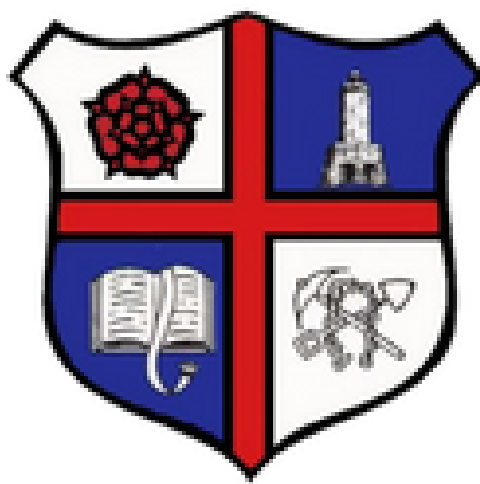


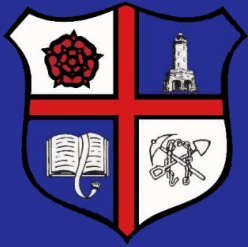
Lower Darwen Primary School



Headteacher Application pack

February 2025

**Leadership Pay Spine, Group 3, Point 18-24,
£75,675 - £86,783**



Lower Darwen Primary School

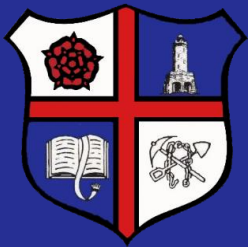
Milking Lane, Lower Darwen BB3 0RB

We are proud of our school.

Headteacher: Mr S.J. Cumbo BA (Hons), PGCE, NPQH

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Welcome letter from the Chair of Governors

Dear Headteacher Applicant,

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

The Governing Body are seeking to appoint an inspirational leader following the retirement of a successful headteacher, at an exciting point in the development of the school. We want our new Headteacher to build on the strengths the school has achieved and maintained during this very difficult time whilst at the same time developing a robust strategy for the future.

We are looking for a Headteacher that will lead a dedicated professional workforce in a great school with a strong community presence and an ethos that each child receives excellent start on their educational journey. We also wanted someone who can nurture a holistic approach to enable children to reach their full potential and be the very best version of themselves.

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.

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.

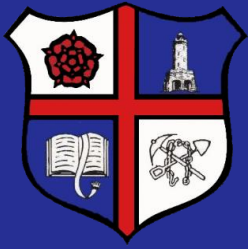
On the following page you'll find some of the things that our children have told us they would like to see in their new Headteacher. If you think you are the right person to meet their needs, and exceed their expectations, I'd encourage you to read the additional information provided as part of the application pack which will give you a flavour of the school and an indication of the scope and range of opportunities and possibilities that the post offers. I hope that you find the information 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 01254 55639 or office@lowerdarwen.blackburn.sch.uk to make an appointment in one of our allocated time slots.

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

Sinead Scotting

Chair of Governors



A letter from the School Ambassadors

Dear Candidates,

We, the Lower Darwen Primary School Ambassadors are excited to share what we love about our school and what we hope to see in our new Headteacher.

At Lower Darwen Primary School we are proud.

Things we love about our school

At Lower Darwen School, we believe it is a great place to come and learn. The teachers are very friendly, caring and we get a lot of support from them. The teachers help us in lessons and the other students are caring. When pupils are good, they get rewarded. The food is also very tasty.

What we feel the new headteacher needs to be good at?

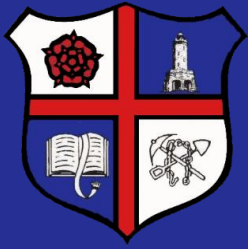
We feel our new headteacher needs to be:

- *Kind, helpful and caring to all children*
- *Confident, have good leadership skills and are responsible for their actions and the school*
- *Have a reward for good children and be able to support challenging children*
- *Able to listen and be understanding of people*

If you feel like you have these skills, please apply for the post as our new Headteacher. We look forward to meeting you and showing you why Lower Darwen Primary School is such a special place.

