have the opportunity to build confidently from these strong foundations and lead the next stage of the school's improvement.

We are looking for a Headteacher who will:

- Share our values and lead with integrity, warmth and humility, while bringing the ambition to build on the school's existing strengths.
- Be dedicated to giving every child the best possible start and ensure that support is consistently effective across all subjects and year groups, with inclusion, SEND provision and safeguarding at the centre of their practice.
- Bring successful experience of strategic leadership at Assistant Headteacher, Deputy Headteacher or Headteacher level in a primary school, together with classroom experience across the full primary age range and a strong track record of leading school improvement.
- Work alongside our committed staff and governors to shape a clear direction for the future, translating priorities into measurable improvement and leading confidently through technological and regulatory change.



JOB ADVERTISEMENT

- Maintain high standards in learning, attendance and behaviour, using data, management information and self-evaluation to identify priorities, monitor impact and drive improvement.
- Communicate openly and warmly with pupils, staff, families, governors and local partners, and ensure governors receive clear, timely and evidence-based information to support effective challenge and assurance.
- Stay up to date with current thinking in education and ensure the curriculum and teaching continue to develop, with particular emphasis on depth of learning, effective feedback and the purposeful use of technology.
- Oversee our budget, staffing, estate and resources effectively, ensuring that our split site and shared buildings support high-quality teaching, safeguarding and a positive experience for pupils and staff.
- Develop staff capability through purposeful professional development, while maintaining a strong commitment to wellbeing and sustainable workloads.
- Build strong partnerships with other schools, headteachers, trusts and professional networks so that the school continues to learn from, and contribute to, the wider education system.

In return, the school offers:

- Friendly, motivated children who love coming to school.
- A welcoming school community with a strong family feel.
- A hard-working and caring team of teaching and support staff.
- An engaging, wide-ranging curriculum full of memorable experiences.
- Families and local community stakeholders who are actively involved in school life.
- A committed Governing Board that always puts the children first, supports the Headteacher and provides constructive challenge in the interests of continuous improvement.
- Close working relationships with local schools and networks.
- Ongoing professional development, including support with the National Professional Qualification for Headship if needed.
- A genuine commitment to your wellbeing, so that you are supported to succeed.

Key dates:

- Tours of the school for prospective candidates
 - Tuesday 13th October 2026, 1.30pm
 - Thursday 15th October 2026, 1.30pm
 - Monday 19th October 2026, 9.30am
 - Wednesday 21st October 2026, 4.00pm
- Closing date for applications: Monday 2nd November 2026
- Shortlisting: Monday 9th November 2026
- Activities day: Wednesday 9th December 2026
- Interviews: Thursday 10th December 2026

To arrange a visit and meet our children and staff, please contact the school on admin@goostrey.cheshire.sch.uk or call 01270 918 940.



JOB ADVERTISEMENT

You must apply for this position via application form which can be obtained from:

School Governance Team 5th Floor Delamere House c/o Municipal Buildings Earle Street, Crewe CW1 2BJ

Telephone: 0300 123 5036

Email: schoolgovernanceeast@cheshireeast.gov.uk

Application forms can also be downloaded from the DfE and/or Jobs Go Public websites.

You must return completed application forms by post or email to:

School Governance Team 5th Floor Delamere House c/o Municipal Buildings Earle Street, Crewe CW1 2BJ

Email: schoolgovernanceeast@cheshireeast.gov.uk

Application forms must be received by 11.59pm on Monday 2nd November 2026. Applications received after this time may not be accepted.

You may provide a supporting letter with your application; this should not exceed two sides of A4 paper, font size 12. Please do not restate the factual details already included elsewhere on the application form.

The successful applicant will be subject to the conditions of employment for Head Teachers contained in the School Teachers' Pay and Conditions document 2026 and other current education and employment legislation.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and external agencies to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974, and the successful applicant will require an enhanced DBS check. As the post will involve regulated activity with children, it is a criminal offence to apply for this post if you are included on the children's barred list held by the DBS. Other safer recruitment checks including an online check for shortlisted candidates will be undertaken.



