



Headteacher Application Information

April 2025



Contents

Welcome letter from the Chair of Governors	Page 3
Welcome letter from pupils	Page 4
Agreed timetable for appointment	Page 5
Advertisement	Pages 6 & 7
Job description	Pages 8-14
Person specification	Pages 15-17
Staff Attendance Policy statement	Page 18



Headteacher: Catherine Clayton-Young BEd (Hons) NPQH
Telephone: (01254) 57724
E-mail: office@griffinpark.blackburn.sch.uk

Cavendish Place
Blackburn
Lancashire
BB2 2PN

Dear Headteacher Applicant,

Thank you for your interest in the post of Headteacher at Griffin Park Primary School. I am very pleased that you are considering applying to lead our school.

We want our new Headteacher to build on the strengths the school has achieved and maintained; a dedicated professional workforce, a great school with a strong community presence and an ethos that each child receives an excellent start on their educational journey. We also want someone who can nurture a holistic approach to enable children to reach their full potential and be the very best version of themselves.

Our children are central to everything we do. We are therefore wanting our new Headteacher to put children first. To achieve this you need to be approachable, supportive and be an excellent leader who is passionate and knowledgeable about the pursuit of effective high-quality teaching and learning in schools and has a love of working with children. We are a multi-cultural school which requires compassion and understanding.

The Person Specification provides a more comprehensive list of the qualities we are looking for, but in essence we wish to appoint somebody with the wisdom, experience and confidence to take the school forward; someone who builds on what is currently good but has the potential to improve even more by embracing the opportunities and challenges which are offered by a school like ours.

On the following page you'll find some of the things that our children have told us they would like to see in their new Headteacher.

I hope that you find the information contained in this pack and on the school website, of sufficient interest that you decide to apply for the post.

I'd also encourage you to visit the School to see the pupils and staff at work. Please contact the school office on office@griffinpark.blackburn.sch.uk to make an appointment. Dates and times available are detailed in the timetable on page 5.

I look forward to hearing from you and receiving your application.

Trevor Anderton
Chair of Governors



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Dear Future Headteacher,

We are excited to meet you and we thought of a few qualities we would like you to have.

We would like you to be kind, joyful, reliable and loyal, and we hope you like hugs. You should be strict but only if you need to be. We would like you to have patience and it is important that you like helping children. We would also like you to be funny.

You should like reading and be good at reading stories, and we would like you to show us your art skills. We would like you to be sporty too.

It is important that you are a good person to talk to about things which are happening at home, or if something is making us unhappy in school and we are feeling down.

You need to be patient in busy situations, and to help our teachers.

We think you will like our school. We are a family and we all care for one another. We would like more sports competitions, more reading time, and we would like our afternoon break back.

We look forward to meeting you soon.

The children of Griffin Park.

Agreed Timetable

Advertisement live

4th April 2025

Pre application school visits

Tuesday 22nd April 2025 between
10.30am and 11.30am OR
1.30pm and 2.30pm
by contacting Schools HR Team at
Schoolhrteam@blackburn.gov.uk

*(An alternative date to the above
could be considered, should this
present an issue to any candidates.)*

Closing dates for applications

2nd May 2025 **12 noon**

Shortlisting

6th May 2025

Interviews and appointment

15th May afternoon & 16th May 2025

New Headteacher takes up post

Autumn Term 2025



Headteacher

Grade/Salary: Group 2 leadership points 11 £63,815 to 16 £72,162

Contract Terms: Full time

Closing Date: 2nd May 2025 12 noon

Interviews: 15th & 16th May 2025

The Governors of Griffin Park Primary School are seeking to appoint an inspirational leader following the retirement of an extremely successful headteacher, at an exciting point in the development of the school. The governors will look to the new headteacher to build on what has made, and continues to make, Griffin Park successful and distinctive, whilst at the same time developing a robust strategy for the future.

