



**Headteacher
Moorlands Junior School
Sale
Trafford
M33 2LP**

**Salary L18-24
Full-time, permanent position**

To commence September 2026

We are inviting applications for the post of headteacher following the planned retirement of our respected head, who has provided exceptional leadership over many years. Moorlands is a thriving school where we fulfil the potential of every child within a warm, happy and safe environment.

**Closing date for applications 26th January 2026 (9am)
Shortlisting 2nd February 2026
Interview 9th and 10th February 2026**

Please send applications to emma.newton@trafford.gov.uk

We would welcome and encourage potential candidates to visit school on 12th or 13th January 2026. Visits can be arranged by contacting: Caroline Wells on SBM@moorlandsjuniorschool.com or on 0161 962 5452



MOORLANDS JUNIOR SCHOOL

Welcome to the Headteacher Recruitment Pack for Moorlands Junior School - a vibrant, values-led community where every child is known, nurtured and inspired. Rooted in our ethos of being "More Than Just a School," Moorlands offers a warm, inclusive environment shaped by strong relationships, creative learning and a deep commitment to pupil wellbeing. This pack invites visionary leaders to join our journey, championing excellence and fostering a culture where staff, families and children thrive together.



Dear Applicant,

Thank-you for your interest in applying for the position of Headteacher at Moorlands Junior School. We are delighted that you are considering joining our vibrant and inclusive school community.

We are a warm and welcoming school in the heart of Sale, a town 5 miles southwest of Manchester in the borough of Trafford. Our current headteacher will be retiring at the end of this academic year and we are seeking an ambitious, compassionate and visionary leader to take the school forward from September 2026.

Moorlands is a community junior school for pupils between 7-11 years. We are proud of our recent transformation, having expanded from a two to three form entry school. In addition to our 12 classes in mainstream, we have a 10 place resourced provision which we call our Small Specialist Class. The Small Specialist Class accommodates children with Education Health Care Plans (EHCPs) for complex learning and social communication difficulties: places are allocated by the Local Authority SENDIAS department.

The school is a modern building erected in 2013 with further extension in 2020. We have extensive school grounds with a multi-use games area, library bus, a treehouse activity space and outdoor learning area. Our recent expansion, supported by significant investment from the Local Authority, has resulted in new classrooms, a purpose built design and technology suite with cookers for food technology and a dedicated PE suite. These facilities reflect our commitment to providing a rich and engaging curriculum nurturing the talents and interests of every child.

We admit children from Templemoor Infant School, most of whom live locally in Sale Moor. We also welcome many families who are new to Trafford as well as new international arrivals. We support all children to thrive both academically and socially. At Moorlands we ensure that every child is valued: our inclusive ethos and strong pastoral care underpin everything that we do.





Our children are happy, well-motivated and confident. Our 2023 OFSTED inspection noted that 'leaders are ambitious for all pupils', staff have designed 'a broad and ambitious curriculum for all', pupils 'behave well and are attentive' and most importantly children feel 'happy and safe in school'. We have talented, motivated and hard-working staff, a committed governing board and an enthusiastic parent fundraising association.

If you are passionate about making a difference and leading a school where children are inspired to learn and grow, we would love to hear from you. We are looking for a Headteacher who shares our values and aspirations, someone who will continue to foster our nurturing environment whilst driving excellence in teaching and learning. We can offer you a vibrant and inclusive environment, committed and enthusiastic staff and exceptional resources in which you will have the opportunity to shape the school in its future development.

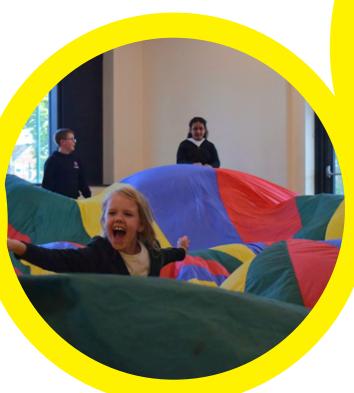
The governors of Moorland Junior School are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The post is subject to satisfactory references (which will be requested prior to interview), an enhanced Disclosure and Barring Service check (DBS), medical disclosure, evidence of educational qualifications and verification of the right to work in the UK.