OUR SCHOOL CONTEXT

Goostrey Community Primary School (GCPS) is a maintained community school in the heart of Goostrey, a close-knit rural village located between Knutsford, Holmes Chapel and Alderley Edge.

Situated ten minutes' drive from junction 18 of the M6, the village benefits from excellent transport links, including direct trains to Manchester Piccadilly and indirect but high-speed rail links with London, which can be reached in less than two and a half hours. Just under two miles from the school sits Jodrell Bank Observatory, a UNESCO World Heritage site.

The school occupies a central position within village life and enjoys strong support from families and the wider community. It is a one-form entry school with 192 pupils currently on roll across seven year groups, and a PAN of 210.



The junior building

Our pupils

Our children feel “happy and proud to be part of the caring community fostered at Goostrey Community Primary School” (Ofsted, March 2026). It is a school environment where children can flourish and reach their full potential, both academically and socially. Families regularly tell us how much they value our warm, welcoming atmosphere.

Our community is varied: we have a growing socio-economic mix and around 43% of pupils live outside our catchment area. Goostrey is a school of choice in the local community with a strong reputation for excellence. Attendance is consistently high and our experienced and committed staff team provides stability, continuity and high-quality support for our children and families. Behaviour is typically outstanding, a direct result of our whole-school expectations and shared vision.

OUR SCHOOL CONTEXT

Our school

We offer a safe, inclusive and nurturing environment where every child is encouraged to flourish, academically and personally.

Our infant and junior buildings are divided by a main road, and our infant site is also in joint use with the village hall. This split-site setting gives us a distinctive character and means our pupils are valued and visible in the community every day.

We are incredibly fortunate in our setting, and our outdoor spaces play a central role in school life, enriching the curriculum, supporting wellbeing, and providing meaningful experiences that promote children's academic and personal development.

All year groups use our on-site field and forest school woodland for lessons throughout the year, and at lunchtimes in warmer weather. The infant playground and our dedicated EYFS outdoor classroom both overlook working farmland. Across the road, the junior site has a playground, garden area and astroturf, enabling year-round access to PE and sport.



The school field and woodland area

OUR SCHOOL CONTEXT



The EYFS outdoor classroom



The infant playground

OUR SCHOOL CONTEXT

Our curriculum

GCPS is a happy, caring school where children enjoy learning, feel supported and are proud of one another's achievements. Our broad, varied curriculum helps develop thoughtful, curious children.

We celebrate individuality, hold high expectations in all aspects of school life and ensure equity across the board. We are inclusive in the fullest sense, with a supportive team across the school, and ensuring disadvantaged and SEND children have the same opportunities as their peers is a core priority. We are committed to ensuring all pupils fully understand key concepts, offering booster support where needed, and we encourage children to share celebrations from beyond the school gates.

We are a Green Flag Eco-School, hold a School Games Mark Gold Award, and all year groups follow the My Happy Mind programme to support wellbeing. Pupils also benefit from a wide programme of trips and residential.

Our place in the community

We have strong, supportive links within our local community, including with the village pre-school and the local high school, so children are supported with transitions as they join and leave us.

GCPS is an active member of the Holmes Chapel School Partnership, which gives pupils access to inter-school sporting tournaments and events, and gives staff a network for sharing best practice. The village's annual Rose Day celebration is held on the school field, where children can join floats that parade through the village. Each year, our Year 3 pupils perform a series of maypole dances – a highlight of the day.

Our annual Exhibition – a themed display of work presented over two days – is a core part of school life, bringing families and the wider community into school. This project-based learning gives children a real audience and purpose, and is a great source of pride as they see their work on show. Applicants are invited to visit this year's Exhibition, which is taking place on Wednesday 21st and Thursday 22nd October 2026, from 2pm to 5.30pm each day.

Our longstanding partnership with our twin school, Elizabethfontein School in South Africa, extends our commitment to community beyond our village. Pupils and staff from Elizabethfontein visited us in summer 2026, their seventh visit. Visiting children are hosted by families of the school, and the link gives our own pupils a rich understanding of the wider world.

In collaboration with Friends of Goostrey Station, pupils showcase their artwork and poems in dedicated display cabinets and platform shelters at Goostrey train station, which passengers say are “lovely to read whilst waiting for the train”.

