

Meadowhead Junior School



Headteacher Application pack

January 2025

**Leadership Pay Spine, Group 2, Point 15-21, £70,292 -
£80,634**



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Welcome letter from the Chair of Governors

Dear Applicant,

On behalf of the Governing Body of Meadowhead Junior School, I would like to extend our gratitude for your interest in the Headteacher position and for considering becoming part of our Meadowhead school community.

We are a school of High Aspirations, dedicated to ensuring our pupils achieve Bright Futures. At Meadowhead Junior School, we celebrate our inclusive ethos and take immense pride in the rich diversity of our school community. This diversity enriches our learning environment and fosters a sense of belonging, mutual respect, and shared purpose.

Our school has a strong foundation in high-quality curriculum design and adaptation, trauma-informed teaching practices, and restorative thinking approaches that prioritise both academic excellence and the well-being and regulation of our pupils. We are excited about the opportunity for a new school leader to build upon and further embed this excellent work, further driving forward our commitment to nurturing each pupil's potential and promoting a culture of continuous improvement.

We are seeking a leader with a proven track record of raising educational standards and inspiring both staff and pupils. We value leaders who can harness our school's strengths, champion inclusive practices, and ensure that every child feels valued, supported, and ready to thrive.

At Meadowhead Junior School, our dedicated teaching and support staff work tirelessly to inspire confidence, develop self-esteem, and encourage a love of learning among our pupils. Together, we foster a supportive and stimulating environment where children are inspired to take ownership of their learning journey.

This vacancy has arisen as part of our forward-thinking plans to maintain and advance the high standards set by our school community. We warmly welcome prospective candidates to visit us and experience firsthand the vibrant atmosphere and shared commitment to success that define Meadowhead Junior School.

Please contact our school office to arrange a visit or for further information about this exciting opportunity.

Yours sincerely,

Steve Wolski
Chair of Governors



A message from the Pupil Leadership Team

Dear Candidates,

We, the Pupil Leadership Team of Meadowhead Junior School, are excited to share what makes our school special and what we hope to see in our new Headteacher.

At Meadowhead, we believe our school is a safe and welcoming place where every voice is respected, and differences are celebrated. We are proud to be part of a community full of hardworking, determined, and confident pupils. Our school isn't a "crazy place"—it's sensible, supportive, and loyal. It's a school where any troubles are quickly sorted out, and everyone feels they belong.

As our Headteacher, we'd love for you to embody the values we cherish most:

- **Be a listener.** *Someone who truly hears our opinions and considers them in decisions.*
- **Be kind and hardworking.** *While staying fair and firm to keep our school great.*
- **Be trustworthy and honest.** *Someone who tells the truth and follows through on promises.*
- **Be positive and strong.** *Even when things get tough, your optimism will inspire us.*
- **Be fun, fair, and approachable.** *We'd love someone who can cheer us up, make us laugh, and help us feel safe.*

We also hope for a Headteacher who is committed to going the extra mile, whether it's organising exciting trips, talking with us each morning, or continuing the behaviour treats we love. Most importantly, we want someone who will be a role model—aiming high, staying respectful, and showing that everyone's voice matters.

Our school is ready to welcome you. Here, you'll find hardworking and confident children who are proud to be Meadowhead pupils, and a community committed to making a difference. Together, we can continue to build a school where every child feels valued, supported, and ready to thrive.

We look forward to meeting you and showing you why Meadowhead is such a special place.

Yours sincerely,

The Pupil Leadership Team



Appointment of Headteacher

Agreed Timetable

Advert Live	Tuesday 28 th January 2025
School Visits	Between 3 rd & 14 th February 2025
Closing Dates for Applications	Sunday 2 nd March 2025
Interviews – Day 1	Tuesday 18 th March 2025
Interviews – Day 2	Wednesday 19 th March 2025



HEADTEACHER ADVERTISEMENT

Salary: Leadership Pay Spine, Group 2, Point 15-21, £70,292 - £80,634 per annum

Location: Meadowhead Junior School, Anglesey Street, Blackburn, BB2 4QG

Contract: Permanent, Full Time

Start Date: Monday 1st September 2025

The Governing Board of Meadowhead Junior School is now in a position to appoint an inspirational, driven, and compassionate leader to guide our school community into the future following the retirement of the substantive. This is a unique opportunity to build on our strong foundation and lead our committed staff, enthusiastic pupils, and supportive parents and governors in striving for excellence.

