



Lindley CE Infant School

East Street, Lindley, Huddersfield

HD3 3NE

Telephone: 01484 646888

Email: office@lindleyinfantschool.org.uk

January 2026

Candidate Applicant Pack

Vacancy for a Headteacher

Parent Comment

"Coming into Lindley Infant School is like receiving a warm hug."



Lindley CE Infant School



Respect ~ Friendship ~ Trust



Lindley CE Infant School
Candidate Applicant Pack



Advertisement

**Lindley Church of England Infant School
East Street, Lindley, Huddersfield. HD3 3NE**

Tel: 01484 646888

office@lindleyinfantschool.org.uk

HEADTEACHER

**Required from September
2026 Full Time and Permanent
Salary Range L16-22**

Number on roll 359 (Total Capacity 360)

Lindley Church of England Infant School is delighted to announce this exciting opportunity. We are seeking an enthusiastic, highly motivated, nurturing and inspirational leader with proven leadership experience through the infant/primary phase to join our successful, happy school in the role of Headteacher. This vacancy arises following the resignation of our Headteacher in Summer 2025 after three years serving our school.

We are located in a thriving community focused village on the outskirts of Huddersfield. Our four form entry Church of England Infant School values our Christian foundation realised through our distinctive school vision and prides itself on embedded values of Friendship, Respect and Trust along with strong links and partnerships with St Stephen's Church, the Diocese, other schools and our local community.

The successful candidate must demonstrate strategic leadership alongside a caring disposition and a commitment to continuing the development of our school family and links in the community. They will have a clear vision for enriching the school's distinctive Christian character. They should also have sound business acumen and be committed to giving our pupils an educational experience which will maximise their life chances.

We believe this represents an excellent opportunity for the right person to make an outstanding contribution to shaping the future direction of our school and would encourage you to contact Jenny Dolley-Smith either by telephone (01484 646888) or email (office@lindleyinfantschool.org.uk) to make an appointment to visit us to meet with a member of the panel and to gain further insight into the role and our school.

We welcome you to visit our website for further information about our school: [Lindley CE Infant School - Home](#)

For an applicant pack and application form please visit the school website or <https://www.learningaccord.org>

Application forms should be returned via email to: helen.bwilkinson@learningaccord.org, for the attention of Helen Bridge-Wilkinson (Learning Accord Admin Assistant).

Closing date for applications: 23rd January 2026 – 12 noon.

Proposed dates for assessments/interviews: 3rd/4th February 2026.

Lindley CE Infant School is committed to safeguarding and promoting the welfare of our students. All staff and volunteers are expected to share this commitment. The successful applicant will be required to undertake appropriate pre-employment checks which will include references from previous employers, confirmation of the right to work in the UK and relevant DBS and prohibition checks.

Welcome letter from the Governing Body

January 2026

Thank you for your interest in the post of Headteacher at Lindley Church of England Infant School. We are delighted that you are considering applying to lead our thriving and happy school. The vacancy has arisen due to our former Head progressing her career in Summer 2025 after three successful years with Lindley Infant school.

This information pack has been prepared by the Governors to give you an indication of the opportunities and possibilities that this post offers.

Our school vision expresses much about who we are and our focus for the future:

In our school family, we grow, learn and shine, held in the love of God.

We are inspired to become the best that we can be.

We will take our values of Respect, Friendship and Trust with us wherever we go.

We are in search of a new leader who can build on the strengths that our school community has achieved together; a Good Ofsted rated school (May 2022) and Outstanding SIAMS inspection (Dec 2017) with a strong Christian vision that enables our children and staff to achieve their full potential.

Lindley Infant School is currently transitioning from a Single Academy Trust to joining the Learning Accord Multi Academy Trust. We are already an associate member, with the aim of becoming a full member by September 2026.

Our new Headteacher should be a strong, approachable, compassionate and supportive leader who is passionate and knowledgeable about the pursuit of teaching and learning in schools, understands the complexities of running a church school within an academy trust and has a love of working with children. We will seek to appoint a leader who builds on the Christian vision and values of the school and who will continue to develop strong links with our church and community. The person specification provides a comprehensive list of the skills and experiences we are looking for.

