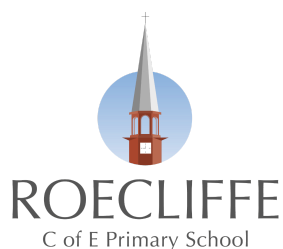


Recruitment Pack

Headteacher

Roecliffe CE Primary School



Welcome from the CEO

Dear Prospective Candidate,

Thank you for your interest in the role of Headteacher at Roecliffe Church of England Primary School and in joining Leeds Diocesan Learning Trust (LDLT). This is a significant and exciting opportunity to lead a school with a strong Church foundation, a clear and established vision, and a deep commitment to serving its community.

We are seeking an experienced and outstanding Headteacher who combines high expectations for pupils and staff with a collaborative and generous approach to leadership. At LDLT, we believe that our schools are strongest when leaders work in trust with a shared purpose to further the Trust vision of Loving Living and Learning Together. You will join a warm, welcoming and highly supportive network of Headteachers and Trust leaders who value professional dialogue, mutual challenge and collective responsibility for improving outcomes for all children across the Trust.

Our work is rooted in Christian values, and we seek leaders who are committed to living out these values through their leadership, demonstrating compassion, integrity, courage and respect in all that they do. As a Church school within a Church Trust, Roecliffe benefits from strong partnerships, clear strategic support and the freedom to lead creatively within a framework of shared vision and accountability.

If you are a reflective and values driven leader who is ambitious for children's outcomes and experiences, committed to collaboration and inspired by the opportunity to serve within a values based learning community, we would be delighted to receive your application.



Richard Noake
CEO of LDLT



Roecliffe CE Primary School

Welcome to Roecliffe Church of England Primary School. We are seeking an exceptional Headteacher to lead our school into the next phase of its development, and we hope that person might be you.

This is a unique opportunity to lead a thriving and highly valued village Church of England primary school whilst remaining closely connected to the day-to-day life of the classroom.

As Headteacher, you will have a 0.5 FTE teaching commitment and will also undertake the role of Special Educational Needs and Disabilities Coordinator (SENDCo), providing a unique opportunity to lead through visible presence, exemplary classroom practice and strong relationships with pupils, staff and families. We are seeking a leader who values the opportunity to teach, inspire and model excellent practice whilst championing inclusion and ensuring that every child receives the support they need to flourish.

Roecliffe is a school where every child is known and valued, and where the Headteacher plays a central role in nurturing a culture of high expectations, inclusion and care. This role offers the opportunity to shape the future of the school whilst remaining directly involved in the learning experiences of its pupils.

Roecliffe Church of England Primary School is a thriving village primary school at the heart of its community, situated near Boroughbridge in North Yorkshire. Our school is a place where children are known, valued and nurtured as individuals. Rooted in our Christian vision and values of Faith, Courage and Love, we strive to create an environment where every child can flourish academically, socially and spiritually. These values underpin all aspects of school life and inspire our pupils to become confident learners, compassionate citizens and positive contributors to the world around them.

Roecliffe is proud of its strong relationships with families, the local church and the wider community. The school enjoys a reputation as a welcoming and inclusive environment where partnership working is central to achieving the best possible outcomes for every child. Our dedicated staff team is committed to providing high-quality teaching and learning experiences that motivate, challenge and inspire children to achieve their full potential.

The curriculum is ambitious, engaging and carefully designed to meet the needs of our pupils. Through rich learning experiences, educational visits, outdoor learning opportunities and strong community links, children develop a love of learning and the knowledge, skills and character needed for future success.

This is an exciting opportunity for an exceptional leader to build upon the school's many strengths and shape its future direction. We are seeking a Headteacher who shares our commitment to nurturing every child, strengthening community partnerships and ensuring that Roecliffe remains a vibrant, aspirational and inclusive school where children thrive and flourish.

At Roecliffe, we believe in enabling every child to live out our vision:

"Faith to move forward in confidence and succeed. Courage to make a difference in the world every day. Love one another as God loves us."

Thank you for taking the time to consider this opportunity. If you feel inspired by our vision and believe you have the skills, experience and passion to lead Roecliffe Church of England Primary School into its next chapter, we would be delighted to hear from you. Please do get in touch if you would like to find out more about our school, our community and this exciting opportunity.