We appreciate that applying for a headteacher position is a huge decision and the school needs to be the right school for you; please visit the school website and get in touch if you would like any further information and we offer you a warm welcome to visit the school.

Warm regards,

Cheryl Fitzgerald

Chair of Governors
Moorlands Junior School





About Moorlands Junior School

Nestled in the heart of Sale, Trafford, Moorlands Junior School is a thriving and joyful school where children aged 7 to 11 are encouraged to flourish. As a three-form entry school, Moorlands offers a rich and inclusive environment that celebrates every child's individuality and potential. Our vision is simple yet powerful: to work in partnership with pupils, parents, governors, and staff to ensure that every child reaches their full academic potential. We want every child to leave Moorlands confident, resilient, and having discovered something they love—whether academic, musical, physical, or creative.

Our values - Support and Care, Respect and Value, Be Inspired to Learn, Achieve and Grow and Make the Most of Every Opportunity - are woven into the fabric of daily life at Moorlands. They guide our interactions, shape our curriculum, and foster a culture where children feel safe, valued, and inspired.

Academic achievement is a source of pride at Moorlands. All our pupils leave Moorlands confident, both personally and academically, to embark on the next stage of their educational journey.

Learning at Moorlands extends far beyond the classroom. Our curriculum is enriched by a purpose-built Design Technology suite for food technology, a dedicated PE studio, and a wide array of clubs and extracurricular activities. We are proud holders of the Artsmark Gold, Healthy School, and Sport England Activemark awards, which reflect our dedication to the arts, wellbeing, and physical education.

One of the most cherished aspects of life at Moorlands is our 'Achieve and Enrich' programme. Every Friday afternoon, children are placed in mixed-age groups and rotate through a variety of activities each half-term. From chess and cooking to mindfulness, yoga, and fitness, these sessions are designed to extend classroom learning and nurture creativity, wellbeing, and collaboration.





Inclusion is at the heart of Moorlands. The school has strong links with Templemoor, a local, feeder infant school where all children are automatically offered a place in our year 3. We also welcome many international new arrivals each year, helping them settle and succeed both socially and academically. We have a Small Specialist Class for up to 10 children with EHCPs for complex learning and social communication needs, supported by a dedicated SEND team and Emotional Literacy Support Assistants (ELSAs).

We also offer wraparound care through our popular Munchkidz before and after school club, providing a safe and engaging environment for pupils outside regular school hours.

Our most recent Ofsted inspection in May 2023 praised Moorlands for ensuring that all pupils 'achieve well academically' and become 'well rounded individuals'. They described staff as 'ambitious for all pupils' with 'high expectations of pupils' behaviour. Inspectors noted that pupils 'work hard', have 'positive relationships' with each other and staff resulting in them feeling happy and safe. At Moorlands, we ensure that every child is known, every voice is heard, and every success is celebrated.

We warmly welcome you to visit the school before applying, so you can see for yourself our values in action.

To arrange a visit or to have a conversation about the role, please contact Caroline Wells by email SBM@moorlandsjuniorschool.com or phone 01619625452.



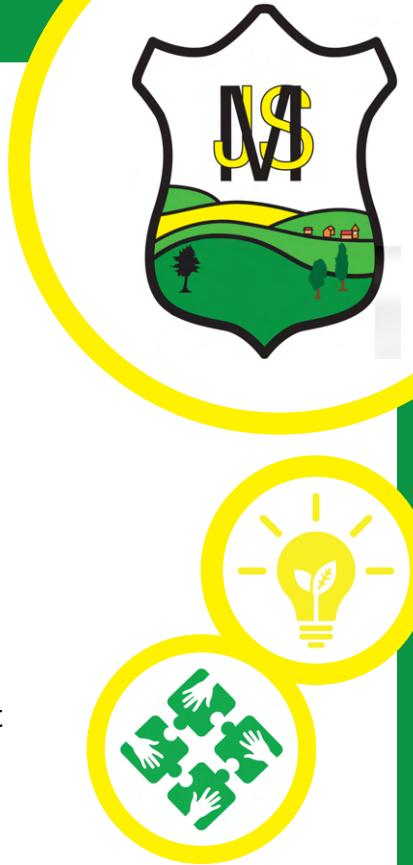
Person Specification for Headteacher

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.