Yours sincerely,

The Ambassadors



Lower Darwen Primary School

Milking Lane, Lower Darwen BB3 0RB

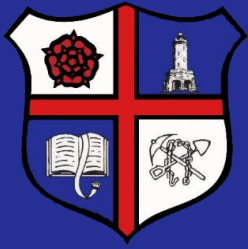
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Appointment of Headteacher

Agreed Timetable

Advert Live	Friday 28 th February 2025
School Visit – Day 1	Thursday 6 th March 2025 09:30am
School Visit – Day 2	Wednesday 12 th March 2025 13:30pm
School Visit – Day 3	Tuesday 18 th March 2025 09:30am
Closing Dates for Applications	Sunday 23 rd March 2025
Shortlisting	Tuesday 25 th March 2025
Interviews	Wednesday 2 nd April 2025 & Thursday 3 rd April 2025



Lower Darwen Primary School

Milking Lane, Lower Darwen BB3 0RB

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Headteacher: Mr S.J. Cumbo BA (Hons), PGCE, NPQH

HEADTEACHER ADVERTISEMENT

Lower Darwen Primary School

Milking Lane, Lower Darwen, Darwen, Lancashire, BB3 0RB

Job Title: Headteacher

Grade/Salary: Leadership Group 3 Points L18 – L24, £75,675 - £86,783

Contract Terms: Full time

Closing Date: Sunday 23rd March 2025

Interviews: Wednesday 2nd and Thursday 3rd April 2025

Inspire, Lead, and Shape the Future

Lower Darwen Primary School is seeking an inspirational, dynamic, and self-motivated Headteacher following the retirement of an extremely successful headteacher. As we navigate an exciting phase of our school's development, we invite a visionary leader to build on our strong foundations and drive our future success.

About Us

Nestled in a welcoming community, Lower Darwen Primary School is more than just a school – it's a vibrant, nurturing space where children are motivated to become independent and ambitious learners. We cherish each pupil as an individual, promoting respect, self-confidence, and a sense of belonging within the school and the wider community.

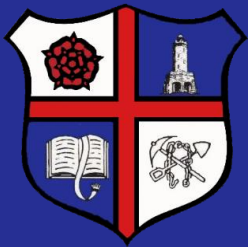
Key Responsibilities

As our Headteacher, you will:

- Provide personal, visible, and accessible leadership.
- Continue to raise standards in a safe, supportive, and inclusive environment.
- Collaborate closely with pupils, teachers, parents, and community members.
- Value and develop the strengths and skills of our staff.
- Build on our successful and distinctive qualities while strategizing for the future.
- Uphold our vision, ethos, and values.

What We Offer

- A welcoming, well-maintained school environment.
- A dedicated and hardworking team of staff and senior leaders.
- Strong support from our Governing Body.
- Close links with Blackburn with Darwen Local Authority.
- A commitment to your professional development.



Lower Darwen Primary School

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Our Ideal Candidate

We are looking for someone who:

- Is dedicated to high standards and expectations through excellent teaching, learning, and assessment.
- Possesses professional dedication, commitment, and resilience.
- Thrives on challenges and enjoys being part of a supportive community.
- Has a clear vision and rationale for behaviour management.

Application Process

If you believe you have the vision and leadership qualities to steer Lower Darwen Primary School to new heights, we would love to hear from you. The best way to get to know us is by visiting our school and meeting our enthusiastic and creative children. To arrange a visit or for further details, please contact us at 01254 55639 or email Office@lowerdarwen.blackburn.sch.uk. Candidate visits are scheduled for Thursday 6th March, Wednesday 12th March, and Tuesday 18th March.

Important Dates

- Closing Date for Applications: Sunday 23rd March
- Interview Dates: Wednesday 2nd and Thursday 3rd April 2025

Shortlisted applicants will be invited for two days of interviews and must attend both days. Further details will be provided to successful applicants. Successful candidates will be informed no later than Wednesday 26th March.

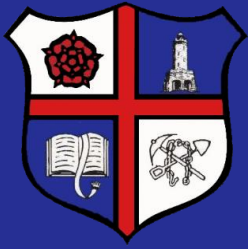
Join Us

Be a part of our journey in making Lower Darwen Primary School a beacon of excellence and a nurturing environment for future generations. Submit your completed application form and a supporting statement (no more than 1,200 words) explaining how you meet the required criteria to schoolhrteam@blackburn.gov.uk

Lower Darwen Primary School is committed to safeguarding and promoting the welfare of children. The successful applicant will need to undertake an enhanced DBS check and will be subject to suitable references, qualifications, and identity checks.