OUR SCHOOL CONTEXT



Pupils' work on display at Goostrey train station

Our commitment to continuous improvement

We are committed to rigorous self-evaluation, external review and continual improvement in all aspects of school life. A school improvement partner visits every term to review provision, while an annual local authority risk assessment provides additional challenge and assurance. Our 2026 Ofsted inspection resulted in a very positive report.

Our pupil and staff voice

Asked at the end of their time with us, last year's Year 6 pupils reflected very positively on the school, citing the Exhibition, the residential visit, Young Voices and welcoming our Elizabethfontein visitors as highlights. They valued being buddies to Reception children; their roles on the Eco Committee and School Council; project-based homework; opportunities to learn in pairs, groups and independently; and the booster support that helped them prepare for SATs.

Staff describe a supportive, team-focused school where children enjoy learning and are engaged, with high standards of manners and behaviour that are regularly praised outside school. They encourage individuality, develop thinking pupils, and work in partnership with families, with excellent communication.

To see more of our daily life at GCPS, please see our [website](#) or social media channels: [Instagram](#) | [Facebook](#)

JOB DESCRIPTION

Headteacher – Goostrey Community Primary School, Goostrey, Cheshire

Job title: Headteacher (full time, permanent post)

Salary range: L13-L19

Reports to: Chair of Governors and Governing Board

Core purpose

The Headteacher will provide effective leadership and management, securing the school's continued success and improvement. They will ensure high-quality education and personalised learning for every pupil, while promoting high standards, achievement, self-esteem and confidence among pupils and staff.

With integrity and a strong moral purpose, the Headteacher will lead the school in its pursuit of excellence. They will foster an inclusive, caring ethos that supports achievement and learning, and maintain a secure, safe and stimulating environment in which everyone can work and learn. The Headteacher will champion and further develop a shared vision in which every child is known, valued and supported to fulfil their potential.

Through inclusive, respectful and aspirational leadership, they will model and promote the school's values, nurture the whole child and strengthen partnerships with pupils, staff, families, governors and the wider community.

This approach will enable pupils to become knowledgeable, motivated, curious, healthy, resilient, independent and creative.

The Headteacher will demonstrate consistently high standards of principled and professional conduct, uphold and demonstrate the Seven Principles of Public Life at all times, carry out the duties set out in the School Teachers' Pay and Conditions Document and will hold overall responsibility for the organisation and management of the school.

They will discharge these responsibilities in accordance with the school's articles of government, the Headteachers' Standards 2020 and the policies of the Governing Board, in consultation with Cheshire East Council and its relevant director for children and education.

Key responsibilities

1. Strategic leadership and vision

- Take responsibility for the school's day-to-day operation and long-term success.
- Provide clear, ambitious and inclusive leadership, setting the school's strategic direction in line with its values and statutory responsibilities.
- Lead the development, implementation and evaluation of the School Development Plan.
- Promote a culture of high expectations, continuous improvement and accountability.
- Exercise sound judgement, manage complex situations and lead effectively.

JOB DESCRIPTION

2. Teaching, curriculum and assessment

- Ensure a broad, balanced and ambitious curriculum that meets statutory requirements and the needs of every pupil.
- Lead and monitor high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn to secure consistently strong outcomes.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Use assessment evidence effectively to inform teaching, track progress and close attainment gaps.
- Celebrate achievement across the whole child, including strengths and development beyond externally measured outcomes.
- Create a learning culture in which pupils become effective, enthusiastic and independent lifelong learners.
- Work closely with families so that learning is well supported at home.
- Provide a broad range of extracurricular opportunities that support and challenge pupils' interests and abilities.
- Lead the strategic use of technology to enhance teaching, learning, assessment, communication and operational effectiveness, ensuring pupils and staff are equipped to thrive in a rapidly changing educational landscape.

3. Behaviour, inclusion and wellbeing

- 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.
- Promote equality, diversity and inclusion so that every pupil, including pupils with SEND and those who are disadvantaged, can fulfil their potential.
- Ensure effective systems for attendance and safeguarding are in place and applied rigorously.
- Champion pupils' wellbeing, personal development and positive mental health.