We are looking for a headteacher who will demonstrate personal, visible and accessible leadership and build on strong foundations that will inspire the continued momentum and ambition for the school. The successful candidate will embrace our clear vision and values and bring inspirational drive and ambition for continual improvement that is demonstrated through improved outcomes for our children.

We can offer:

- delightful, well-behaved children who are inspired to learn in exciting and creative ways.
- An enthusiastic and talented staff team who go the extra mile to make Griffin Park a great place to be, motivating pupils to promote independence and a love of learning.
- A whole school community committed to our vision, values and mission, with a climate where excellence is the standard.
- A challenging and stimulating place to work.
- A commitment to your professional development.
- A pleasant working environment

We would like to appoint someone who:

- Is dedicated to continuing to raise standards in our safe, supportive and inclusive school.
- Will value and develop the strengths and skills of our staff.
- Has professional dedication, commitment and resilience and relishes a challenge.
- Has a clear vision and rationale for behaviour management that is compatible with our extremely effective approach and standards across the school community.

Griffin Park is committed to promoting the welfare of children and expects all staff to share this commitment. The successful applicant will need to undertake an enhanced DBS check, will be subject to receipt of suitable references, and qualifications and identity checks.

The best way to learn more about us is by coming to see us, our school and our enthusiastic and creative children who would be happy to show you around. For further details or to arrange a visit contact Schools HR Team at schoolhrteam@blackburn.gov.uk

Applications

Previous applicants may re-apply.

Your Application Form must be fully completed. The supporting statement should not exceed 1200 words in length, be clear, concise, and related to the post and setting applied for.

Your completed application should be submitted to schoolhrteam@blackburn.gov.uk

Griffin Park Primary School is committed to promoting the welfare of children and expects all staff to share this commitment. The successful applicant will need to: undertake an enhanced DBS check, provide suitable references, provide evidence of qualifications and be subject to identity checks.

If you would like to find out more about the school, please visit our website:

[Home | Griffin Park Primary School](#)



Headteacher Job Description April 2025

This appointment is with the Governing Body of the school.

This job description reflects the **National Standards of Excellence for Headteachers (2020)**. These standards are built upon The Teaching Standards (2011) 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 (2020)** 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 Body, the staff of the school, its pupils and the parents of its pupils.

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in school and a positive and enriching experience of education for pupil. Together with those responsible for governance and they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school

- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

Relationship to the Teachers' Standards

The [teachers' standards](#) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

1. School culture (builds on teachers' standard 1)
2. Teaching (builds on teachers' standards 2 and 4)
3. Curriculum and assessment (builds on teachers' standards 3 and 6)
4. Behaviour (builds on teachers' standard 7)
5. Additional and special educational needs (builds on teachers' standard 5)
6. Professional development (some match to teachers' standard 4)
7. Organisational management
8. School improvement
9. Working in partnership
10. Governance and accountability

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

Culture and Ethos

- School culture
- Behaviour
- Professional development

Curriculum and Teaching

- Teaching
- Curriculum and assessment
- Additional and special educational needs

Organisational Effectiveness

- Organisational management
- School improvement
- Working in partnership

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:

- 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:

- 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:

- 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:

- 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:

- 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:

- 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:

- 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

8. Continuous School Improvement

Headteachers:

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

9. Working in Partnership

Headteachers:

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

10. Governance and Accountability

Headteachers:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- Establish and sustain professional working relationship with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account

- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

How the Standards Apply to Different Leadership Roles

The headteacher's standards cover the full breadth of leadership responsibilities within a single school. For most headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them, though it is anticipated that they will meet some standards through the successful leadership and management of teams and individuals within their schools.

There can be a range of job roles and titles for those leading individual schools, particularly where a school is working within a group, such as in a multi-academy trust. Job roles and titles are various, including Head of School, and Associate Head, as are the governance arrangements to which headteachers are accountable. In some settings headteachers are responsible for leading

The applicant will be required to safeguard and promote the welfare of children and young people. The headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

more than one school. There are also instances of shared headship through co-headship or job-shares. Employers, in such instances, will therefore want to decide which standards are applicable to roles in these contexts.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to headteachers.