We wish to appoint somebody with the wisdom, experience and confidence to take the school forward; someone who builds on what is currently excellent and ensures we continue to improve by embracing the opportunities and challenges which are offered in a thriving infant school.

The person specification in the applicant pack contains the criteria that the recruitment panel will use in the selection process – please address these in full within your application by providing relevant examples of your skills and experiences against the specified criteria.

We hope that you are excited by the opportunity this post provides and look forward to receiving your application.



Safer Recruitment

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they will be in contact with children or vulnerable adults and could cause them harm.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with children.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and to prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence to offer (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity) to a barred individual.

All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

Any conditional offer of appointment will be made strictly subject to receipt of all required documentation (as specified) and satisfactory verification of all checks.



Vision Statement



Lindley CE Infant School



Vision

In our school family, we grow, learn and shine, held in the love of God.
We are inspired to become the best that we can be.

We will take our values of **Respect, Friendship and Trust** with us wherever we go.

In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5 :16

Quality First Teaching commitment:

- We create an environment which is stimulating, creative, exciting, inclusive, happy, safe and caring
- We provide high quality teaching which is personalised, motivating and builds on children's prior learning
- We establish supporting, nurturing and positive relationships between children, staff, parents, governors, the church and the wider community
- We plan and deliver a curriculum which is innovative, engaging, inspiring, meaningful and dynamic
- We have high expectations for behaviour and learning built on the aspirations of our children, their parents, staff and governors

Life at Lindley Infant School

ABOUT OUR SCHOOL

The school is situated in Lindley, which is a village community on the edge of both Huddersfield town centre and the Pennines. Lindley is home to a range of shops and restaurants as well as a wide variety of housing and the famous clock tower. Built in 1954, the school has grown steadily. Currently, we have 12 classes and 359 children with a waiting list of families for each year group. Our site offers children four playgrounds, a climbing area, a reflection garden, and a woodland area.



OUR SCHOOL ETHOS



The staff and Governors value our Christian foundation and you will see this reflected in the high quality of care that we offer to all our children and in the breadth of the curriculum. We are an inclusive school where all members of our school family are valued as individuals and for the contribution they make to our high academic standards and the quality of our pastoral care. Our Christian ethos ensures that children are taught to be thoughtful and generous towards each other. We have high expectations of their work and behaviour but the children know that this is a safe place to make mistakes and to learn from them. Working closely with families is important to us and

there are many opportunities for parents to become actively involved in the life of the school, and this goes far beyond fundraising. The Governors regularly consult with parents and include them in the school's strategic planning

EARLY YEARS

Our children come to school with a wide range of experiences and understanding. Many children will reach the early learning goals by the end of the Foundation Stage. We work together with parents and families to ensure that the children's individual learning journeys are central to the learning process. We plan to provide opportunities for spontaneous and structured play so that they can access the curriculum and develop positive attitudes to learning.



ACADEMIC ACHIEVEMENT



We are justly proud of our school achievements, having been recognised as good in our Ofsted inspection (May 2022) and outstanding in our Statutory Inspection of Anglican and Methodist Schools (SIAMS) (Dec 2017). We are a reflective school and we continue to identify ways in which we can improve children's learning experiences and outcomes.

CURRICULUM

Our curriculum not only includes the Early Learning Goals and formal requirements of the National Curriculum but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children. For 2025-26 the main school priority will be to increase the % of children achieving EXS+ in reading, writing and maths regardless of need. Our curriculum is relevant to the age of our children and strong leadership in year group teams leads to consistency of approach in planning for individual areas of learning. Our standards of attainment are high across all year groups and in all areas and focused intervention supports the needs of children who are potentially underachieving. Extensive in-house training has ensured that the curriculum intent is clear and understood by all staff. The cognitive theory about children's learning underpins our curriculum and is understood by all staff so they can take account of this in the both long and medium term planning.