4. Staff leadership and professional development

- Lead, motivate and develop staff, creating a positive, collaborative and high-performing professional culture.
- Maintain effective arrangements for staff appraisal, professional development and succession planning.
- Promote staff wellbeing and retention through supportive, transparent leadership.

5. Governance and accountability

- Work closely with the Governing Board, providing accurate and timely information to support effective challenge and informed decision-making.
- Support governors in fulfilling their statutory duties, including those relating to safeguarding, finance and educational standards.
- Ensure compliance with Ofsted requirements and all relevant statutory and regulatory obligations.



JOB DESCRIPTION

6. Organisational management

- Take overall responsibility for the effective and efficient use of the school's budget and resources.
- Ensure robust financial management, value for money and long-term sustainability.
- Oversee the maintenance, safety and development of the school site and learning environment.
- Lead the effective operation of the school's split-site provision and shared-use facilities, ensuring safe, efficient and well-coordinated arrangements that support learning, wellbeing and community use.
- Ensure all school policies are implemented and consistently followed.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

7. 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, demonstrable through quantitative and qualitative evidence.

8. Partnerships and community engagement

- Build strong, positive relationships with parents, carers, joint use organisations and the wider community.
- Engage the school community in sharing knowledge, strengthening understanding and celebrating success.
- Represent the school professionally in its work with the local authority, external agencies and other partners.
- Act as an ambassador for the school, continually strengthening its reputation and profile within the wider community.
- Promote collaboration with other schools and professional networks to enhance provision and leadership capacity.

9. Safeguarding

- Act as a Designated Safeguarding Lead and promote a strong safeguarding culture in which children's welfare is paramount.
- Ensure safeguarding policies and procedures are fully compliant, understood and implemented effectively.

Undertake any additional duties consistent with the nature and level of the post as reasonably required by the Governing Board.



PERSON SPECIFICATION

Qualifications	
Qualified Teacher Status.	E
Honours Degree or equivalent.	E
Has completed, or is willing to work towards, the National Professional Qualification for Headship or an equivalent qualification.	D
Training	
Evidence of recent safeguarding training or qualifications.	E
Has achieved or is willing and able to achieve promptly upon appointment, Designated Safeguarding Lead status.	E
Evidence of regular and appropriate professional development in school leadership and management.	E
Experience	
Leadership experience and relevant classroom experience across the full primary age range.	E
Successful experience of strategic leadership and management in a primary school at senior leadership level, including substantial experience as a deputy headteacher, assistant headteacher or headteacher, as well as a strong track record of leading school improvement.	E
Evidence of reviewing staff performance, providing support and challenge where appropriate.	D
Evidence of successful leadership through change, with proven ability to inspire children, staff and the wider community.	E
A strong understanding of current pedagogical thinking and a commitment to continuing professional development.	E
Experience of effective strategic planning, including financial forecasting, operational budget management and the principles of best value.	D
Experience of inclusion, special educational needs provision and safeguarding processes in a primary school setting.	E
Evidence of active involvement in systematic and rigorous school self-evaluation.	E
Ability to collaborate and build networks within and beyond the school, including with other schools, headteachers, multi-academy trusts and wider learning communities.	D

E - essential
D - desirable



PERSON SPECIFICATION

Leadership and Management	
Evidence of using data to develop strategies for whole-school improvement.	E
Ability to work collaboratively with the local community and maintain positive, productive relationships with relevant stakeholders.	E
A clear understanding of current educational issues and the ability to prioritise and deliver core requirements.	D
Sound knowledge of current and emerging technologies in teaching and learning across the curriculum, and of how they can be used more widely across the school.	D
Ability to maintain effective communication with the Governing Board, ensuring that governors receive clear, accurate and timely information to enable effective challenge, support and strategic decision-making.	E
Understanding of the opportunities and operational challenges associated with leading a split-site school and managing shared-use facilities.	D
Understanding of the importance of continuing professional development for all staff.	E
Understanding of the importance of work–life balance across the school and the ability to support staff proactively in achieving it.	D

E - essential

D - desirable





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