We look forward to welcoming a new Headteacher who will inspire, lead, and shape the future of our beloved school.

Visit our website for more information: <https://www.lowerdarwenprimary.co.uk/>



Headteacher Job Description

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.

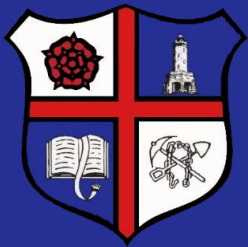
Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in school and a positive and enriching experience of education for pupil. Together with those responsible for governance and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

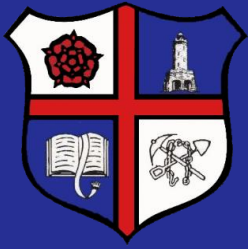
The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

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.



Lower Darwen Primary School

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Headteacher: Mr S.J. Cumbo BA (Hons), PGCE, NPQH

Culture and Ethos

- School culture
- Behaviour
- Professional development

Curriculum and Teaching

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

Organisational Effectiveness

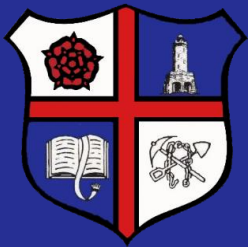
- Organisational management
- School improvement
- Working in partnership

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:

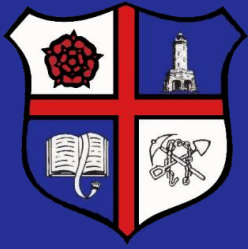
- Serve in the best interests of the school's pupils
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- Uphold their obligation to give account and 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

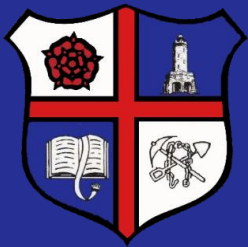
Headteachers:

- 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

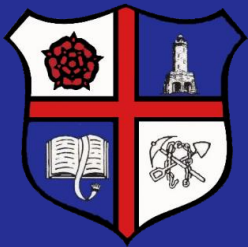
Headteachers:

- 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

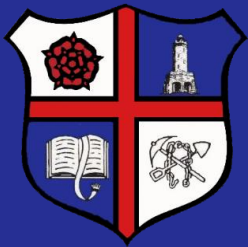
Headteachers:

- 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



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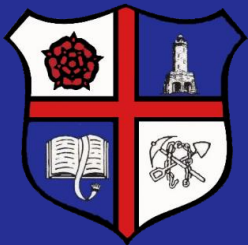
How the Standards Apply to Different Leadership Roles

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 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.

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.

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.



Person Specification/Selection Criteria for Headteacher at Lower Darwen Primary School

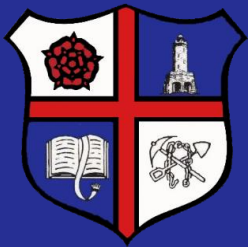
The applicant will be required to safeguard and promote the welfare of children and young people

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
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 Deputy Headteacher or Assistant Headteacher, or Headteacher	E
Evidence of successfully leading school improvement	E
Experience of curriculum leadership and raising standards	E
Experience of working constructively with parents	E
Experience of monitoring staff performance	E
A clear understanding of effective budget management and financial analysis	E



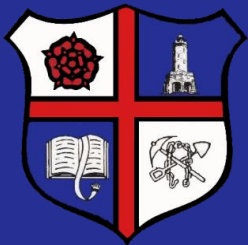
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The ability to work effectively with the Governing Body to enable it to meet its responsibilities	E
To have had experience of guiding, coaching, mentoring or training individuals to improve their practice	E
Maintains good awareness of current and evolving 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
Knowledge and understanding of effectively meeting the needs of pupils with SEND	E
[E] Professional Attributes	
	Essential/Desirable
Strong behaviour 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
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



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A clear vision for a progressive and forward-thinking school through enthusiastic and inspirational leadership	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 the wider community	E
Be aware of their own strengths and areas for development act constructively upon feedback from others	E
[G] Safeguarding	
	Essential/Desirable
Displays commitment to the protection and safeguarding of children and young people including through working and cooperating 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.	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>	