About Leeds Diocesan Learning Trust

Roecliffe CE Primary School is proud to be part of Leeds Diocesan Learning Trust (LDLT). Should you be successful in your application, LDLT will be your employer. Leeds Diocesan Learning Trust (LDLT) is a Church Trust within the Church of England Diocese of Leeds. It welcomes any school that wants to develop and improve within a culture of mutual sharing and dynamic collaboration.

LDLT opened its doors in September 2022 with a strong vision of full flourishing through loving, living and learning together. As a Church Trust, LDLT is an important part of the Anglican Diocese of Leeds' vision for education and was established by the Leeds Diocesan Board of Education to provide high-quality services, support and challenge to an increasing number of schools across the diocese looking to take on academy status. LDLT is an inclusive Trust, established to be a home for schools with or without a religious foundation and it will equally support Church and community schools looking for a secure and nurturing environment, where their uniqueness will be safeguarded.

The Trust has 13 schools across North and West Yorkshire: Craven, Leeds and Ripon with all schools being within the Primary phase. The Trust has aspirations to grow in these three specific geographies over the next five years and to also establish other clusters where demand dictates.

LDLT's dedicated central team has a strong focus on school improvement through collaborative working across peer network groups and other mechanisms to provide a real benefit to schools.

Our Vision and Christian Ethos

LDLT is guided by a vision that ***servicing and celebrating our unique schools and communities, we will love, live and learn together***. This vision reflects our shared commitment to create environments where children, staff, governors and all members of our school communities are valued as people of God, and where transformational learning and the flourishing of all are at the heart of everything we do.

Staff Support, Wellbeing and Benefits

LDLT is committed to being a Trust that values its people. We know that great staff create great schools. As part of LDLT, colleagues benefit from:

- **Generous Pension Schemes**

- Teachers' Pension Scheme (TPS) for teaching staff
- Local Government Pension Scheme (LGPS) for support staff

Both schemes offer excellent employer contributions and long-term financial security.

- **Holiday Entitlement**

Support staff receive generous paid holiday entitlement, increasing with service and aligned to the local government national pay framework.

- **Cycle to Work Scheme**

Employees can benefit from our Cycle to Work scheme, supporting sustainable travel and staff wellbeing.

- **Professional Development**

We invest significantly in professional learning, offering:

- Trust-wide CPD programmes
- Leadership development pathways
- Collaboration through subject and phase networks
- Opportunities for career progression across the trust

For more information about Leeds Diocesan Learning Trust, please visit www.LDLT.co.uk

Headteacher Job Description and Person Specification

We are looking to appoint an exceptional and inspirational Headteacher to lead Roecliffe Church of England Primary School into its next phase of development. This is an exciting opportunity for a committed and visionary leader to build on the school's strong foundations and work in partnership with staff, pupils, governors and the wider community to secure the very best outcomes for every child.

Reporting to	CEO and Chair of Local Academy Council
Duration of post	Permanent
Work commitment	Full time with 0.5FTE teaching commitment
Salary	Leadership scale, L10 - L14
Start date	1 September 2026
Location	Roecliffe Church of England Primary School

Terms and Conditions

This job description is current at the date of appointment. In consultation with your line manager, the post description may be varied to reflect or anticipate changes in the role. The post holder may be required to undertake any other duties commensurate with the grade of the post, including other miscellaneous work deemed suitable by Trust management.

Job Purpose

- Take the lead role on working with the Governors to champion and uphold the school's Church School vision, which embraces excellence, high standards and inclusion. Translate the vision into a development plan and implement it successfully.
- Secure excellent teaching to achieve high standards of learning and attainment across the primary range, including preparation for secondary education.
- Undertake a 0.5 FTE teaching commitment, modelling excellent classroom practice and maintaining direct responsibility for the progress, attainment and wellbeing of pupils within the allocated teaching commitment. Use this role to exemplify high-quality teaching, curriculum delivery and assessment practice, supporting the continuous improvement of teaching and learning across the school.
- Hold all staff to account for their professional conduct and practice.
- Lead and coordinate the school's SEND provision, ensuring compliance with statutory requirements, promoting inclusive practice and securing the best possible outcomes for pupils with special educational needs and disabilities.
- Lead the school's distinctive vision, where Collective Worship is at the heart of the school's daily experience and children and staff flourish in their spiritual life.
- Lead by example to foster an open, transparent and equitable culture.
- To be responsible for the internal organisation, management and control of the school.
- Manage finance and resources astutely to maximise their use and value.
- Develop and sustain effective relationships with the Governors, CEO and LDLT colleagues in particular, to ensure effective governance of the school, and the discharge of Governor responsibilities.
- Build/develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.
- To uphold the highest standards of professional and business ethics, and support the Governors in ensuring that this impacts on all aspects of the school decision making processes.
- To keep children safe and support the Governors to implement and oversee the highest possible standards of child protection, prevent strategies and safe-guarding throughout the school.
- To undertake other duties and responsibilities as is reasonably directed by the Governors and CEO.