OUR LOCAL COMMUNITY

The children enjoy sharing their learning with members of the local community. We have strong links with St. Stephen's Church, and the children quickly learn that they are welcomed in church as part of their broader community.



Job Description: Headteacher

Type of School	Infant Academy	
Denomination	Church of England (Diocese of Leeds)	
Date School Est	1954	
Location	Lindley, Huddersfield	
Age Range	4-7	
Number of pupils	Reception 120 Year 1 119 Year 2 120	
Number of teaching staff	Headteacher Deputy Headteacher 7 Full-time Teachers 5 Part-time Inclusion Teacher Inclusion & Wellbeing (SENDCO) Teacher	
Support Staff	4 x HLTA 1 x Cover Supervisor 17 x Support Assistants including LTSAs and SEN 1 x School Business Manager 1 x Office Manager (part time) 2 x Business Support Officers 1 x Caretaker	
School Achievements	Ofsted – Good 2022 SIAMS– Outstanding 2017 Arts Mark Silver Fair Aware Award RE Quality Mark Carnegie Centre of Excellence for Mental Health—Bronze	
Contextual information (2020/21)	FSM	5.3%
	SEN support	6.7%
	Ethnicity	42.2%
	Deprivation <50%	5.6%
	Attendance (Autumn 2025)	97.2%
	EAL	15.3%
	SEN with EHC plan	3.9%
	LAC	0.28%
Attainment Summer 2025 (last report-ed)	Expected Plus (%)	GDS (%)
Reading	72	22
Writing	53	3
Maths	70	14

Job Description: Headteacher

Summary of The Role:	To provide vision and leadership for the school; creating, maintaining and developing the conditions which enable pupils and teachers to achieve effective learning so that the school's aims and objectives are implemented in accordance with the policies of the governing body and national and local educational strategy and the Diocese.
Line Management Responsibility To:	Governing Body
Main Duties & Responsibilities:	<p>Strategic Direction and Development of the School</p> <ul style="list-style-type: none"> To have a strategic view of successfully developing and improving an already thriving school. To have a clear vision for enriching the school's distinctive Christian character. To consult staff, pupils, parents and Governors to create a strategic plan (the School Development Plan – SDP). Manage the implementation of the SDP and monitor its impact including the development of the sustainability agenda. To advise the Governing Body on the formulation of its policies and their implementation and attend meetings of the governing body and its committees as requested. <p>Curriculum - Teaching and Learning</p> <ul style="list-style-type: none"> To 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. To ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains. To ensure formative assessment is used effectively. To ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught. To establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities. To ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic phonics. To ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum. To monitor and evaluate the curriculum for both quality and value for money. To embed the effective management of pupil behaviour. To ensure ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. To establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

Main Duties & Responsibilities	<p>Leading and Managing Staff</p> <ul style="list-style-type: none"> To uphold and respect the ethos and promote the Christian Vision of the school and create and maintain good working relationships among all members of the school community. To maximise the contributions of all staff to improve the quality of education provided and standards achieved through effective deployment and delivery of the performance management process. To hold all staff to account for their professional conduct and practice, addressing any under-performance, supporting staff to improve, and valuing excellent practice. To ensure that professional duties are fulfilled as specified in the School Teachers' Pay and Conditions document. To liaise with representatives of teacher organisations. To motivate staff and have a duty of care regarding staff welfare. To identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. To distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. To shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. <p>Governance and Accountability</p> <ul style="list-style-type: none"> To work closely with the Governing Body and its sub-committees and secure a positive working relationship with all Governors. To understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility. To establish and sustain professional working relationships with those responsible for governance. To ensure that staff know and understand their professional responsibilities and are held to account. To ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties. To create and develop an organisation in which staff recognise that they are accountable for the success of the school. To be the Designated Account Officer for the school. To be the Designated Safeguarding Lead and be accountable for all elements of this role.
---	--

Main Duties & Responsibilities	<p>Professional Development</p> <ul style="list-style-type: none"> • To ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs. • To 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. • To sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. • To develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. • To inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education. • To model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
---	--



Person Specification

Please read the specification carefully set out on the following page.