What We Can Offer:

- A vibrant and inclusive school environment where pupils feel safe, valued, and motivated to learn.
- A diverse and dedicated staff team committed to delivering high-quality education for all.
- A strong ethos of support for professional development and staff wellbeing, including access to the Employee Assist Programme for health and wellbeing needs.
- A broad range of extracurricular activities and enrichment opportunities and programs supporting all pupils.
- A Governing Body committed to supporting and enabling the school's success.

What We Are Looking For:

- An inspiring and experienced leader with a proven track record of school improvement.
- A passionate advocate for inclusion and equity in education, with an understanding of continuing to improve outcomes for all.
- A collaborative leader who can motivate staff, foster strong working relationships, and engage positively with the wider school community.
- A commitment to embedding evidence-based practices, professional development, and high-quality teaching across the school.
- A clear and ambitious vision for Meadowhead Junior School, with innovative approaches to overcome challenges and support every child to thrive.
- Strong expertise in SEND provision, ensuring that pupils with additional needs receive tailored support to achieve their potential.
- Proven ability to implement and maintain robust behaviour management strategies, fostering a positive and respectful school culture built on restorative thinking.
- Experience in fostering strong partnerships with families, the local community, and external agencies to enhance opportunities and outcomes for pupils.



Key Responsibilities:

- Lead the school's strategic development and maintain the focus on raising attainment and closing achievement gaps, particularly for disadvantaged pupils.
- Champion a nurturing environment for all, ensuring that pupils with social, emotional, and mental health needs feel supported and ready to learn.
- Ensure adherence to safeguarding policies and practices, maintaining the highest standards of pupil welfare and safety.
- Develop and further embed strong SEND provision that are equipped to meet the needs of all learners.
- Implement and sustain effective behaviour management systems to support a positive learning environment.

About You:

The successful candidate will be a dynamic and compassionate leader who:

- Has the ability to inspire pupils, staff, and the wider school community.
- Demonstrates expertise in developing and implementing effective teaching strategies.
- Has strong organisational and interpersonal skills, with the ability to lead by example.
- Brings experience of working with diverse communities and understanding the challenges facing schools today.
- Is committed to promoting wellbeing and fostering a culture of continuous improvement.
- Has extensive experience and knowledge of SEND provision and effective behaviour management practices.

The best way to learn more about us is by coming to see us between 3rd February and 14th February, so to arrange a visit please contact 01254 209871 or email office@meadowheadjunior.blackburn.sch.uk

If you would like to find out more about the school please visit our website: <https://www.meadowheadjuniors.co.uk/>

Along with your completed application form, you should provide a supporting statement, no more than 1,800 words, explaining how you meet the required criteria. These should then be emailed to schoolhrteam@blackburn.gov.uk

The closing date for applications is Sunday 2nd March 2025.

Meadowhead Junior 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, will be subject to receipt of suitable references, and qualifications and identity checks.



Headteacher Job Description

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 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.



Headteacher Person Specification – 13th January 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
Qualification for SENCO	D
[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
Successful leadership as a deputy Headteacher or assistant Headteacher	E
Substantial and current experience as a senior teacher in a primary school	E
Successful leadership of SEND in the role of SENCO	D
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	D
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	Essential/Desirable
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	Essential/Desirable
Positive recommendation from all referees, including current employer and Local Authority and/or CEO	E
[J] Application Form and Supporting Statement	
<p><i>The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.</i></p> <p><i>No more than 1,800 words. Please do not submit a CV. Your document needs to be in Comic Sans font, size 11.</i></p>	



SCHOOL ATTENDANCE INFORMATION

Attendance Policy Statement

Meadowhead Junior 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.