Key Duties and Responsibilities

Qualities and knowledge

- Hold and articulate clear values and moral purpose, focus on providing an outstanding education for all pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- Demand 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.
- Secure excellent teaching through both strategic leadership and exemplary classroom practice, demonstrating an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- 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.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Teaching and Learning Responsibilities

- Undertake a 0.5 FTE teaching commitment as determined by the needs of the school.
- Deliver consistently high-quality teaching that reflects the school's expectations and vision for learning.
- Maintain responsibility for planning, teaching, assessment and reporting for the designated class or teaching groups.
- Model exemplary classroom practice and demonstrate effective behaviour management strategies.
- Use first-hand knowledge of classroom practice to inform school improvement priorities and professional development.
- Contribute actively to curriculum development and evaluation through direct teaching experience.
- Ensure that pupils within the allocated teaching commitment make strong progress and achieve high standards.
- Balance strategic leadership responsibilities with teaching commitments to maximise impact on pupil outcomes.

Systems and process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governors to understand their role and deliver their functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- 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.
- Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Continuing Professional Development and Confidentiality

- All staff are expected to participate fully in the Trust's appraisal and performance development processes, demonstrating a commitment to continuous improvement and personal growth. This includes participating in regular reviews, reflecting on practice, and contributing to the setting and evaluation of professional objectives. Staff are expected to use appraisal as a constructive opportunity to celebrate strengths, identify areas for development, and align their professional growth with the strategic priorities of the school and Trust.
- Postholders are required to take responsibility for their own ongoing professional development, proactively engaging with opportunities offered by the school and the Leeds Diocesan Learning Trust (LDLT). This includes attending relevant training, conferences, briefings and networking events that support excellence in professional practice.
- Staff must adhere to all Trust-wide policies, procedures and statutory requirements.
- A high standard of professionalism is essential at all times, including maintaining strict confidentiality in all matters relating to LDLT, its schools, pupils, staff and wider business.

Safeguarding

- LDLT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- All staff are required to uphold the highest standards of professional conduct and to follow Trust and school safeguarding policies and procedures at all times.
- The postholder must attend relevant safeguarding training, maintain an up-to-date understanding of child protection responsibilities, and act promptly on any concerns in line with statutory guidance, including Keeping Children Safe in Education.
- This role is subject to an enhanced Disclosure and Barring Service (DBS) check, satisfactory references and appropriate pre-employment safeguarding checks.



Person Specification

Qualifications and Experience	Essential	Desirable
Qualified teacher status	✓	
Degree level qualification or equivalent	✓	
Further relevant professional study and evidence of continuous professional development and knowledge of current issues in Education.	✓	
At least three years of proven strong, successful senior leadership and management experience in a primary school.	✓	
Recent and successful experience of teaching in a primary school setting.	✓	
Experience of leading or coordinating SEND provision.	✓	
Strong understanding of inclusive practice and the SEND Code of Practice.	✓	
Experience leading in a Church school.		✓
NPQH		✓
Experience of successfully balancing leadership responsibilities with a significant teaching commitment.		✓
Qualities and Knowledge	Essential	Desirable
Hold and articulate clear vision, values and moral purpose, demonstrating optimistic personal behaviour, and positive relationships and attitudes.	✓	
Demonstrate a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. Understand how to empower all students and staff to excel.	✓	
Experience of curriculum design and management.	✓	
A strong understanding of effective primary classroom practice and the ability to lead improvement through direct teaching experience.	✓	
Experience of handling complaints and concerns from parents and other key stakeholders.		✓
Developing an effective model for behaviour and attendance management.		✓
Skilled in managing change, with resilience and the ability to navigate challenges effectively.		✓