You must ensure that you address the criteria outlined in the person specification when completing the application form, giving clear examples where appropriate.

Legend to criteria:

E - Essential

D - Desirable

M - Method of identification

Means of identification:

A - Application form

I - Interview

E - Exercise (assessment)

R - Reference



Person Specification

1. Qualifications and Training	E	D	M
1.1 Qualified Teacher Status	✓		A
1.2 Professional development activities undertaken within the last 2 years	✓		A
1.3 NPQH		✓	A
1.4 Degree in a relevant subject area		✓	A
2. Experience	E	D	M
2.1 Substantial experience (at least 2 years) of senior management (headteacher or deputy headteacher level) in a primary setting	✓		A/I/R
2.2 Experience of working in a MAT/SAT		✓	A/L/R
2.3 Effective leadership experience, including managing staff/performance	✓		A/I/R
2.4 Experience of supporting children with SEND and a commitment to further developing SEND provision	✓		A/L/R
2.5 Experience of leading whole school initiatives at a senior level, demonstrating positive impact and creativity	✓		A/I/R
2.6 Experience of formulating aims, policies and development plans and of monitoring, evaluating and reviewing the impact of these	✓		A/I/R
2.7 Experience of everyday work and practice of managing a complaints process efficiently.		✓	A/I/L
2.8 Experience of curriculum development and implementation to meet current requirements	✓		A/I/R
2.9 Experience of embedding a school's distinctive vision within the governance and daily life of a school		✓	A/I/R
2.10 Experience of engaging stakeholders to realise school improvement and raise standards	✓		A/I/R
2.11 Experience of senior leadership in more than one school and/or a faith school		✓	A/I/R
2.12 Successful teaching experience in the primary sector in more than one key stage		✓	A/I/R
2.13 Successful experience of strategic financial and resource management, ensuring efficiency, value for money and supporting the best pupil outcomes		✓	A/I/R
2.14 Experience of leadership in an Ofsted and/or other (e.g. SIAMS) inspection		✓	A/I/R
3. Knowledge and Skills	E	D	M
3.1. Excellent verbal, interpersonal, organisational and problem-solving skills	✓		A/I/E
3.2. Excellent report-writing skills for presentation to governors and external bodies	✓		A/I/E
3.3. Excellent skills in communication and demonstrable engagement with a wide variety of stakeholders	✓		A/I/E
3.4. A sound knowledge of national educational developments across the primary sector	✓		A/I/E
3.5. An understanding of the duties and regulatory frameworks that govern a Church of England School	✓		A/I/E
3.6. Evidence of the ability to develop and maintain effective professional relationships at all levels (both internal and external including parents)	✓		A/I/R
3.7. Up-to-date knowledge of safeguarding statutory frameworks and national guidance	✓		A/I/R



Lindley CE Infant School
Candidate Applicant Pack



4. Initiative/Circumstances	E	D	M
4.1. Demonstrated personal resilience and effective management of work-life balance	✓		A/I/R
4.2. Proven effectiveness in decision-making, conflict resolution and ability to work under pressure	✓		A/I/R
4.3. Ability to adapt to, and manage, change	✓		A/I/R
5. Safeguarding Children			
5.1. Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures, embedding a positive culture of safeguarding across school	✓		A/I/R
5.2. Ability to form and maintain appropriate relationships and personal boundaries with pupils	✓		I/R
5.3. Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process	✓		A/R
5.4. Fully supportive references	✓		R

Timeline

Closing date:

Completed applications should be returned no later than 12 noon on 23rd January 2026.

Assessments and interviews:

It is currently envisaged that interviews will be held on the 3rd and 4th of February 2026.



How to apply

Please complete the application form provided.

The supporting statement in your application should be no longer than 2 sides of A4 with a minimum font of Arial 11.

It should address the precise selection criteria detailed in the person specification and should reinforce this by giving examples to support your candidacy.

Please note that covering letters and other extraneous material will not be accepted as part of the application.

Your application should be returned by email to: helen.bwilkinson@learningaccord.org

Please note that applications must be submitted in Microsoft Word document format.