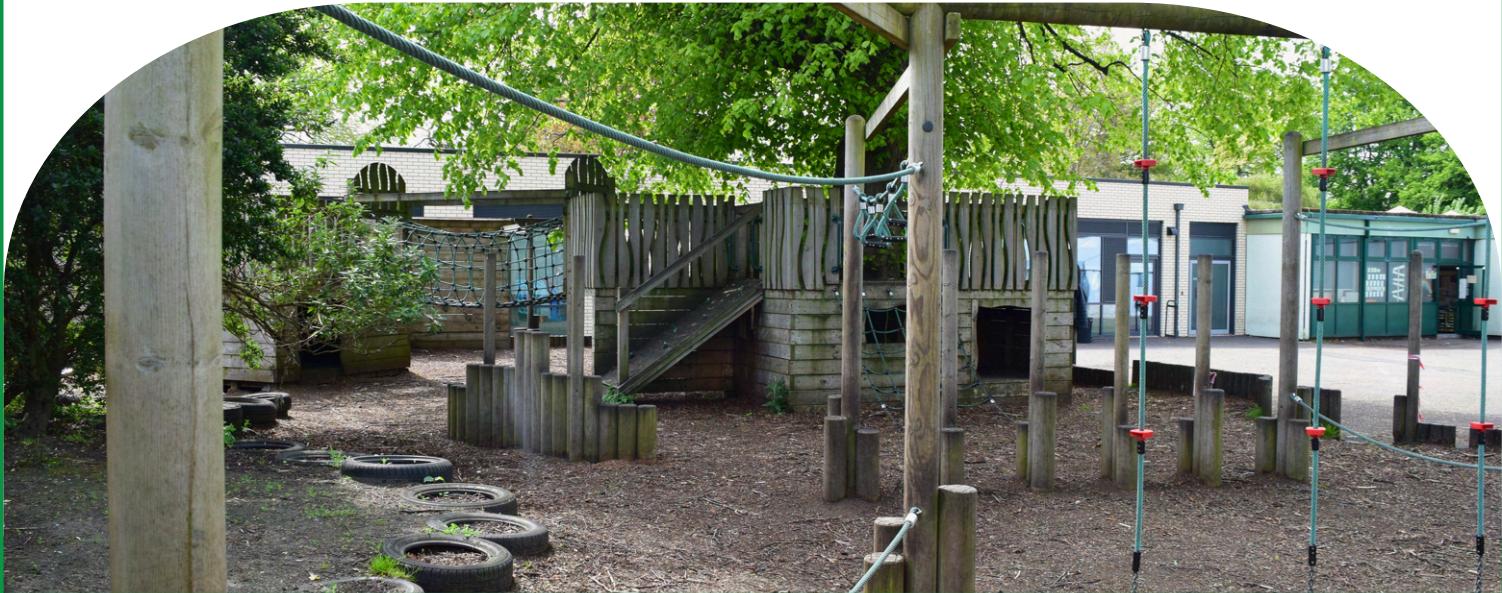
The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form (A), supporting statement, information gathered during the interview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