Skills	Essential	Desirable
Evidence of raising standards that have impacted positively on pupil attainment and teaching and learning.	✓	
Significant experience in evaluating and using data to plan and improve pupil performance.	✓	
An understanding of what makes outstanding teaching, how students learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.	✓	
Strong financial planning and management skills, with experience of making effective use of resources in order to make sound judgements against set criteria.	✓	
A commitment to valuing, supporting and encouraging the professional development of all staff members.	✓	
An understanding of how to create whole community accountability systems and implement them to combine data from a range of sources in order to maximise the achievement of children.	✓	
A clear understanding of and commitment to promoting and safeguarding the welfare of children.	✓	
Evidence of building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.	✓	
A commitment to building and maintaining effective and positive relationships with parents, carers, trustees, the wider community and other schools.	✓	
Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.	✓	
Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, trustees and parents.	✓	
The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.	✓	
Evidence of consistently high-quality classroom practice that has positively impacted pupil outcomes.	✓	
Ability to effectively balance strategic leadership responsibilities alongside a substantial teaching commitment.	✓	
Ability to model excellent teaching and learning practice for colleagues across the school.	✓	
Other	Essential	Desirable
Be proactive and able to adapt to changes in priorities.	✓	
Be enthusiastic and positive.	✓	

Selection Process Guidance

Safeguarding and Safer Recruitment Checks

LDLT is committed to safeguarding and promoting the welfare of children and young people, and all recruitment processes reflect our obligations under Keeping Children Safe in Education (KCSIE). All appointments are subject to safer recruitment checks, including an enhanced Disclosure and Barring Service (DBS) check, verification of identity and qualifications, online checks, employment history scrutiny, and the receipt of satisfactory references. Any gaps in employment will be explored during the interview process.

Equality and Diversity

LDLT is an inclusive employer and is committed to ensuring equality of opportunity for all applicants. We welcome applications from individuals of all backgrounds, faiths and protected characteristics. Recruitment decisions are made solely on the basis of merit and alignment with the values, ethos and requirements of the role. We are dedicated to creating a workforce that reflects the diversity of the communities we serve.

Visits to the School

We encourage prospective applicants to visit Roecliffe prior to submitting an application. A visit offers an opportunity to meet staff, explore the school environment and gain a deeper understanding of our values, vision and community. Visits can be arranged by contacting the school office using the details below.

How to Apply

All applications must be submitted using the official application form, which ensures a fair and consistent process for all candidates. Applicants should complete all sections in full and provide a supporting statement that demonstrates how they meet the job description and person specification. CVs alone cannot be accepted in place of a completed application form. All applications must be received by the closing date stated in this pack. Shortlisting will be carried out against the published criteria. Please send all completed applications to: Info@LDLT.co.uk

Shortlisting

Applications will be shortlisted against the criteria outlined in the person specification. The selection panel will carefully review each application, and shortlisted candidates will be contacted directly to confirm next steps. Candidates who are not shortlisted will be informed following the completion of this stage.

References

References will be requested for all shortlisted candidates prior to interview, in line with safer recruitment guidance. One reference must be from the candidate's current or most recent employer, and, where applicable, one must be from a role involving work with children. Referees will be asked about the candidate's suitability for working with young people and any concerns related to safeguarding.

Interview

Shortlisted candidates will be invited to attend an interview, which may include a range of assessment activities such as a lesson observation, presentation, in-tray task or written exercise, depending on the role. The interview panel will explore experience, skills, values, and suitability for working within Roecliffe and the wider Trust. Candidates will be informed of the structure of the day in advance.

Final Selection

Following the completion of all interview activities, the selection panel will evaluate each candidate against the requirements of the role. Decisions are made objectively based on merit, safeguarding considerations and the needs of the school. Candidates will be informed of the outcome as soon as possible after the selection meeting.

Offer of Employment

Any offer of employment will be made subject to all safer recruitment checks being completed satisfactorily, including enhanced DBS clearance, verification of identity and qualifications, medical clearance, and the receipt of references deemed suitable by the Trust. The successful candidate will be issued with a conditional offer followed by a contract of employment once all checks are confirmed.

Timeline

- Application deadline: Thursday 25th June 2026 12pm
- Shortlisting: Thursday 25th June 2026
- Interviews: Thursday 2nd July 2026

While every effort will be made to adhere to published dates, the Trust reserves the right to make adjustments where necessary.

Questions and Contact Details

If you have any questions about the role, the school, or the recruitment process, please do not hesitate to get in touch. Enquiries and arrangements to visit the school can be directed to:

Richard Noake (CEO)

info@LDLT.co.uk