**Headteacher Person Specification
April 2025**

**The applicant will be required to safeguard and promote
the welfare of children and young people**

**Selection decisions will be based on the criteria below. At each stage of the process an
assessment will be made by the appointment panel to determine the extent to which the
criteria have been met and the ability to fulfil the job description for the post.**

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

[A] Qualification requirements	
	Essential/Desirable
Qualified teacher status	E
Degree	E
[B] Professional Development	
	Essential/Desirable
Evidence of recent and appropriate professional development for the role of Headteacher	E
Evidence of recent leadership and management professional development	E
Up to date safeguarding training and knowledge of legislation for the protection of young people	E
[C] School leadership and management knowledge and experience	
	Essential/Desirable
Successful leadership as a Headteacher	D
Substantial and current experience as a senior teacher in a primary school	E
Evidence of successfully leading school improvement	E
Evidence of the application of strategies to review, evaluate and improve teaching and learning	E

Experience of curriculum leadership and development	E
Experience of working constructively with parents	E
Experience of monitoring staff performance	E
A clear understanding of effective budget management and financial analysis	D
The ability to provide work effectively with the Governing Body to enable it to meet its responsibilities	E
An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement	E
To have had experience of guiding, coaching, mentoring or training individuals to improve their practice	E
Maintains good awareness of current and evolving national education policy and strategy	E
[D] Experience and knowledge of teaching	
	Essential/Desirable
Successful teaching of pupils in the Primary phase	E
Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan	E
Commitment to ensuring inclusion and addressing diversity positively	E
A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils	E
A commitment to providing a rich and broad curriculum which enables children to be the best version of themselves that they can be	E
[E] Professional Attributes	
	Essential/Desirable
Strong behavioural management skills	E
An ability to communicate effectively, both orally and in writing, with a range of audiences	E
To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice	E
A commitment to professional development for all staff, and self	E
To have good judgement; able to assess and balance risks and opportunities	E
A desire to engage and work collaboratively with parents and carers	E
The ability to plan and prioritise and organise self and others	E
The ability to work collaboratively with partner schools	E
[F] Personal Qualities	
	Essential/Desirable
A passion for achieving the very best outcomes for all children	E
A clear vision for an innovative, progressive and forward-thinking school	E
The capacity to provide inspirational, enthusiastic and innovative educational leadership	E
A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual	E

Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job	E
An ability to establish and model effective working relationships with a wide and diverse range of people including pupils, parents, governors, colleagues, other professionals and wider community	E
The ability to inspire confidence	E
Excellent interpersonal skills	E
The ability to perform effectively under pressure	E
The ability to build, create and then communicate a clear vision for the school to all stakeholders	E
The ability to think analytically and creatively and demonstrate initiative in solving problems	E
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E
[G] Safeguarding	
	Essential/Desirable
Displays commitment to the protection and safeguarding of children and young people	E
The ability to form and maintain appropriate relationships and personal boundaries with young people	E
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E
Will co-operate and work with relevant agencies to protect young people	E
[H] Professional Skills	
Each candidate will be expected to demonstrate knowledge and understanding of the National Standards of Excellence for Headteachers 2020 which also forms the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in School.	E
[I] Confidential References and Reports	
Positive recommendation from all referees, including current employer and Local Authority and/or CEO	E
[J] Application Form and Supporting Statement	
<i>The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post. No more than 1,200 words. Please do not submit a CV.</i>	



**Griffin Park Primary School
Attendance Policy Statement**

Griffin Park Primary School is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the school's leadership team monitors levels of sickness absence in school regularly and takes action in accordance with the guidelines adopted by the school to deal with unacceptable levels and frequency of sickness absence.

Good attendance enhances the service delivered by the school, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.