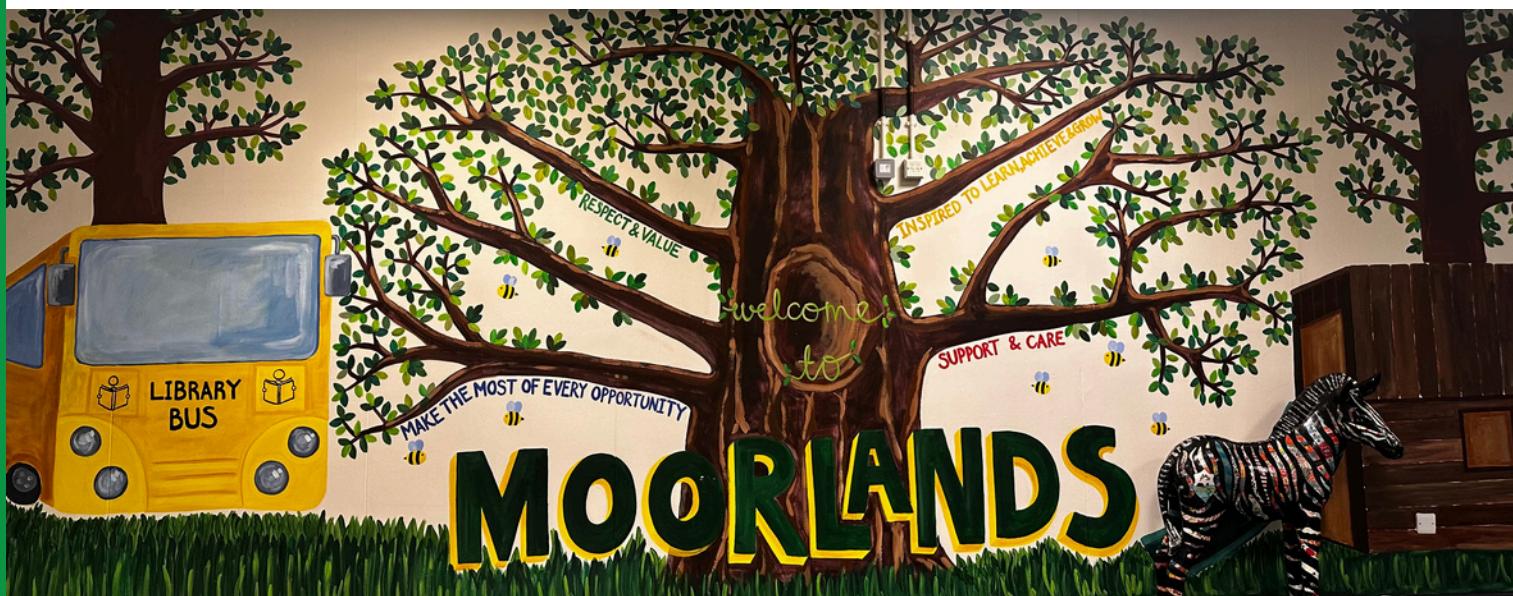
A: Qualifications	Essential	Desirable	Source
Qualified teacher status	X		A/CC
Degree	X		A/CC
NPQH or equivalent		X	A/CC

B: Professional Development	Essential	Desirable	Source
Evidence of recent leadership and management professional development	X		A
Up to date safeguarding training and knowledge of legislation for the protection of young people	X		A

C: School Leadership and Management	Essential	Desirable	Source
Successful leadership as a Headteacher, Deputy Headteacher or Assistant Headteacher with significant experience within KS2.	X		A
Evidence of the application of strategies to review, evaluate and improve teaching and learning.	X		A/I
Experience of championing inclusive practices to ensure all pupils achieve their potential regardless of their starting points.	X		A/I
Experience of monitoring staff performance.	X		A/I
Experience of effective budget management and financial analysis.		X	A/I
Experience of management of change.		X	A/I
The ability to create and implement effective management systems in which roles, responsibilities and accountabilities are clearly articulated.	X		A/I



D: Experience and knowledge of teaching	Essential	Desirable	Source
To have in-depth and current knowledge and understanding of KS2 and a working knowledge of EYFS/KS1 phase.	X		A/R
Commitment to ensuring inclusion and addressing diversity positively.	X		A/I
A sound understanding of how children learn, how teachers can better teach and how to raise achievement for all pupils.	X		A/I/R
Experience of teaching in more than one school.		X	A/I
A commitment to the education of pupils with Special Educational Needs and Disabilities (SEND), and experience of the importance of adaptive teaching and reasonable adjustments to maximise progress for all.	X		A/I



E: Professional Attributes	Essential	Desirable	Source
An ability to create a positive school environment where staff and pupils thrive.	X		A/R
An ability to demonstrate a clear, ambitious vision for the school's future.	X		A/I
The ability to engage and develop excellent relationships with staff, parents and pupils, governors and wider members of the local community.	X		A/I
An understanding of the importance of research in developing approaches to learning and curriculum design and the ability to put this into practice.	X		A/I
A belief that education extends beyond the academic curriculum and a willingness to support enrichment and character education in order to broaden horizons, build confidence and instill compassion.	X		A/I
An awareness of the educational landscape in which the school operates, including the impact of selective secondary education.		X	A/I



F: Personal Qualities	Essential	Desirable	Source
A caring and considerate attitude towards children, with a passion for achieving the very best outcomes for all.	X		I/R
Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job.	X		A/I
The ability to nurture and inspire confidence.	X		I
Be aware of their own strengths and areas for development.	X		A/I
Belief in equality of opportunities for all pupils and staff taking account of culture, gender, ethnicity, sexual orientation, religious identity, or other characteristics that could cause them not to be treated equally well.	X		A/I

G: Safeguarding	Essential	Desirable	Source
Displays commitment to the protection and safeguarding of children and young people	X		A/I/R
The ability to form and maintain appropriate relationships and personal boundaries with young people.	X		A/I/R
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	X		A/I/R
Will co-operate and work with relevant agencies to protect young people	X		A/I/R



H: Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers Standards 2020 which also form the basis of the Job Description for a Headteacher in a Local Authority school.

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.

In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Culture and Ethos
- Curriculum and Teaching
- Organisational effectiveness including Governance and Accountability

Candidates are therefore asked to structure their supporting statement under the above headings.

I: Confidential References and Reports

Positive recommendation from current employer - Essential

Positive recommendation from Local Authority or MAT (as appropriate) - Essential

J: Application Form and Supporting Statement

The current relevant school application form must be fully completed and legible. The supporting statement should not exceed 1300 words in length, be clear, concise and related to the post and setting applied for following the guidance outlined in section H above. Where typed Arial font, size 11 should be used.





Headteacher Job Description

This job description reflects the Headteachers' Standards (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 document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher of Moorlands School shall consult, where appropriate, with Trafford Local Authority, the Governing Body, the staff of the school, its pupils and the parents and carers of its pupils.

A. The Core Purpose of the Headteacher

The Headteacher is the prime mover in creating and inspiring the ethos and core values of Moorland School, securing its mission statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.

The core purpose of our Headteacher is to provide professional leadership and management for the school within the context of Trafford Local Authority. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success our Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school. Accountable to the Governing Body, our Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers.

Through such partnerships and other activities, our Headteacher plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally.

Drawing on the support provided by members of the school community, our Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Three Domains of Headship

Domains

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

The standards in section C 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

C. Ethics and professional conduct

The Headteacher of Moorlands School is 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, the Headteacher of Moorlands School will:

- 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 leader of our school community and profession, our Headteacher will:

- 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

D. Headteachers' standards

1. School culture

The Headteacher of Moorlands School will:

- 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

The Headteacher of Moorlands School will:

- 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

The Headteacher of Moorlands School will:

- 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

The Headteacher of Moorlands School will:

- 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

The Headteacher of Moorlands School will:

- 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

The Headteacher of Moorlands School will:

- 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

The Headteacher of Moorlands School will:

- 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

The Headteacher of Moorlands School will:

- 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

The Headteacher of Moorlands School will:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community including Templemoor School
- 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

The Headteacher of Moorlands School will:

- 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

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.

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.